



**UNDERGRADUATE  
CATALOG** / **2021-22**

**DEMOREST & ATHENS, GEORGIA**

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# **Undergraduate Catalog 2021-2022**

# ABOUT PIEDMONT UNIVERSITY

## Vision and Mission

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

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

### Service

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

### Legacy

Piedmont University 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 University that consists of two 15-week semesters and one 8-week summer semester. The requirements in this catalog apply to students entering Piedmont in the 2021-2022 academic year (Fall 2021, Spring 2022, Summer 2022). An official copy of the academic calendar can be found on the Piedmont University website at [www.piedmont.edu/registrar](http://www.piedmont.edu/registrar).

Piedmont University 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 University 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 University, 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 university and not to the Commission.

All teacher education programs offered by Piedmont University, as they appear in its published catalog, have the approval of the Professional Standards Commission of the State of Georgia, 200 Piedmont Ave SE, Atlanta, Ga. 30334 (404-232-2500) ([www.gapsc.com](http://www.gapsc.com)). Authority to recommend for certification rests with the Dean of the College 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, (800-669-1656) ([www.acenursing.org](http://www.acenursing.org)).

The Piedmont University Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101 (844-462-2283) ([www.caate.net](http://www.caate.net)). The program has been placed on probation as of February 11, 2020, by the CAATE. 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](http://www.caahep.org)).

The Walker College of Business is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP), 11520 West 119th Street, Overland Park, Kansas 66213 (913-339-9356) ([www.ascsp.org](http://www.ascsp.org)) 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.

## ACADEMIC PARTNERSHIPS

### LCMC/RIZE:

The Lower Cost Models Consortium (LCMC) is a coalition of regionally accredited private colleges and universities committed to making higher education more accessible for all students and sustainable for the long-term. Through this coalition, Piedmont University offers cutting edge majors. The courses are primarily taught by regular Piedmont faculty with some of the coursework taught online through the consortium.

### Acadeum:

Acadeum helps colleges and universities establish course-sharing partnerships with like-minded regionally accredited institutions to enhance student success, support academic strategies, address inefficiencies, and boost degree completion.

## NON-DISCRIMINATION POLICY

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

Piedmont University 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 university property. This includes the storage of such devices in automobiles parked on university property. Exception is made for licensed public safety officials in the employ of the university and for licensed public safety officers from other jurisdictions who are on university 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 college.
4. Academic resolutions made by a dean are considered final unless the complaint is related to the dean of the college. 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 University.

### 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 University.

**B. Discrimination and Harassment:** Piedmont University 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](mailto: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 University 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 University 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 University 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

<b>Demorest Campus</b>	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
College of Arts and Sciences	706-776-0113
College of Education	706-776-0117
College of Business	706-776-0115
College of Nursing and Health Sciences	706-776-0116
Graduate Studies	706-776-0109
Alumni Affairs	706-776-0104
	1-800-868-1641
University 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
<b>Athens Campus</b>	706-548-8505

	800-331-2021
Undergraduate Admissions	706-548-8102
Graduate Admissions	706-548-8505 x8813
Financial Aid	706-776-0114
Information Technology	706-548-6190
Registrar	706-776-0112

**Mailing address:**

**Demorest Campus**

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

**Athens Campus**

Piedmont University Athens Center • 1282 Prince Ave. • Athens GA 30606

# ADMISSION TO PIEDMONT

## FRESHMEN (FIRST TIME IN COLLEGE-FTIC)

A First Time in College (FTIC) is defined as an individual who has not enrolled in any college courses with the exception of dual enrollment courses. FTIC must submit the following items in order to be considered for admission:

1. An application for admission;
2. An official transcript of all high school diploma course work or an official home-school transcript. Applicants should have completed at least 23 high school units. Suggested units include:

Subject Area	Units
Language Arts	4
Math	4
Social Studies	3
Natural Science	3
Foreign Language	2 (recommended)

3. If an applicant satisfied the requirements for a General Equivalency Diploma (GED), the official assessment scores report.
4. An official transcript of all dual enrollment credits from each college or university attended, if applicable, will be required when student enrolls.
5. Optional) An official score report of the results of the SAT or the ACT.

## HOME-SCHOOLED STUDENTS

At Piedmont, we encourage academically talented students from home schools to join our learning community. Admission requirements for home-schooled students are the same as Freshmen (FTIC).

## TRANSFER STUDENTS

A transfer student is defined as an individual who, having attended another institution of higher learning, is applying for admission to Piedmont University.

All transfer students should submit the following items in order to be considered for admission:

1. An application for admission;
2. Official transcripts from **every** college, university, or technical college attended. Transfer applicants must present a satisfactory academic record from each institution attended;
3. If the transfer student has less than 30 transferable semester credit hours from previously attended institutions, an official, final high school transcript or General Equivalency Diploma (GED) assessment scores report is required.

## Other policies applicable to transfer students include the following:

- Students may receive transfer credit for courses taken at accredited institutions and foreign institutions approved for semester(s) abroad.
- Students who attended colleges not accredited at the time of attendance may be asked to provide additional materials including course syllabi, college catalog course descriptions, and instructors' credential information before transferability of the courses may be determined.
- Only grades of "C" or higher are transferred in all courses.
- Developmental, orientation, student-assembly, and cultural-events credits are non-transferable.

Transfer applicants who are enrolled at other institutions and plan to enroll for courses at Piedmont University prior to the completion of course work at another institution must appeal in writing to the dean of the respective college for which they are being admitted for permission to complete coursework at the previous institution.

*Admission to Piedmont University does not guarantee admission to a specific school or department. Certain programs have additional admission requirements which must be met before a student can begin taking the upper division classes in their degree program. It is the student's responsibility to contact the appropriate academic department for additional admission requirements upon acceptance to the University granted by the Office of Admissions.*

*Admission to Piedmont University- Athens Campus is limited to students with previous college or university experience. Students must have completed at least 30 hours of transferable credit to be considered; those hours may have been completed as a dual enrollment student, while enrolled full-time at another college or university and/or by receiving a '3' or better on final AP tests. Please contact the Office of Undergraduate Admissions for more information.*

## TRANSIENT STUDENTS

A transient (visiting) student is defined as a student that is still currently enrolled at another accredited college or university in the United States and intends to apply their Piedmont University credit(s) to a degree from their home institution.

Transient students should submit the following items in order to be considered for admission:

1. The Transient student application
2. A Letter of Permission or Enrollment Verification form, showing student in good standing, available from their home institution's Registrar's office.

## FAILURE TO DISCLOSE OFFICIAL TRANSCRIPTS

**Students may not disregard their records from other institutions of higher education. Failure to disclose previous college attendance is sufficient cause for cancellation of a student's admissions or registration and of any semester credits earned at Piedmont University. Non-disclosure of previous college or university attendance can compromise the ability to qualify for financial aid.**

## DUAL ENROLLMENT

A Dual Enrollment (DE) student is a high school student who is allowed to register for college courses while attending high school or home school. DE students may take a maximum of 15 credit hours per semester, with a maximum of 30 hours total. Courses must be on the list of approved courses from the State of Georgia. If a DE student chooses to take a course not approved by the State of Georgia, or enrolls in more than 15 credit hours or exceeds 30 credit hours, the student will be charged the normal undergraduate price per credit hour. DE students are not eligible for financial aid. DE students are normally not eligible to take evening, hybrid or online courses. Any appeals to this restriction must be made in writing to the dean of the college in which a course is offered.

To be eligible for the DE program at Piedmont University the student must:

- Be enrolled as a Junior or Senior high school student in a public or independent high school or home study program;
- Apply and be accepted in the same manner as a regular undergraduate student, meeting the specific requirements for DE students.

Students wishing to participate in the DE program must submit to the Office of Undergraduate Admissions the following documents:

- Application for admission
- Official high school or home study transcripts
- Completed Teacher Recommendation Form signed by the principal, one high school teacher and a college/guidance counselor or home school administrator.
- Students must maintain a 3.0 GPA in DE classes to be allowed to return for another semester.

## INTERNATIONAL STUDENTS

An international student is defined as a student who is a non-U.S. citizen, not a permanent resident, and is not participating in DACA. Piedmont University welcomes international students as active members of the University.

In addition to the application requirements described in the catalog, the following additional admission documents must be submitted before an international student will be allowed to enroll:

1. Submit a course-by-course analysis of all secondary and post-secondary credits earned outside the U.S. We recommend utilizing the services of World Educational Services or Josef Silny & Associates, Inc. or any current member of NACES (<http://www.naces.org/>). If submitting a secondary course work evaluation that reflects credits still in progress, the applicant must have a final official transcript submitted from the institution attended when available.
2. An official score report of the Scholastic Aptitude Test (SAT) of the University Entrance Examination Board or the American University Test (ACT) of the American University Testing Programs is required if available.
3. Non-native English speakers must also provide proof of English proficiency. Students may submit official scores of one of the following: 1. Test of English as a Foreign Language (TOEFL). 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. 2. International English Language Testing System (IELTS). A satisfactory IELTS band score is 6 or higher. 3. 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. 4. Duolingo English Examination. Students must score a minimum of 100 on the Duolingo exam, as well as submit the video requirement. Scanned score reports of the above examinations are not acceptable for admissions consideration. Scores more than 2 years old will not be accepted.
4. A completed health form, along with proof of health insurance and immunizations.
5. A financial statement showing sufficient availability of funds and the source of these funds for the first year of college.
6. When all items listed above are received and if the student has been accepted to the university, a Certificate of Eligibility for Nonimmigrant (F-1) Student Status – For Academic and Language Students (I-20) can be released to the student.

Due to the time required for sending the additional documents needed for acceptance consideration, international students are urged to complete their application file at least one month prior to the published semester application deadline.

## NON-DEGREE STATUS

Non-Degree (NDG) 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 student. Applicants who wish to enroll in more than 15 semester hours as a non-degree student must apply for permission from the Dean of the appropriate college.

Students applying for non-degree status who have not earned any degree will apply through Undergraduate Admissions as a Non-Degree seeking student. Students who already hold a Bachelor's or other degree will apply through Graduate Admissions.

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

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

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

Non-degree students should submit the following to be considered for admission:

1. An application for admission; and
2. Official transcripts from all the colleges/ universities where the student attended or completed an undergraduate degree

## READMISSION

**(Note: Graduate Students - see Graduate Readmission )**

Undergraduate students who have not been enrolled at Piedmont University for less than two academic years and have not attended another institution must apply for readmission. To reapply, submit an Application for Undergraduate Readmission form to the Registrar at least three weeks prior to the beginning of the semester for which you are seeking readmission. This form is available from the Registrar's Office or [www.piedmont.edu/registrar](http://www.piedmont.edu/registrar).

Undergraduate students who have been away from Piedmont University for more than two consecutive years or, who have attended other institutions since last attending Piedmont University, must go through the complete admissions process. **The student will need to submit a new application available at [piedmont.edu/apply](http://piedmont.edu/apply).** They must provide necessary documentation, including transcripts from all institutions, which must be presented to and accepted by the Admissions Committee. They will be required to pay a \$100 matriculation fee upon enrollment.

Students who are readmitted may follow the program of study outlined in the current Piedmont University catalog or if no more than five years have elapsed, may continue the program outlined in the catalog in effect at the time they initially enrolled. Program requirements and procedures are subject to change pending requirements of accrediting organizations.

## ACADEMIC FORGIVENESS POLICY

Academic Forgiveness allows former Piedmont students and prospective transfer students who experienced academic difficulty in the past to make a fresh start by removing roadblocks to being admitted and thus providing the opportunity to complete a Bachelor's degree.

Undergraduate students seeking admission or re-admission to complete a degree and who have been out of any post-secondary institution for a period of at least five years may petition for Academic Forgiveness. Academic Forgiveness will initiate a new grade point average (GPA) that will be used to determine academic standing.

## GUIDELINES FOR ACADEMIC FORGIVENESS:

- A transfer or former student who desires Academic Forgiveness may have his/her transcript(s) evaluated for Academic Forgiveness upon written request to the Dean of Admissions. The written request should be sent with the Application for Admission. The Dean of Admissions will consult with the dean of the appropriate college and an admissions recommendation will be made to the Admissions Committee.
- Only grades of "C" or higher will be used in determining academic standing; however, all coursework will remain a part of the transcript. All attempted coursework will be used in calculating honors for graduation.
- Academic Forgiveness will be granted only one time.
- Granting of Academic Forgiveness does not supersede financial aid policies regarding satisfactory academic progress.

## ADMISSIONS APPEAL

An applicant who is denied admission may appeal to the Associate Vice President for Undergraduate Enrollment. The appeal must be made in writing and submitted electronically. Once this is submitted to the Associate Vice President for Undergraduate Enrollment, the original file and the letter of appeal will be submitted to the Admissions Committee for a decision.

## EXPENSES

Piedmont's 2021-2022 tuition, room and board charges support the University's continued commitment to provide first-rate programs and facilities at an affordable rate.

## TUITION CHARGES

The 2021-2022 tuition approved by the Piedmont University Board of Trustees is as follows.

### Demorest Campus

**Fall 2021/Spring 2022:** \$14,060 per semester (\$28,120 per academic year) for full-time students taking 12-18 hours per semester. Students who are eligible to take more than 18 hours pay the part-time rate of \$1011 per additional credit hour. The tuition for part-time students taking 11 credit hours or less per semester is \$1011 per credit hour.

**Summer 2022:** Summer tuition for undergraduate students is discounted regardless of the number of semester hours taken and will be posted by spring 2022. Domestic and international academic travel expenses vary according to location, itinerary and duration. Because of the tuition discount, not all aid will be applicable during the summer semester. Students will need to contact the Financial Aid Office for questions regarding summer aid.

### Athens Campus

**Fall 2021/Spring 2022:** \$10,480 per semester (\$20,960 per academic year) for full-time students taking 12-18 hours per semester. Students who are eligible to take more than 18 hours pay the part-time rate of \$753 per additional credit hour. The tuition for part-time students taking 11 credit hours or less per semester is \$753 per credit hour.

**Summer 2022:** Summer tuition rates for undergraduate students will be posted by spring semester 2022. Domestic and international academic travel expenses vary according to location, itinerary and duration.

**Athens Nursing Students:** Athens nursing students entering their junior and senior years will be charged at the Demorest tuition rate. Students enrolled in 12-18 credit hours will be charged \$14,060 per semester. Please contact the Financial Aid Office for questions regarding applicable financial aid.

### 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.

### Degree Completion (Online)

Students enrolled in the online Degree Completion program are charged the online rate of \$550 per credit hour.

## TUITION CHARGE ADJUSTMENTS & REFUND POLICY

### Drop, Add and Withdrawal from Course(s):

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





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 University 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.

## **ROOM AND BOARD CHARGES**

All residential students are required to enroll full-time and have a meal plan. Room charges for the 2021-2022 academic year:

	Double Occupancy	Single Occupancy
GB, Mayflower, Purcell & Wallace	\$3,080 per semester	\$3,305 per semester
	\$6,160 per year	\$6,610 per year
All other dorms & The Student Village	Standard Room \$3,139 per semester	
	\$6,260 per year	

Overall room and board charges will vary based on the meal plan selected. Meal plan election may take place any time prior to the beginning of the term and during the drop/add period.

19 meals per week (Plus \$150 Declining Balance/semester)	\$5,040/year
250 Block Meals (Plus \$100 Declining Balance/semester)	\$4,205/year
170 Block Meals (Plus \$235 Declining Balance/semester)	\$4,110/year
7 meals per week (Plus \$300 Declining Balance/semester)	\$3,530/year

\*19 per week meal plan is required by all first-year students (under 30 hours).

\*\*7 per week meal plan is only available to residents at the Student Village or residential students who are enrolled in clinicals or student teaching.

**Summer Room & Board:** Availability and cost for summer room & board will be posted by the spring semester each year.

## ADVANCE DEPOSITS/MATRICULATION DEPOSITS

**New Undergraduate Students:** To confirm intent to register and ensure a request to process financial aid, new undergraduate students must deposit \$100 on their account. This non-refundable matriculation deposit will be applied to the first semester in which the student enrolls.

New students submitting an application for campus housing are required to submit an additional \$250 non-refundable housing deposit. This deposit will be applied to the first semester in which the student enrolls.

**Returning Students:** Students may reserve a room for the upcoming fall semester (during the allotted reservation period) that is held each spring semester. The housing deposit for returning students is a non-refundable \$50. If the deposit is not received during the housing reservation period, a deposit of \$250 will be required. This deposit will be applied to the following semester's housing charges.

**Nursing Students:** Once a student is accepted in the College of Nursing & Health Sciences, a deposit will be required to hold the student's place in the school. The deposit will be specified by the College of Nursing & Health Sciences. When the student registers for the initial semester in the nursing program, this deposit will be credited to the student's tuition. For more information, please see the School of Nursing & Health Sciences section (p. 164).

All deposits are non-refundable and will be forfeited if the student does not enroll.

## ACCOUNT STATUS

Students are responsible for checking their account status online by logging into the student portal, SelfService, 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 university. 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.

## 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) (No future checks accepted)	\$50
Experiential credit (per credit hour)	\$50
Matriculation deposit (new undergraduate student)	\$100

(Please see School of Nursing section  
for information about the Nursing deposit)

Transcript (Clearinghouse paper copy, does not include additional shipping if multiple copies or express delivery is selected.)	\$9.20 each
Transcript (Clearinghouse electronic copy)	\$8.50 each
Transcript (in office next day processing)	\$10.00 each
Transcript (in office pick up same day)	\$20.00 each
Housing deposit (new student)	\$250
Housing deposit (returning student)	\$50
Application for graduation for undergraduate students	\$100
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
Replacement student ID	\$25
Fax service	\$2 first page, \$1 additional pages

\*Applications for Graduation must be submitted by the posted deadlines (see the Academic Calendar found online at [www.piedmont.edu/registrar](http://www.piedmont.edu/registrar)). Applications received after the posted deadline will be processed the following semester.

## ACCOUNT BALANCE AND COLLECTION FOR NON-PAYMENT

Students must pay in full or make payment arrangements with Student Accounts before they can complete registration and officially enroll in classes. Any student who has not satisfied their financial obligation either by payment in full or satisfactory payment arrangement prior to the beginning of the term may have their registration voided. Students with past due account balances cannot attend class or live in residence halls. Outstanding account balances will also prohibit future course registrations, transcript processing and release of diplomas. Students whose accounts remain unpaid may be sent to a third party for collection. Upon registration, students agree to reimburse Piedmont University the fees assessed by any agency, which may be based on a percentage at a maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney's fees incurred in such collection efforts. More information can be found on the Student Financial Responsibility Agreement, which is displayed during online registration.

## OUTSIDE SCHOLARSHIPS

Outside Scholarships (also known as Private Scholarships) are scholarships which a student receives from an outside entity. The award letter or certificate and the scholarship check from the entity should be sent to Student Accounts for processing. Unless otherwise stated, awards will be applied to the first semester of enrollment. Students may contact Student Accounts to request that funds be spread over the academic year.

## TERMS OF PAYMENT

Tuition, Room/Board and other charges must be paid by published deadlines. Payment installment arrangements may be made using the Piedmont University 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; however, a \$15 late fee will be assessed on any payment received greater than five days beyond the payment due date. International students are responsible for paying their balance in U.S dollars using either a wire transfer to Piedmont University or by providing a check for payment from a U.S. Bank. Payments from international credit cards are also accepted through the student portal, SelfService, or by using the online payment method at [www.piedmont.edu/business-aid](http://www.piedmont.edu/business-aid). Please contact Student Accounts for further details.

## FINANCIAL AID

The Piedmont University Financial Aid Office will assist students and parents who seek financial resources for attendance at this institution. Students receiving financial aid must maintain satisfactory academic progress in order to continue to receive financial assistance. Financial aid is administered under the direction of the Senior Vice President for Administration and Finance.

### APPLICATION PROCEDURES

There are four primary sources of student financial assistance: federal, state, institutional, and third-party sources. The financial aid application procedures for undergraduate and graduate students are available on the Financial Aid website at [www.piedmont.edu](http://www.piedmont.edu).

#### Federal Assistance

In order to receive federal student aid, a student's financial need must be established by completing a Free Application for Federal Student Aid (FAFSA). This form may be completed online at [www.studentaid.gov](http://www.studentaid.gov). Contact the Piedmont University Financial Aid Office at (706) 776-0114 with questions. For technical help when applying online, call the Federal Aid Help Line at 1-800-4-FED-AID. Students must request a copy of the FAFSA report be sent to Piedmont University. The Piedmont University federal aid school code is 001588.

The federal processor responds to the FAFSA with a Student Aid Report (SAR). This document contains a Need Analysis Form from which need-based aid is calculated. Need-based aid includes the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal Subsidized Stafford Loan, the Federal Work Study Program, and several institutional programs.

The SAR has an Expected Family Contribution (EFC) number assigned to it which reports the amount the federal government expects the family to be able to contribute toward the student's cost of education. Educational costs include tuition, room, board, books, transportation, and personal expenses. The SAR also indicates whether a student is eligible for the Federal Pell Grant and other need-based aid.

After the EFC is established on the FAFSA, eligibility for the various student loan programs offered by the Federal Government can be determined. Piedmont University participates in the Federal Direct Student Loan Program. These loans may be either subsidized or unsubsidized, and are based upon financial need and dependency status. Half-time enrollment is required for receiving student loans. Graduate Students are not eligible to receive subsidized student loans. Amounts vary based upon academic grade level. Loan funds are borrowed directly from the U.S. Department of Education, and funds are credited to the student's account at Piedmont University. Repayment begins after the student is enrolled less than half-time or graduates. Visit [www.studentaid.gov](http://www.studentaid.gov) for more information. Parents can also apply for a PLUS loan to assist with educational expenses for a dependent child. This is a non-need based program, and therefore, all parents can apply. Normal credit standards are used to determine whether a parent is approved for the loan. Loan amounts cannot exceed the cost of attendance less any financial aid received. Visit [www.studentaid.gov](http://www.studentaid.gov) for additional parent loan information.

### 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 University to return funds. Piedmont University 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 (p. 33) of the catalog. For questions regarding the Title IV Federal Aid Policy, please contact the Financial Aid Office.**

### SATISFACTORY ACADEMIC PROGRESS FOR UNDERGRADUATE STUDENTS

#### Satisfactory Academic Progress for Undergraduate Students

The U. S. Department of Education mandates that institutions of higher education establish minimum standards of "Satisfactory Academic Progress" for students receiving federal and state financial aid. Piedmont University applies these standards to all applicants for federal and state financial aid such as Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, Federal

Stafford loans, HOPE Scholarship, Zell Miller Scholarship, Georgia Tuition Equalization Grant (GTEG) and Student Access 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** - To be eligible for federal and state financial aid, an undergraduate student must have an institutional grade point average (GPA) of 2.0 or higher on a 4.0 scale.
- B. **QUANTITATIVE CRITERIA (Pace)** – Federal and state financial aid recipients must show measurable progress toward earning a degree 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 UNIVERSITY** - A student accepted into an undergraduate degree program may attempt no more than 150% of the required credit hours in required courses for the degree. 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 and state financial aid.

For example, a student pursuing a bachelor's degree will reach the maximum timeframe after attempting 180 credits.

## Satisfactory Academic Progress Statuses

- **FINANCIAL AID GOOD STANDING** – Student has a cumulative GPA of 2.0 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 2.0, 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 and state financial aid while on financial aid warning status, but must meet SAP standards during that term of enrollment to remain eligible for subsequent federal and state 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 and state 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 and state financial aid. The university 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 and state aid.
- **FINANCIAL AID PROBATION** - This status is only granted upon the approval of a Financial Aid SAP Appeal. Student may receive federal financial aid for one semester but must meet SAP standards by the end of that term to remain eligible for subsequent federal financial 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 Warning. 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 and state financial aid as long as the student continues to follow the academic plan. Student's eligibility for federal and state aid will be evaluated each semester until student meets SAP standards.
- **ACADEMIC EXCLUSION** - If a student is placed on academic exclusion, eligibility for federal and state 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 and State Financial Aid

Financial aid eligibility may be reinstated when the student raises their cumulative GPA to a 2.0 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 University (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. Students will also need to go to [Starfish.piedmont.edu](http://Starfish.piedmont.edu), "Request Help" and indicate interest in completing an Academic Success Plan (ASP). A Student Success staff member will reach out and assist with completing the ASP and signing the Satisfactory Academic Progress (SAP) Appeal Form.

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 and supporting documentation may be delivered in person at the Financial Aid Office or by email through a Piedmont University email account.

Appeals may result in any one of the following actions:

- Reinstatement of federal and state financial aid on probation
- Reinstatement of federal and state financial aid on an academic plan where the student will be held to specific requirements
- Denial of reinstatement of federal and state 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 University 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 and state financial aid for one probationary semester or enrollment period, after which another SAP review will be conducted.

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

## Maximum Timeframe Extension Appeal Process

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

If an appeal is approved, coursework will be limited to courses required for the completion of the degree. In addition, a student must maintain a minimum cumulative GPA of 2.0 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 and state 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

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

- The TEACH Grant Program was created by Congress in the University Cost Reduction and Access Act. For more information 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 list of low income schools please see list at: <https://studentaid.gov/understand-aid/types/grants/teach>.

If you have any question regarding financial aid, please contact the Financial Aid Office at 706-776-0114 or via email to [finaid@piedmont.edu](mailto:finaid@piedmont.edu).

## STATE ASSISTANCE

The State of Georgia has several aid programs available to students who meet eligibility requirements including Georgia Tuition Equalization Grant (GTEG), HOPE/Zell Miller Scholarship, Dual Enrollment Program, and Student Access Loans.

To apply for any type of state assistance, students must complete a FAFSA for the year they wish to receive aid or complete a GSF Application online at [www.gafutures.org](http://www.gafutures.org).

## HOPE/Zell Miller for Students Attending Private Universities

A student wishing to receive the HOPE/Zell Miller Scholarship while at Piedmont must meet the qualifications listed on the Georgia Student Finance Commission website [www.gafutures.org](http://www.gafutures.org).

## Dual Enrollment Program

The Dual Enrollment Program is administered by the Georgia Student Finance Commission. It is designed to provide participating high school students with financial assistance toward the cost of postsecondary course work. The purpose of the Dual Enrollment Program is to provide Georgia high school students and Georgia home school students with an opportunity to earn college degree-level credit hours as they simultaneously meet their high school graduation requirements. The program regulations for the Dual Enrollment Program are

provided at [www.gafutures.org](http://www.gafutures.org).

## VETERANS ADMINISTRATION EDUCATION BENEFITS

Piedmont University is an approved Institution of Higher Learning with the Veterans Administration with many approved programs. The university is also a participant in the Yellow Ribbon Program. Information regarding education benefits is available on the VA website at [www.gibill.va.gov/GI\\_Bill\\_Info/benefits.htm](http://www.gibill.va.gov/GI_Bill_Info/benefits.htm).

Students receiving benefits under the Veterans Administration programs are encouraged to apply for federal, state, and institutional aid by completing the Free Application for Federal Student Aid (FAFSA) at [www.studentaid.gov](http://www.studentaid.gov). Contact the Financial Aid Office for more information. [finaid@piedmont.edu](mailto:finaid@piedmont.edu) 706-776-0114

## SCHOLASTIC ACHIEVEMENT AWARDS

### Institutional Scholarship Programs

The scholarship and grant program at Piedmont University is designed to assist a wide range of students from various backgrounds. Funds are awarded annually to students who exhibit exceptional academic and leadership skills, as well as to those who are in need of financial support and have demonstrated an enthusiasm for learning. Any scholarships above the cost of room, board and tuition will be returned to the scholarship fund. Annual awards are based on the availability of funds

### Alpha Chi Scholarship

This scholarship is awarded to one graduating high school senior from each of the following Georgia counties: Habersham, Banks, Hall, White, Stephens, Rabun, and Towns. Recipients are selected based on a combination of GPA, SAT, and the quality and nature of high school activities.

### Athens Campus Scholarship

This scholarship was established by the President of Piedmont University. The number of recipients varies from year to year. Recipients are required to enroll full time, attend the Athens Campus and be actively involved on campus. To be eligible for renewal, students are required to maintain a 2.5 cumulative GPA at the end of each semester.

### Camp-Younts Scholarship

This scholarship was established by Dr. Harry W. Walker II and the Camp-Younts Foundation. Recipients are chosen from first-time freshmen applicants with an average score of 1180 or higher on the SAT math and verbal section or a 26 or higher on the ACT composite score. Recipients must maintain a minimum cumulative GPA of 3.5 or higher at the end of each semester to remain eligible for renewal. The recipients are required to live in campus housing and be actively involved on campus.

### Dean's Scholarship

This scholarship was established by the Board of Trustees of Piedmont University. The number of recipients varies on a yearly basis. Recipients are required to live in campus housing and be actively involved on campus. To be eligible for renewal, students are required to maintain a minimum 2.75 cumulative GPA at the end of each semester.

### Fine Arts Scholarship

These scholarships are awarded for students in art, music or theatre. Applicants must demonstrate talent in one of these areas by either auditioning or by providing a portfolio. Annual awards may be renewable if approved. All inquiries should be directed to the individual departments.

### Century Scholarship

In recognition of Piedmont University's 124-year history, this award recognizes undergraduate boarding students for their outstanding academic and extra-curricular accomplishments. Annually renewable, the scholarship rewards students who actively participate in classroom, campus, and community activities that demonstrate good citizenship and character development during their high school or college careers. Specific award amounts and number of recipients may vary depending on available institutional resources and individual



qualifications. To continue receiving this award, students must maintain a minimum 2.5 cumulative GPA each semester, reside on campus, and continue active involvement in campus and community activities throughout their undergraduate years at Piedmont University.

## Lion Grant

Students who enroll at Piedmont University during high school as a dual-enrolled student have a distinct advantage to receive additional scholarships if they enroll as full-time freshman. The Piedmont University Lion Grant Program offers up to \$2,500 per year to students who enroll and reside on the Demorest campus. This Lion Grant can be in addition to other academic and need-based grants, loans, and scholarships offered by Piedmont. Institutional aid cannot exceed cost of tuition. Total financial aid cannot exceed cost of attendance. The grant is only available fall and spring semesters. This grant requires acceptance to Piedmont, first-time boarding freshman status and involvement in at least one club or activity on campus. This grant is renewable as long as the student maintains a cumulative 3.0 GPA while at Piedmont and resides on campus. Students must have completed at least one term at Piedmont while still in high school, and earned a minimum 3.0 college grade point average or better.

## Piedmont University Need-Based Grant

This grant was established by the administration of Piedmont University to help students meet unmet need as defined by the United States Department of Education. Recipients are required to maintain satisfactory academic progress. Award amounts will vary and may be adjusted each year. A student will be evaluated for the grant when a valid FAFSA is received by the university.

## Piedmont Premier Scholarship

This scholarship was established by the President of Piedmont University. Requirements for this scholarship include acceptance to Piedmont University, first-time boarding freshman status the fall semester immediately after high school graduation, and valedictorian of a HOPE eligible high school from the State of Georgia. Recipients are selected by the scholarship committee. The Premier Scholarship may provide up to the cost of tuition and will be reduced by any state and institutional aid a student receives. The number of recipients and the amount of the award vary from year to year. Recipients must maintain a minimum cumulative GPA of 3.25 or higher at the end of each semester. When a student has two consecutive semesters below the required GPA, the scholarship will be removed from the student's account.

## Presidential Scholarship

This scholarship was established by the Board of Trustees of Piedmont University. The number of recipients varies from year to year. Recipients are required to live in University housing and be actively involved on campus. To be eligible for renewal, students are required to maintain a 3.0 cumulative GPA at the end of each semester.

## Pride Scholarship

This scholarship was established by the administration of Piedmont University. The number of recipients varies from year to year. Recipients are required to live in University housing and be actively involved on campus. To be eligible for renewal, students are required to maintain a 2.5 cumulative GPA at the end of each semester.

## R.H. Daniel Nursing Scholarship

This scholarship is awarded to students admitted into the R.H. Daniel School of Nursing program. The number of recipients and scholarship amounts will vary. Typically, a successful candidate will have a 3.0 or higher cumulative GPA. Recipients must stay in good academic standing and remain in the nursing program to continue to receive this scholarship.

## Trustee Scholarship

This scholarship was established by the Board of Trustees of Piedmont University to reward top academic applicants. The number of recipients and the amount of the award vary from year to year. Recipients must maintain a cumulative GPA of 3.25 or higher at the end of each semester to remain eligible for renewal. The recipients are required to live in university housing and be actively involved on campus.

## Lettie Pate Whitehead Scholarships

The Lettie Pate Whitehead Foundation is dedicated to the support of needy women in nine southeastern states. The Foundation provides scholarship awards to institutions for deserving female students. Influenced by the generous example of his parents, Conkey Pate Whitehead provided in his will for the creation of the Lettie Pate Whitehead Foundation as a memorial to his mother. The Foundation was chartered in 1946 to help deserving women. For more information visit [www.lpwhitehead.org](http://www.lpwhitehead.org).

## NEIGHBORHOOD GRANT PROGRAM

For those 25 years of age and older who have been out of school and think that a college diploma is out of reach, Piedmont University has a financial aid program that could put them back on the path to earning a bachelor's degree through the Neighborhood Grant Program.

For qualified students, the Neighborhood Grant Program will cover 50 percent of tuition during the fall and spring semesters and a prorated amount during the summer semester. To qualify, applicants must live in one of the counties surrounding Piedmont University's Demorest campus. Applicants must be at least 25 years old by the start of the term and seeking their first bachelor's degree as commuting students attending Piedmont's main campus in Demorest.

To qualify for the Neighborhood Grant Program, a student must show permanent residence in one of the following counties: Banks, Dawson, Elbert, Franklin, Forsyth, Habersham, Hall, Hart, Jackson, Lumpkin, Madison, Rabun, Stephens, Towns, Union, or White. Prospective students must be at least 25 years of age at the start of the semester and pursue a first bachelor's degree through either day or evening classes at the Demorest Campus. A student must enroll in six or more hours per semester to qualify. Applicants may be eligible for additional state, and federal aid, but are ineligible for other institutional scholarships and grants. Students admitted into nursing and online programs are not eligible for the Neighborhood Grant Program. The number of students receiving grants is based on available funds, so interested students should apply as soon as possible. All admissions requirements apply.

## STUDENT LIFE

Student Life and Leadership at Piedmont University 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 University and its alumni. The Piedmont University 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](http://www.piedmont.edu/alumni)

The Piedmont University Letter Club, also known as the P-Club, is the organization that acts as the University booster club and as the organization that sponsors the Piedmont University Athletic Hall of Fame. The P-Club is open to all former Piedmont University 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](http://www.piedmont.edu/pclub)

### ATHLETICS

Piedmont University'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 University'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 University Commons for practice and use of the fitness center. Piedmont University 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 university 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 university'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 University 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 Life and Leadership  
zmoore@piedmont.edu  
706-778-8500 x2834  
Student Commons 243

## CLUBS

The University encourages students to develop clubs around common interests. A student club or organization at Piedmont University 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 University. 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 University 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 Life and Leadership  
zmoore@piedmont.edu  
706-778-8500 x2834  
Student Commons 243

## FITNESS CENTER

The University operates fitness centers on the Demorest campus. 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 University 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

## INTRAMURALS

The University 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 University 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 university ensembles; various theatre productions, and lectures by artists and writers from across the United States.

## MUSIC ENSEMBLES

The Piedmont University Singers is an auditioned vocal chamber ensemble of mixed voices that presents special programs during the academic year and serves as the University'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 University 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 University'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 University, consisting of an online news site ([www.piedmontroar.com](http://www.piedmontroar.com)) and a bi-weekly print newspaper that is distributed throughout both campuses. *The Yonahian* is the University 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](http://www.piedmontroar.com/wpcz). Mass communications majors are encouraged to become part of the WPCZ staff.

## RELIGIOUS LIFE

Piedmont University 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 University 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 University, the Campus Minister respects that persons from all faith traditions act according to conscience. The University 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 University, we regret that these spaces are not available for use beyond those employed by the University, 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 University 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 University 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 University is unable to provide housing for married students or families.

For more information contact:

Madison Smith – Director of Residential Living  
msmith@piedmont.edu  
706-778-8500 x1357  
Student Commons 241

## **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 University. The Association's purpose is to work with the faculty, staff, and administrators of the University 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 244

## **GREEK LIFE**

Greek Life at Piedmont University 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 Life and Leadership  
zmoore@piedmont.edu  
706-778-8500 x2834  
Student Commons 243

## **STUDENT HANDBOOK**

The current Piedmont University 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 University. 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 University students include access to SuccessLink, Piedmont University'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 contact:

### **Lisa Mann**

#### **Director of Career Services**

Lane Hall Student Success Center

Piedmont University

706-778-8500, ext. 1507

## 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. Students are notified at orientation how to make an appointment to see a counselor.

For more information contact :

### **Dr. Gayle Robbins - Director of Counseling Services**

Lane Hall Student Success Center

grobbins@piedmont.edu

706-778-8500, ext. 2821

## LEARNING CENTER

At Piedmont University, 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 University students. Tutoring services are available in person or on-line up to 7 days per week.

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 through Starfish.

For more information contact:

**Maurilia Oldham** - Learning Center Coordinator  
Lane Hall Student Success Center

[moldham@piedmont.edu](mailto:moldham@piedmont.edu)

706-778-8500, ext. 2861

## **ACADEMIC SUCCESS, HEALTH AND WELLNESS**

### **Student Success Support Services**

### **OFFICE OF ACCESSIBILITY, RESOURCES, AND SERVICES (OARS)**

Piedmont University 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 University 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 University. 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 University. 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 contact:

**Dr. Sue Smith**

OARS Coordinator

Lane Hall Student Success Center

[OARS@piedmont.edu](mailto:OARS@piedmont.edu)

[suesmith@piedmont.edu](mailto:suesmith@piedmont.edu)

706-778-8500, ext. 1504



# ACADEMIC PROGRAM

## ACADEMIC ADVISEMENT

The university 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 University, 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.

## GRADUATION AND RESIDENCY REQUIREMENTS

At least 25 percent of the credit hours required for a degree must be earned through instruction offered by Piedmont University.

In order to graduate with the degree of Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, or Bachelor of Science in Nursing, the candidate must:

- Complete a minimum of 120 credit hours;
- Fulfill the minimum requirements for a major. Half the required courses for the major (and for a minor if one is chosen) must be completed at Piedmont University;
- Complete all senior work (the last 30 hours before graduation) at Piedmont University (with an exception for online dual-degree engineering programs);
- Meet all of the University's general education requirements. Please see the Undergraduate Studies section;
- Beginning with freshmen who matriculate in Fall 2013, candidates will also be required to complete one experiential learning project in accordance with the Piedmont University Compass program. Transfer students are also required to complete one experiential learning project. Some exceptions apply. Please see the Piedmont University Compass Program portion of the catalog for details.
- Have a cumulative GPA of at least 2.0 or higher (specific majors may require a higher GPA);
- Have a satisfactory conduct record;
- Apply for graduation upon reaching 90 credit hours;
- Be current on all university accounts.

Students who applied for graduation one year ago or more and did not graduate, must reapply for graduation, if they decide to graduate at another time.

It is the responsibility of all graduating students to apply for graduation by posted deadlines (see Academic Calendars at [www.piedmont.edu/registrar](http://www.piedmont.edu/registrar) on the Registrar's page). Application forms may be obtained from the Registrar's Office. Applications for graduation must be received by the Registrar's Office upon reaching 90 credit hours.

## 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 University 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.

## ACADEMIC INTEGRITY POLICY

In accordance with the mission statement at Piedmont University, 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 University imposes strict penalties for academic dishonesty, which is defined as follows.

- Cheating — using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Deception – providing false information to an instructor or other academic administrator about an academic matter in order to achieve an unmerited advantage.
- Facilitating academic dishonesty — helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism — representing the words or ideas of another as one’s own in any academic exercise.
- Fabrication — unauthorized invention or falsification of any information or citation in an academic exercise or altering official university records or documents.
- Collusion – 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 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

Planning a response together; copying a plan for an individual assessment.

Paraphrasing someone else's assignment and submitting it as your own.

Relying on some group members to do all the work.

Getting someone else to do your assessment task.

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.

#### Cooperation

Analyzing the assessment question together.

Practicing paraphrasing skills together and sharing tips.

Sharing work evenly among group members.

Getting help from an academic support tutor.

## 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.

## ASSESSMENT

To ensure the realization of its mission, Piedmont University 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 University.

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

Academic colleges 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, ABSENCES, AND REGULATIONS

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 college 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 university-sanctioned events are generally considered excused absences because they are supportive of the university program. The exceptions to this policy are clinicals and student teaching internships. When absences are excused, instructors must allow students to make up any work that has been missed.

Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. It is expected that faculty members will be notified as soon as reasonably possible about these absences. In the case of last-minute notification of an absence due to a university-sanctioned event, a sincere effort will be made to excuse the absence, but excusal of the absence is not guaranteed.

Collaborative assignments impacting other classmates' completion of course work pose a special challenge for this excused absence policy. If an instructor and student cannot agree about whether a student's absence to participate in a university-sanctioned event is to be excused, the instructor's college dean will confer with the university official directing the university-sanctioned event to reach a decision. It is possible in such cases that a student absence will not be excused even if it is caused by a university-sanctioned event.

Students wishing to appeal an instructor's denial of an excused absence to participate in a university-sanctioned event are to contact the dean of the college offering the course.

Piedmont University does not permit children to accompany students to classes. Children are also not permitted to remain unattended while on campus.

## REGULATIONS

### 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 University property.

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

## Honor Pledge

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

The Piedmont University 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 University.

## Academic Integrity - Student Violations

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 College 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.

A student who earns a grade of “D” or “F” resulting from losing points in a class for a first violation of the Academic Integrity Policy may repeat the course and have the grade forgiven. Grades forgiven under these circumstances would not count in computing the cumulative GPA. However, a “D” or “F” assigned by a dean resulting from a second or egregious violation of Academic Integrity is not eligible for grade forgiveness. In this instance, all course grades would count in computing the cumulative GPA.

## Campus Email

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

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

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

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

## Class Attendance, Absences, and Regulations

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.

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Students wishing to appeal an instructor's denial of an excused absence to participate in a university-sanctioned event are to contact the dean of the college offering the course.

Piedmont University does not permit children to accompany students to classes. Children are also not permitted to remain unattended while on campus.

## Classification

Thirty semester hours is the normal amount of academic work completed in each of the freshman, sophomore, junior and senior years. A student must have completed 30 semester hours to be classified as a sophomore, 60 to be a junior, and 90 to be a senior.

## Credit Hour Policy (Credit Hour Definition)

As a postsecondary institution, Piedmont University 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 University 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, practica, 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 University are listed below.

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

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

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

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

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

Unless otherwise specified by professional accreditation standards, the formula for awarding credit hours for internships, practical, 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 University) 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 University has established the following standards for program length:

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

## Study Load

The normal study load is five courses or 15 semester hours per semester (fall, spring) for students attending day classes and four courses or 12 semester hours for those taking accelerated evening classes. Students taking a minimum of 12 semester hours (fall, spring, and summer) are considered full time. Students who wish to take more than 18 semester hours must have a minimum cumulative grade-point average of 3.0 and must complete the Registration Overload Request form available from the Registrar's Office.

A student may take no more than 21 hours during any semester. Freshmen and Dual Enrollment students may not register for evening classes. Students may not enroll in more than nine hours during any eight-week session without written permission from the dean of the college in which the student has declared a major.

Summer classes are offered in an accelerated format. Those wishing to take more than 9 hours during an eight-week period must have approval by the dean of the college in which the student has declared a major. Thus the selection of courses and the total number of credit hours taken must be chosen judiciously by the student with the help of his or her advisor.

## Use of Courses

By taking the required courses outlined in the University Catalog, students meet the requirements of a given major, minor, or general education. Often times, the same course(s) contribute(s) to the requirement(s) of a major and general education (or two different majors or a major and a minor). When this happens, the student may count this coursework towards both requirements and make up hours with elective credit. Through careful advising, these elective credits can contribute to the overall learning and career objectives of the student.

## 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 University 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 University learning management system as the primary platform for content delivery and communication.

## Academic Requirements for Online and Hybrid Courses

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

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

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

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

All academic requirements for traditional courses, including course prerequisites, would apply to online courses as stated in the Piedmont University 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 University 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 University Catalog.

## Directed Independent Study (DIS)

Directed independent study leads to the completion of a regular University 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 University Catalog.
2. A directed independent study course is typically taught 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.
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 college before the beginning of the drop/ add period of the semester in which the directed independent study is to be undertaken. Failure to obtain the required signatures or to provide any of the documentation listed on the checklist on the back of the form may result in rejection of the request.
5. After approval by the Dean of the appropriate college, 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.

## **Undergraduates Taking Graduate Classes**

Students who have achieved senior standing at Piedmont University, i.e., who have completed a minimum of 90 semester hours, with a cumulative academic grade point average of 3.0 or better (or permission of dean), may register for graduate courses during the final two semesters of undergraduate work under the following conditions:

1. No more than a total of nine semester hours may be taken for graduate credit, and not more than six semester hours of graduate courses may be taken in a given semester.
2. Students registering for one or more graduate courses must obtain permission in advance from the course instructor, the academic advisor, and the academic dean of the college in which the course is taken.
3. Graduate courses available to undergraduate students are limited to those courses scheduled for the Demorest and Athens campuses.
4. Permission to take graduate courses is contingent upon the availability of classroom space and does not in any way imply admission to a graduate program at Piedmont University.
5. Graduate courses used to meet a requirement in an undergraduate program may not be used to fulfill required hours in a graduate program or vice versa. In order for course work to be credited at the graduate level, students must be accepted into a Piedmont University graduate program.

Note: Undergraduate students are prohibited from taking all M.B.A. foundation and/or core phase courses.

## **Auditing a Course**

Piedmont University does not offer classes for audit.

## **Declaration of Major and Minor**

Majors and/or minors are listed and described along with the courses in each area. The following are definitions of some terms as they are used at Piedmont University.



**Major:** A major is a sequence of courses in an academic area or two or more related areas. The minimum number of credit hours required for each major is listed with that major. Each course in the major must be passed with a grade of “C” or higher.

**Minor:** A minor is a short sequence of courses taken in an academic area which complements a student’s major and provides a second field of in-depth study. The minimum number of credit hours required for each minor is listed with that minor. Each course in a minor must be passed with a grade of “C” or higher.

**Concentration:** A concentration is a required part of some academic majors. Concentrations allow students to specialize within the major from one or more options. Each course in a concentration must be passed with a grade of “C” or higher.

A major and a minor or concentration as appropriate should be officially declared as early as possible, but no later than the beginning of the junior year. To do so, a student should obtain a copy of the Declaration of Major/Minor/Concentration Form from the Registrar and complete it in consultation with his or her academic advisor.

## MATRICULATION

Matriculation at Piedmont University establishes a covenant between the student and the University. Through its faculty and administration, the University 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 University’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 University encourages, promotes, and protects the academic research, scholarship, and development of products of its employees. Simultaneously, the University 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 University has invested resources, the University 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 University 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 University 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 University policy and could be subject to University, 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](http://www.copyright.gov).
  - ii. Disciplinary action, including loss of use of the University information technology systems up to and including expulsion from the University or employee termination could result from violations of these policies. Piedmont University informs students regarding copyright infringement and academic integrity through each class instructor and is included on all syllabi. The University's statement can be found in the current University catalog.

## ACADEMIC HONORS (DEGREE-SEEKING UNDERGRADUATE ONLY)

Various types of academic honors at Piedmont University are based on the student's GPA. The requirements for these honors and their designations are as follows.

**Dean's List:** Full-time status (minimum of 12 semester hours) with a semester GPA of 3.50-3.99.

**Dean's Scholar:** Full-time status (minimum of 12 semester hours) with a semester GPA of 4.0.

## HONOR SOCIETIES

**Alpha Chi** is a national academic honor society. Membership in the University's Epsilon Chapter, which was established in 1975, is open by invitation only to qualified members of the junior and senior classes who meet the specific demanding qualification criteria established by the national office. Among the standards for invitation is the student's standing within the uppermost 10 percent of either the junior or senior class.

**Alpha Lambda Delta** is the national honor society for first-year students. It is open to full-time students who have earned at least a 3.5 GPA during their first semester or first year at Piedmont.

**Alpha Psi Omega** is a national honorary theatre society for colleges and universities. The organization honors those who have contributed to the Piedmont University theatre program. Leadership opportunities are provided for students interested in theatre and in promoting the theatre program.

**Alpha Sigma Lambda** is a national honor society founded in 1945-46 to recognize adult students in continuing higher education who achieve academic excellence while managing responsibilities of family, work, and the community. Pi Rho, a chapter of this honor society, was established on Piedmont's campus in the fall of 2000. Membership is by invitation to those who are at least 23 years of age, have completed 24 credit hours at Piedmont University, have a GPA of at least 3.2, and rank in the top 10 percent of their school.

**Chi Alpha Sigma** is a non-profit organization established to recognize University student athletes who earn a varsity letter in at least one sport while maintaining a 3.4 or higher cumulative GPA throughout their junior and senior years.

**Compass Program Honor Society** recognizes students who have completed two or more experiential learning projects registered with the Compass Experiential Learning Program office. Please see the Piedmont University Compass Program portion of the catalog for details.

**Delta Mu Delta** is the international honor society in business for schools accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Founded in 1913, the society's Lambda Iota chapter was chartered at Piedmont University in 2007. The society is open to junior and senior business majors who achieve minimum GPA of 3.25, rank in the top 20 percent of their class, and have completed the last 27 credit hours enrolled at Piedmont University.

**Health Sciences Leadership Academy** is intended to stimulate and reward student engagement with the University and community through professional development endeavors related to students' academic and personal goals. Students earn professional development points by participating in, leading, and/or organizing volunteer activities, campus clubs, guest speakers events, themed workshops, and participation at state and regional conferences.

**Kappa Mu Epsilon**, established in 1931, is an honor society dedicated to the promotion of professionalism among the nation's mathematics students. A chapter of this society was established on Piedmont's campus in the spring of 1999. It is open to individuals meeting the following criteria: minimum sophomore standing; top 35 percent of their class; and completed at least three mathematics courses (including calculus) with a "B" or better average.

**Kappa Pi** is a national honorary art society. The Piedmont chapter was organized in 2005 to promote greater interest in the knowledge and appreciation of art. Membership is based on artistic and academic excellence.

**Phi Sigma Iota** is an international foreign language honor society recognizing outstanding accomplishment in the study or teaching of any of the academic fields related to foreign language, literature, or culture. These fields include not only modern foreign languages, but also Classics, Linguistics, Philology, Comparative Literature, Bilingual Education, Second Language Acquisition and other interdisciplinary programs with a significant foreign language component. Phi Sigma Iota is the highest academic honor in the field of foreign languages.

**Psi Chi** is the international honor society in psychology. To be a member, a student must have completed at least 45 semester hours, have a declared major or minor in psychology, have completed at least nine semester hours in psychology, have both an overall GPA and psychology GPA of 3.5 or higher, and have high standards of personal behavior.

**College of Nursing and Health Sciences Health Sciences Honor Society** recognizes students for academic excellence, leadership, creativity, and service to the community.

Eligibility for Health Sciences Students: Junior or senior standing, >3.5GPA, and demonstrate leadership, critical thinking, and positive interpersonal relationships.

Eligibility for Nursing Students: Top 15% of the nursing cohort from both the Demorest and Athens campus; a minimum of 45 NURS credit hours and currently enrolled full-time; a minimum 3.0 GPA from NURS courses (not to include grade forgiveness/repeated coursework); in good standing exhibiting strong leadership and critical thinking skills. All eligible candidates are reviewed and nominated by the nursing faculty at large for induction each spring.

**Sigma Alpha Pi**, the National Society of Leadership and Success, is dedicated to creating long-term positive change in students' lives. In addition to having the opportunity to hear some of the nation's leading presenters, authors, and success coaches, students who become members of the Society become a part of a community of like-minded, goal-oriented individuals. Members also avail themselves to scholarship opportunities and national awards once they become a member. There is a one-time membership charge and, once inducted, members are able to network with other members all across the USA and other countries. Sigma Alpha Pi membership is open to incoming freshmen with a 3.5 high school GPA and to current Piedmont University students who are maintaining a 3.0 GPA.

**Sigma Tau Delta** is the international English honor society. Requirements for membership are a minimum of two university courses in English language or literature beyond English 1101 and 1102, at least a "B" average in all English classes, placement in the top 35 percent of the class, and completion of at least three semesters of university course work.

**Society for Collegiate Journalists** is the oldest national honorary collegiate journalism organization. A chapter of this society was established on Piedmont's campus in the spring of 2003. To be considered for membership a student must have completed at least 60 semester hours, be a mass communications major or minor, completed at least 9 semester hours in mass communications, have an overall GPA of at least 3.3, demonstrate significant contribution to the department, and demonstrate professional behavior.

**The Torch of Piedmont** is an honor society for women students at Piedmont University. Eligible women must have completed at least four semesters as full-time students at Piedmont University and must have a minimum cumulative grade point average of 3.9. Transfer students who received an associate degree from a two-year college must complete at least two semesters at Piedmont University and must have a minimum grade point average of 3.9. Requirements for members include outstanding academic achievement, qualities of leadership, executive ability, and attendance at the induction/pinning ceremony.

## GRADUATION

Piedmont University holds three graduation ceremonies each academic year. A baccalaureate service is held preceding graduation in May each year and is for undergraduate students only. 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 2021.

Please check the Academic Calendars posted on the web at [www.piedmont.edu/registrar](http://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.

### Special Events Dress Code

#### Convocation, Baccalaureate and Commencement

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

#### Convocation:

Freshmen should dress in appropriate attire and it is suggested that attendees wear dress slacks, a button-up shirt and tie or a day dress.

#### Baccalaureate:

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. Neither graduating student's hoods nor mortarboards are worn at Baccalaureate. Honor cords are not worn to Baccalaureate. Any unapproved enhancements to regalia will be confiscated and returned to the graduate after the service. Replacement robes will be provided.

#### Commencement:

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.

#### Stoles:

Piedmont University does not permit the use of stoles.

#### Medallions:

The Registrar's Office will distribute graduation honors medallions to undergraduate students who qualify. These include cum laude (green), magna cum laude (white), and summa cum laude (gold).

#### Cords:

Cords are used to distinguish a major and/or honor. Below is a list of recognized honor and organizations for which approved cords may be worn with your regalia during Commencement. You may not wear honor cords/tassels/pins issued by another school/organization.

Approved organization memberships:

- Health Science Leadership Academy
- Piedmont Chapter of the American Marketing Association
- Student Government Association
- TEAM Piedmont Student Ambassadors
- Fraternity/Sorority membership: Alpha Sigma Phi, Zeta Tau Alpha.
- Student-athlete status: Baseball, Basketball (M&W), Cross Country (M&W), Cycling (M&W), Golf (M&W), Lacrosse (M&W), Soccer (M&W), Softball, Swim (M&W), Tennis (M&W), Track & Field (M&W), Volleyball.

Approved Honor societies memberships:

Alpha Chi, Alpha Lambda Delta, Alpha Phi Sigma, Alpha Psi Omega, Alpha Sigma Lambda, Biology Honors Program, Chemistry Honors Program, Chi Alpha Sigma, Compass Program Honor Society, Delta Mu Delta, Kappa Mu Epsilon, Kappa Pi, Lillian E. Smith Scholars, National Society of Leadership and Success, Phi Sigma Iota, Psi Chi, Psychology Honors Program, College of Nursing Health Sciences Honor Society, Sigma Alpha Pi, Sigma Tau Delta, Society for Collegiate Journalists, Torch of Piedmont, Who's Who.

If there is an organization that falls outside of the guidelines above, contact your organization's advisor who can reach out to the Registrar's Office for consideration and approval. Organizations who fail to follow the established attire policy will jeopardize the organization's future ability to be represented with adornments in future ceremonies.

## **Graduation with Honors**

A degree with honors is awarded to undergraduate students who earn at least 48 semester hours at Piedmont University with an overall GPA of 3.50-3.69 (cum laude), 3.70 – 3.89 (magna cum laude), 3.90-4.00 (summa cum laude). The overall GPA for a degree with honors includes all attempts a student has made to complete all courses, including transfer courses and repeated courses.

## **Graduation Charges**

An application fee is due at the time of application for graduation.\* The fees are \$100 for undergraduates, \$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 university 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 college and an additional late fee.

## **Posthumous Degrees**

In the event of a student's death during his or her final term of study, a member of the student's family will be invited to accept the diploma during commencement exercises. In order to receive a posthumous degree, the student must have completed a minimum of 90 semester hours.

## **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 University 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 University 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](http://www.copyright.gov).
    - ii. Disciplinary action, including loss of use of the University information technology systems up to and including expulsion from the University or employee termination could result from violations of these policies. Piedmont University informs students regarding copyright infringement and academic integrity through each class instructor and is included on all syllabi. The college's statement can be found in the college 2020-2021 catalog.

# 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 University 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](http://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 University 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 University uses photographic, video, and digital images taken of students on University property and at University 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 University to use images in its marketing and student recruitment materials.

## GRADES

Grades are based on the following grading system. Piedmont University 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

In determining the A-F grades for each course, Piedmont University instructors use the following percentage scale:

A – 90% and above
B – 80-89%
C – 70-79%
D – 60-69%
F – 59% and below

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 to the student on PilgrimNet/WebAdvisor.

## Grade-Point Average

A grade-point average (GPA) is calculated as a ratio of the number of quality points earned to the number of credit hours attempted. The computation of the GPA is based only on courses taken at Piedmont University and does not include transfer grades. Three types of GPA are calculated: semester, cumulative, and honors. The semester GPA is based on the student's record for a given semester. The cumulative GPA is based on the student's record to date. For students who reentered the University under the Forgiveness Policy, courses taken at Piedmont University prior to reentry are not included in the computation of the cumulative GPA.



## 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 college. 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 an 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 University will result in an “F.” For students who do not return to Piedmont University, the “I” must be removed within one calendar year or the “I” will be changed 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,” as previously outlined;
3. Students who receive a grade of “F” or “D” in a course taken during their final semester shall have the option of taking a comprehensive exam for the course. A passing grade on the exam is a passing grade in the course. If the dean of the college determines that there is not sufficient time to prepare the exam and grade it prior to graduation, the student will not be permitted to participate in the graduation ceremony.
4. Recommendation by the dean of the college in which the student is enrolled and/or the Vice-President for Academic Affairs.

## 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. A disagreement about the subjective evaluation of the student’s performance by the instructor is not grounds for an appeal. It is assumed that the instructor, as the subject matter expert, is the one most qualified to evaluate all work submitted. Therefore, for an appeal to be considered, the student must demonstrate an objective discrepancy between the way in which the student was evaluated, and the grading policies and procedures outlined in the course syllabus. 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 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. The department chair will review the student’s material and consult with the instructor before deciding if the assigned grade should stand. The department chair must provide a written response to the student with a copy to the college dean.
2. If the student can show evidence that relevant information was not taken into consideration or that the department chair’s decision lacks due process, the student may submit documentation to the appropriate academic dean (in the college where the course was taught) who will determine if new information or insufficient consideration of the student’s case merits further review of the assigned grade. 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 or department chair is the teacher of record, the dean will substitute for the department chair and the vice president for academic affairs will substitute for the dean.

## Academic Standing

Good Standing signifies that the student is eligible to return to the University and is on neither academic nor conduct probation. To be in good standing academically, a student must maintain a minimum cumulative GPA of 2.0.

**Academic Warning** is assigned to a student who holds a cumulative GPA of 2.0 or better but has earned a term GPA of less than 2.0. A second consecutive semester with a term GPA of less than 2.0 will place the student on probation. A student who is placed on probation after being placed on an Academic Warning will be required to complete an Academic Success Plan prior to attending the following semester. Students who do not complete the criteria listed in the Academic Success Plan or who do not earn a term GPA of 2.3 or better in the subsequent semester may be subject to Academic Exclusion.

**Academic Probation** is assigned to a student who fails to maintain a cumulative 2.0 GPA. Students placed on Academic Probation will be required to complete an Academic Success Plan prior to attending the following semester and any semester they continue on probation.

**Academic Exclusion** denotes a failure to maintain a cumulative 2.0 GPA for two consecutive semesters. However, a student will remain on probation after the second semester if he or she either completes the criteria listed in the Academic Success Plan or completes 6 credit hours or more and earns a term GPA of 2.3 or better. A student who is academically excluded must sit out for at least one semester at which time he or she may appeal to the dean of the appropriate college for Conditional Readmission.

The Committee on Academic Standards reserves the right to exclude students prior to or at the end of the first year if, in the opinion of the committee, their progress is not satisfactory.

Academic Success Plans are completed with the student and the Academic Dean and/or the Dean of Student Engagement prior to the start of the semester. Academic Success Plans are personalized, comprehensive plans to support a student's success. Academic Success Plans include the use of campus resources and establish expectations of behavior in and outside the classroom. Academic Success Plans often include expectations about attendance, study habits, tutoring and overall academic performance.

**Academic dismissal** results in involuntary separation of the student from the University 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. A student so dismissed may petition for readmission after a reasonable period of time, usually a year. Specific colleges may have different requirements. Students should consult the specific college for requirements. The second academic dismissal is permanent.

## **Readmission After Dismissal**

Students who have been dismissed from the University for any reason may petition for re- admission after one year. A completed Application for Readmission ([www.piedmont.edu/registrar](http://www.piedmont.edu/registrar)) and a written letter requesting readmission must be submitted to the appropriate dean at least two weeks prior to the date of registration for the semester in which the student wishes to enroll. Requests received after the deadline will be considered for the following semester. A determination will be made to approve or deny readmission on a conditional basis and the student will be notified of the decision in writing.

## **Non-Academic Dismissal**

Students who are found to be in violation of University regulations, in violation of local and/ or state laws, or for circumstances deemed to be in the best interest of the University, may be removed from a residence hall and/or dismissed from the University. Students must complete an exit process which includes financial aid, student affairs, the library, and student accounts. The appropriate forms must be signed and filed with the Registrar before refunds (if applicable) can be made or transcripts forwarded.

Students may appeal the decision of the Vice President for Academic Affairs to the President, if warranted. Grades of "W" or "WF" may be assigned. Grades of "W" after the last date to withdraw without academic penalty require the approval of the Vice President for Academic Affairs and will be approved only in cases of acceptable extenuating circumstances.

## **Administrative Withdrawal**

Piedmont University 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 University administration has the authority to withdraw a student from a single course, multiple courses, or the University, 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 college 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 University-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 University-related activities (i.e. athletics competitions, fieldtrips, 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 college in which the student resides. In certain cases, the student's right to confidentiality may not permit full disclosure of the circumstances.

Because the University 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.

## Repeating Courses

A student who earns a grade below a "C" in a Piedmont University course may repeat that course up to three (3) times to meet graduation/degree requirements in accordance with the following restrictions:

- Grade forgiveness may be applied only once per course.
- All course grades remain on the student's transcript.
- Credit hours earned for the course count only once toward total hours earned for graduation.

Grades and credit earned from courses repeated at other institutions cannot be calculated in the student's GPA at Piedmont University.

A student who earns a grade lower than a "C" as a result of a violation of the Academic Integrity Policy may repeat the course; however, the grade resulting from the violation is not eligible for grade forgiveness.

### **Grade Forgiveness**

Grade forgiveness removes a grade lower than a "C" from the grade-point average (GPA) calculation when the course is repeated and a grade of "C" or above is earned. However, all course grades remain on the student's transcript. Grade forgiveness is allowed only once per course.

A course grade lower than a "C" that results from a violation of the Academic Integrity Policy is not eligible for grade forgiveness.

Grade forgiveness does not apply to a grade of 'C' or higher.

### **Transient Permission**

Piedmont University students who wish to take courses at other institutions may do so only with the written permission of the Registrar. To request permission for transient status, students must be currently enrolled Piedmont University students in good standing and should obtain a letter of Transient Permission from the Registrar's Office. Classes with a grade below "C" will not be accepted for credit. Students are reminded of the graduation requirement that all senior work (the last 30 hours) must be course work completed at Piedmont University. Transient permission will not be granted for more than two consecutive semesters.

#### **Transient Permission Policy:**

- The letter of transient permission form must be completed with all required signatures prior to a student's enrollment at the host institution.
- Permission will be considered only for regionally accredited institutions and only for currently enrolled students.
- Courses taken as transient status are counted toward the maximum of 6 transfer credit hours for graduate students.
- Undergraduates must be in good standing with a cumulative GPA of 2.0 or better.
- Graduate students must be in good standing with a cumulative GPA of 3.0 or better.
- All graduate students are required to obtain permission from the dean of the appropriate college.
- Undergraduate students with senior standing or in their first semester at Piedmont University and therefore have not current GPA must obtain permission from the dean of their college.
- A student must earn a grade of "C" or better to receive transfer credit for courses taken as a transient student. Courses transferred will not be calculated into a student's Piedmont University GPA. Graduate students may only have one "C" in their program.
- Students may be asked to submit a copy of course descriptions from host school in order to evaluate transfer hours and/or credits.
- It is the student's responsibility to have transcripts from the host school mailed back to Piedmont University after course work is completed.
- Students who wish to continue their study elsewhere for a second semester must seek and receive approval in advance. Transient permission will not be granted for more than two consecutive semesters. Students who attend other institutions without transient permission must apply for readmission to Piedmont University.
- Please note that all transfer and transient course work is considered for Graduation Honors at the time of Graduation at Piedmont University.

### **Withdrawal from Classes**

Within the first several days of a term, students may add and drop courses with the permission of their advisor. The date ranges for drop/add vary depending on the semester (Fall, Spring, or Summer) and duration of the class (8-week or 16-week). Students should check the academic calendar for specific information.

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 and must include the last date of attendance.

Students who withdraw from a course on or prior to the date noted in the University'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 have to pay for the course and the hours do count against HOPE eligibility. 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 an “F.”

## Voluntary Withdrawal from University

Students who voluntarily withdraw from the University must complete an exit process which includes financial aid, student affairs, the library, and student accounts. The appropriate forms must be signed and filed with the Registrar before refunds (if applicable) can be made or transcripts forwarded.

Students who withdraw from all courses at Piedmont University after the last day to drop a course without academic penalty shall receive a “W” or “WF” in each course, based on the grade at time of withdrawal.

## Medical Withdrawal

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.*

## TRANSCRIPTS

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

## OFFICIAL TRANSCRIPT REQUESTS

Piedmont University provides printed or electronic transcripts using the secure National Student Clearinghouse website. It is secure and available 24/7. The Registrar’s Office can provide official printed (hard copy) transcripts for a fee.

To make a transcript request through the National Student Clearinghouse, visit the website. Choose the destinations where you want to send your transcripts. Sign off by paying online—there is an \$8.50 (electronic PDF)/\$9.20 (mailed) fee per transcript.

Transcripts cannot be furnished for any student whose financial obligations to Piedmont University have not been met. If your transcript is denied due to financial obligations, it is your responsibility to submit a new request form when your account is settled in the Student Accounts Office.

## 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 ([www.piedmont.edu/registrar](http://www.piedmont.edu/registrar)). This form requires the student’s signature and must be mailed or faxed to the Registrar’s Office.

## CREDIT BY EXAMINATION OR EXPERIENCE

Students can establish proficiency in subject areas through several University-approved programs. Students may be awarded a maximum of 30 semester hours in any one or any combination of these sources. In the event a student has earned more than 30 hours by examination or experience, the student may appeal to the Vice President of Academic Affairs for review to determine if additional credit may be awarded.

## **ADVANCED PLACEMENT (AP)**

Entering students who wish to receive advanced placement credit may do so by completing an advanced placement examination in high school and earning a minimum score as established by the University Board. Students should request that a copy of the score report be sent to the Registrar at Piedmont University.

A list of acceptable AP courses and minimum scores can be found at [www.piedmont.edu/ap-credits](http://www.piedmont.edu/ap-credits).

## **UNIVERSITY-LEVEL EXAMINATION PROGRAM (CLEP)**

CLEP is designed to measure knowledge acquired through non-traditional means such as the workplace, as well as through formal study. Credit is awarded for satisfactory scores earned on certain subjects and selected general examinations. Credit for CLEP exams must be earned prior to a student's final semester of enrollment.

A list of courses for which CLEP credit may be awarded at Piedmont University is available at [www.piedmont.edu/clep-exams](http://www.piedmont.edu/clep-exams).

## **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 University. 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.

## **INTERNATIONAL BACCALAUREATE PROGRAM (IB)**

Piedmont University recognizes the quality of the International Baccalaureate Program, and credit towards the undergraduate degree will be awarded on a course-by-course basis. Course credit will be awarded for satisfactory scores earned on certain subjects as shown on the IB Course Equivalencies webpage at [www.piedmont.edu/ib-tests](http://www.piedmont.edu/ib-tests). Students should request a copy of the official score report be sent to the Registrar at Piedmont University. IB credits do not fulfill residency requirements.

## **MILITARY CREDIT**

Veterans of the U.S. Armed Services and members of the military reserve may receive academic credit for military training based on recommendations of the American Council of Education (ACE). Please submit an official Joint Services Transcript (JST) to the Registrar at Piedmont University.

# 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  
 Mr. Craig Rogers, Vice President for Institutional Advancement

## College 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: Kathy Blandin, Chair

## Harry W. Walker College of Business

Dr. J. Kerry Waller, Dean  
 Dr. Jeff Bruns, Associate Dean  
 Dr. Margaret Ryder, Associate Dean

## College of Education

Dr. Mark Tavernier, 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 Educational Leadership: Dr. Mike Moody, Chair  
 Department of Secondary Education: Dr. William Nye, Chair  
 Department of Advanced Studies: Vacant

## College 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

## UNDERGRADUATE STUDIES

At the undergraduate level, Piedmont University offers course work leading to a Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Science in Nursing degrees. In seeking a degree, students have the opportunity to engage in one or more areas of study as provided by the major, minor and concentration offerings of the University.

A major is an in-depth study of an academic area or areas that are deemed related. A concentration is a specific area of study within a major, or a continuation of study beyond the major in the same or a related area or field. A minor is a collection of courses outside the major that allows the student the opportunity to explore another academic area or field.

We reserve the right to restrict enrollment in courses designated for specific degree programs and/or student types. Exceptions to this policy require approval by the Dean of the College in which the course is offered.

### BACHELOR OF ARTS

- Majors offered in Athens and Demorest: criminal justice, elementary education, educational studies, middle grades education, psychology (with concentrations in experimental, developmental, counseling, and general psychology), and sociology and anthropology.
- Majors offered in Demorest only: art, art education, art therapy, biology education, English (with concentrations in literary studies and creative writing), English education, history, history education, interdisciplinary studies, international studies, mass communications, music (with concentrations in church music and performance), music education, musical theatre, philosophy and religion, political science, sports communications, theatre arts (with concentrations in acting/directing, design and technical theatre, theatre for youth), and drama education.

### BACHELOR OF FINE ARTS

Majors offered in Demorest only: fine arts (with concentrations in 2-D studio art, 3-D studio art, and graphic design), and arts administration.

### BACHELOR OF SCIENCE

- Majors offered in Athens and Demorest: business administration (with concentrations in accounting, finance, general business, marketing, and management).
- Majors offered in Demorest only: business administration (with concentrations in business analytics, digital marketing, and logistics) applied health science; applied physics; biology (with concentrations in cell and molecular biology and ecology and evolutionary biology); cardiovascular technology; chemistry; chemistry education; computer science; engineering physics; engineering science, environmental science; exercise and sports science; forensic science; health care administration; interdisciplinary studies; mathematics (with concentrations in pure math, applied math, and actuarial science); mathematics education; and sport and fitness administration.

### BACHELOR OF SCIENCE IN NURSING

Students must complete general education courses required of the nursing major before acceptance into nursing courses.

### CERTIFICATES

Certificate programs offered in Demorest: Business Analytics, Country Club and Sports Management, Event Management, Logistics and Global Operations, and Cardiovascular Technology.

### PIEDMONT UNIVERSITY LIBRARY

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

To accomplish our mission, the Library will provide:

- the facilities, tools, and resources needed to support, enhance, and extend the academic work and research of all members of the University 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 Library by all members of the University community and the community at large;
- assistance and instruction for all members of the University community to develop information-seeking and research skills from which they may benefit throughout their lives.

The Library of Piedmont University consists of a physical location at the main campus in Demorest, Georgia, and an extensively developed online virtual library.

The Arrendale Library at the Demorest campus provides a collection of more than 85,000 printed volumes; many public-access computers and a wireless network; study rooms and carrels; conference rooms; and the College Archives.

The Online Library provides access to an extensive array of online research services in all subjects in the University's curricula; 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](http://library.piedmont.edu).

In addition to the in-person assistance available at the Arrendale Library, Piedmont University Library provides research assistance to all students, faculty, and staff, wherever they are located, through its Ask A Librarian service. Patrons can telephone, email, or use online chat to talk with a librarian.

## EVENING STUDIES

Piedmont University offers several degree programs in an evening format. Business administration, and education (Elementary Education and Middle Grades only) are offered on both campuses (Demorest and Athens). Each degree program is offered in an accelerated, flexible format to meet the needs of working professionals. Classes generally meet for four hours once per week for eight weeks. Education classes generally meet for two hours per week for sixteen weeks. This schedule allows students to qualify for full-time status by taking four classes in two eight-week sessions or one 16 week semester. Students who choose to attend full time are eligible for full financial aid benefits.

## MINORS

Minors are offered in art; biology; business administration; chemistry; creative writing; computer science; criminal justice; English; environmental geology; film studies; German; graphic design; environmental science; French; health science; history; mass communications; mathematics; music; philosophy; physical science; physics; political science; psychology; religion; social justice; sociology and anthropology; Spanish; teaching; theatre arts, women's studies.

## THE LIBERAL ARTS AT PIEDMONT UNIVERSITY

In its dedication to excellence in teaching and learning, Piedmont University 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 University strives to awaken in students an awareness of the promise of their best selves and to nurture a lifelong love of learning.

## COMPASS PROGRAM

It takes more than a college degree to get a good job or be accepted to graduate school. You need to be “Career Ready” which includes demonstrating your ability to be a leader, learning to communicate confidently and professionally, and using critical thinking to make smart decisions. These skills are difficult to develop in a classroom setting.

A great way to develop these skills is to get involved on campus and take advantage of the many opportunities available to all students. Connecting those experiences and everything you do outside the classroom with the Compass Experiential Learning office ensures those projects will be documented on your transcript and will help you build an impressive resume.

Participation in the Compass Experiential Learning Program is a graduation requirement. Students enrolled at Piedmont for all four of the undergraduate years (96-120 credit hours) are required to complete one experiential learning project. Transfer students are also required to complete one experiential learning project. Students enrolled in a degree program requiring an internship, observation hours or clinical rotations, satisfy the experiential learning graduation requirement through those degree-embedded activities.

Students can satisfy the requirement by participating for a minimum of one semester in a co-curricular on-campus activity. Eligible projects include, but are not limited to, on-campus leadership opportunities such as SGA, SAIL, MANE Leaders, Hall Council, CAB, Residence Life and Team Piedmont; participation in Summer Travel Study and Alternative Spring Break trips; co-curricular independent research; officer of a Piedmont-sanctioned club; travel abroad; participation in academic, musical or dramatic competitions at the regional, state or local level; participation in a major Piedmont University theatre production, musical or recital requiring 40+ hours of rehearsal and performance time; as well as projects designed by the student.

Students may satisfy the Compass Experiential Learning graduation requirement if they have:

- Active military or military veteran status
- 3+ Years of full-time professional work experience while not enrolled as a student
- A completed Bachelor’s degree from an accredited institution
- Enrolled in Piedmont’s engineering or law dual degree programs

Students who complete two or more projects are eligible for the Compass Program Honor Society. There is no limit to the number of projects that can be registered with the Compass office. All completed projects are documented on the student’s academic transcript.

Questions may be emailed to [compass@piedmont.edu](mailto:compass@piedmont.edu).

## TRAVEL STUDY

Consistent with its goal to attract top students, Piedmont University promotes travel opportunities for academic credit. Recent programs have included trips to international destinations including England, Germany, Ireland, Russia, Peru, Ecuador, Italy, Japan, and the Czech Republic, as well as domestic trips to Alaska, Arizona, New York, the Pacific Northwest, and California. Students may also study abroad for a semester at the University of Nottingham, England, or the University of Paderborn, Germany, with the approval of the Semester Abroad Committee.

Piedmont University encourages domestic and foreign study opportunities for its students. In order to ensure consistency among travel-study programs, all programs must be pre-approved, not later than 60 days prior to the scheduled travel, by the Vice-President for Academic Affairs in coordination with the Assistant Vice-President for Finance and Human Resources and the President. A detailed proposal is required for each travel-study program and shall include the following:

Nature and purpose of the travel-study program; objectives; academic requirements; itemized budget showing anticipated revenues and expenses; daily schedule of activities related to the program, both on-campus and off-campus; specified transportation arrangements utilizing approved vendors; specified accommodations for hotels or otherwise (written agreements or other written documentation must be provided); and meal arrangements.

All students who participate in any travel-study program must complete an Information Form to include: passports and visa numbers, including expiration dates, where necessary; documentation of medical insurance covering the participant; indication of any student health problem or other necessary medical information; names(s) and contact(s) in the event of an emergency; and an institutional student waiver form. All documentation and forms must be submitted to the dean of the respective college not later than 30 days prior to the scheduled travel.

## SEMESTER ABROAD PROGRAMS

All full-time Piedmont University undergraduate students in good academic standing are eligible to participate in semester abroad programs. Other criteria include minimum age of 18 at time of travel, minimum 3.25 GPA, and successful completion of 45 – 75 credit hours prior to semester abroad. Students must also complete an institutional nominating packet before applying to the study abroad destination. The nominating packet is available from the Associate Dean of Arts and Sciences, who serves as the University's travel study coordinator.

Piedmont University currently participates in two Study Abroad Agreements: one with the University of Nottingham, UK (Nottingham); and one with Universitat Paderborn, Federal Republic of Germany (Paderborn). These agreements are renewable by the written consent of both parties. The initial term for the Paderborn agreement is three years and the initial term for the Nottingham agreement is five years.

Tuition is paid to Piedmont University at the Demorest undergraduate rate tuition, room and board, including the “19 meals” plan. Payment is due before students travel abroad. Students must have financial aid in order by the end of the semester preceding travel.

Students register for a “placeholder” course at Piedmont University: IDIS 4000 for 12 hours. Students are considered full-time students at Piedmont University for purposes of enrollment verification. When official transcripts are received, course descriptions are reviewed by the Registrar with input from Department Chairs and/or Dean of the appropriate college to ensure the course work and learning outcomes are at the collegiate level and comparable to the institution’s degree programs. Piedmont courses are then created with the correct prefix for either Nottingham (NOTT) or Paderborn (PADB). 20 Nottingham module hours = 4 credit hours at Piedmont University; 10 Nottingham module hours = 3 credit hours at Piedmont University.

Students must be registered for at least 50 Nottingham module hours to stay in the country and these hours must be equivalent to a minimum of 12 Piedmont University credit hours. Level 1 and 2 courses are General Education courses or electives; Level 2 or 3 courses equal major courses for second semester juniors or seniors. Level 3 courses are comparable to Piedmont University 400 level courses.

The Nottingham grading scale translates to Piedmont University grades as follows:

70 and above=A;

60-69=B;

40-59=C;

Below 40=F (No credit hours).

All courses taken at these institutions will be posted on Piedmont University transcripts and included in overall GPA. Also, note that Piedmont University scholarships may be affected for future semesters at Piedmont University if grade status drops below the required minimum overall GPA for any scholarships previously awarded to student.

## PRE-PROFESSIONAL STUDIES

Students who wish to enter the professions of dentistry, law, medicine, pharmacy, theology or veterinary medicine may satisfy course requirements for entrance to the professional schools while at Piedmont University. A student planning on entering any of these professions should consult the Registrar early in the freshman year in order to be assigned to a freshman advisor qualified to direct such pre-professional study. Information on such pre-professional studies may be found in individual department program descriptions within this catalog. (See BIOLOGY (p. 73) for the health professions, POLITICAL SCIENCE (p. 130) or ENGLISH (p. 83) for law and RELIGION (p. 121) for theology.)

# GENERAL EDUCATION AND DEGREE REQUIREMENTS

## General Education Mission Statement

The Piedmont University Core Curriculum provides a shared intellectual foundation through which students develop habits of mind that support rigorous academic inquiry.

## General Education Philosophy

The Piedmont University Core Curriculum promotes the development of student learning outcomes which support the effective use of content found in the courses at the University. These student learning outcomes are

1) Knowledge of Human Cultures and the Natural World, including  
Natural Sciences,  
Social Sciences,  
Humanities,  
Histories,  
Languages, and the  
Fine Arts;

2) Intellectual and Practical Skills, including  
Inquiry and Analysis,  
Critical Thinking,  
Written Communication and Information Literacy,  
Oral Communication, and  
Quantitative Literacy;

3) Personal Growth and Social Responsibility, including  
Civic Knowledge,  
Intercultural Competence, and  
Ethical Reasoning in Action.

As a result of the focus of the general education (core curriculum) program, Piedmont University graduates are better prepared to pursue their chosen careers and/or graduate and professional study, and to contribute to shaping the evolving cultural, ethical, political, and aesthetic values important to global citizenship.

Each student seeking a baccalaureate degree must complete the appropriate general education requirements, the requirements of a major, and a minimum of 120 credit hours. All students entering the University with fewer than 24 hours of college credit must complete the Introduction to University Life and Liberal Arts Tradition (PDMT 1101) as a part of the 120 credit hours. A student may choose to complete a minor as part of the 120 required hours. Each course in a student's declared major, minor or concentration must be passed with a grade of "C" or higher.

Students entering Piedmont with substantial language ability (at least of two years of the same foreign language in high school with at least a "B" average) and/or established placement from another institution may complete only the 1102-level course to fulfill the foreign language general education requirement. Additionally, if a student successfully completes a 2000-level or higher course in a foreign language, the foreign language requirement is considered satisfied.

## A. GENERAL EDUCATION REQUIREMENTS FOR BACHELOR OF ARTS, BACHELOR OF FINE ARTS, BACHELOR OF SCIENCE, AND BACHELOR OF SCIENCE IN NURSING

Total hours listed in each section below are minimums.

### I. An individual who engages great questions and who seeks solutions informed by reasoning (10 hours)

#### Who engages the great questions of humanistic study – rhetoric

ENGL 1101

Rhetoric and Composition

3

(minimum grade of "C" required)

**Who can process ideas through reasoning, evaluating old ideas and developing new ones****Mathematical Reasoning**

One course from

BUSA 2100	Business Analytics I	3
MATH 1113	Precalculus	3
MATH 1000	Mathematics for the Liberal Arts	3
MATH 1300	Elementary Statistics	3
MATH 2450	Calculus I	4

MATH 2450 w/lab

(minimum grade of “C” required)

**Critical Thinking**

Students in business, education, nursing, and health science are exempt from these courses since their major delivers and assesses this outcome (critical thinking).

One course from

EDUC 3307	Learning and Cognition	3
PHIL 1101	Introduction to Philosophy	3
PHIL 1102	Critical Thinking	3
PHIL 2210	Symbolic Logic	3
PSYC 2240	Psychology of Childhood and Early Adolescence	3
PSYC 2290	Human Growth and Development	3
SOCI 2210	Social Problems	3

**Who understands the scientific method as a mode of modern inquiry – scientific method**

One lab course from

BLAB 1101	General Biology Lab I	1
CLAB 1101	General Chemistry Lab I	1
GLAB 1101	Physical Geology Lab	1
PHYS 1011	Physical Science I	4
PHYS 2110	University Physics I	4

PHYS 2110 w/lab

**II. A member of a cultural group and who recognizes his/her own social/cultural/ historical heritage (15 hours)****Who can effectively communicate with other members – English communication****Freshman composition**

ENGL 1102	Literature and Composition	3
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(minimum grade of “C” required)

**Speaking**

BUSA 2000	Business Communication	3
	OR	
MCOM 1110	Public Speaking	3

**Who understands behavior and interaction**

One course from

BUSA 1210	Introduction to Microeconomics	3
PSYC 1101	General Psychology	3
SOCI 1101	Introduction to Sociology	3

**Who understands his/her group’s cultures and history – American, British, multicultural American literature, or history of western civilization**

One course from

ENGL 2203	British Literature to 1790	3
ENGL 2204	British Literature from 1790	3
ENGL 2210	United States Literature to 1865	3
ENGL 2211	United States Literature from 1865	3
ENGL 2220	Ethnic American Literature	3
ENGL 2221	Women Writers	3
HIST 1113	Transformative Developments in Western Civilization (1500-present)	3
PHIL 2201	History of Philosophy I - Ancient and Medieval	3
PHIL 2202	History of Philosophy II - Modern and Contemporary	3
RELG 2201	Religious Movements in North America	3
RELG 2254	History of Christianity	3
RELG 2501	Celtic Christianity	3

**Who understands the role of government and its institutions – U.S. history or American government**

HIST 2212	Pivotal Moments in Recent U.S. History	3
	OR	
POSC 1101	American Government	3

**III. A world citizen who appreciates the cultural contributions of other societies and who understands and appreciates other cultures (12 hours)**

**Modern Languages (choose pair)**

SPAN 1101	Elementary Spanish I	3
	AND	
SPAN 1102	Elementary Spanish II	3
GRMN 1101	Elementary German I	3
	AND	
GRMN 1102	Elementary German II	3
JPNS 1101	Elementary Japanese I	3
	AND	
JPNS 1102	Elementary Japanese II	3
FREN 1101	Elementary French I	3
	AND	
FREN 1102	Elementary French II	3

**Who understands the history and artistic products of other cultures**

**World history, world religions, anthropology, or world literature**

One course from

RELG 1101	Religions of the World	3
EDUC 4401	The Multicultural Classroom	3
ENGL 2201	World Literature to the Renaissance	3
ENGL 2202	World Literature from the Renaissance	3
HIST 1111	World History to the Mid-17th Century	3
HIST 1112	World History since the Mid-17th Century	3
ANTH 1102	Introductory Anthropology	3
ANTH 2250	Cultural Anthropology	3

**Fine arts**

One course from

ART 1100	Introduction to Art	3
ART 2301	Art History: Prehistoric to Renaissance	3
ART 2302	Art History: Renaissance to Present	3
ENGL 2222	Introduction to Film	3
MUSC 1000	Introduction to Music	3
MUSC 2300	Music in the Christian Church	3

THTR 1100	Introduction to Theatre	3
THTR 3301	Theatre History I	3
THTR 3302	Theatre History II	3

#### IV. A person who understands the broader natural world (6 hours)

**who understands important aspects of the physical nature of the universe, the earth, and/ or living organisms found thereon – natural science**

(2-semester sequence – choose pair)

BIOL 1101	General Biology I AND	3
BIOL 1102	General Biology II	3
CHEM 1101	General Chemistry I AND	3
CHEM 1102	General Chemistry II	3
GEOL 1101	Physical Geology AND	3
GEOL 1102	Historical Geology	3
PHYS 1011	Physical Science I AND	4
PHYS 1012	Physical Science II	4
PHYS 2110	University Physics I AND	4
PHYS 2120	University Physics II	4
BIOL 1101	General Biology I AND	3
BIOL 2100	Human Anatomy and Physiology I AND	3
BIOL 2110	Human Anatomy and Physiology II	3

#### V. Someone whose understanding transcends the academy and is informed by an appreciation for a greater good (3 hours)

##### Philosophy or religion that involves practical application or nature appreciation (ethics)

Students in business, education, and nursing and health science are exempt from these courses since their major delivers and assesses this outcome (ethics).

One course from		
ENGL 2225	Nature Writers	3
ENVS 2070	Environmental Science	3
RELG 2205/PHIL 2205	The Good Life: A Global Perspective	3
RELG 3305/PHIL 3305	Ethics	3
RELG 3325/PHIL 3325	Environmental Ethics	3
SOCI 3320	Structured Social Inequality	3

#### VI. Additional course for all students who enter the University with fewer than 24 undergraduate credit hours (1 hour)

<b>Course</b>		
PDMT 1101	Intro to University Life and Liberal Arts Tradition	1

**Total Credit Hours: 46-47**

History must be taken in at least one of II.c, II.d, or III.b.i

## **B. GENERAL EDUCATION REQUIREMENTS FOR DEGREE COMPLETION PROGRAM — B.A., B.F.A., B.S., OR B.S.N. DEGREE**

Undergraduate degree completion programs are available to adult learners/non-traditional students.

1. Eligibility requirements include high school diploma or equivalency, at least three years out of high school and transferable 30 hours of college credit.
2. Non-traditional students who have completed AS or AA degree completed are eligible for the programs as well and are deemed to have completed the general education requirement at Piedmont University. This exemption does not apply to any other associate degrees (e.g. AAs, AAT).

Please note: majors may require or encourage specific courses within these general education categories. Please see the Curriculum Outline for the selected major (p. **Error! Bookmark not defined.**).

\*Students in business, education, and nursing/health sciences are exempt from these courses since their major delivers and assesses these outcomes (ethics).

<b>I. Communication</b>	<b>9 hours</b>
English Composition	6 hours
Speech Communications	3 hours
<b>II. Humanities and Fine Arts</b>	<b>12 hours</b>
Humanities	3 hours
Fine Arts	3 hours
Modern Language	6 hours
<b>III. Social Sciences</b>	<b>9 hours</b>
History	3 hours
American Government	3 hours
Other social science	3 hours
<b>IV. Mathematics (beyond college algebra, except MATH 1600 and MATH 1700)</b>	<b>3 hours</b>
<b>V. Natural Sciences</b>	<b>4 hours</b>
One corresponding or included lab course required	4 hours
<b>VI. Ethics*</b>	<b>3 hours</b>
Course with an ethics component	3 hours
<b>TOTAL</b>	<b>40 hours</b>

\*Students in business, education, and nursing/health sciences are exempt from these courses since their major delivers and assesses these outcomes (ethics).



# COLLEGE OF ARTS AND SCIENCES

Dr. Steven D. Nimmo, Dean

Dr. Steve Jacobs, Associate Dean

Dr. Wallace Hinson, Associate Dean for Fine Arts

“As around the mighty oak tree, clings the ivy vine,  
so around thee dear old Piedmont  
loyal hearts entwine.” (PC Alma Mater)

## Mission

The College of Arts and Sciences encourages the development of students as individuals, scholars, and thoughtful members of society by fostering critical and creative thinking, scientific inquiry, intercultural awareness, and ethical reflection and action. Seeking to educate the whole student, the College offers a distinctive core curriculum; a full range of academic majors in the arts, sciences, humanities, social sciences, and mass communication; mentoring and professional development within disciplines; and opportunities for service and leadership within the University and the larger community.

## ART (ART)

### Faculty

Associate Professors Kelly, Ellett

The art program offers study in painting, drawing, sculpture, ceramics, photography, graphic design and art history. By actively creating and studying works of art in and out of class, students develop visual, creative and analytical skills. Class trips to regional art museums are a regular part of the curriculum.

Students must pass studio courses with a “C” or higher, in order to take the next level. All ART/GRDS majors must pass ART 1110 Professional Practices in the Arts class six times.

Course Descriptions (p. 183)

### ART, B.F.A.

The Bachelor of Fine Arts (B.F.A.) degree is a program designed for students planning to pursue a graduate degree in studio art, or for those students seeking a professional career in graphic design and related multimedia areas.

**Professional Portfolio Review:** Upon the completion of four foundation classes, majors seeking admission to the B.F.A. degree program must submit a portfolio for review by the art faculty. Portfolio reviews are conducted at the end of the fall and spring semester. Deadline dates are posted in the department by midterm. Contact the chair of the art department for specific requirements.

### Art Curriculum Outline

## Bachelor of Fine Arts Degree

### Art Major

**Subtotal: 70**

### Professional Practices

Students must pass six times. Class should be taken for credit only once. Students must pass ART 1111 the semester before enrolling in ART 4452 Capstone.

ART 1110	Professional Practices in the Arts	0-1
ART 1111	BFA Professional Practices	0-1

**Subtotal: 1**

### Art Foundations

**Subtotal: 15**

### Drawing I

ART 1120	Drawing I	3
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**Two-Dimensional Media**

Choose one:

ART 2270	Painting I	3
ART 2335	Introduction to Printmaking	3

**Three-Dimensional Media**

Choose one:

ART 2230	Ceramics: Handbuilding	3
ART 2660	Sculpture I	3

**Digital Media**

Choose one:

GRDS 2200	Foundations in Graphic Design	3
ART 2225	Introduction to Digital Fabrication	3
ART 3315	Digital Photography	3

**Art Knowledge and Application**

ART 3400	Color and Concept	3
ART 3401	Interdisciplinary Research in the Arts	3

**Art History and Criticism**

ART 2301	Art History: Prehistoric to Renaissance	3
ART 2302	Art History: Renaissance to Present	3
ART 4430	Art Criticism	3
	Art History Elective	3
	Art History Elective	3

**Concentration***Students must choose one of the following concentrations:***Subtotal: 36****Two-Dimensional Design Concentration: Painting**

ART 2200	Drawing II	3
ART 2270	Painting I	3
ART 3370	Painting II	3
ART 3371	Painting III	3
ART 4371	Painting IV	3
	Additional 2D elective	3
	Additional 2000 level or above ART, GRDS	18
	Electives	

The second additional 2D elective is required if ART 2270 was taken in foundations.

**Two-Dimensional Design Concentration: Drawing**

ART 2200	Drawing II	3
ART 2270	Painting I	3
ART 3370	Painting II	3
ART 3371	Painting III	3
ART 4371	Painting IV	3
	Additional 2D elective	3
	Additional 2000 level or above ART, GRDS	18
	Electives	

The second 2D elective is required if ART 2270 was taken in foundations.

**Two-Dimensional Design Concentration: Photography**

ART 2215	Black and White Darkroom Photography	3
ART 3315	Digital Photography	3
ART 3316	Intermediate Photography	3
ART 4316	Photography IV	3

ART 4317	Photography V	3
	Additional 2000 level or above ART, GRDS	21
	Electives	
	Additional 2D elective	3

The additional 3 hours of 2D elective is required if ART 3315 was taken in Foundations.

### Three-Dimensional Design Concentration: Ceramics

ART 2230	Ceramics: Handbuilding	3
ART 3330	Ceramics: Wheel Throwing	3
ART 3331	Intermediate Ceramics	3
ART 4331	Ceramics IV	3
ART 4332	Ceramics V	3
	Additional 3000/4000 level 3D elective	3
	Additional 2000 level or above ART, GRDS	18
	Electives	

The additional 3 hours in 3D elective is required if ART 2230 was taken in Foundations.

### Three-Dimensional Design Concentration: Sculpture

ART 2660	Sculpture I	3
ART 3361	Sculpture II	3
ART 3362	Sculpture III	3
ART 4362	Sculpture IV	3
ART 4363	Sculpture V	3
ART 2230	Ceramics: Handbuilding	3
	Additional 2000 level or above ART, GRDS	18
	Electives	

The 3 hour elective in 3D is required if ART 2660 was taken in Foundations.

### Graphic Design Concentration

GRDS 2200	Foundations in Graphic Design	3
GRDS 2250	Foundations in Graphic Design II	3
GRDS 3270	Interactive Design	3
GRDS 3200	Typography	3
GRDS 4401	Graphic Design III	3
GRDS 4410	Internship in Graphic Design	3
GRDS 4460	Advanced Graphic Design Studio	3
MCOM 2600	Foundations of Web Design	3
	Additional 2000 level or above ART, GRDS	12
	Electives	

Additional 3 hours in GRDS required if GRDS 2200 was taken in Foundations.

### Senior Exhibition/Capstone

ART 4452	BFA Senior Capstone Seminar and Exhibition	3
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**Subtotal: 3**

### General Electives

**Subtotal: 19-25**

### General Education

**Subtotal: 46**

### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*ART 2301: This course also satisfies a general education requirement and appears in the number of hours for both general education and the major; in reality, art majors may have 25 additional hours to use for electives. Students may choose electives from all ART/GRDS*

*courses offered. Students should consult their advisors to discuss and plan on ways to enhance their concentration focus. Students preparing for the Master of Arts in Teaching (M.A.T.) in Art Education should take EDUC 3355.*

Subtotal: 120

## **ART, B.A.**

The Bachelor of Arts (B.A.) degree is designed for students planning to pursue an interdisciplinary double major or for those students seeking to minor in another field.

Both the B.F.A. and the B.A. degrees are appropriate for students planning to pursue a career in art education through the M.A.T. graduate program.

### **Art Curriculum Outline**

## **Bachelor of Arts Degree**

### **Art Major**

**Subtotal: 49**

#### **Professional Practices**

Students must pass six times. Class should be taken for credit only once.

ART 1110	Professional Practices in the Arts	0-1
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**Subtotal: 1**

#### **Art Foundations**

ART 1120	Drawing I	3
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**Subtotal: 15**

#### **Two-Dimensional Media**

Choose one:

ART 2270	Painting I	3
ART 2335	Introduction to Printmaking	3

#### **Three-Dimensional Media**

Choose one:

ART 2230	Ceramics: Handbuilding	3
ART 2660	Sculpture I	3

#### **Digital Media**

Choose one:

GRDS 2200	Foundations in Graphic Design	3
ART 2225	Introduction to Digital Fabrication	3
ART 3315	Digital Photography	3

#### **Art Knowledge and Application**

ART 3400	Color and Concept	3
ART 3401	Interdisciplinary Research in the Arts	3

#### **Art History/Criticism**

ART 2301	Art History: Prehistoric to Renaissance	3
ART 2302	Art History: Renaissance to Present	3
ART 4430	Art Criticism	3

**Subtotal: 12**

#### **Senior Exhibition/Capstone**

ART 4450	Senior Capstone Seminar and Exhibition	3
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**Subtotal: 3**

**Major Electives**

Additional 2000 level or above ART, GRDS Electives	12
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**Subtotal: 12****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*ART 2301: This course also satisfies a general education requirement and appears in the number of hours for both general education and the major; in reality, art majors may have 28 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**ART EDUCATION P-12: INITIAL TEACHER CERTIFICATION, B.A.**

Piedmont's undergraduate art education program addresses the needs of the artist who has an interest in teaching in a public school setting. Designed to produce teachers who have a balance between well-grounded educational theory and a more "hands-on" experience, the program enables candidates to teach in all P-12 classrooms as an art specialist.

**Art Education P-12 Curriculum Outline****(Initial Teacher Certification Program)****Bachelor of Arts Degree****Art Education Major****Subtotal: 80****Professional Practices**

Students must pass six times. Class should be taken for credit only once.

ART 1110	Professional Practices in the Arts	0-1
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**Subtotal: 1****Art Foundations**

ART 1120	Drawing I	3
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**Students must choose one of the following courses:**

ART 2230	Ceramics: Handbuilding	3
ART 2660	Sculpture I	3

**Subtotal: 30****Two-Dimensional Media**

Choose one:

ART 2270	Painting I	3
ART 2335	Introduction to Printmaking	3

**Three-Dimensional Media**

Choose one:

ART 2230	Ceramics: Handbuilding	3
ART 2660	Sculpture I	3

**Digital Media**

Choose one:

GRDS 2200	Foundations in Graphic Design	3
ART 2225	Introduction to Digital Fabrication	3
ART 3315	Digital Photography	3

**Art Knowledge and Application**

ART 3400	Color and Concept	3
ART 3401	Interdisciplinary Research in the Arts	3

**Art History and Criticism**

ART 2301	Art History: Prehistoric to Renaissance	3
ART 2302	Art History: Renaissance to Present	3
ART 4430	Art Criticism	3

**Art Electives**

	Art Elective	3
	Level II Elective	3
	Level III Elective	3

**Subtotal: 12****Education**

ARED 4420	Art Education Methods P-6	3
ARED 4421	Art Education Methods 7-12	3
ARED 4496	Art Education Content Synthesis	1
ARED 4498	Art Education Internship I	3
ARED 4499	Art Education Internship II	9
EDUC 1199	Introduction to Education	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3307	Learning and Cognition	3
EDUC 3355	Exceptional Children	3
EDUC 4401	The Multicultural Classroom	3
EDUC 4497	Classroom Management	3

**Subtotal: 40****General Electives - None required****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*ART 2301, EDUC 4401: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major.*

Subtotal: 120

**ART, MINOR**

A minor in art requires 15 hours (5 courses) in any collection ART or GRDS prefix except ART 1100.

**GRAPHIC DESIGN, MINOR**

**A minor in Graphic Design requires 15 hours**

**Courses**

GRDS 2200	Foundations in Graphic Design	3
GRDS 2250	Foundations in Graphic Design II	3

GRDS 2270	Print	3
GRDS 3270	Interactive Design	3
GRDS 4460	Advanced Graphic Design Studio	3

## ARTS ADMINISTRATION (AAD)

### Faculty

Art: Ellett, Hitselberger, Kelly

Music: Hinson, Mellichamp, Price, Sigers, Sukumaran

Theatre: Blandin, Gabelhausen, Johnson, Spiegel

The arts administration program is designed to develop skills, aesthetic sensitivity and technical knowledge in the fine arts, as well as build practical managerial expertise in the areas of production, marketing, presentation and business in arts organizations. Students take courses in business, art, music and theatre, and gain direct career related experience through an internship program placing them in various art galleries, civic and professional theatres, and music venues. Experiences in studio art, music performance, and theatrical design, acting, and directing are an integral part of the program.

Course Descriptions (p. 183)

## ARTS ADMINISTRATION, B.F.A.

### Arts Administration Curriculum Outline

### Bachelor of Fine Arts Degree

#### Arts Administration Major

**Subtotal: 76**

#### Fine Arts Foundations

GRDS 2200	Foundations in Graphic Design	3
GRDS 3270	Interactive Design	3
THTR 2205	Fundamentals of Technical Theatre	3
THTR 2210	Fundamentals of Acting	3
THTR 3325	Theatre Management	3
	Applied Music Lessons (MUSC 1810-4820)	3
	Ensembles (MUSC 1500-1555)	3

Applied Music Lessons, Ensembles: 3 hours minimum/1 hour each.

#### Students must choose one of the following courses:

ART 2301	Art History: Prehistoric to Renaissance	3
ART 2302	Art History: Renaissance to Present	3

#### Students must choose one of the following courses:

MUSC 3210	Music History I	3
MUSC 3220	Music History II	3
MUSC 3230	Music History III	3

**Subtotal: 27**

#### Concentration

*Students must select one of the following concentrations:*

**Subtotal: 18**

#### Art Concentration

ART 1120	Drawing I	3
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#### Two-Dimensional Foundations

Choose one:

ART 2270	Painting I	3
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ART 2335	Introduction to Printmaking	3
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### Three-Dimensional Foundations

Choose one:

ART 2230	Ceramics: Handbuilding	3
ART 2660	Sculpture I	3

### Electives

	Graphic Design or Studio Art Electives 2000 level or above 6	6
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### Students must choose one of the following courses not taken in the foundations courses:

ART 2301	Art History: Prehistoric to Renaissance	3
ART 2302	Art History: Renaissance to Present	3

### Music Concentration

MUSC 1100	Music Theory I	3
MUSC 1110	Aural Skills I	1
	Applied Music Lessons or Ensembles	2
	Music Electives	9

Applied Music Lessons or Ensembles: 2 hours beyond those taken as required courses/1 hour each.

Prerequisite for MUSC 1100: MUSC 1050 Music Fundamentals (3 hours), AP credit in Music Theory, or minimum score on the Theory Placement Exam.

### Students must choose one of the following courses not taken in the foundations courses:

MUSC 3210	Music History I	3
MUSC 3220	Music History II	3
MUSC 3230	Music History III	3

### Theatre Concentration

THTR 2230	Children's Theater	3
THTR 3301	Theatre History I	3
THTR 3302	Theatre History II	3
THTR 3305	Introduction to Scenic Design	3
THTR 3317	Lighting Design	3
THTR 4410	Fundamentals of Directing	3

### Internship

*Students must register for one course per semester for a total of three semesters. Two of the internships must be in the concentration; one must be outside the concentration.*

ART 4461	Arts Administration Internship in Art I	1
ART 4462	Arts Administration Internship in Art II	1
MUSC 4950	Arts Administration Internship in Music I	1
MUSC 4960	Arts Administration Internship in Music II	1
THTR 4431	Arts Administration Internship in Theatre I	1
THTR 4432	Arts Administration Internship in Theatre II	1

**Subtotal: 3**

### Capstone

*Students must register for the capstone in the concentration.*

ART 4451	Arts Administration Capstone	1
MUSC 4900	Music Capstone in Arts Administration	1
THTR 4441	Capstone in Arts Administration	1

**Subtotal: 1**

### Business Courses

ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 1210	Introduction to Microeconomics	3



BUSA 2000	Business Communication	3
BUSA 2700	Principles of Management	3
BUSA 2200	Principles of Marketing	3
BUSA 3306	Applied Ethics	3
BUSA 3400	Business Finance	3
BUSA 3700	Project Management	3
	OR	
MCOM 3700	Advertising and Communications	3

**Subtotal: 27****General Electives****Subtotal: 9****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*BUSA 1210, BUSA 2000, ART 2301, ART 2302: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, art administration majors may have up to 9 additional hours to use for electives.*

Subtotal: 120

**BIOLOGY (BIOL)****Faculty**

Professors Austin, Camp

Associate Professors T. Menzel, Schmitz

Assistant Professors Wooten, Godwin, McDaniel

Biology is the study of life. Having a basic knowledge of biology is necessary to appreciate who we are as humans and how we function and relate to other living systems. Such an appreciation, in turn, is required to understand many of the most important medical, environmental, and social issues facing society. In addition, many of our everyday activities require some degree of biological knowledge. In sum, studying biology gives us the tools to cope with life itself.

Course Descriptions (p. 183)

**BIOLOGY, B.S.**

The program of study for the major in biology is designed for students interested in biology as a pure and applied science. Successful completion of the program prepares students for a number of endeavors and job possibilities, including furthering their professional development through post-graduate training.

The program is suitable for pre-professional students in the areas of pre-dentistry, pre-medicine, pre-veterinary medicine, and related fields. However, pre-professional studies involve variable curricula requirements depending on the particular professional school of the student's interest. Students in pre-professional programs should, in conjunction with their advisor, contact the school(s) of their choice to obtain specific requirements in order to develop a proper program of study while at Piedmont University.

The program also prepares students for careers in pure sciences such as genetics, ecology, or evolutionary biology-or such applied fields as biotechnology, wildlife conservation or marine biology. The program allows students enough freedom to focus on their specific interests within biology, while receiving exposure to the full breath of biology as a discipline.

Science, including biology, is centered on application, not merely the learning of a body of facts. Therefore, an important focus of a major in the sciences at Piedmont University is developing a working knowledge of the scientific method and the process of scientific inquiry. This prepares students to succeed in graduate school while ensuring that they receive an education that is comparable to the finest institutions in the country.

**Biology Curriculum Outline****Bachelor of Science Degree****Biology Major 66-67 Credit Hours****Biology Foundations**

BIOL 1101	General Biology I	3
BLAB 1101	General Biology Lab I	1
BIOL 1102	General Biology II	3
BLAB 1102	General Biology Lab II	1
BIOL 2240	Genetics	4
NASC 3990	Philosophy and Methodology of Science	3
BIOL 4500	Organic Evolution	4
BIOL 4700	Ecology	4
CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1
CHEM 2351	Organic Chemistry I	4
CHEM 2352	Organic Chemistry II	4
MATH 2450	Calculus I	4
PHYS 2110	University Physics I	4

**Students must choose one of the following courses:**

NASC 4980	Senior Research	3
NASC 4981	Senior Library Research	2
NASC 4989	Honors Senior Research	3

**Subtotal: 49-50****Students must choose ONE of the following courses:**

NASC 4950	Science Seminar	1
NASC 4959	Honors Science Seminar	1

**Students must choose FIVE courses from the following categories.****Student must choose at least ONE Functional Biology course from:**

BIOL 3300	Cell Biology	3
BIOL 3650	Comparative Physiology	3

**Student must choose at least ONE Organismal Biology course from:**

BIOL 3200	General Microbiology	4
BIOL 3500	Vertebrate Natural History	4
BIOL 4200	Invertebrate Zoology	4

**The remaining THREE courses can be taken from the courses list below or from courses not taken in the Functional and Organismal biology section.**

BIOL 3700	Animal Behavior	3
NASC 42110	Biochemistry	3
BIOL 4240	Medical Genetics	3
PHYS 2120	University Physics II	4
ENVS 2200	Introduction to Geographical Information Systems	2
	AND	
ENVS 3300	Geographical Information Systems Applications	2

**General Education****Subtotal: 46**

**Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*BIOL 1101, BLAB 1101, BIOL 1102, MATH 2450: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, biology majors may have up to 14 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on which concentration they select and on the courses taken to satisfy general education requirements.*

Subtotal: 120

**BIOLOGY, MINOR**

A minor in biology requires 20-23 hours. The courses are listed below.

**The minor in Biology requires 21-25 hours.**

**Required Courses**

BIOL 1101	General Biology I	3
BLAB 1101	General Biology Lab I	1
BIOL 1102	General Biology II	3
BLAB 1102	General Biology Lab II	1

**Students must choose 1 from each category below:**

**Cellular Biology**

BIOL 3200	General Microbiology	4
BIOL 3300	Cell Biology	3

**Physiology**

BIOL 2100	Human Anatomy and Physiology I	3
BIOL 3650	Comparative Physiology	3

**Molecular Biology**

BIOL 2240	Genetics	4
NASC 42110	Biochemistry	3

**Organismal Biology**

BIOL 4500	Organic Evolution	4
BIOL 4700	Ecology	4
BIOL 3700	Animal Behavior	3

**HONORS PROGRAM IN NATURAL SCIENCES**

The Honors Program in Biology allows academically qualified students to delve deeper into the scientific experience and to better prepare for post-graduate education by conducting independent research. To that end, students who are in the Honors Program are required to take NASC 4989 (Honors Senior Research) and NASC 4999 (Honors Thesis) in addition to their major requirements. Honors students also take NASC 4959 (Honors Senior Seminar) instead of NASC 4950 (Science Seminar). Students having a GPA of 3.0 or better may apply for entry into the Honor Program during their junior year. Those with a GPA of 3.5 or better are guaranteed acceptance. Students in the Honors Program receive scholarship money as well as recognition upon graduation that they graduated with Honors in Natural Sciences.

**BIOLOGY EDUCATION, B.A.**

Piedmont's undergraduate secondary education program addresses the continuing shortage of highly qualified teachers in Georgia. Designed to prepare teachers who have more "hands-on" experience, the program enables candidates to observe and assist with teaching in 6-12th grade classrooms. Candidates also experience the impact that diversity has on schooling and consider the implications on teaching and learning. Candidates study and reflect upon the knowledge, skills, and dispositions (habits of mind) required for successful teachers—both in their university classes and during field work. Requiring a content major in the field of study, this program culminates in a full year Apprentice Teaching experience in area schools.

**Biology Education Curriculum Outline****Bachelor of Arts Degree**

In order to successfully complete this program, students must be admitted to the Teacher Education program and adhere to all of the requirements (p. 154). (Course descriptions (p. 183))

**Biology Education Major****Subtotal: 79-80****Biology Foundations**

BIOL 1101	General Biology I	3
BLAB 1101	General Biology Lab I	1
BIOL 1102	General Biology II	3
BLAB 1102	General Biology Lab II	1
BIOL 2240	Genetics	4
NASC 3990	Philosophy and Methodology of Science	3
CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1
ENVS 2070	Environmental Science	3
	CHOOSE ONE:	
BIOL 3500	Vertebrate Natural History	4
BIOL 4200	Invertebrate Zoology	4
	CHOOSE ONE:	
BIOL 3650	Comparative Physiology	3
BIOL 3700	Animal Behavior	3
	CHOOSE ONE:	
BIOL 4500	Organic Evolution	4
BIOL 4700	Ecology	4

**Subtotal: 39****Teacher Certification**

EDUC 1199	Introduction to Education	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3355	Exceptional Children	3
EDUC 4497	Classroom Management	3
EDSE 3335	Science Methods, 6-12	3
ENGL 4440	Reading and Writing in the Content Areas	3
PSYC 3311	Psychology of Adolescence	3

**Subtotal: 27****Apprenticeship Sequence**

EDSE 4401	Facilitating Learning and Assessment I II	1
EDSE 4498	Internship I	3
EDSE 4499	Internship II	9

**Subtotal: 14****General Electives - None required****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*BIOL 1101, BLAB 1101, BIOL 1102, ENVS 2070: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major.*

Subtotal: 126

**NOTICE:** GACE II must be passed prior to Apprentice Teaching II.

## CAREER OPTIONS

The most common careers in biology include High school teachers, researchers, laboratory personnel, government employees, health care professionals, industrial technologists, scientific writers and illustrators, and medical librarians. Others use an undergraduate degree in biology as a foundation for professional training in dentistry, medicine, nursing, pharmacy, veterinary medicine and environmental law.

## CHEMISTRY (CHEM)

### Faculty

Professor Carrigan  
Associate Professor Bailey  
Assistant Professor Ketch

The science of chemistry is concerned with the composition, structure, properties and reactions of matter. The scope of chemistry is extremely broad; it includes the whole universe and everything, animate and inanimate, in it. Chemistry is concerned not only with the composition and changes in composition of matter, but also with the energy and energy changes that accompany the transformations of matter. Through chemistry, we seek to learn and understand the general principles that govern the behavior of all matter.

The chemist, like other scientists, observes nature and attempts to understand its secrets. A chemist may interpret natural phenomena, devise experiments that reveal the composition and structure of complex substances, study methods for improving natural processes, or synthesize substances unknown in nature. Ultimately, the efforts of chemists advance the frontiers of knowledge and at the same time contribute to the well-being of humanity.

Chemistry majors work in the pharmaceutical industries, food safety and testing, paints, plastics, synthetic materials, and the petroleum industries. Employment possibilities are available in the private sector, educational and research institutions and governmental agencies. Additionally, chemistry majors often pursue careers in applied research, laboratory testing, and graduate study in chemistry and related fields.

Science, including chemistry, is centered on application, not merely the learning of a body of facts. Therefore, an important focus of a major in the sciences at Piedmont University is developing a working knowledge of the scientific method and process of scientific inquiry. This prepares students to succeed in graduate school while ensuring that they receive an education that is comparable to the finest institutions in the country.

Course Descriptions (p. 183)

## CHEMISTRY, B.S.

### Chemistry Curriculum Outline

### Bachelor of Science Degree

#### Chemistry Major

CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1
CHEM 2351	Organic Chemistry I	4
CHEM 2352	Organic Chemistry II	4
CHEM 3321	Quantitative Inorganic Analysis	4
CHEM 3322	Instrumental Analysis	4
CHEM 3710	Inorganic Chemistry	4
NASC 3990	Philosophy and Methodology of Science	3

NASC 42110	Biochemistry	3
CHEM 4451	Physical Chemistry I	4
CHEM 4452	Physical Chemistry II/Quantum Mechanics	4
ENVS 2070	Environmental Science	3
MATH 2450	Calculus I	4
MATH 2460	Calculus II	4
MATH 2470	Calculus III	4
PHYS 2110	University Physics I	4
PHYS 2120	University Physics II	4

**Student must take ONE of the following courses:**

NASC 4980	Senior Research	3
NASC 4981	Senior Library Research	2
NASC 4989	Honors Senior Research	3

**Students must take ONE of the following courses:**

NASC 4950	Science Seminar	1
NASC 4959	Honors Science Seminar	1

**Subtotal: 69-70****General Electives****Subtotal: 12****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*CHEM 1101, CLAB 1101, CHEM 1102, ENVS 2070, MATH 2450, PHYS 2110, PHYS 2120: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, chemistry majors may have up to 17 additional hours to use for electives.*

Subtotal: 120

**CHEMISTRY, MINOR****The minor in Chemistry requires 22-24 hours.****Required Courses (16 hours)**

CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1
CHEM 2351	Organic Chemistry I	4
CHEM 2352	Organic Chemistry II	4

**The minor in Chemistry also requires any TWO of the following courses numbered above 3000 as well as any prerequisites.**

CHEM 3050	Environmental Chemistry and Toxicology	3
CHEM 3321	Quantitative Inorganic Analysis	4
CHEM 3322	Instrumental Analysis	4
CHEM 3710	Inorganic Chemistry	4
CHEM 4451	Physical Chemistry I	4
CHEM 4452	Physical Chemistry II/Quantum Mechanics	4
CHEM 4800	Special Topics in Natural Sciences	1-4

## HONORS PROGRAM IN NATURAL SCIENCE

The Honors Program in Chemistry allows academically qualified students to delve deeper into the scientific experience and to better prepare for post-graduate education by conducting independent research. To that end, students who are in the Honors Program are required to take NASC 4989 (Honors Senior Research) and NASC 4999 (Honors Thesis) in addition to their major requirements. Honors students also take NASC 4959 (Honors Science Seminar) instead of NASC 4950 (Science Seminar). Students having a GPA of 3.0 or better may apply for entry into the Honor Program during their junior year. Those with a GPA of 3.5 or better are guaranteed acceptance. Students in the Honors Program receive scholarship money as well as recognition upon graduation that they graduated with Honors in Chemistry.

## CHEMISTRY EDUCATION, B.S.

Piedmont's undergraduate secondary education program addresses the continuing shortage of highly qualified teachers in Georgia. Designed to prepare teachers who have more "hands-on" experience, the program enables candidates to observe and assist with teaching in 6-12th grade classrooms. Candidates also experience the impact that diversity has on schooling and consider the implications on teaching and learning. Candidates study and reflect upon the knowledge, skills, and dispositions (habits of mind) required for successful teachers—both in their university classes and during field work. Requiring a content major in the field of study, this program culminates in a full year Apprentice Teaching experience in area schools.

The major in chemistry education requires 89 hours, comprised of the following courses. In order to successfully complete this program, students must be admitted to the Teacher Education program and adhere to all of the requirements (p. 154). (Course descriptions (p. 183))

### Chemistry Education Curriculum Outline

#### Bachelor of Science Degree

#### Chemistry Education Major

**Subtotal: 79**

#### Chemistry Foundations

CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1
CHEM 2351	Organic Chemistry I	4
CHEM 2352	Organic Chemistry II	4
CHEM 3321	Quantitative Inorganic Analysis	4
CHEM 3322	Instrumental Analysis	4
NASC 3990	Philosophy and Methodology of Science	3
CHEM 4451	Physical Chemistry I	4
MATH 2450	Calculus I	4
ENVS 2070	Environmental Science	3

**Subtotal: 38**

#### Teacher Certification

EDUC 1199	Introduction to Education	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3355	Exceptional Children	3
EDUC 4497	Classroom Management	3
EDSE 3335	Science Methods, 6-12	3
ENGL 4440	Reading and Writing in the Content Areas	3
PSYC 3311	Psychology of Adolescence	3

**Subtotal: 27**

#### Apprenticeship Sequence

EDSE 4401	Facilitating Learning and Assessment I II	1
EDSE 4498	Internship I	3
EDSE 4499	Internship II	9

**Subtotal: 14**

**General Electives - None required****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*CHEM 1101, CLAB 1101, CHEM 1102, MATH 2450: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major.*

Subtotal: 126

**COMPUTER SCIENCE (CSCI)****Faculty**

Computer science deals with the logical and mathematical foundations of computing and how to implement problem solutions as programs in a computer language. The computer science program covers the principles of computing technologies such as algorithm development, database systems, networks, operating systems, and graphics. Mathematical reasoning is emphasized throughout the program.

**COMPUTER SCIENCE, B.S.****Computer Science Requirements****Bachelor of Science Degree**

Piedmont's computer science program provides a strong foundation in the theory and practice of computer science in the context of a liberal arts education. The program focuses on algorithm development, programming, networking, and database systems. The program implements extensive team-based development projects and includes an emphasis on mathematical reasoning.

**Computer Science Major**

CSCI 1301	Programming Principles I	3
CSCI 1302	Programming Principles II	3
CSCI 2900	Data Structures	3
CSCI 3200	Algorithm Analysis	3
CSCI 3300	Database Management Systems	3
CSCI 3400	Software Development	3
CSCI 4000	Programming Languages	3
CSCI 4950	Senior Capstone	3

**Subtotal: 0****Computer Science Electives**

9 hours selected from the following:

ART 2225	Introduction to Digital Fabrication	3
CSCI 3100	Computer Organization and Architecture	3
CSCI 3500	Computer Graphics	3
CSCI 3700	Operating Systems	3
CSCI 4930	Internship in Computer Science	1-3
CSCI 4350	Advanced Studies in Computer Science	1-3
CSCI 4600	Mobile Software Development	3



CSCI 4800	Machine Learning	3	<b>Subtotal: 9</b>
<b>Required Mathematics Courses</b>			
MATH 2300	Discrete Mathematics	3	
MATH 2450	Calculus I	4	<b>Subtotal: 0</b>
<b>General Electives</b>			
			<b>Subtotal: 33</b>
<b>General Education</b>			
			<b>Subtotal: 46</b>
<b>Piedmont University Requirement</b>			
PDMT 1101	Intro to University Life and Liberal Arts Tradition	1	<b>Subtotal: 1</b>

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

## COMPUTER SCIENCE MINOR

A minor in computer science consists of 18 hours selected from the following.

### Courses

CSCI 1301	Programming Principles I	3
CSCI 1302	Programming Principles II	3
CSCI 3300	Database Management Systems	3
	Three electives in CSCI 2000 - 4000 level	9

## DIGITAL TECHNOLOGIES ENDORSEMENT

An endorsement in digital technologies consists of 9 semester hours selected from the following.

### Courses

CSCI 1101	Introduction to Information Technology	3
GRDS 2260	Digital Photography	3
MCOM 2600	Foundations of Web Design	3

## CAREER OPTIONS

The most common careers in computer science include software developer, systems analyst, systems administration, project management, and consulting. This program additionally prepares students to go on to further academic studies in graduate programs in computer science to pursue a career in research.

## CRIMINAL JUSTICE (CRJU)

### Faculty

Assistant Professor Brandon Roberts

Professor Bruce Willis

Criminal justice is the interdisciplinary study of the theory and practice of the police, courts and corrections institutions in the United States. The program of study includes the review and discussion of the structures, processes and relationships between the various segments of the criminal justice system. In addition, the study of criminal justice examines the legal system within a broad social, political and psychological framework and explores how that broad framework influences the actors and activities of all those involved with, or influenced by, the criminal justice system.

Course Descriptions (p. 183)

**CRIMINAL JUSTICE, B.A.****Criminal Justice Curriculum Outline****Bachelor of Arts Degree****Criminal Justice Major****Subtotal: 45****Required Courses**

CRJU 1290	Introduction to Criminal Justice	3
CRJU 2335	Criminal Investigation	3
CRJU 3330	Police and Society	3
CRJU 3331	Juvenile Justice	3
CRJU 3390	Criminology	3
CRJU 4430	Homeland Security and Terrorism	3
FRSC 1101	Criminalistics	3
MATH 1300	Elementary Statistics	3
POSC 3370	Adjudication Processes	3
POSC 4415	Criminal Law and Procedure	3
SOSC 3398	Internship	1-6
SOSC 3310	Research Methods	3
SOSC 4480	Senior Seminar	3

**Major Electives**

Students must select six hours of coursework from the following courses or they may take the two courses in the Technology and Crime Concentration listed below:

CRJU 3380	Victimology	3
CRJU 3385	Punishment in the United States	3
CRJU 4475	Special Topics	3
CRJU 4000	Women and Crime	3
CRJU 4100	Serial Killers	3
PSYC 4415	Abnormal Psychology	3
SOCI 4410	Race and Ethnic Relations	3
POSC 4500	Constitutional Law	3
SOSC 3398	Internship	1-6

**Technology and Crime Concentration**

CRJU 1300	Introduction to Cyber Investigations	3
CRJU 3200	Cyber Investigation	3

**General Electives****Subtotal: 31****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*MATH 2100: This course also satisfies a general education requirement and appears in the number of hours for both general education and the major; in reality, criminal justice majors may have up to 31 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

## CRIMINAL JUSTICE, MINOR

A minor in criminal justice consists of 15 semester hours selected from the following.

CRJU 1290	Introduction to Criminal Justice	3
CRJU 1300	Introduction to Cyber Investigations	3
CRJU 2335	Criminal Investigation	3
CRJU 3200	Cyber Investigation	3
CRJU 3330	Police and Society	3
CRJU 3331	Juvenile Justice	3
POSC 3370	Adjudication Processes	3
CRJU 3380	Victimology	3
CRJU 3385	Punishment in the United States	3
CRJU 3390	Criminology	3
CRJU 4000	Women and Crime	3
CRJU 4100	Serial Killers	3
SOSC 3398	Internship	1-6
POSC 4415	Criminal Law and Procedure	3
POSC 4500	Constitutional Law	3
CRJU 4430	Homeland Security and Terrorism	3
CRJU 4475	Special Topics	3

## CAREER OPTIONS

The interdisciplinary nature of the criminal justice degree qualifies students for a wide range of occupations, including law enforcement, probation and parole, juvenile justice, counseling, and legal investigator. The criminal justice major also prepares students for graduate-level study and for law school.

## EARTH SCIENCE (ERSC)

### Faculty

Professor Dooley

Earth Science includes the study of the Earth, space, and oceans, and the interactions therein that make our planet a unique entity among the known planets as well as an incredibly hospitable planet. Courses offered in this area are for those interested in aspects of Earth Science outside of the courses offered through the various science majors available. These courses also serve to support those programs for individuals seeking degrees in middle school and secondary education.

### Career Options

Careers in the earth sciences span the fields of industry, research and education. An educational foundation incorporating studies in the earth sciences is applicable to a variety of fields, including exploration and economic geology, groundwater and soil science, environmental science, and science education. Incorporating earth sciences into the undergraduate curriculum of various majors allows students to pursue graduate degrees in geology, physical geography, organic and inorganic chemistry, paleontology, science education, and environmental law.

Course Descriptions (p. 183)

## ENGLISH (ENGL)

### Faculty

Professor Emeriti Greene, Hodgins  
 Professors Charles, and Whited  
 Associate Professor Davis  
 Assistant Professors DeWald and Gilstrap

In English, students study literature, English language, and composition. Introductory courses explore critical thinking, effective writing, critical reading, research methods, and characteristics of literature. Intermediate courses survey Western and non-Western literature and culture and continue instruction in composition and research. Advanced courses examine in greater detail literature, language, critical and creative writing, and pedagogy.

Students anticipating a career teaching English in grades 6-12 may pursue either (a) the program beginning in the freshman year leading toward certification at the undergraduate level, or (b) the Dual-Degree program leading toward certification at the graduate level. (Refer to Dual-Degree programs (p. 163) for information.)

Course Descriptions (p. 183)

## ENGLISH, B.A.

All students majoring in English must take 36 hours (12 courses) in English beyond ENGL 1101 and ENGL 1102. English majors may choose from two concentrations: Literary Studies and Creative Writing. Students and their advisors will schedule courses from five categories: Literary History, Literary Genre, Reading and Writing, Creative Writing, and Major Authors. English majors meet the senior capstone requirement their senior year in ENGL 4498 [1 hour] and ENGL 4499 [2 hours].

### English Curriculum Outline

## Bachelor of Arts Degree

### English Major

ENGL 3000	Introduction to English Studies	3
ENGL 4498	Senior Seminar Research in English	1
ENGL 4499	Senior Seminar in English	2

**Subtotal: 36**

### Concentration

*Students must choose one of the following concentrations:*

**Subtotal: 30**

### Literary Studies

Category 1—Literary History (See course listings below)	12-18
Category 2-Genre, Category 3-Reading Writing, or Category 4-Creative Writing	3-9
Category 5—Major Authors	3-9

### Creative Writing

Category 1—Literary History (See course listings below)	12
Category 2-Genre	3
Category 4—Creative Writing	12
Category 5—Major Authors	3

### General Electives

*Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills.*

**Subtotal: 37**

### General Education

**Subtotal: 46**

### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 120

### Concentration Categories

#### Category 1 - Literary History

ENGL 4401	Seminar in World Literature	3
ENGL 4408	Restoration and Eighteenth-Century Literature	3
ENGL 4415	British Romanticism	3
ENGL 4421	Victorian Literature	3
ENGL 4426	Twentieth-Century British Literature	3
ENGL 4427	American Romanticism	3
ENGL 4428	Twentieth-Century American Literature	3
ENGL 4429	Multicultural American Literature	3
ENGL 4430	Literature of the American South	3

*Students may substitute up to 6 hours of 2000-level ENGL courses for Category 1—Literary History.*

#### Category 2 - Genre

ENGL 3307	Short Story	3
ENGL 3308	Novel	3
ENGL 3309	Poetry	3
ENGL 3311	Drama	3
ENGL 3312	Non-Fiction	3

#### Category 3 - Reading and Writing

ENGL 3335	Technical Writing	3
ENGL 4431	History of the English Language	3
ENGL 4432	Creative Writing Methods for Teaching Learning Content	3
ENGL 4440	Reading and Writing in the Content Areas	3
ENGL 4450	Seminar in Composition Studies	3
ENGL 4455	Survey of English Usage for Teachers	3
ENGL 4456	Reading Improvement at the Secondary Level	3
ENGL 4460	Literary Criticism	3

#### Category 4 - Creative Writing

ENGL 2290	Introduction to Creative Writing	3
ENGL 3392	Creative Writing: Poetry	3
ENGL 3393	Creative Writing: Non-Fiction	3
ENGL 3394	Creative Writing: Fiction	3
ENGL 3395	Creative Writing: Screenwriting, Drama, and Adaptation	3
ENGL 4400	Trillium: Literary Publications	3
ENGL 4492	Creative Writing: Poetry	3
ENGL 4493	Creative Writing: Non-Fiction	3
ENGL 4494	Creative Writing: Fiction	3
ENGL 4495	Creative Writing: Screenwriting, Drama, and Adaptation	3

#### Category 5 - Major Authors

ENGL 4402	Medieval Literature	3
ENGL 4403	British Renaissance	3
ENGL 4405	Shakespeare	3
ENGL 4480	Major Authors	3
ENGL 4481	Seminar in Film	3
ENGL 4490	Special Topics	3

## ENGLISH EDUCATION: INITIAL TEACHER CERTIFICATION, B.A.

Piedmont's undergraduate secondary education program addresses the continuing shortage of highly qualified teachers in Georgia. Designed to prepare teachers who have more "hands-on" experience, the program enables candidates to observe and assist with teaching in 6-12th grade classrooms. Candidates also experience the impact that diversity has on schooling and consider the implications on

teaching and learning. Candidates study and reflect upon the knowledge, skills, and dispositions (habits of mind) required for successful teachers—both in their university classes and during field work. Requiring a content major in the field of study, this program culminates in a full year Apprentice Teaching experience in area schools. For initial teacher certification, students follow a prescribed advising check list approved by the College of Education. English Education majors meet the capstone requirement through their apprentice teaching experience.

In order to successfully complete this program, students must be admitted to the Teacher Education program and adhere to all of the requirements (p. 154). (Course descriptions (p. 183))

Students may enter the initial teacher certification program up to the first semester of the junior year. After that the Dual-Degree program is the only option.

## English Education Curriculum Outline

### Bachelor of Arts Degree

#### English Education Major

**Subtotal: 78-81**

#### English

ENGL 3000	Introduction to English Studies	3
ENGL 4401	Seminar in World Literature	3
ENGL 4405	Shakespeare	3
ENGL 4429	Multicultural American Literature	3
ENGL 4450	Seminar in Composition Studies	3
ENGL 4455	Survey of English Usage for Teachers	3

#### Students must choose the following Creative Writing course:

ENGL 2290	Introduction to Creative Writing	3
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#### Students must choose one of the following British Literature survey courses:

ENGL 2203	British Literature to 1790	3
ENGL 2204	British Literature from 1790	3

#### Students must choose one of the following British Literature courses:

ENGL 4402	Medieval Literature	3
ENGL 4403	British Renaissance	3
ENGL 4408	Restoration and Eighteenth-Century Literature	3
ENGL 4415	British Romanticism	3
ENGL 4421	Victorian Literature	3
ENGL 4426	Twentieth-Century British Literature	3

#### Students must choose one of the following United States Literature survey courses:

ENGL 2210	United States Literature to 1865	3
ENGL 2211	United States Literature from 1865	3

#### Students must choose one of the following United States Literature courses:

ENGL 4427	American Romanticism	3
ENGL 4428	Twentieth-Century American Literature	3
ENGL 4429	Multicultural American Literature	3
ENGL 4430	Literature of the American South	3

#### Students must choose an addition upper level English elective:

ENGL	English Elective (3000 or above)	3
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**Subtotal: 33-36**

#### Teacher Certification

EDUC 1199	Introduction to Education	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3355	Exceptional Children	3
EDUC 4497	Classroom Management	3
EDSE 3332	Language Arts Methods, 6-12	3
ENGL 4440	Reading and Writing in the Content Areas	3

PSYC 3311	Psychology of Adolescence	3	<b>Subtotal: 27</b>
<b>Apprenticeship Sequence</b>			
EDSE 4498	Internship I	3	
EDSE 4499	Internship II	9	<b>Subtotal: 18</b>
<b>Electives - None Required</b>			
<b>General Education</b>			
			<b>Subtotal: 46</b>
<b>Piedmont University Requirement</b>			
PDMT 1101	Intro to University Life and Liberal Arts Tradition	1	<b>Subtotal: 1</b>

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*ENGL 2201, ENGL 2202, ENGL 2203, ENGL 2204, ENGL 2210, ENGL 2211, ENGL 2220, ENGL 2221, ENGL 2222, ENGL 2225: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major.*  
Subtotal: 125

**NOTICE:** GACE II must be passed prior to Apprentice Teaching II.

## ENGLISH, MINOR

A minor in English requires 15 hours (five courses) of English beyond ENGL 1101 and ENGL 1102.

## CREATIVE WRITING, MINOR

A minor in creative writing requires 15 hours of English, 12 of which must come from Category 4.

## CAREER OPTIONS

While English majors and minors often pursue master's degrees and doctoral studies in literary studies, poetics, and linguistics, English composition and literature also provide excellent preparation for many different careers, including law, secondary education, journalism, publishing, editorial work, business and economics, advertising and publications, creative writing, technical writing, and librarianship. English minors are often sought for graduate programs in the sciences, including medicine.

## ENVIRONMENTAL GEOLOGY (GEOL)

### Faculty

Professor Dooley  
Associate Professor T. Menzel

Geology is the study of complex earth systems, including surface and subsurface processes leading to the formation and destruction of Earth's natural resources. Environmental Geology is much more than identifying rocks, minerals, and defining terms as they relate to Earth's processes. It also includes trying to understand the past record of climate change, the risks posed by an array of natural hazards such as earthquakes and volcanic eruptions, and the interplay between biologic and geologic forces. Geology naturally lends itself to interdisciplinary studies in areas of common interest with Biology, Chemistry, Physics, Oceanography, Climatology and many other disciplines.

Course Descriptions (p. 183)

## ENVIRONMENTAL GEOLOGY, MINOR

### Program of Study

A minor in Environmental Geology requires 22-23 credit hours.

**Prerequisites: (11 hours)**

GEOL 1101	Physical Geology	3
GLAB 1101	Physical Geology Lab	1
GEOL 1102	Historical Geology	3
GLAB 1102	Historical Geology Lab	1
ENVS 2070	Environmental Science	3

**Course Options - Choose two: (6 hours)**

GEOL 2210	Environmental Geology	3
GEOL 3100	Hydrology	3
ENVS 3400	Sustainability	3

**Course options—Choose one (3-4 hours)**

BIOL 4700	Ecology	4
CHEM 3050	Environmental Chemistry and Toxicology	3
CHEM 3322	Instrumental Analysis	4
ENVS 2200	Introduction to Geographical Information Systems	2
	AND	
ENVS 3300	Geographical Information Systems Applications	2

**CAREER OPTIONS**

Employment is found in a wide array of public and private sectors and involves natural hazard assessment, environmental remediation, resource exploration and development, education, and public policy development. Working conditions vary greatly, but often include a diverse mix of travel, fieldwork, lab work, computer modeling, office work, and report writing. In addition, a degree in geology provides students with a broad suite of skills that allow for migration into other endeavors such as environmental law, computer modeling, science journalism, and more.

**ENVIRONMENTAL SCIENCE (ENVS)****Faculty**

Professor Dooley  
Associate Professor T. Menzel

A scientific understanding the interaction between humans and the environment is crucial to issues of resource use including resource management, environmental pollution, finding solutions to environmental problems. Environmental science is interdisciplinary by nature and involves expertise in the sciences (biology, chemistry, toxicology, and related scientific fields) as well as ethics, economics, and other social science disciplines. Because of the growth of human populations worldwide and an increasing global awareness of the importance of the environment, this is one of the most rapidly growing academic fields. Career opportunities in the environmental field and opportunities for graduate studies are becoming increasingly abundant. This major is specifically designed to prepare students for these opportunities.

Course Descriptions (p. 183)

**ENVIRONMENTAL SCIENCE, B.S.**

The major in environmental science is designed for students interested in studying resource use, environmental problems, and solutions to these problems from a scientific perspective. This major may serve as training for graduate school or a job as an environmental scientist. Science, including environmental science, is centered on application, not merely the learning of a body of facts. Therefore, an important option for science majors at Piedmont University is developing a working knowledge of the scientific method and the process of scientific inquiry. This prepares students to succeed in graduate school while ensuring that they receive an education that is comparable with the finest institutions in the country.

**Environmental Science Curriculum Outline****Bachelor of Science Degree****Environmental Science Major**

**Subtotal: 72-76**



**Biology**

BIOL 1101	General Biology I	3
BLAB 1101	General Biology Lab I	1
BIOL 1102	General Biology II	3
BLAB 1102	General Biology Lab II	1
BIOL 3200	General Microbiology	4
BIOL 4700	Ecology	4

**Chemistry**

CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1
CHEM 2351	Organic Chemistry I	4
CHEM 3050	Environmental Chemistry and Toxicology	3
CHEM 3321	Quantitative Inorganic Analysis OR	4
CHEM 3322	Instrumental Analysis	4

**Environmental Science**

ENVS 2070	Environmental Science	3
ENVS 2200	Introduction to Geographical Information Systems	2
ENVS 3300	Geographical Information Systems Applications	2
ENVS 3400	Sustainability	3
ENVS 4930	Internship in Natural Sciences	1-3
NASC 3990	Philosophy and Methodology of Science	3
MATH 2450	Calculus I	4
PHYS 2110	University Physics I	4

**Students must choose one of the following courses:**

NASC 4980	Senior Research	3
NASC 4989	Honors Senior Research	3
NASC 4981	Senior Library Research	2

**Subtotal: 13-17****Students must choose ONE of the following courses:**

NASC 4950	Science Seminar	1
NASC 4950	Science Seminar	1

**Students must choose two:**

BIOL 2240	Genetics	4
BIOL 3500	Vertebrate Natural History	4
BIOL 4500	Organic Evolution	4
CHEM 2352	Organic Chemistry II	4
PHYS 2120	University Physics II	4

**General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*BIOL 1101, BLAB 1101, BIOL 1102, BUSA 1210, CHEM 1101, CLAB 1101, CHEM 1102, ENVS 2070, PHIL 3325, MATH 2450, PHYS 2110, PHYS 2120: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, environmental science majors may have up to 9 additional hours to use for electives.*

Subtotal: 120

## ENVIRONMENTAL SCIENCE, MINOR

A minor in environmental science requires four courses (21-23 hours) per the following:

### Required (18 hours)

BIOL 1101	General Biology I	3
BLAB 1101	General Biology Lab I	1
BIOL 1102	General Biology II	3
BLAB 1102	General Biology Lab II	1
ENVS 2070	Environmental Science	3
ENVS 3400	Sustainability	3
GEOL 1102	Historical Geology	3
GLAB 1102	Historical Geology Lab	1

### Choose TWO: (4-8 hours)

BIOL 3650	Comparative Physiology	3
BIOL 4700	Ecology	4
CHEM 3050	Environmental Chemistry and Toxicology	3
GEOL 2210	Environmental Geology	3
GEOL 3100	Hydrology	3
ENVS 4930	Internship in Natural Sciences	1-3
ENVS 2200	Introduction to Geographical Information Systems	2
ENVS 3300	Geographical Information Systems Applications	2
CHEM 3321	Quantitative Inorganic Analysis	4
	OR	
CHEM 3322	Instrumental Analysis	4

## HONORS PROGRAM IN ENVIRONMENTAL SCIENCE

The Honors Program in environmental science allows academically qualified students to delve deeper into the scientific experience and to better prepare for post-graduate education by conducting independent research. To that end, students who are in the Honors Program are required to take NASC 4989 (Honors Senior Research) and NASC 4999 (Honors Thesis) in addition to their major requirements. Honors students also take NASC 4959 (Honors Science Seminar) instead of NASC 4950 (Science Seminar). Students having a GPA of 3.0 or better may apply for entry into the Honors Program during their junior year. Those with a GPA of 3.5 or better are guaranteed acceptance. Students in the Honors Program receive scholarship money as well as recognition upon graduation that they graduated with Honors in Science.

## CAREER OPTIONS

Careers in environmental science are available to teachers, researchers, laboratory personnel, government employees, health care professionals, industrial technologists, and scientific writers and illustrators. Others may use an undergraduate degree in environmental science as a foundation for professional training in disciplines such as medicine and environmental law.

## FORENSIC SCIENCE (FRSC)

### Faculty

Professor Bruce Willis

Forensic science is the application of scientific principles and methods to assist criminal and civil investigations and litigations. The Forensic Science undergraduate major is an interdisciplinary major that draws from knowledge and expertise from multiple academic units that are relevant to forensic science. The major provides students with a strong background in the biological, physical, and social sciences as the foundation of forensic science, crime scene investigation, and evidence collection and preservation. Students are educated on the role of forensic scientists in the criminal justice system and how scientific evidence can be used in that system.

Course Descriptions (p. 183)

**FORENSIC SCIENCE, B.S.****Forensic Science Curriculum Outline****Bachelor of Science Degree****Forensic Science Major Field Concentration****Subtotal: 64-76****Accounting**

ACCT 2010 Financial Accounting 3

**Subtotal: 3****Biology**

BIOL 1101 General Biology I 3

BLAB 1101 General Biology Lab I 1

BIOL 2100 Human Anatomy and Physiology I 3

BLAB 2100 Human Anatomy and Physiology I Lab 1

BIOL 2110 Human Anatomy and Physiology II 3

BLAB 2110 Human Anatomy and Physiology II Lab 1

**Subtotal: 12****Chemistry**

CHEM 1101 General Chemistry I 3

CLAB 1101 General Chemistry Lab I 1

CHEM 1102 General Chemistry II 3

CLAB 1102 General Chemistry Lab II 1

CHEM 2351 Organic Chemistry I 4

**Subtotal: 5-12****English**

ENGL 3335 Technical Writing 3

**Subtotal: 3****Forensic Science**

FRSC 1101 Criminalistics 3

FRSC 2100 Essential Practices of Forensic Science 3

FRSC 3100 Crime Scene Investigation 3

FRSC 4100 Crime Scene Investigation II Forensic  
Reconstruction 3

FRSC 4200 Forensic Death Investigation 3

FRSC 4750 Internship in Forensic Science 1-3

FRSC 4900 Forensic Science Senior Research and Seminar 1

**Subtotal: 17-19****Mathematics**

MATH 1300 Elementary Statistics 3

MATH 2450 Calculus I 4

**Subtotal: 7****Physics**

PHYS 2110 University Physics I 4

**Subtotal: 4****Political Science and Social Science**

POSC 3370 Adjudication Processes 3

SOSC 3310 Research Methods 3

**Subtotal: 6****Criminal Justice Electives**

CRJU 1290 Introduction to Criminal Justice 3

CRJU 2335 Criminal Investigation 3

**Subtotal: 6****General Electives****Subtotal: 9****Forensic Science: Lab Services Concentration****Biology**

BIOL 1101	General Biology I	3
BLAB 1101	General Biology Lab I	1
BIOL 1102	General Biology II	3
BLAB 1102	General Biology Lab II	1
BIOL 2100	Human Anatomy and Physiology I	3
BIOL 2110	Human Anatomy and Physiology II	3
BIOL 2240	Genetics	4

**Chemistry**

CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1
CHEM 2351	Organic Chemistry I	4
CHEM 2550	Chemical Forensics	4

**English**

ENGL 3335	Technical Writing	3
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**Forensic Science**

FRSC 1101	Criminalistics	3
FRSC 3200	Fingerprint Identification & Classification	3
FRSC 4200	Forensic Death Investigation	3
FRSC 4750	Internship in Forensic Science	1-3
FRSC 4900	Forensic Science Senior Research and Seminar	1

**Mathematics**

MATH 2450	Calculus I	4
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**Physics**

PHYS 2110	University Physics I	4
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**Political Science and Social Science****Criminal Justice and Forensic Science Electives (choose 3 courses from list)**

CRJU 1290	Introduction to Criminal Justice	3
CRJU 2335	Criminal Investigation	3
FRSC 3100	Crime Scene Investigation	3
FRSC 4200	Forensic Death Investigation	3

**General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*CHEM 1101, CLAB 1101, CHEM 1102, MATH 2100, MATH 2450, PHYS 2110, PHYS 2120: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, forensic science majors may have up to 12 additional hours to use for electives.*

Subtotal: 120

## FRENCH (FREN)

Learning a language other than one's own is an opening on the world, on the beliefs and practices expressed in that second language. As our Earth shrinks to a global village, knowledge of foreign languages becomes increasingly valuable. Translation can never adequately substitute for direct communication in another language.

The best reason for language study is that the mental habits it teaches give a heightened awareness of the linguistic bias of one's own thinking and of the power and limitations of language itself.

French influence—cultural, scientific, technological, economic and political—is felt in many parts of the world. French is spoken not only in Europe but in North and South America, the Caribbean, the South Pacific and Indian Ocean areas and Africa. A great wealth of human experience is uniquely portrayed in the literary and artistic works of France. The study of French history is essential to an understanding of Western civilization.

Students entering Piedmont with substantial language ability (at least of two years of high school French with at least a "B" average) and/or established placement from another institution may complete only the 1102-level course to fulfill the foreign language general education requirement. Additionally, if a student chooses to take a 2000-level or higher course in a foreign language and successfully completes the course, the foreign language requirement is considered satisfied.

Course Descriptions (p. 183)

## FRENCH, MINOR

A minor in French studies consists of 12 hours (four courses) beyond FREN 1102.

## CAREER OPTIONS

Students who concentrate in a foreign language find this area a valuable preparation for several careers. Some of the leading opportunities are found in teaching, government service, international commerce, translation and oral interpretation. Students majoring in other disciplines, especially those related to areas of human service, recognize that foreign language competency often opens opportunities and strengthens employment possibilities.

## GERMAN (GRMN)

### Faculty

Associate Professor Schulte

Learning a language other than one's own is an opening on the world, on the beliefs and practices expressed in that second language. As our Earth shrinks to a global village, knowledge of foreign languages becomes increasingly valuable. Translation can never adequately substitute for direct communication in another language.

The best reason for language study is that the mental habits it teaches give a heightened awareness of the linguistic bias of one's own thinking and of the power and limitations of language itself.

America has numerous ties, social and cultural, with German-speaking nations: Germany, Austria and Switzerland. A knowledge of German is invaluable for the study of European culture in philosophy, literature and the fine arts. It is also practical for all those engaged in international commerce, scientific research and technology.

Students entering Piedmont with substantial language ability (at least of two years of high school German with at least a "B" average) and/or established placement from another institution may complete only the 1102-level course to fulfill the foreign language general education requirement. Additionally, if a student chooses to take a 2000-level or higher course in a foreign language and successfully completes the course, the foreign language requirement is considered satisfied.

Course Descriptions (p. 183)

## GERMAN, MINOR

A minor in German studies consists of 18 hours, including GRMN 1101 and GRMN 1102. If a student enters Piedmont University with substantial language ability and satisfies the general education requirement by completing only GRMN 1102, the student may complete 12 hours beyond GRMN 1102 to satisfy the requirement for the minor.

## CAREER OPTIONS

Students who concentrate in a foreign language find this area a valuable preparation for several careers. Some of the leading opportunities are found in teaching, government service, international commerce, translation and oral interpretation. Students majoring in other disciplines, especially those related to areas of human service, recognize that foreign language competency often opens opportunities and strengthens employment possibilities.

## HISTORY (HIST)

### Faculty

Professors Pleysier  
Associate Professor Franklin  
Assistant Professor Jernigan

The study of history leads to the understanding and appreciation of the heritages of humans. Since the time when human beings invented writing, they have left records of their understanding of the world and the events in their lives and how they felt about them. We can use what we learn about the experiences of people who lived before us to help understand, if not solve, problems we face today. Though the modern world is quite different from the societies in which our ancestors lived, the knowledge of their accomplishments and failures is an important standard by which we can measure the quality of our own lives and the success of our social arrangements.

At least part of the answer to any question about the contemporary world can come from studying the circumstances that preceded it. The problem is to find those past events, forces, arrangements, ideas, or facts that had the greatest influence on the present subject being studied. The more we understand about these past influences, the more we know about the present subject to which they are related. In a world that is changing at an unprecedented pace, accompanied by increasing complexity and interdependence, such knowledge offers a major tool in combating the error of total present-mindedness that obscures the true nature of the question being studied. Viewed in this manner, history is an essential tool to fully comprehend and appreciate today's world.

The history faculty has certain major objectives it strives to accomplish through its curriculum. First, and of paramount importance, is the student's acquisition of historical knowledge. The number and content of courses offered, coupled with the flexible structure of history major and minor requirements, enable students to pursue a wide range of topics. Second, history students are exposed to an enormous amount of material which they learn to organize into meaningful categories of information. Third, students of history must be able to communicate effectively in both oral and written forms. Finally, the constant improvement of student reading ability is also of major importance. Text assignments, critiques of journal articles, research for term papers and book reviews permit students to use and strengthen these essential skills.

Course Descriptions (p. 183)

## HISTORY, B.A.

### History Curriculum Outline

### Bachelor of Arts Degree

#### History Major

**Subtotal: 36**

#### History Foundations

HIST 1111	World History to the Mid-17th Century	3
HIST 1112	World History since the Mid-17th Century	3
HIST 2212	Pivotal Moments in Recent U.S. History	3
HIST 2280	Introduction to Historiography	3
HIST 4480	Historiography	3
POSC 1101	American Government	3

**Subtotal: 18**

#### History Electives

*Students must choose six upper level history electives:*

The elective courses must be upper division (3000-4000) courses in history. The selection of these six upper division courses by the student is done in consultation with his or her academic advisor. The student is free to choose which courses will be studied, for there is no established sequence of courses that must be taken.

**Subtotal: 18****General Electives****Subtotal: 43****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*HIST 1111, HIST 1112, HIST 2212, POSC 1101: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, history majors may have up to 43 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**HISTORY EDUCATION, B.A.****History Education Curriculum Outline****Bachelor of Arts Degree****History Education Major****Subtotal: 78-84****History Education Foundations**

EDUC 3306	Economics in the 6-12 Classroom	3
EDUC 3333	Geography in the P-12 Classroom	3
HIST 1111	World History to the Mid-17th Century	3
HIST 1112	World History since the Mid-17th Century	3
HIST 2212	Pivotal Moments in Recent U.S. History	3
HIST 2280	Introduction to Historiography	3
HIST 3301	History of the United States to 1836	3
HIST 3302	History of the United States, 1836-1912	3
HIST 3330	History of Georgia	3
POSC 3315	Georgia Politics	3
POSC 3340	Political Ideologies	3
POSC 3350	Governmental Institutions	3

**Students must choose of the following courses in non-Western non-European history:**

HIST 3350	Russia/Soviet Union	3
HIST 3390	Modern Southeast Asia	3
HIST 4490	Special Topics I	3

**Subtotal: 33-39****Teacher Certification**

EDUC 1199	Introduction to Education	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3355	Exceptional Children	3
EDUC 4497	Classroom Management	3
EDSE 3334	Social Studies Methods, 6-12	3
ENGL 4440	Reading and Writing in the Content Areas	3
PSYC 3311	Psychology of Adolescence	3

**Subtotal: 27**

**Apprenticeship Sequence**

EDSE 4498	Internship I	3
EDSE 4499	Internship II	9

**Subtotal: 18****General Electives - None Required****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*HIST 1111, HIST 1112, HIST 2212: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major.*

Subtotal: 125

Students who meet the qualifications for Fast Track Admission in history are to refer to the Graduate Studies section of the Piedmont University Catalog.

**NOTICE:** GACE II must be passed prior to Internship II.

**HISTORY, MINOR**

A minor in history requires 15 hours of upper division (3000-4000) course work. Selection of these courses is dictated only by the interest of the student.

**CAREER OPTIONS**

Typical occupations open to undergraduate history majors include such diverse fields as archival manager, genealogist, historical preservation specialist, museum curator, historic site interpreter or supervisor, consultant and/or researcher for government or private sector corporations, educational administration, and teacher of history/social studies at the secondary (6-12) level.

Many history majors enter the business world upon graduation and rise to positions of management responsibility. Recent graduates are currently executives in industrial, commercial, insurance and banking corporations. Graduate school or professional school education is another option.

**INTERDISCIPLINARY STUDIES (IDIS)****Faculty**

Associate Professor Jacobs

The Interdisciplinary Studies Program at Piedmont University offers a B.A. and a B.S. in Interdisciplinary Studies; a B.A. in Art Therapy; a B.A. in International Studies; and minors in Women's Studies, Film Studies, and Social Justice.

Course Descriptions (p. 183)

**INTERDISCIPLINARY STUDIES, B.S.**

The B.A. and B.S. in interdisciplinary studies are the only majors that allow students to structure their own program of study by selecting thematically related courses from three departments across the curriculum. Those students interested in such a program and with at least a 2.5 GPA may apply, with the help of academic advisors from areas of interest for the IDIS major. Ordinarily they will apply before they have completed 60 hours of course work, applying only up to 21 hours of previously taken courses to the IDIS major. Upon admission they will work with an academic advisor and the director of interdisciplinary studies to design their own interdisciplinary major.

While the program is housed in the College of Arts and Sciences, it is open to all Piedmont students who meet the admissions requirements. Programs across colleges are encouraged.



**Bachelor of Arts or Bachelor of Science****Program of Study**

(Choice of B.A. or B.S. will be determined by the theme of the proposed program.)

In addition to completing all general education requirements for the B.A. or B.S. degree and other graduation requirements of Piedmont University, students majoring in interdisciplinary studies must receive at least a C in the approved major courses which will total 42-48 credit hours, including the capstone course, typically IDIS 4499.

**Career Options**

A Bachelor of Arts or Bachelor of Science degree in interdisciplinary studies provides training in critical thought and writing. Because it demands independence and creativity, students with this major are attractive to employers in business, non-profit organizations, and many other careers where flexibility and problem-solving are required. Students preparing for professional or graduate school should work carefully with their academic advisor to ensure that all admissions requirements are met. IDIS majors often stand out in admissions competitions as individuals with unusual and interesting backgrounds.

Course Descriptions (p. 183)

**Interdisciplinary Studies Curriculum Outline****Bachelor of Science Degree****Interdisciplinary Major**

Content must be spread across at least 3 disciplines with no more than 21 credit hours in any one discipline. At least 24 credit hours must be number 3000 or above. The capstone course listed below must be a part of the 42-48 credit hours.

IDIS 4499	Interdisciplinary Capstone Course	3	<b>Subtotal: 42-48</b>
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**General Electives**

**Subtotal: 19-25**

**General Education**

**Subtotal: 46**

**Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1	<b>Subtotal: 1</b>
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Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 120

**INTERDISCIPLINARY STUDIES, B.A.**

The B.A. and B.S. in interdisciplinary studies are the only majors that allow students to structure their own program of study by selecting thematically related courses from three departments across the curriculum. Those students interested in such a program and with at least a 2.5 GPA may apply, with the help of academic advisors from areas of interest for the IDIS major. Ordinarily they will apply before they have completed 60 hours of course work, applying only up to 21 hours of previously taken courses to the IDIS major. Upon admission they will work with an academic advisor and the director of interdisciplinary studies to design their own interdisciplinary major.

While the program is housed in the College of Arts and Sciences, it is open to all Piedmont students who meet the admissions requirements. Programs across colleges are encouraged.

**Bachelor of Arts or Bachelor of Science****Program of Study**

(Choice of B.A. or B.S. will be determined by the theme of the proposed program.)

In addition to completing all general education requirements for the B.A. or B.S. degree and other graduation requirements of Piedmont University, students majoring in interdisciplinary studies must receive at least a C in the approved major courses which will total 42-48 credit hours, including the capstone course, typically IDIS 4499.

**Career Options**

A Bachelor of Arts or Bachelor of Science degree in interdisciplinary studies provides training in critical thought and writing. Because it demands independence and creativity, students with this major are attractive to employers in business, non-profit organizations, and many other careers where flexibility and problem-solving are required. Students preparing for professional or graduate school should work carefully with their academic advisor to ensure that all admissions requirements are met. IDIS majors often stand out in admissions competitions as individuals with unusual and interesting backgrounds.

Course Descriptions (p. 183)

**Interdisciplinary Studies Curriculum Outline****Bachelor of Arts Degree****Interdisciplinary Major**

Content must be spread across at least 3 disciplines with no more than 21 credit hours in any one discipline. At least 24 credit hours must be number 3000 or above. The capstone course listed below must be a part of the 42-48 credit hours.

IDIS 4499	Interdisciplinary Capstone Course	3	
			<b>Subtotal: 42-48</b>

**General Electives**

**Subtotal: 19-25**

**General Education**

**Subtotal: 46**

**Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1	
			<b>Subtotal: 1</b>

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 120

**ART THERAPY, B.A.**

The Art Therapy major prepares students for entry into graduate counseling programs. Students will develop a psychology background and learn ways to use their artistic skills to treat people with mental, developmental, emotional, cognitive, or physical problems.

**Art Therapy Curriculum Outline****Bachelor of Arts Degree****Art Therapy Major**

**Subtotal: 58-67**

**Professional Practices**

Students must pass six times. Class should be taken for credit only once.

ART 1110	Professional Practices in the Arts	0-1	
			<b>Subtotal: 1</b>

**Art Foundations**

ART 1120	Drawing I	3	
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**Two-Dimensional Media**

Choose one:

ART 2270	Painting I	3	
ART 2335	Introduction to Printmaking	3	

**Three-Dimensional Media**

Choose one:

ART 2230	Ceramics: Handbuilding	3
ART 2660	Sculpture I	3

**Digital Media**

Choose one:

GRDS 2200	Foundations in Graphic Design	3
ART 2225	Introduction to Digital Fabrication	3
ART 3315	Digital Photography	3

**Art Knowledge and Application**

ART 3400	Color and Concept	3
ART 3401	Interdisciplinary Research in the Arts	3

**Art History**

ART 2301	Art History: Prehistoric to Renaissance	3
ART 2302	Art History: Renaissance to Present	3
ART 4430	Art Criticism	3

**Subtotal: 6-9****Senior Exhibition/Capstone**

ART 4450	Senior Capstone Seminar and Exhibition	3
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**Subtotal: 3****ART Electives**

GRDS/ART	Graphic Design or Studio Art Electives	9
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**Education**

EDUC 3355	Exceptional Children	3
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**Subtotal: 3****Psychology**

PSYC 1101	General Psychology	3
PSYC 2201	Psychological Inquiry and Writing	1
PSYC 2202	Introduction to Research Methods and Statistics	3
PSYC 2290	Human Growth and Development	3
PSYC 3381	Theories of Personality	3
PSYC 3382	Introduction to Counseling	3
PSYC 4415	Abnormal Psychology	3
PSYC 4441	Internship in Human Services	1-3
PSYC 4490	Independent Research Project	3

**Subtotal: 20-25****General Electives****Subtotal: 15****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*ART 2301, ART 2302, PSYC 1101, PSYC 2290: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, art therapy majors may have 15 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

## Career Options

A Bachelor of Arts degree in Art Therapy will prepare students for graduate programs in art therapy, psychology, or social work. Student will also be prepared for entry level position in careers in educational and therapeutic settings.

## INTERNATIONAL STUDIES, B.A.

Students will develop an understanding of the language and culture of one geographic area of the world, as well as an understanding of the political climate, economics, and history of that region as they complete the 45-hour major.

### International Studies Curriculum Outline

## Bachelor of Arts Degree

### International Studies Major

Subtotal: 39-51

#### Anthropology

ANTH 2250	Cultural Anthropology	3
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Subtotal: 0-3

#### Business Administration

BUSA 4030	Management Information Systems	3
BUSA 4990/ACCT 4990	Special Topics: Travel Study	1-3
BUSA 1210	Introduction to Microeconomics	3

Subtotal: 6-9

#### Mass Communications

MCOM 1500	Mass Media Globalization	3
MCOM 4200	Telecommunications & Globalization	3

Subtotal: 6

#### Political Science

POSC 3360	International Relations	3
POSC 4405	Global Issues	3

Subtotal: 6

#### Interdisciplinary Studies

IDIS 4499	Interdisciplinary Capstone Course	3
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Subtotal: 3

#### Modern Languages

*Students must choose one of the following language concentrations:*

FREN 1101	Elementary French I	3
FREN 1102	Elementary French II	3
FREN 2201	Intermediate French I	3
FREN 2202	Intermediate French II	3
FREN 3360	Introductory International Business: Language and Culture	3

GRMN 1101	Elementary German I	3
GRMN 1102	Elementary German II	3
GRMN 2201	Intermediate German I	3
GRMN 2202	Intermediate German II	3
GRMN 3360	Introductory International Business: Language and Culture	3

JPNS 1101	Elementary Japanese I	3
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JPNS 1102	Elementary Japanese II	3
JPNS 2201	Intermediate Japanese I	3
JPNS 2202	Intermediate Japanese II	3
JPNS 3360	Introductory International Business: Language and Culture	3
SPAN 1101	Elementary Spanish I	3
SPAN 1102	Elementary Spanish II	3
SPAN 2201	Intermediate Spanish I	3
SPAN 2202	Intermediate Spanish II	3
SPAN 3360	Introductory International Business: Language and Culture	3

**Subtotal: 9-15****English***Students must choose one of the following courses:*

ENGL 4402	Medieval Literature	3
ENGL 4426	Twentieth-Century British Literature	3
ENGL 4401	Seminar in World Literature	3
ENGL 4429	Multicultural American Literature	3

**Subtotal: 3****History***Students must choose one of the following courses:*

HIST 3310	Twentieth Century Europe	3
HIST 3390	Modern Southeast Asia	3
HIST 4430	History of Spain	3
HIST 4440	Hitler's Germany	3

**Subtotal: 3****Culture***Students must choose one of the following courses:*

IDIS 3305	Cultural Explorations	3
SPAN 3300	Spanish Culture and Civilization	3

**Subtotal: 3****General Electives****Subtotal: 34****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*ANTH 2250, BUSA 1210, FREN 1101, FREN 1102, GRMN 1101, GRMN 1102, JPNS 1101, JPNS 1102, SPAN 1101, SPAN 1102: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, international studies majors may have 34 additional hours to use for electives.*

Subtotal: 120

**Career Options**

A Bachelor of Arts degree in International Studies major will provide students with the necessary preparation to live and work in globally connected world whether in the business arena, in government agencies, or for non-profit organizations.

## FILM STUDIES, MINOR

Interdisciplinary Studies offers a minor in Film Studies, through which students will develop an understanding of the formal and aesthetic qualities of the cinematic art, as well as an appreciation for the historical, cultural, and political contexts in which it is produced and consumed.

**The minor in Film Studies requires a minimum of 15 hours that must include**

ENGL 2222	Introduction to Film	3
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**with the rest selected from the following courses:**

MCOM 1500	Mass Media Globalization	3
MCOM 2400	Video Production I	3
ENGL 3322	Film and Literature	3
SOCI 3355	Film as Sociology	3
SPAN 4435	Spanish Cinema	3
GRMN 4435	German Cinema	3
ENGL 4481	Seminar in Film	3
ENGL 3395	Creative Writing: Screenwriting, Drama, and Adaptation	3

## SOCIAL JUSTICE, MINOR

The Interdisciplinary Studies Program offers a minor in Social Justice. Students completing this minor will be able to analyze how demographic factors such as gender, race, ethnicity, and/or social class affect the lives of socially disadvantaged people; explain the ways that social institutions and governments influence the lives of socially disadvantaged people; and work effectively with the socially disadvantaged.

**The social justice minor requires a minimum of 15 hours from the following areas as indicated.**

**One course in Lillian E. Smith Studies (3 hours)**

IDIS 3500	Lillian E. Smith Studies	3
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**Choose one course practicum with a local social service agency (3 hours)**

PSYC 4441	Internship in Human Services	1-3
SOSC 3398	Internship	1-6
EDEM 3361	Internship I	3
EDMG 3361	Internship I, 4-8	3
EDSE 4498	Internship I	3
ENVS 4930	Internship in Natural Sciences	1-3
GRMN 4930	Internship in German	1-3
SPAN 4930	Internship in Spanish	1-3
NURS 4432	Clinical Internship	4

**Choose three courses related to social justice issues, government institutions, and/or working with socially disadvantaged groups. Each of the three courses must have different prefixes (PHIL/RELG is considered one prefix), and at least two must be 3000 or 4000-level courses. (9 hours)**

ANTH 2250	Cultural Anthropology	3
BUSA 4550	Organizational Behavior and Leadership Theories	3
EDUC 3355	Exceptional Children	3
EDUC 4401	The Multicultural Classroom	3
ENGL 2220	Ethnic American Literature	3
ENGL 2221	Women Writers	3
ENGL 4429	Multicultural American Literature	3
ENGL 4430	Literature of the American South	3
ENVS 2070	Environmental Science	3
HIST 3305	History of Women	3
POSC 1101	American Government	3
POSC 3330	National Political Issues	3
POSC 4405	Global Issues	3
PSYC 3303	Social Psychology	3

PSYC 3360	Sensation and Perception	3
PSYC 4415	Abnormal Psychology	3
RELG 3305/PHIL 3305	Ethics	3
RELG 3325/PHIL 3325	Environmental Ethics	3
SOCI 2210	Social Problems	3
SOCI 3304	Feminist Theories	3
SOCI 3320	Structured Social Inequality	3
SOCI 3357	Sociology of Gender and Sexuality	3
SOCI 4410	Race and Ethnic Relations	3

Piedmont University retains relationships with a number of non-profit and human services organizations in and around both campuses. Internship opportunities (for credit or for experience) are available at most of these organizations.

## WOMEN'S STUDIES, MINOR

The Interdisciplinary Studies Program also offers a minor in women's studies, which will heighten awareness of women's lives, issues, accomplishments, and contributions within the context of courses in literature, psychology, art, history, sociology, and political science.

**The minor in women's studies requires a minimum of 15 hours one of which must be**

SOCI 3304	Feminist Theories	3
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**The remaining 12 hours are chosen from the following:**

PSYC 2260	Psychology of Women	3
ENGL 2221	Women Writers	3
PSYC 4441	Internship in Human Services	1-3
SOSC 3398	Internship	1-6
HIST 3305	History of Women	3
SOCI 3357	Sociology of Gender and Sexuality	3

\*See course descriptions in the appropriate sections of ENGL, HIST, POSC, PSYC, and SOCI .

## Career Options

A women's studies minor is useful for training in the professions: business, education, law, health sciences, social work, policy studies, or management. It also provides appropriate groundwork for graduate study in the social sciences and the humanities. On the personal level, course work in women's studies enhances the human potential of both women and men by questioning and redefining societal values.

## JAPANESE (JPNS)

Learning a language other than one's own is an opening on the world, on the beliefs and practices expressed in that second language. As our Earth shrinks to a global village, knowledge of foreign languages becomes increasingly valuable. Translation can never adequately substitute for direct communication in another language.

The best reason for language study is that the mental habits it teaches give a heightened awareness of the linguistic bias of one's own thinking and of the power and limitations of language itself. The Japanese language, in addition to its cultural/historical legacy, offers the student direct participation in the scientific, technological and economic changes of contemporary Japan.

Students entering Piedmont with substantial language ability (at least of two years of high school German with at least a "B" average) and/or established placement from another institution may complete only the 1102-level course to fulfill the foreign language general education requirement. Additionally, if a student chooses to take a 2000-level or higher course in a foreign language and successfully completes the course, the foreign language requirement is considered satisfied.

## Career Options

Students who concentrate in a foreign language find this area a valuable preparation for several careers. Some of the leading opportunities are found in teaching, government service, international commerce, translation and oral interpretation. Students majoring in other disciplines, especially those related to areas of human service, recognize that foreign language competency often opens opportunities and strengthens employment possibilities.

Course Descriptions (p. 183)

## MASS COMMUNICATIONS (MCOM)

### Faculty

Professors Moss, Van Cantfort  
Assistant Professors Dennis, Tingle  
Fellow Jackson

The rapidly evolving world of mass media affects our lives on a daily basis. New technologies are creating a global network of ideas, information and industries. The Mass Communications Department develops student leaders who are ethically and technologically adept storytellers with broad-based media skills. The department's goals are to: (1) have students think critically about the concepts and practices of the mass communications field; and (2) prepare students to enter professional practice.

Course Descriptions (p. 183)

## MASS COMMUNICATIONS, B.A.

### Mass Communications Curriculum Outline

### Bachelor of Arts Degree

#### Electives

**Subtotal: 27**

#### Mass Communications Major

**Subtotal: 49**

#### Mass Communications Foundations

MCOM 1500	Mass Media Globalization	3
MCOM 2000	Media Writing I	3
MCOM 2050	Media Writing II	3
GRDS 2200	Foundations in Graphic Design	3
MCOM 2400	Video Production I	3
MCOM 2500	Audio Production I	3
MCOM 2600	Foundations of Web Design	3
MCOM 3700	Advertising and Communications	3
MCOM 3800	Media Management	3
MCOM 3850	Mass Communication Theory and Research	3
MCOM 4200	Telecommunications & Globalization	3
MCOM 4300	Communications Law and Ethics	3
MCOM 4900	Professional Development in Mass Communications	1
MCOM 4999	Advanced Studies in Mass Media	3

**Subtotal: 40**

#### Mass Communications Electives

*Students must choose 9 credit hours from the following courses:*

MCOM 2275	Photojournalism	3
MCOM 3000	Advanced Writing, Reporting, and Editing	3
MCOM 3001-3010	Practicum	1
MCOM 3050	Mass Media Internship	2-9
MCOM 3100	Special Topics in Mass Media	3
MCOM 3150	Entertainment Television Screenwriting & Production	3
MCOM 3250	Social Media & Mobile Applications	3
MCOM 3300	Media, Society, and Technology	3
MCOM 3400	Cinematography	3
MCOM 3450	Editing & Graphics for TV and Film	3



MCOM 3500	Audio Production II	3
MCOM 3600	Announcing for Radio and TV	3
MCOM 3650	Sportscasting	3
MCOM 3750	Electronic Media Sales and Programming	3
MCOM 3900	Public Relations and Branding	3

**Subtotal: 9**

**Notice:** MCOM 3001-3010: Practicums can be repeated with approval of a mass communications faculty advisor. The practicum requires 30 hours of documented work and a paper.

**General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 120

**SPORTS COMMUNICATIONS, B.A.**

Sports communication is the fastest-growing segment of the mass communications field. The sports communication major takes students beyond team scores and statistics. It requires that students read and analyze sports in new ways, critically examining the role of sports in society and considering such areas as gender, race, and public policy in the context of sports. Sports communications encompasses some of the best in journalism, broadcasting, marketing, advertising, public relations and new media.

**Sports Communications Curriculum Outline****Bachelor of Arts Degree****Electives****Subtotal: 27****Sports Communications Major****Subtotal: 49****Sports Communications Foundations**

MCOM 1600	Sports Communications and Society	3
MCOM 2000	Media Writing I	3
MCOM 2060	Sports Media Writing	3
GRDS 2200	Foundations in Graphic Design	3
MCOM 2400	Video Production I	3
MCOM 2500	Audio Production I	3
MCOM 3050	Mass Media Internship	2-9
MCOM 2600	Foundations of Web Design	3
MCOM 3650	Sportscasting	3
MCOM 4900	Professional Development in Mass Communications	1
MCOM 4999	Advanced Studies in Mass Media	3
BUSA 1210	Introduction to Microeconomics	3
BUSA 2200	Principles of Marketing	3
BUSA 4120	Sports Marketing	3

**Subtotal: 40****Sports Communications Electives**

*Students must choose 9 credit hours from the following courses:*

MCOM 2275	Photojournalism	3
MCOM 3000	Advanced Writing, Reporting, and Editing	3
BUSA 3340	Sports Economics	3

MCOM 3400	Cinematography	3
MCOM 3450	Editing & Graphics for TV and Film	3
MCOM 3500	Audio Production II	3
MCOM 3600	Announcing for Radio and TV	3
MCOM 3700	Advertising and Communications	3
MCOM 3900	Public Relations and Branding	3
MCOM 4300	Communications Law and Ethics	3
BUSA 3700	Project Management	3
HSCS 3440	Sport Psychology	3
HSCS 3430	Athletic Administration	3
HSCS 2321	Principles of Athletic Coaching	3

**Subtotal: 9****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 120

**MASS COMMUNICATIONS, MINOR**

Students majoring in other academic disciplines may elect to minor in mass communications.

**The minor consists of 18 semester hours.**

**Students are required to take**

MCOM 1500	Mass Media Globalization	3
MCOM 2000	Media Writing I	3

**12 additional hours from a combination of any MCOM classes**

6 hours must be from class at the 3000 level or higher.

**CAREER OPTIONS**

Graduates in mass communications are highly sought after by employers who are striving to keep up with the demands of mass media and global communications networks. Virtually any organization or corporation can utilize individuals with skills in mass communications. Specific areas of application include: journalism; radio, television and multimedia; public relations; Internet applications; advertising and promotion; website management; sales; and telecommunications. Piedmont University's internship program in mass communications opens the door for students to easily migrate from academia to industry.

**MATHEMATICS (MATH)****Faculty**

Professors Heydari, Nimmo, Rogers  
Associate Professors Berglund, H. Menzel, Torrance  
Assistant Professor Adams

Mathematics is a method of reasoning used to test truths. Some scholars define mathematics as observation, experiment, discovery and conjecture. Mathematics is described as a science of order or a science of patterns and relationships. As a science of patterns, mathematics is a mode of inquiry that reveals fundamental truths about the order of our world. Mathematics is the language in which nature speaks. In today's technological world it is also an apt language for industry, business and commerce.

From the beginning of the ancient cultures, the language of mathematics has been used in measurement, counting, and geometry. Arithmetic enabled trades and financial transactions.

In recent centuries, mathematics provided the intellectual and inferential framework for the growth of science and technology. At the end of the 20th century, with the support of computers and worldwide digital communication, business and industry depend increasingly on modern mathematical and statistical analysis. These are the foundation disciplines of the natural, social and behavioral sciences.

Learning mathematics is a creative and active process of communication. A person engaged in mathematics gathers, discovers, creates and expresses facts and ideas about the patterns in natural phenomena. Instruction emphasizes that to know mathematics is to be engaged in a quest to understand and communicate, not merely to calculate. Laboratory work and fieldwork are necessary for a full understanding of mathematics. We study mathematics by classifying, explaining and describing patterns in all their manifestations.

Students who major or minor in mathematics have the opportunity to develop:

- Capabilities to communicate and understand the natural phenomena related to their physical or social environments,
- Ability to interpret everyday life problems through mathematical or logical representations,
- Knowledge of how to solve mathematical representations of real-world problems, and
- Ability to draw inferences by reasoning and to check the results of their mathematical representations for accuracy and validity.

Course Descriptions (p. 183)

## MATHEMATICS, B.S.

SLO 1: Students will be able to identify and use appropriate mathematical proof techniques.

SLO 2: Students will be able to select the appropriate solution method for problems in various areas of mathematics.

SLO 3: Students will be able to communicate mathematical information.

SLO 4: Students will demonstrate competence in using Mathematica to solve problems and apply this knowledge to performing computer assisted experiments and explorations.

### Mathematics Curriculum Outline

## Bachelor of Science Degree

### Mathematics Major

**Subtotal: 43-50**

#### Mathematics Foundations

MATH 2300	Discrete Mathematics	3
MATH 2450	Calculus I	4
MATH 2460	Calculus II	4
MATH 2470	Calculus III	4
MATH 2480	Introduction to Differential Equations	3
MATH 2600	Linear Algebra	3
MATH 4950	Directed Independent Research	3
MATH 4960	Senior Seminar	2

**Subtotal: 22-26**

#### Computer Science Foundation:

CSCI 1301	Programming Principles I	3
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**Subtotal: 3**

#### Concentration

*Students must choose one of the following concentrations:*

**Subtotal: 18-21**

#### Actuarial Science Concentration

MATH 3100	Financial Mathematics	3
MATH 3300	Probability	3
MATH 3310	Mathematical Statistics	3

BUSA 1210	Introduction to Microeconomics	3
BUSA 2210	Introduction to Macroeconomics	3
ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 3400	Business Finance	3

**Applied Math Concentration**

MATH 3300	Probability	3
MATH 3310	Mathematical Statistics	3
MATH 3500	Numerical Methods	3
	Any MATH or PHYS 3000 level or higher courses which total 9 hours	9

**Pure Math Concentration**

MATH 3600	Abstract Algebra	3
MATH 4600	Real Analysis	3
MATH 4700	Complex Analysis	3
	Any MATH 3000 level or higher courses which total 9 hours	9

**General Electives****Subtotal: 27****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*MATH 2450: This course also satisfies general education requirements and appear in the number of hours for both general education and the major; in reality, mathematics majors may have up to 26 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**MATHEMATICS EDUCATION, B.S.**

Piedmont's undergraduate secondary education program addresses the continuing shortage of highly qualified teachers in Georgia. Designed to prepare teachers who have more "hands-on" experience, the program enables candidates to observe and assist with teaching in 6-12th grade classrooms. Candidates also experience the impact that diversity has on schooling and consider the implications on teaching and learning. Candidates study and reflect upon the knowledge, skills, and dispositions (habits of mind) required for successful teachers—both in their university classes and during field work. Requiring a content major in the field of study, this program culminates in a full year Internship Teaching experience in area schools.

Students anticipating a career teaching mathematics in grades 6-12 may pursue either (a) the program beginning in the freshman year leading toward teacher certification at the undergraduate level, or (b) the Dual-Degree Program, leading to a master of arts in teaching (M.A.T.) secondary mathematics and recommendation for initial teacher certification at the graduate level.

Students may enter the teacher preparation program up to the first semester of the junior year. After that, the Dual-Degree Program is the only option.

In order to successfully complete this program, students must be admitted to the Teacher Education program and adhere to all of the requirements (p. 154). (Course descriptions (p. 183))

**Mathematics Education Curriculum Outline**

## Bachelor of Science Degree

### Mathematics Education Major

**Subtotal: 76-80**

#### Mathematics Foundations

MATH 1300	Elementary Statistics	3
MATH 2300	Discrete Mathematics	3
MATH 2450	Calculus I	4
MATH 2460	Calculus II	4
MATH 2470	Calculus III	4
MATH 2600	Linear Algebra	3
MATH 3700	Geometry	3
MATH 4500	History and Development of Mathematics	3
MATH 4950	Directed Independent Research	3

#### Students must choose one of the following courses:

MATH 3600	Abstract Algebra	3
MATH 3400	Number Theory	3

#### Students must choose two of the following courses:

MATH 2480	Introduction to Differential Equations	3
MATH 3300	Probability	3
MATH 3500	Numerical Methods	3
MATH 4350	Advanced Studies in Mathematics	1-3
MATH 4600	Real Analysis	3
MATH 4700	Complex Analysis	3

**Subtotal: 35-39**

#### Teacher Certification

EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3307	Learning and Cognition	3
EDUC 3355	Exceptional Children	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 4497	Classroom Management	3
EDSE 3336	Math Methods, 6-12	3
ENGL 4440	Reading and Writing in the Content Areas	3

**Subtotal: 27**

#### Apprenticeship Sequence

EDSE 4498	Internship I	3
EDSE 4499	Internship II	9
EDUC 4498	Senior Seminar: Reflection and Application	3

**Subtotal: 15**

#### General Electives - None Required

#### General Education

**Subtotal: 46**

#### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*MATH 2100, MATH 2450: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major.*

Subtotal: 128

Students are required to take EDSE 3366 Practicum and Foundations in Secondary Education. MATH 1113 and MATH 2050 are strongly suggested as general electives not in the major.

**Notice:** GACE II must be passed prior to registration for Apprentice Teaching II.

## MATHEMATICS, MINOR

**A minor in mathematics requires a minimum of 17 hours (minimum of 5 courses) of course work to include:**

MATH 2300	Discrete Mathematics	3
MATH 2450	Calculus I	4
MATH 2460	Calculus II	4
	Two Math Electives (numbered 2470 or above)	6-7

**Total Credit Hours: 17-18**

## CAREER OPTIONS

Some of the careers or areas of focus in graduate programs open to those who study mathematics are as follows:

- **Applied mathematics:** Some concentrations are analysis, physics, geophysics, fluid dynamics, probability theory, mathematical biology, parallel computing, numerical analysis and robotics.
- **Actuary:** Actuaries deal in mathematical probabilities, design insurance and pension programs, analyze and solve complex business and social problems. They can work for consulting firms, state and local governments and academic institutions.
- **Computer-oriented positions:** These include database management, systems analysis, and system design.
- **Quality Control:** There are numerous demands for managerial and quality control positions where sampling theory is used in government as well as in corporations.
- **Industrial engineering and operations research:** Most large corporations have operations research groups that are concerned with such parameters as costs, profits, and probabilities of various kinds of success or failure.
- **Statistics:** Opportunities exist in both government and private industry in a great variety of positions.
- **Teaching:** A good option if the student enjoys work in an educational environment.

## MUSIC (MUSC)

### Faculty

Professors Hinson, Mellichamp, and Price  
Assistant Professor Sigers and Sukumaran

From the earliest times, no civilization seems to have been without music in some form. Some cultures failed to develop pictorial art, and many have been without written language; but music, the universal form of communication, can be documented in virtually every society. Whether in primitive or in modern times, music has served some of mankind's basic needs. Across time and national boundaries, without regard to social class or political ideology, music speaks directly to the heart and to the emotions; it is truly the universal language.

Music study explores the development of this significant art form as it focuses on three major areas: fundamentals, analysis and performance.

The Conservatory of Music offers courses in music theory, music history and literature, conducting, and in many areas of applied music. Opportunities are also provided for students to participate in performing ensembles.

Course Descriptions (p. 183)

### MUSIC, B.A.

All music majors, with the exception of keyboard majors, must pass the piano proficiency requirement in Piedmont Class IV MUSC 1174. MUSC 1171, MUSC 1172, and MUSC 1173 may be required prior to the semester MUSC 1174 is taken, based on piano playing ability. Contact the Conservatory of Music for more information. All keyboard majors must enroll in Piano Class V MUSC 1175 and pass

an advanced piano proficiency exam. Majors are also required to attend recitals and concerts and satisfactorily complete a recital previously approved by the music faculty. Further information may be found in the Conservatory of Music Handbook.

Students may take a Theory Placement Exam to exempt MUSC 1050 or MUSC 1100.

## Music Curriculum Outline

### Bachelor of Arts Degree

#### Music Major

**Subtotal: 52-72**

#### Music Theory

MUSC 1100	Music Theory I	3
MUSC 1110	Aural Skills I	1
MUSC 1120	Music Theory II	3
MUSC 1130	Aural Skills II	1
MUSC 2100	Music Theory III	3
MUSC 2110	Aural Skills III	1
MUSC 2120	Music Theory IV	3
MUSC 2130	Aural Skills IV	1
MUSC 3240	Arranging	2

**Subtotal: 18**

Prerequisite for MUSC 1100: MUSC 1050 Music Fundamentals (3 hours), AP credit in Music Theory, or minimum score on the Theory Placement Exam.

#### Music History

MUSC 3210	Music History I	3
MUSC 3220	Music History II	3
MUSC 3230	Music History III	3

**Subtotal: 9**

#### Applied Music Lessons - Primary Instrument

*Students must choose at least six of the following courses:*

MUSC 1910	Applied Music Lessons	2
MUSC 1920	Applied Music Lessons	2
MUSC 2910	Applied Music Lessons	2
MUSC 2920	Applied Music Lessons	2
MUSC 3910	Applied Music Lessons	2
MUSC 3920	Applied Music Lessons	2
MUSC 4910	Applied Music Lessons	2
MUSC 4920	Applied Music Lessons	2

**Subtotal: 12**

#### Pedagogy - Primary Instrument

MUSC 4500	Applied Pedagogy	3
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**Subtotal: 3**

#### Piano Class

MUSC 1171	Piano Class I	1
MUSC 1172	Piano Class II	1
MUSC 1173	Piano Class III	1
MUSC 1174	Piano Class IV	1
MUSC 1175	Piano Class V	1

**Subtotal: 1-4**

MUSC 1175: required for keyboard majors (Keyboard majors are exempt from MUSC 1171, 1172, 1173, and 1174)

All music majors must pass the Piano Proficiency Exam.

**Recital Attendance**

MUSC 1900	Recital Attendance	0
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MUSC 1900: Required every semester. Students must pass a minimum number of semesters of Recital Attendance to graduate. See the Conservatory of Music Handbook for more information.

**Capstone Course**

MUSC 4990	Senior Recital	3
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**Subtotal: 3****Concentration**

*Students must choose one of the following concentrations:*

**Subtotal: 6-23****Church Music Concentration****Music Courses**

MUSC 2300	Music in the Christian Church	3
MUSC 3430	Choral Literature	2
MUSC 3480	Beginning Conducting	2
MUSC 4480	Advanced Conducting	2
MUSC 4930	Church Music Internship I	1
MUSC 4940	Church Music Internship II	1

**Subtotal: 11****Religion Electives**

Religion electives 2000 level or higher	12
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**Subtotal: 12****Music Performance Concentration****Music Electives**

Students must choose at least three of the following courses

MUED 2500	Explorations in Music Educations	2
MUED 3500	Instrumental Techniques	2
MUED 4100	Music Education Methods I	3
MUED 4200	Music Education Methods II	3
MUSC 2300	Music in the Christian Church	3
MUSC 3400	Collaborative Piano Seminar	2
MUSC 3430	Choral Literature	2
MUSC 3440	Diction I	2
MUSC 3450	Diction II	2
MUSC 3480	Beginning Conducting	2
MUSC 4480	Advanced Conducting	2
MUSC 4750	Special Topics in Music	2

**Subtotal: 6-9**

MUSC 4750: May be repeated once for credit.

**Music Performance Concentration - Master of Arts in Teaching Track****Music and Education Courses**

EDUC 3355	Exceptional Children	3
MUED 3500	Instrumental Techniques	2
MUSC 3480	Beginning Conducting	2
MUSC 4480	Advanced Conducting	2

**Subtotal: 9**

This concentration is strongly suggested for those students wishing to pursue the Master of Arts in Teaching program.

**General Electives****Subtotal: 21**



**General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*MUSC 2300: This course also satisfies general education requirements and appears in the number of hours for both general education and the major; in reality, music majors may have up to 21 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on which concentration they select and on the courses taken to satisfy general education requirements.*

Subtotal: 120

**Notice:** All music majors, with the exception of keyboard majors, must pass the piano proficiency requirement in Piedmont Class IV MUSC 1174. MUSC 1171, MUSC 1172, and MUSC 1173 may be required prior to the semester MUSC 1174 is taken, based on piano playing ability. All keyboard majors must enroll in MUSC 1175 – Piano Class V and pass an advanced piano proficiency exam. Majors are also required to attend recitals and concerts and satisfactorily complete a recital previously approved by the music faculty. Further information may be found in the Conservatory of Music Handbook.

In addition, students may choose to take the music theory placement exam to exempt MUSC 1050 or MUSC 1100.

It is strongly suggested that students pursuing the performance concentration take a minimum of 14 hours of applied music lessons prior to taking MUSC 4990.

All music majors must present a senior level recital on their primary instrument of approximately one hour in length. Contact the Conservatory of Music for more information.

Many courses have prerequisites. Please refer to the Course Descriptions for details.

**MUSIC, MINOR**

**Students choosing a minor in music must complete a minimum of 17-18 hours (number of courses varies) comprised of the following:**

**Required Courses (4 hours)**

MUSC 1100	Music Theory I	3
MUSC 1110	Aural Skills I	1

Prerequisite for MUSC 1100: MUSC 1050 Music Fundamentals (3 hours), AP credit in Music Theory, or minimum score on the Theory Placement Exam.

**Music History Electives (3 hours)**

MUSC 2000	History of Jazz and Rock Music	3
MUSC 2300	Music in the Christian Church	3
MUSC 3210	Music History I	3
MUSC 3220	Music History II	3
MUSC 3230	Music History III	3

**Music Theory, Performance and Pedagogy Electives (4-5 hours)**

MUSC 1120	Music Theory II	3
MUSC 1130	Aural Skills II	1
MUED 2500	Explorations in Music Educations	2
MUSC 3440	Diction I	2
MUSC 3450	Diction II	2
MUSC 3480	Beginning Conducting	2
MUED 3500	Instrumental Techniques	2
MUED 4100	Music Education Methods I	3
MUED 4200	Music Education Methods II	3
MUSC 4480	Advanced Conducting	2

**Ensemble (minimum of 2 hours required)**

MUSC 1500	Piedmont Chorale	0-1
MUSC 1510	Piedmont University Singers	0-1
MUSC 1520	Wind Ensemble	0-1
MUSC 1530	Opera Workshop	0-1
MUSC 1540	Chamber Ensemble	0-1
MUSC 1550	Piedmont Cantabile	0-1

Students may choose to take these courses with no credit hours given; however, a minimum of two ensembles is still required.

**Applied Music Lessons (minimum of 4 hours required)**

MUSC 1810	Applied Music Lessons	1
MUSC 1820	Applied Music Lessons	1
MUSC 2810	Applied Music Lessons	1
MUSC 2820	Applied Music Lessons	1
MUSC 3810	Applied Music Lessons	1
MUSC 3820	Applied Music Lessons	1
MUSC 4810	Applied Music Lessons	1
MUSC 4820	Applied Music Lessons	1
MUSC 1910	Applied Music Lessons	2
MUSC 1920	Applied Music Lessons	2
MUSC 2910	Applied Music Lessons	2
MUSC 2920	Applied Music Lessons	2
MUSC 3910	Applied Music Lessons	2
MUSC 3920	Applied Music Lessons	2
MUSC 4910	Applied Music Lessons	2
MUSC 4920	Applied Music Lessons	2

**CAREER OPTIONS**

A degree with a major in music may lead to careers in:

**Teaching Music in Elementary and Secondary Schools and University's**

The largest number of full-time music teaching positions exists in public and private schools, in preschools, kindergartens, elementary schools and day-care centers. Teachers, supervisors or directors in middle, junior high and senior high schools provide direction for choral and instrumental organizations, small ensembles and music theatre productions. Music instruction in secondary schools also includes courses in general music, theory, music history and the related arts (music education major only).

Music teachers at institutions of higher education usually are expected to have completed graduate study in music. They generally specialize in one or two areas such as music theory, music history and literature, music education, performance, electronic music, composition, conducting or music therapy.

**Studio Teaching**

The studio of a private teacher may be located in a home, school, office building or music store. Those who teach in the home are usually self-employed, whereas others have a business relationship with a school or music store.

**Music Therapy**

The music therapist combines music, teaching and therapy to help people with disabilities improve their physical and mental health. A masters degree in music therapy and board certification are required to work as a music therapist.

**Performance**

Music performance as a career means giving concerts. Opportunities for a career in music performance are very limited, and great perseverance and stamina are required for success. In addition to solo performance careers, there are also performance opportunities in chamber music, folk, rock and pop music, as well as free-lance concert and studio possibilities.

## Church/Temple Music

A career as a church or temple music director or organist combines music performance and teaching. Most musicians for religious institutions are employed part time, although large congregations may employ full-time musicians.

## Composer

Composers may earn a living from arranging music for school performance groups or writing music for radio or television advertising.

## Conductor

Conducting opportunities exist with school choirs, school orchestras and bands, community choirs, dance bands, orchestras and operas. Most conductors rely on supplemental income from teaching.

## Music Industry

The music industry is broad in scope and encompasses retail, wholesale, manufacturing, importing, exporting, publishing, recording, repair and rebuilding, tuning and other businesses. Persons who are successful in the music industry have education and training in both music and business.

## Television/Radio Industry

The broadcasting industry encompasses a wide range of careers, including composition, scoring, production, editing, clearing copyrights and licensing. Career opportunities are available at television and radio stations, production houses, post-production facilities and a host of related organizations involved in producing and distributing programming.

## Music Librarian

University and public libraries offer possibilities for trained music specialists with knowledge of library research and reference, indexing, cataloging, selecting materials for purchase and community relations.

## MUSIC EDUCATION (MUED)

### Faculty

Professor Hinson, Mellichamp, and Price  
Assistant Professor Sigers and Sukumaran

The Bachelor of Arts degree in Music Education is designed to prepare reflective, scholarly professionals who have the knowledge, skills, and dispositions to serve as general music, choral, and instrumental music teachers, and leads to certification in music (P-12) in the state of Georgia.

Course Descriptions (p. 183)

## MUSIC EDUCATION, B.A.

All music majors, with the exception of keyboard majors, must pass the piano proficiency requirement in Piedmont Class IV MUSC 1174. MUSC 1171, MUSC 1172, and MUSC 1173 may be required prior to the semester MUSC 1174 is taken, based on piano playing ability. All keyboard majors must enroll in Piano Class V MUSC 1175 and pass an advanced piano proficiency exam. Majors are also required to attend recitals and concerts and satisfactorily complete a recital previously approved by the music faculty. Further information may be found in the Conservatory of Music Handbook.

### Music Education Curriculum Outline

## Bachelor of Arts Degree

### Music Education Major

**Subtotal: 96-99**

#### Music Theory

MUSC 1100	Music Theory I	3
MUSC 1110	Aural Skills I	1
MUSC 1120	Music Theory II	3
MUSC 1130	Aural Skills II	1
MUSC 2100	Music Theory III	3
MUSC 2110	Aural Skills III	1
MUSC 2120	Music Theory IV	3
MUSC 2130	Aural Skills IV	1
MUSC 3240	Arranging	2

**Subtotal: 18**

Prerequisite for MUSC 1100: MUSC 1050 Music Fundamentals (3 hours), AP credit in Music Theory, or minimum score on the Theory Placement Exam.

#### Music History

MUSC 3210	Music History I	3
MUSC 3220	Music History II	3
MUSC 3230	Music History III	3

**Subtotal: 9**

#### Applied Music Lessons - Primary Instrument

*Students must choose at least five of the following courses:*

MUSC 1910	Applied Music Lessons	2
MUSC 1920	Applied Music Lessons	2
MUSC 2910	Applied Music Lessons	2
MUSC 2920	Applied Music Lessons	2
MUSC 3910	Applied Music Lessons	2
MUSC 3920	Applied Music Lessons	2
MUSC 4910	Applied Music Lessons	2
MUSC 4920	Applied Music Lessons	2

**Subtotal: 10**

#### Pedagogy

MUSC 3440	Diction I	2
MUSC 3450	Diction II	2
MUSC 3480	Beginning Conducting	2
MUSC 4480	Advanced Conducting	2
MUSC 4500	Applied Pedagogy	3

**Subtotal: 11**

#### Piano Class

MUSC 1171	Piano Class I	1
MUSC 1172	Piano Class II	1
MUSC 1173	Piano Class III	1
MUSC 1174	Piano Class IV	1
MUSC 1175	Piano Class V	1

**Subtotal: 1-4**

MUSC 1175: required for keyboard majors (Keyboard majors are exempt from MUSC 1171, 1172, 1173, and 1174)

All music education majors must pass the Piano Proficiency Exam.

#### Recital Attendance

MUSC 1900	Recital Attendance	0
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MUSC 1900: Required every semester. Students must pass a minimum number of semesters of Recital Attendance to graduate. See the Conservatory of Music Handbook for more information.

### Junior Recital

MUSC 3990	Junior Recital	3
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**Subtotal: 2**

### Music Education

MUED 3500	Instrumental Techniques	2
MUED 4100	Music Education Methods I	3
MUED 4200	Music Education Methods II	3
MUED 4400	Music Education Internship I	3

**Subtotal: 11**

### Education

EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3307	Learning and Cognition	3
EDUC 3355	Exceptional Children	3
EDUC 4401	The Multicultural Classroom	3

**Subtotal: 18**

### Professional Semester

EDUC 4497	Classroom Management	3
EDUC 4498	Senior Seminar: Reflection and Application	3
MUED 4410	Music Education Internship II	9

**Subtotal: 15**

### General Electives

**Subtotal: 0**

### General Education

**Subtotal: 46**

### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*EDUC 3307, EDUC 4401, MUSC 3210, MUSC 3220, MUSC 3230: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, music education majors may have up to 1 additional hour to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on which concentration they select and on the courses taken to satisfy general education requirements.*

Subtotal: 128-131

**Notice:** All music majors, with the exception of keyboard majors, are required to enroll in class piano MUSC 1171, MUSC 1172, MUSC 1173, MUSC 1174 every semester until they have satisfied the departmental piano proficiency requirement. All keyboard majors must enroll in MUSC 1175 – Piano Class V and pass an advanced piano proficiency exam. Majors are also required to attend recitals and concerts and satisfactorily complete a recital previously approved by the music faculty. Further information may be found in the Conservatory of Music Handbook.

It is strongly suggested that students pursuing the performance concentration take a minimum of 12 hours of applied music lessons prior to taking MUSC 3990.

All music education majors must present a junior level recital on their primary instrument of approximately thirty minutes in length. Contact the Conservatory of Music for more information.

## CAREER OPTIONS

A degree with a major in music education may lead to careers in:

## Teaching Music in Elementary and Secondary Schools and Colleges

The largest number of full-time music teaching positions exists in public and private schools, in preschools, kindergartens, elementary schools and day-care centers. Teachers, supervisors or directors in middle, junior high and senior high schools provide direction for choral and instrumental organizations, small ensembles and music theatre productions. Music instruction in secondary schools also includes courses in general music, theory, music history and the related arts.

Music teachers at institutions of higher education usually are expected to have completed graduate study in music. They generally specialize in one or two areas such as music theory, music history and literature, music education, performance, electronic music, composition, conducting or music therapy.

## Studio Teaching

The studio of a private teacher may be located in a home, school, office building or music store. Those who teach in the home are usually self-employed, whereas others have a business relationship with a school or music store.

## MUSICAL THEATRE (MTHE)

### Faculty

Music: Hinson, Mellichamp, Price, Sigers, and Sukumaran

Theatre: Gabelhausen, Johnson, and Spiegel

The Bachelor of Arts in Musical Theatre is designed to provide students who have career aspirations in musical theatre with training and experiences in singing, music skills, acting, dancing, directing, and professional practices. The professional actor training program combines the study of history, theory and analysis of music and theatre with practical production experience both on stage and back stage.

Courses Descriptions (p. 183)

## MUSICAL THEATRE, B.A.

### Musical Theatre Curriculum Outline

### Bachelor of Arts Degree

#### Musical Theatre Major

**Subtotal: 57-63**

#### Music

MUSC 1100	Music Theory I	3
MUSC 1110	Aural Skills I	1
MUSC 1120	Music Theory II	3
MUSC 1130	Aural Skills II	1
MUSC 3440	Diction I	2
MUSC 1910	Applied Music Lessons	2
MUSC 1920	Applied Music Lessons	2
MUSC 2910	Applied Music Lessons	2
MUSC 2920	Applied Music Lessons	2

**Subtotal: 18**

Prerequisite for MUSC 1100: MUSC 1050 Music Fundamentals, AP credit in Music Theory, or minimum score on the Theory Placement Exam.

#### Piano Class

MUSC 1171	Piano Class I	1
MUSC 1172	Piano Class II	1
MUSC 1173	Piano Class III	1

MUSC 1174	Piano Class IV	1	<b>Subtotal: 1-4</b>
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**Music History**

*Students must choose one of the following courses:*

MUSC 3210	Music History I	3	
MUSC 3220	Music History II	3	
MUSC 3230	Music History III	3	<b>Subtotal: 3</b>

**Theatre**

THTR 1110	Ballet	1	
THTR 1111	Tap	1	
THTR 1112	Jazz Dance	1	
THTR 1113	Modern Dance	1	
THTR 2205	Fundamentals of Technical Theatre	3	
THTR 2210	Fundamentals of Acting	3	
THTR 2220	Stage Movement and Dance	3	
THTR 3310	Advanced Acting	3	
THTR 3314	Audition Techniques and Professional Development	3	
THTR 4410	Fundamentals of Directing	3	<b>Subtotal: 22</b>

**Theatre Practicum**

THTR 1150	Technical/Production Practicum	1	
THTR 1151	Acting/Directing Practicum	1	<b>Subtotal: 5</b>

THTR 1150 must be taken for a total of 4 credits.

THTR 1151 must be taken for a total of 1 credit.

**Theatre History**

*Students must choose one of the following courses:*

THTR 3301	Theatre History I	3	
THTR 3302	Theatre History II	3	<b>Subtotal: 3</b>

**Design**

*Students must choose one of the following courses:*

THTR 3305	Introduction to Scenic Design	3	
THTR 3319	Costume Design	3	<b>Subtotal: 3</b>

**Musical Theatre**

MTHE 3000	Music Theatre History	3	
MTHE 4900	Music Theatre Capstone	1	<b>Subtotal: 4</b>

**General Electives****Subtotal: 16****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1	<b>Subtotal: 1</b>
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Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*THTR 3301, THTR 3302: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, musical theatre majors may have up to 16 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**Notice:** Majors must pass the piano proficiency exam (MUSC 1174) and the Sophomore Barrier (MUSC 2920). MTHE 4900 and THTR 3314 should be taken concurrently. Students are required to enroll in Applied Music Lessons during the semester of MTHE 4900 Music Theatre Capstone.

**Musical Theatre majors are strongly encouraged to continue applied voice lessons at the two-credit hour level beyond the Sophomore Barrier.**

## CAREER OPTIONS

### Graduate Study

Many graduate schools offer theatre arts as an academic or professional area of study. The Bachelor of Arts in theatre provides the stepping-stone needed to enter a Master of Arts (M.A.) or Master of Fine Arts (M.F.A.) program, which may qualify the graduate for teaching in higher education. The M.F.A. is recognized in the professional and academic domains of theatre as a terminal degree. Successful theatre arts students may also qualify to enter a doctoral (Ph.D.) program in certain areas of theatre scholarship.

### Professional Opportunities

Many professional organizations require a degree in staffing positions such as technical theatre or management. While professional acting opportunities may not always require formal education, the knowledge and experience gained from the B.A. program provides the student with expanded opportunities that should be helpful in securing employment in professional theatre companies.

### Other Opportunities

As an inherently interdisciplinary liberal arts program, the theatre arts degree evidences the reading, writing, speaking, and research skills sought by prospective employers and professional schools. Many theatre arts majors are successful in law school, mass communications, public relations, and other fields.

## NEUROSCIENCE (NRSC)

### Faculty

Professor Michael Friedline

The Bachelor of Science in Neuroscience degree provides interdisciplinary training in basic scientific principles in human and nonhuman behavior. This is needed for a functional approach to understanding the physiological mechanism underlying behavior, as well as basic neuroanatomy, neurophysiology, and development. The program will also prepare students in training in the fundamental principles of neuroscience and for advanced training in specific aspects of the field.

Students pursuing this degree will gain a depth of foundational knowledge by discussing the role of the brain in perception, movement, sleep, stress, motivation, emotion, cognition, social behavior, and mental health.

## NEUROSCIENCE, B.S.

### Neuroscience Curriculum



**Required Science Foundations**

BIOL 1101	General Biology I	3
BLAB 1101	General Biology Lab I	1
BIOL 1102	General Biology II	3
BLAB 1102	General Biology Lab II	1
CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1

**Required Psychology Foundations**

PSYC 1101	General Psychology	3
MATH 1300	Elementary Statistics	3
PSYC 2201	Psychological Inquiry and Writing	1
PSYC 2202	Introduction to Research Methods and Statistics	3
PSYC 3360	Sensation and Perception	3
PSYC 4410	Cognitive Psychology	3
PSYC 4495	Advanced Experimental Psychology (Senior Seminar)	3

**Required Neuroscience Courses****Take 5 Electives**

PSYC 2290	Human Growth and Development	3
PSYC 3303	Social Psychology	3
PSYC 3380	Psychology of Learning	3
PSYC 3381	Theories of Personality	3
PSYC 4401	History and Systems	3
PSYC 4415	Abnormal Psychology	3
BIOL 2100	Human Anatomy and Physiology I	3
BIOL 2110	Human Anatomy and Physiology II	3
BIOL 3650	Comparative Physiology	3
BIOL 2240	Genetics	4
NASC 42110	Biochemistry	3
BIOL 3700	Animal Behavior	3

**PHILOSOPHY AND RELIGION (PHIL/RELG)****Faculty**

Professor Lytle  
 Assistant Professor Garvin-Leighton  
 Butman Assistant Professor Webb

**Philosophy (PHIL)**

Philosophy in the ancient tradition is the love of wisdom. The academic discipline of philosophy embodies such a passion for understanding by exploring the most profound questions regarding these three central issues: metaphysics or reality theory; epistemology or knowledge theory; and axiology or value theory. Philosophy introduces students to the classical world philosophies undergirding many of the basic assumptions of contemporary world culture. In particular, the study of philosophy helps students to develop careful analytic, synthetic, and critical thinking skills.

**Religion (RELG)**

The study of religion is the study of sacred beliefs about life's purpose and meaning. This study involves an academic inquiry into the major religions of the world, especially the Bible and the Judeo-Christian religious traditions. Religion courses help many students come to grips with the difference between religious traditions and personal religious heritage. Often this contrast promotes a personal journey and a clearer, deeper understanding of religious values and their import for contemporary life. Study of religion can also aid in developing an understanding of faith capable of supporting all areas of academic preparation and ethical professional practice. It provides knowledge

helpful in understanding and respecting the diversity of religious commitments found anywhere in the modern world. Studies in world religions further prepare students to work appropriately and respectfully in the emerging “global village.”

Students interested in pursuing graduate work in theology or entering the ministry are encouraged to design a broad-based academic program of study with the help of a full-time faculty member in that field. No specific major or minor requirements exist for entry into a graduate theology program or seminary but some academic areas and courses will better complement such studies.

## Career Options

The value of philosophical and religious studies in preparation for a life well lived can hardly be overstated. In particular, study of philosophy and religion is especially valuable in at least these three ways:

1. As a general liberal arts program, philosophy and religion prepares the student to live a well-examined life, to develop skills for theoretical and practical thinking that are valuable in any career path whatsoever. As such, philosophy and religion as a major or as a selection of classes can enhance one’s ability to take one’s place in society as a well-educated citizen. Further, study in philosophy and religion prepares one for any career where a traditional liberal arts degree is valued.
2. Philosophy and religion also provides an excellent preparation for post-graduate professional study, especially in law school and seminary. The thinking and argumentation skills developed are especially useful to those entering law school. The critical examination of core religious systems of thought is especially valuable for those entering seminary or divinity school.
3. Philosophy and religion is also an excellent preparation for post-graduate academic work in a variety of fields. Obviously, for those wishing to pursue study of philosophy or religion at the master’s or doctoral level, the philosophy and religion major is especially appropriate. Furthermore, those considering further education in a variety of other fields, especially in the humanities or liberal arts fields, will find the philosophy and religion major to be an excellent preparation for academic graduate work in those areas as well.

### Philosophy Career Options

In addition to enhancing studies in history, civilization, government, language, and literature, professionals in teaching, research, business, communications, technical support, government, education, and law benefit from philosophical studies by increasing their understanding of the diverse ways in which people determine meaning in, and apply value to, areas of business and social life.

### Religion Career Options

Respectful knowledge of the varieties of religious expression can help students secure employment in technical and communication fields where the demand for culturally sensitive employees is rapidly growing. Religion students are successfully hired in sales, technical support, communication, research, business management, education, and teaching fields.

Course Descriptions (p. 183)

## PHILOSOPHY AND RELIGION, B.A.

The major consists of 36 semester hours, including the senior seminar, with 15 hours at the 3000-level or higher.

### Philosophy and Religion Curriculum Outline

## Bachelor of Arts Degree

### Philosophy and Religion Major

#### Philosophy and Religion Core

Students must complete the following courses:

PHIL 1101	Introduction to Philosophy	3
PHIL 1102	Critical Thinking	3
RELG 1101	Religions of the World	3
RELG 2221	Introduction to the Old Testament	3
	OR	
RELG 2222	Introduction to the New Testament	3
RELG 3305/PHIL 3305	Ethics	3
RELG 4499	Senior Seminar in Religion	3

PHIL 4499	OR Senior Seminar in Philosophy	3
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**Subtotal: 18****Major Courses****Students must choose at least six of the following courses:****Subtotal: 18****Philosophy:**

PHIL 2201	History of Philosophy I - Ancient and Medieval	3
PHIL 2202	History of Philosophy II - Modern and Contemporary	3
PHIL 2210	Symbolic Logic	3
PHIL 3301	Metaphysics	3
PHIL 3303	Epistemology	3
PHIL 3325/RELG 3325	Environmental Ethics	3
PHIL 4400	Special Topics	3
PHIL 4425	Philosophy of Religion	3
PHIL 4490	Independent/Directed Study	3
PHIL 4499	Senior Seminar in Philosophy	3

PHIL 4499 may only be taken if not taken as part of the major core.

**Religion:**

MUSC 2300	Music in the Christian Church	3
RELG 2201	Religious Movements in North America	3
RELG 2205/PHIL 2205	The Good Life: A Global Perspective	3
RELG 2221	Introduction to the Old Testament	3
RELG 2222	Introduction to the New Testament	3
RELG 2254	History of Christianity	3
RELG 2501	Celtic Christianity	3
RELG 2260	Faith and Film	3
RELG 3301	Introduction to Theology	3
RELG 3303	Public Theology	3
RELG 3312	Hebrew Prophets	3
RELG 3313	Life of Jesus	3
RELG 3314	Life and Teachings of Paul	3
RELG 3325/PHIL 3325	Environmental Ethics	3
RELG 4400	Special Topics	3
RELG 4425/PHIL 4425	Philosophy of Religion	3
RELG 4490	Independent/Directed Study	3
RELG 4499	Senior Seminar in Religion	3

RELG 2221, RELG 2222, and RELG 4499 may only be taken if not taken as part of the major core.

**Electives****Subtotal: 38****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*PHIL 1101, PHIL 1102, PHIL 2201, PHIL 2202, PHIL 2205, PHIL 3305, PHIL 3325, RELG 1101, RELG 2201, RELG 2205, RELG 2254, RELG 2501, RELG 3305, and RELG 3325: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, philosophy and religion majors may have up to 55 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

## PHILOSOPHY, MINOR

The minor in philosophy requires 15 semester hours in philosophy.

## RELIGION, MINOR

The minor in religion requires 15 semester hours in religion.

## PHYSICS (PHYS)

### Faculty

Assistant Professors Frazer and Holt

Physics is the most fundamental science. It forms the basis for most other sciences and engineering disciplines. Physics provides a logical framework to build on the basic principles of nature that are derived from repeatable experiments. An applied physics major will gain experience in mechanics, thermodynamics, electromagnetism, fluids, materials, electrical circuits, relativity and quantum mechanics. These topics provide the basis for virtually every engineering discipline.

The results of physics impact our everyday lives in a host of ways. For example, physicists invented and played key roles in the development of radar, sonar, global positioning satellite systems, and night vision for the military; X-rays, CAT, and PET scans in medicine; fiber optics, transistors, radio, and internet in electronics; sensors for oil, gas, and mineral exploration. Physicists contribute their expertise to provide better transportation, computers, distribution systems, nuclear energy, better aerodynamic cars, boats, and trains; more stable bridges, buildings, and roads; better understanding of earthquakes, the earth, and weather. In fact, it would be hard to find an area of life that has not been impacted by the application of physics.

Course Descriptions (p. 183)

## APPLIED PHYSICS, B.S.

### Applied Physics Curriculum Outline

### Bachelor of Science Degree

#### Applied Physics Major

**Subtotal: 55-66**

#### Physics

PHYS 2110	University Physics I	4
PHYS 2120	University Physics II	4
PHYS 3100	Classical Mechanics	3
PHYS 3200	Modern Physics	3
PHYS 3300	Thermal and Statistical Physics	3
PHYS 3010	Advanced Physics Lab I	1
PHYS 3020	Advanced Physics Lab II	1
PHYS 3990	Philosophy and Methodology of Science	3
PHYS 4400	Electricity and Magnetism	3
PHYS 4600	Circuits	3
PHYS 4800	Quantum Mechanics	3
PHYS 4950	Science Seminar	1
PHYS 4980	Senior Research	1

**Subtotal: 32-39**

**Student must choose six credit hours:**

PHYS 4100	Materials	3
PHYS 4350	Advanced Topics in Physics	1-3
PHYS 4500	Fluids	3
PHYS 4930	Internship in Physics	1-3

**Mathematics**

MATH 2450	Calculus I	4
MATH 2460	Calculus II	4
MATH 2470	Calculus III	4
MATH 2480	Introduction to Differential Equations	3

**Students must choose four of the following courses:**

MATH 2600	Linear Algebra	3
MATH 3300	Probability	3
MATH 3400	Number Theory	3
MATH 3500	Numerical Methods	3
MATH 3600	Abstract Algebra	3
MATH 3700	Geometry	3
MATH 4350	Advanced Studies in Mathematics	1-3
MATH 4500	History and Development of Mathematics	3
MATH 4600	Real Analysis	3
MATH 4700	Complex Analysis	3
MATH 4950	Directed Independent Research	3

**Subtotal: 23-27**

MATH 2600, MATH 3300, MATH 3500, MATH 4700: These courses are the recommended electives.

**Electives****Subtotal: 8****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*PHYS 2110, PHYS 2120, MATH 2450: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, applied physics majors may have up to 17 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**ENGINEERING PHYSICS, B.S.**

The engineering physics degree is a dual-degree program with the Georgia Institute of Technology (Georgia Tech). This degree program provides the opportunity for a student to study three years at Piedmont University and then transfer into a Georgia Tech Engineering Department. After completing program requirements at Georgia Tech, the student will receive a designated bachelor's degree in engineering from Georgia Tech and a B.S. in engineering physics from Piedmont University. Because of the special nature of the dual-degree program, the baccalaureate degree will not be conferred by either Piedmont University or Georgia Tech until all requirements established by both institutions have been met satisfactorily. Students must meet the minimum grade-point requirements for admission of transfer students to Georgia Tech that are in effect at the time the student matriculates at Piedmont University in order to transfer to Georgia Tech under this program.

**Engineering Physics Curriculum Outline**

## Dual-degree with Georgia Institute of Technology (Georgia Tech)

## Bachelor of Science Degree

## Electives

Subtotal: 0

## Engineering Physics Major

Subtotal: 36-65

## Business Administration

BUSA 1210	Introduction to Microeconomics	3
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Subtotal: 0-3

## Computer Science

CSCI 1301	Programming Principles I	3
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## Chemistry

CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1

Subtotal: 1-8

## English

## Students must choose one of the following courses:

ENGL 2203	British Literature to 1790	3
ENGL 2204	British Literature from 1790	3
ENGL 2211	United States Literature from 1865	3

Subtotal: 0-3

## History

HIST 1111	World History to the Mid-17th Century	3
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Subtotal: 0-3

## Mass Communications

MCOM 1110	Public Speaking	3
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Subtotal: 0-3

## Mathematics

MATH 2450	Calculus I	4
MATH 2460	Calculus II	4
MATH 2470	Calculus III	4
MATH 2480	Introduction to Differential Equations	3
MATH 2600	Linear Algebra	3

Subtotal: 14-18

## Philosophy

PHIL 3305/RELG 3305	Ethics	3
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Subtotal: 0-3

## Physics Engineering

PENG 2000	Engineering Statics	3
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Subtotal: 3

## Physics

PHYS 2110	University Physics I	4
PHYS 2120	University Physics II	4

**Students must choose two of the following courses:**

PHYS 3100	Classical Mechanics	3
PHYS 3200	Modern Physics	3
PHYS 3300	Thermal and Statistical Physics	3
PHYS 4100	Materials	3
PHYS 4400	Electricity and Magnetism	3
PHYS 4500	Fluids	3
PHYS 4800	Quantum Mechanics	3

**Subtotal: 15****Political Science**

POSC 1101	American Government	3
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**Subtotal: 0-3**

Students who decide to major in Environmental or Chemical Engineering at Georgia Tech will also need to take General Biology I and lab (BIOL 1101 and BLAB 1101). Students must add electives to their required courses for a total of 90 hours required at Piedmont University prior to enrolling at Georgia Tech.

The student will take courses in the major, general education and electives for a total of 90 hours at Piedmont University. Once the student completes the Engineering degree program at Georgia Tech, 30 hours are transferred back Piedmont University to complete the 120 hours needed for a Bachelor of Science degree in Engineering Physics.

**General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*BUSA 1210, CHEM 1101, CLAB 1101, CHEM 1102, ENGL 2203, ENGL 2204, ENGL 2211, HIST 1111, MATH 2450, MCOM 1110, PHIL 3305, PHYS 2110, PHYS 2120, POSC 1101: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, engineering physics majors may have up to 3 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**ENGINEERING SCIENCE, B.S.**

The engineering science degree is a dual-degree program with Kennesaw State University (KS). This degree program provides the opportunity for a student to study three years at Piedmont University and then transfer into the Kennesaw State Engineering Department. After completing program requirements at Kennesaw State, the student will receive a designated bachelor's degree in engineering from Kennesaw State and a B.S. in engineering science from Piedmont University. Because of the special nature of the dual-degree program, the baccalaureate degree will not be conferred by either Piedmont University or Kennesaw State until all requirements established by both institutions have been met satisfactorily. Students must meet the minimum grade-point requirements for admission of transfer students to Kennesaw State that are in effect at the time the student matriculates to Kennesaw State in order to transfer to Kennesaw State under this program.

**Engineering Science Curriculum Outline****Dual-degree with Kennesaw State University (KSU)****Bachelor of Science Degree****Engineering Science Major****Subtotal: 36-62****Business Administration**

BUSA 1210	Introduction to Microeconomics	3
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**Subtotal: 0-3**

**Computer Science**

CSCI 1301	Programming Principles I	3
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**Chemistry**

CHEM 1101	General Chemistry I	3
CLAB 1101	General Chemistry Lab I	1
CHEM 1102	General Chemistry II	3
CLAB 1102	General Chemistry Lab II	1

**Subtotal: 1-8****English***Students must choose one of the following courses:*

ENGL 2203	British Literature to 1790	3
ENGL 2204	British Literature from 1790	3
ENGL 2211	United States Literature from 1865	3

**Subtotal: 0-3****History**

HIST 1111	World History to the Mid-17th Century	3
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**Subtotal: 0-3****Mass Communications**

MCOM 1110	Public Speaking	3
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**Subtotal: 0-3****Mathematics**

MATH 2450	Calculus I	4
MATH 2460	Calculus II	4
MATH 2470	Calculus III	4
MATH 2480	Introduction to Differential Equations	3

**Subtotal: 12-15****Philosophy/Religion**

PHIL 3305/RELG 3305	Ethics	3
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**Subtotal: 0-3****Physics Engineering**

PENG 2000	Engineering Statics	3
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**Subtotal: 3****Physics**

PHYS 2110	University Physics I	4
PHYS 2120	University Physics II	4

**Subtotal: 8****Science Electives (Upper Level)***Students must choose two of the following courses:*

BIOL 3200	General Microbiology	4
GEOL 3100	Hydrology	3
	Any CHEM 3000 level or higher courses	
	Any PHYS 3000 level or higher courses	

**Subtotal: 6-8**

BIOL 3200: Requires 8 pre-requisite hours of biology.

GEOL 3100: Requires 4 pre-requisite hours of geology.

**Political Science**

POSC 1101	American Government	3
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**Subtotal: 0-3**



Students must add electives to their required courses for a total of 90 hours required at Piedmont University prior to enrolling at KSU. ANTH 1102 is recommended as an elective since it will transfer to KSU and applies toward the hours needed there.

The student will take courses in the major, general education and electives for a total of 90 hours at Piedmont University. Once the student completes the Engineering degree program at KSU, 30 hours are transferred back Piedmont University to complete the 120 hours needed for a Bachelor of Science degree in Engineering Science.

### Electives

**Subtotal: 0**

### General Education

**Subtotal: 46**

### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*BUSA 1210, CHEM 1101, CLAB 1101, CHEM 1102, ENGL 2203, ENGL 2204, ENGL 2211, ENVS 2070, HIST 1111, MATH 2450, MCOM 1110, PHIL 3305, PHYS 2110, PHYS 2120, POSC 1101: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, engineering science majors may have up to 3 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

## PHYSICAL SCIENCE, MINOR

**The minor in physical science requires 16 hours of course work (number of courses varies) to include the following:**

PHYS 2110	University Physics I	4
PHYS 2120	University Physics II	4

**An additional eight hours chosen from chemistry courses numbered 3000 or above**

## PHYSICS, MINOR

**A minor in physics requires a minimum of 18 hours of course work to include:**

PHYS 2110	University Physics I	4
PHYS 2120	University Physics II	4

**10 hours of physics at the 3000 or 4000 level.**

## CAREER OPTIONS

A degree in applied physics prepares students for graduate study or jobs in a number of fields. The degree program is an excellent opportunity for engineering students who are uncertain of what engineering they wish to specialize in. By having this applied physics degree, students will have a firm foundation for specializing in civil, electrical, aerospace, mechanical, or reservoir engineering at the graduate level. In addition, the logical thought processes, mathematical tools, and physical reasoning provided in this field can prepare students for continued studies in medicine (e.g. medical school), law (especially patent law), and finance (mathematics of financial vehicles). A student with this applied physics degree will be prepared to enter the job market as a lab technician in almost any engineering specialty. In addition, this degree combines a liberal arts program with a mathematical science that will prepare a well-rounded student for the many challenges of business, education, science, and engineering of the future.

## POLITICAL SCIENCE (POSC)

### Faculty

Professor Frye

Political science is the critical study of classical and modern political theories and ideas, including the ideas that have shaped U.S. governmental institutions. It includes the study of the processes, structures and institutions of U.S. government, including international or global relationships. The major in political science fosters individual and social responsibilities, including ethical conduct and citizenship.

### Career Options

Possible career options include working in local, state and federal government agencies, regional planning agencies, social services agencies and becoming a professional political scientist by completing graduate work in political science. The political science major also prepares students for law school.

Course Descriptions (p. 183)

## POLITICAL SCIENCE, B.A.

The major in Political Science consists of 39 semester hours (13 courses). All majors are required to take the following courses.

### Political Science Curriculum Outline

#### Bachelor of Arts Degree

##### Political Science Major

**Subtotal: 39**

##### Political Science Foundations

POSC 1101	American Government	3
POSC 3300	Comparative Politics	3
POSC 3315	Georgia Politics	3
POSC 3340	Political Ideologies	3
POSC 4500	Constitutional Law	3
SOSC 3310	Research Methods	3
SOSC 4480	Senior Seminar	3

**Subtotal: 21**

##### Mathematics

MATH 1300	Elementary Statistics	3
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**Subtotal: 3**

##### Social Science Electives

*Students must choose five of the following courses:*

CRJU 1290	Introduction to Criminal Justice	3
POSC 3330	National Political Issues	3
POSC 3350	Governmental Institutions	3
POSC 3360	International Relations	3
POSC 3370	Adjudication Processes	3
POSC 3380	International Law	3
POSC 4405	Global Issues	3
POSC 4415	Criminal Law and Procedure	3
POSC 4475	Selected Topics	3
SOSC 3398	Internship	1-6

**Subtotal: 15**

##### General Electives

**Subtotal: 40**

**General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*POSC 1101, MATH 2100: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, political science majors may have up to 40 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**POLITICAL SCIENCE, MINOR**

A minor in political science requires 18 semester hours. Students must take POSC 1101. Students can elect to take any other five courses in political science, however it is recommended that they consult with the political science advisor when they plan their course of study.

**PRE-LAW**

The pre-law student must satisfy all general education requirements as well as the major and minor requirements in his or her chosen areas of study to be awarded an undergraduate degree from Piedmont University. Law schools generally do not specify a particular undergraduate major as preliminary preparation for a legal education. The American Bar Association recommends that undergraduate study should provide thorough intellectual training in social sciences, natural sciences and humanities. The liberal arts curriculum of Piedmont University provides this recommended foundation.

Admission requirements at most law schools normally include the completion of a four-year baccalaureate degree program; a satisfactory overall grade-point average; a satisfactory score on the Law School Admission Test (LSAT); and letters of reference. The requirements concerning grade average and LSAT score vary among law schools. Students who plan to attend a law school are urged to contact lsac.org to familiarize themselves with requirements and recommendations for admission to law schools. Upon entering at Piedmont, students should begin working with the University pre-law advisor, Tony Frye, associate professor of political science.

**ACCELERATED JD PROGRAM: IN PARTNERSHIP WITH MERCER UNIVERSITY WALTER F. GEORGE SCHOOL OF LAW**

Bachelor of Arts in Political Science or English. Earn your law degree in six years, instead of seven. Students majoring in Political Science (POSC) or English (ENGL), admitted into the program, complete three years of undergraduate study (90 hours) and then apply credits earned in their first year of law school at Mercer University toward fulfillment of their baccalaureate degree requirements.

Accelerated students reduce the cost of their undergraduate education by as much as 25 percent while entering the workforce a year early.

**PSYCHOLOGY (PSYC)****Faculty**

Professor Vance  
Assistant Professors Friedline and Hines

Psychology is the science of behavior and mental processes. Environmental, experiential and physiological factors that influence behavior are all included within its area of study. Psychology strives to understand why people behave as they do.

A goal of the psychology program at Piedmont University is to cultivate analytical and interpersonal skills. These skills enhance all social relationships. In addition, individuals who can think, analyze and express themselves clearly are highly valued by employers.

Course Descriptions (p. 183)

## PSYCHOLOGY, B.A.

All psychology majors and minors take a group of basic core courses. In addition, they have the opportunity to plan their own individualized program of study. In consultation with their faculty advisor, they will take courses best suited to their particular interests and future goals. They retain the freedom to decide their own course of study and, of course, the ultimate responsibility for their decisions.

### Psychology Curriculum Outline

#### Bachelor of Arts Degree

##### Psychology Major

**Subtotal: 37-46**

##### Psychology Foundations

PSYC 1101	General Psychology	3
PSYC 2201	Psychological Inquiry and Writing	1
PSYC 2202	Introduction to Research Methods and Statistics	3
PSYC 4401	History and Systems	3
PSYC 4495	Advanced Experimental Psychology (Senior Seminar)	3

**Subtotal: 10-13**

##### Mathematics

MATH 1300	Elementary Statistics	3
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**Subtotal: 0-3**

##### Concentration

*Students must choose one of the following concentrations:*

**Subtotal: 27-30**

##### Experimental Concentration

PSYC 2290	Human Growth and Development	3
PSYC 3303	Social Psychology	3
PSYC 3360	Sensation and Perception	3
PSYC 3380	Psychology of Learning	3
PSYC 3381	Theories of Personality	3
PSYC 4410	Cognitive Psychology	3
PSYC 4490	Independent Research Project	3

##### Students must choose three of the following courses:

PSYC 2204	Human Sexuality	3
PSYC 2240	Psychology of Childhood and Early Adolescence	3
PSYC 2260	Psychology of Women	3
PSYC 3311	Psychology of Adolescence	3
PSYC 3312	Psychology of Adulthood	3
PSYC 3357	Special Topics in Psychology	3
PSYC 3382	Introduction to Counseling	3
PSYC 3383	Tests and Measurements	3
PSYC 4415	Abnormal Psychology	3
PSYC 4430	Environmental Psychology	3
PSYC 4441	Internship in Human Services	1-3

##### Developmental Concentration

PSYC 2240	Psychology of Childhood and Early Adolescence	3
PSYC 2260	Psychology of Women	3
PSYC 2290	Human Growth and Development	3
PSYC 3311	Psychology of Adolescence	3
PSYC 3312	Psychology of Adulthood	3
PSYC 3380	Psychology of Learning	3
PSYC 3381	Theories of Personality	3
PSYC 4410	Cognitive Psychology	3

PSYC 4415	Abnormal Psychology	3
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**Students must choose one of the following courses:**

PSYC 2204	Human Sexuality	3
PSYC 3357	Special Topics in Psychology	3
PSYC 3303	Social Psychology	3
PSYC 3360	Sensation and Perception	3
PSYC 3382	Introduction to Counseling	3
PSYC 3383	Tests and Measurements	3
PSYC 4430	Environmental Psychology	3
PSYC 4441	Internship in Human Services	1-3
PSYC 4490	Independent Research Project	3

**Counseling Concentration**

PSYC 2204	Human Sexuality	3
PSYC 2290	Human Growth and Development	3
PSYC 3380	Psychology of Learning	3
PSYC 3381	Theories of Personality	3
PSYC 3382	Introduction to Counseling	3
PSYC 3383	Tests and Measurements	3
PSYC 4410	Cognitive Psychology	3
PSYC 4415	Abnormal Psychology	3
PSYC 4441	Internship in Human Services	1-3

**Students must choose one of the following courses:**

PSYC 2240	Psychology of Childhood and Early Adolescence	3
PSYC 2260	Psychology of Women	3
PSYC 3311	Psychology of Adolescence	3
PSYC 3312	Psychology of Adulthood	3
PSYC 3357	Special Topics in Psychology	3
PSYC 3303	Social Psychology	3
PSYC 3360	Sensation and Perception	3
PSYC 4430	Environmental Psychology	3
PSYC 4490	Independent Research Project	3

**General Psychology Concentration**

PSYC 2290	Human Growth and Development	3
PSYC 3303	Social Psychology	3
PSYC 3360	Sensation and Perception	3
PSYC 3380	Psychology of Learning	3
PSYC 3381	Theories of Personality	3
PSYC 4410	Cognitive Psychology	3
PSYC 4415	Abnormal Psychology	3

**Students must choose three of the following courses:**

PSYC 2204	Human Sexuality	3
PSYC 2240	Psychology of Childhood and Early Adolescence	3
PSYC 2260	Psychology of Women	3
PSYC 3311	Psychology of Adolescence	3
PSYC 3312	Psychology of Adulthood	3
PSYC 3357	Special Topics in Psychology	3
PSYC 3382	Introduction to Counseling	3
PSYC 3383	Tests and Measurements	3
PSYC 4430	Environmental Psychology	3
PSYC 4441	Internship in Human Services	1-3
PSYC 4490	Independent Research Project	3

**General Electives****Subtotal: 36****General Education****Subtotal: 46**

**Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*PSYC 1101, MATH 2100, PSYC 2290, PSYC 2240: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, psychology majors may have up to 36 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**PSYCHOLOGY, MINOR**

**The minor in psychology consists of 19 hours.**

**Psychology minors are required to take**

PSYC 1101	General Psychology	3
PSYC 2201	Psychological Inquiry and Writing	1

**Additional 15 hours of course work in psychology.**

**PSYCHOLOGY HONORS PROGRAM**

The Honors Program in psychology offers interested students the opportunity to engage in individual research projects in collaboration with faculty members and to receive special recognition of their achievement. Majors in psychology are eligible to apply for the Honors Program if they have a cumulative grade-point average of at least 3.5 and a 3.5 GPA in psychology courses. The Honors Program requires the successful completion of a major in psychology and completion of an independent research project approved by the supervising faculty member. Students who complete the program successfully will receive “Honors in Psychology.” The program should aid those intending to do graduate work.

**CAREER OPTIONS**

The successful psychology major graduates have an increased knowledge of human behavior and sufficient analytical and interpersonal skills to be effective in utilizing this knowledge. Hence, a wide range of interesting and stimulating career opportunities are available in numerous fields. A sample of positions in these fields include personnel administrators, public relations, recreation, psychiatric assistants, health educators, probation and parole officers, salespersons, counselors, laboratory and research assistants, community workers, daycare center supervisors, newspaper reporters, technical writers, business employers and employees, and many others. The major in psychology also prepares students very well for graduate study.

**SOCIOLOGY (SOCL)****Faculty**

Associate Professors Jacobs and Lovern

Anthropology at Piedmont University is designed to promote understanding of the diversity of cultures (both past and present) as well as the relationships among them, to promote the recognition of the achievements of past and present cultures, and to promote a greater understanding of ourselves as human beings.

Sociology is a perspective on and the study of social life. Humans are first and foremost social animals who organize themselves into a variety of social forms depending on social and historical circumstances. A necessary condition for full participation in social life is the ability to understand, explain and evaluate these social forms or societies.

No matter what social roles a person plays throughout life, an appreciation of the anthropological and sociological perspective will be of benefit. The ability to understand these various roles will be enhanced because of five things. The first is the ability to think critically, to identify the various forces or conditions which we live. The second is the ability to think critically, to use acquired analytical and research skills. The third is the ability to appreciate and understand the diversity of cultures. The fourth is the ability to use the anthropological and sociological perspective to make the world a better place for all individuals.

Course Descriptions (p. 183)

**SOCIOLOGY, B.A.****Sociology Curriculum Outline****Bachelor of Arts Degree****Sociology Major****Subtotal: 27-36****Sociology Foundations**

SOCI 1101	Introduction to Sociology	3
SOCI 3200	Social Theory	3
SOSC 3310	Research Methods	3
SOSC 4480	Senior Seminar	3
MATH 1300	Elementary Statistics	3

**Students must choose two of the following courses:**

ANTH 2250	Cultural Anthropology	3
ANTH 3200	Human Origins and Adaptation	3
ANTH 3340	Indians of North America	3
ANTH 3350	Archaeology of Eastern North America	3
ANTH 4450	Archaeology of Peru	3
ANTH 4475	Selected Topics	3

**Subtotal: 18-24****Mathematics**

MATH 1300	Elementary Statistics	3
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**Subtotal: 0-3****Social Science Electives***Students must choose 15 hours total; at least 12 hours must be at the 3000 or 4000 level.*

ANTH 2250	Cultural Anthropology	3
SOCI 2210	Social Problems	3
SOCI 3304	Feminist Theories	3
SOCI 3320	Structured Social Inequality	3
SOCI 3350	Marriage and Families	3
SOCI 3355	Film as Sociology	3
SOCI 3357	Sociology of Gender and Sexuality	3
SOCI 3375	Technology, Social Movements and Social Change	3
SOCI 3390	Deviance and Social Control	3
SOCI 4410	Race and Ethnic Relations	3
SOCI 4420	Sports and Society	3
SOCI 4475	Selected Topics	3
SOSC 3398	Internship	1-6

**Subtotal: 15****General Electives****Subtotal: 46****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*SOCI 1101, MATH 2100, SOCI 2210: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, sociology majors may have up to 46 additional hours to use for electives. Students may use elective hours to earn a minor or another major, as well as to develop additional marketable skills. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

## **SOCIOLOGY, MINOR**

A minor requires 15 hours of course work in Sociology. A minimum of 12 hours of course work must be 3000-4000 level in Anthropology and/or Sociology.

Any of the SOCI courses, ANTH 2250, SOSC 3398.

## **CAREER OPTIONS**

Possible career options include becoming a professional anthropologist by completing graduate work in anthropology; working with government agencies such as the National Park Service, Bureau of Indian Affairs, National Immigration Service, State Historic Preservation Agency, a regional planning agency, a social service agency, or as a contract archaeologist. A minor in anthropology especially complements a career in areas where a wide range of peoples of diverse ethnic, racial and cultural groups are involved.

Possible career choices also include business, industry, human and social services, education, and federal and state civil service careers. Piedmont University graduates with a major in sociology are employed as personnel managers, ministers, youth counselors, probation and parole officers, state patrol officers, case workers, teachers and college professors.

## **SPANISH (SPAN)**

### **Faculty**

Assistant Professor Bowers

Spanish ranks third among world languages, with more than 400 million speakers, and it serves as the official language of some 20 countries. Spanish is one of the official languages of the United Nations, the European Union, the Organization of American States, the Organization of Ibero-American States, the African Union, the Union of South American Nations, the Antarctic Treaty Secretariat, the Latin Union, the Caricom and the North American Free Trade Agreement. Within the United States, Spanish is the second most prevalent language with more than 50 million speakers, making it the fifth largest Spanish-speaking community in the world. Hispanics form the largest minority group in the United States, highlighting Spanish as an important component for any profession.

The Piedmont University Spanish program follows the Standards for Foreign Language Learning established by the American Council of Teaching of Foreign Language (ACTFL). Through our program, students develop communication skills that provide access to Spanish cultures and offer connections to additional bodies of knowledge that may be unavailable to the monolingual speaker. Through comparison and contrast in Spanish, students develop insight into the nature of language and the concept of culture and realize there are multiple ways of viewing and comprehending the world. Together, these elements enable the Spanish student to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

Students entering Piedmont University with substantial language ability (at least of two years of high school Spanish with at least a “B” average) and/or established placement from another institution may complete only the 1102-level course to fulfill the foreign language general education requirement. Additionally, if a student chooses to take a 2000-level or higher course in a foreign language and successfully completes the course, the foreign language requirement is considered satisfied.

Course Descriptions (p. 183)

## **SPANISH, MINOR**

A minor in Spanish consists of a minimum of 18 hours (the number of courses varies) including SPAN 1101 and SPAN 1102. Requirements: Two 2000-level SPAN courses and two SPAN electives.

If a student enters Piedmont University with substantial language ability and satisfies the general education requirement by completing only SPAN 1102, the student may complete 12 hours beyond SPAN 1102 to satisfy the requirement for the minor.



## THEATRE ARTS (THTR AND THED)

### Faculty

Professor Bill Gabelhausen

Associate Professors Kathy Blandin, John Spiegel and Henry Johnson

The theatre program offers academic study and hands-on learning in the areas of acting, directing, production, costuming, set design and construction, sound, lights, children's theatre, playwriting, movement and voice for actors, drama education, and theatre history. By actively participating in course work during the day and productions in the evening, students develop performance, technical and analytical skills. The department produces a variety of theatrical events each semester in order to broaden the scope for the future theatre professional.

The mission of the Piedmont University Theatre Department is to provide rigorous academic training for students in both performance and technical theatre, to provide audiences with quality productions of the highest caliber, to explore the full range of theatrical offerings from the classical to the contemporary, and to foster professionalism, creativity, and camaraderie.

Course Descriptions (p. 183)

## THEATRE ARTS WITH A CONCENTRATION IN ACTING/DIRECTING, B.A.

### Theatre Arts Acting/Directing Concentration Curriculum Outline

#### Bachelor of Arts Degree

#### Theatre Arts Major

**Subtotal: 46**

#### Theatre Foundations

THTR 1150	Technical/Production Practicum	1
THTR 1151	Acting/Directing Practicum	1
THTR 2205	Fundamentals of Technical Theatre	3
THTR 2210	Fundamentals of Acting	3
THTR 2215	Script Analysis	3
THTR 3301	Theatre History I	3
THTR 3302	Theatre History II	3
THTR 4410	Fundamentals of Directing	3
THTR 4460	Senior Project	3

THTR 1150 must be taken for a total of 6 credits.

THTR 1151 must be taken for a total of 1 credit.

#### Students must choose one of the following courses:

ENGL 3311	Drama	3
ENGL 4405	Shakespeare	3

**Subtotal: 31**

#### Electives

*Students must choose five of the following courses:*

THTR 2220	Stage Movement and Dance	3
THTR 2230	Children's Theater	3
THTR 2235	Puppetry Arts	3
THTR 2240	Theatre for Youth Production I	3
THTR 2265	Makeup Design	3
THTR 2420	Selected Topics in Theatre	3
THTR 3305	Introduction to Scenic Design	3
THTR 3310	Advanced Acting	3
THTR 3312	Voice and Diction for the Stage	3
THTR 3314	Audition Techniques and Professional Development	3

THTR 3315	Sound Design	3
THTR 3317	Lighting Design	3
THTR 3318	Properties Design	3
THTR 3319	Costume Design	3
THTR 3320	Stage Management	3
THTR 3325	Theatre Management	3
THTR 3335	Theatre for Social Change	3
THTR 3340	Theatre for Youth Production II	3
THTR 3350	Playwriting	3
THTR 3426	Special Effects and Pyrotechnics for the Stage	3
THTR 4420	Creative Dramatics	3
THTR 4425	Advanced Technical Theatre	3
THTR 4430	Advanced Directing	3

**Subtotal: 15****General Electives****Subtotal: 33****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*THTR 3301, THTR 3302: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, theatre arts majors may have up to 33 additional hours to use for electives. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

## **THEATRE ARTS WITH A CONCENTRATION IN DESIGN AND TECHNICAL THEATRE, B.A.**

**Theatre Arts Design and Technical Theatre Concentration Curriculum Outline****Bachelor of Arts Degree****Theatre Arts Major****Subtotal: 55****Theatre Foundations**

THTR 1150	Technical/Production Practicum	1
THTR 1151	Acting/Directing Practicum	1
THTR 2205	Fundamentals of Technical Theatre	3
THTR 2210	Fundamentals of Acting	3
THTR 2215	Script Analysis	3
THTR 3301	Theatre History I	3
THTR 3302	Theatre History II	3
THTR 3305	Introduction to Scenic Design	3
THTR 4425	Advanced Technical Theatre	3
THTR 4460	Senior Project	3

**Subtotal: 31**

THTR 1150 must be taken for a total of 6 hours.

THTR 1151 must be taken for a total of 1 hour.

**Theatre Design Electives**

*Students must choose three of the following courses:*

THTR 2265	Makeup Design	3
THTR 3315	Sound Design	3
THTR 3317	Lighting Design	3
THTR 3318	Properties Design	3
THTR 3319	Costume Design	3
THTR 3320	Stage Management	3

**Subtotal: 9****Electives**

*Students must choose five of the following courses:*

ENGL 3311	Drama	3
ENGL 4405	Shakespeare	3
THTR 2220	Stage Movement and Dance	3
THTR 2230	Children's Theater	3
THTR 2235	Puppetry Arts	3
THTR 2240	Theatre for Youth Production I	3
THTR 2420	Selected Topics in Theatre	3
THTR 2265	Makeup Design	3
THTR 3310	Advanced Acting	3
THTR 3312	Voice and Diction for the Stage	3
THTR 3314	Audition Techniques and Professional Development	3
THTR 3315	Sound Design	3
THTR 3317	Lighting Design	3
THTR 3318	Properties Design	3
THTR 3319	Costume Design	3
THTR 3320	Stage Management	3
THTR 3325	Theatre Management	3
THTR 3335	Theatre for Social Change	3
THTR 3340	Theatre for Youth Production II	3
THTR 3350	Playwriting	3
THTR 3426	Special Effects and Pyrotechnics for the Stage	3
THTR 4410	Fundamentals of Directing	3
THTR 4420	Creative Dramatics	3
THTR 4430	Advanced Directing	3

**Subtotal: 15****General Electives****Subtotal: 18****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*THTR 3301, THTR 3302: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, design and technical theatre majors may have up to 18 additional hours to use for electives. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**THEATRE ARTS WITH A CONCENTRATION IN THEATRE FOR YOUTH,**

**B.A.****Theatre Arts Theatre for Youth Concentration Curriculum Outline****Bachelor of Arts Degree****Theatre Arts Major****Subtotal: 49****Theatre Foundations**

THTR 1150	Technical/Production Practicum	1
THTR 1151	Acting/Directing Practicum	1
THTR 2205	Fundamentals of Technical Theatre	3
THTR 2210	Fundamentals of Acting	3
THTR 2215	Script Analysis	3
THTR 2230	Children's Theater	3
THTR 3301	Theatre History I	3
THTR 3302	Theatre History II	3
THTR 4410	Fundamentals of Directing	3
THTR 4420	Creative Dramatics	3
THTR 4460	Senior Project	3

THTR 1150 must be taken for a total of 6 credits.

THTR 1151 must be taken for a total of 1 credit.

**Students must choose one of the following courses:**

THTR 2240	Theatre for Youth Production I	3
THTR 3340	Theatre for Youth Production II	3

**Subtotal: 37****Theatre Electives***Students must choose four of the following courses:*

ENGL 3311	Drama	3
ENGL 4405	Shakespeare	3
THTR 2220	Stage Movement and Dance	3
THTR 2235	Puppetry Arts	3
THTR 2265	Makeup Design	3
THTR 2420	Selected Topics in Theatre	3
THTR 3305	Introduction to Scenic Design	3
THTR 3310	Advanced Acting	3
THTR 3312	Voice and Diction for the Stage	3
THTR 3314	Audition Techniques and Professional Development	3
THTR 3315	Sound Design	3
THTR 3317	Lighting Design	3
THTR 3318	Properties Design	3
THTR 3319	Costume Design	3
THTR 3320	Stage Management	3
THTR 3325	Theatre Management	3
THTR 3335	Theatre for Social Change	3
THTR 3350	Playwriting	3
THTR 3426	Special Effects and Pyrotechnics for the Stage	3
THTR 4425	Advanced Technical Theatre	3
THTR 4430	Advanced Directing	3

**Subtotal: 12****General Electives****Subtotal: 24**

**General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*THTR 3301, THTR 3302: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, theatre for youth majors may have up to 24 additional hours to use for electives. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*

Subtotal: 120

**DRAMA EDUCATION, B.A.**

The Bachelor of Arts in Drama Education provides courses leading to certification in Drama at the P-12 level. Courses and program requirements include classroom instruction as well as hands-on learning in theater production and theory, academic preparation in theatre, and experiential learning opportunities in pedagogy. Students must gain admittance into the Piedmont University College of Education, pass appropriate GACE exams, attain pre-service certification, and complete the program of study for a BA in Drama Education to be recommended for certification.

In order to successfully complete this program, students must be admitted to the Teacher Education program and adhere to all of the requirements (p. 154). (Course descriptions (p. 183))

**Drama Education Curriculum Outline****Bachelor of Arts Degree****Drama Education Major****Subtotal: 72****Theatre Foundations**

THTR 1150	Technical/Production Practicum	1
THTR 1151	Acting/Directing Practicum	1
THTR 2205	Fundamentals of Technical Theatre	3
THTR 2210	Fundamentals of Acting	3
THTR 2230	Children's Theater	3
THTR 3301	Theatre History I	3
THTR 3302	Theatre History II	3
THED 3400	Drama Education	3
THTR 4410	Fundamentals of Directing	3

**Students must take an additional practicum by choosing one of the following courses:**

THTR 1150	Technical/Production Practicum	1
THTR 1151	Acting/Directing Practicum	1

**Subtotal: 24****Electives**

*Students must choose three of the following courses:*

ENGL 3311	Drama	3
ENGL 4405	Shakespeare	3
THTR 2220	Stage Movement and Dance	3
THTR 2240	Theatre for Youth Production I	3
THTR 2420	Selected Topics in Theatre	3
THTR 3305	Introduction to Scenic Design	3
THTR 3310	Advanced Acting	3
THTR 3312	Voice and Diction for the Stage	3
THTR 3317	Lighting Design	3
THTR 3319	Costume Design	3

THTR 3320	Stage Management	3	
THTR 3340	Theatre for Youth Production II	3	
THTR 4420	Creative Dramatics	3	
			<b>Subtotal: 9</b>

**Teacher Certification**

EDUC 1199	Introduction to Education	3	
EDUC 2000	Introduction to Professional Practice	3	
EDUC 2250	Media and Technology for Educators	3	
EDUC 3337	Teaching Reading and Writing in the Content Areas	3	
EDUC 3355	Exceptional Children	3	
EDUC 4401	The Multicultural Classroom	3	
THED 3360	Internship I, P-12	3	
PSYC 2290	Human Growth and Development OR	3	
EDUC 3307	Learning and Cognition	3	
			<b>Subtotal: 24</b>

**Professional Semester**

EDUC 4497	Classroom Management	3	
EDUC 4498	Senior Seminar: Reflection and Application	3	
THED 4499	Internship II	9	
			<b>Subtotal: 15</b>

**General Electives****Subtotal: 10****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1	
			<b>Subtotal: 1</b>

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

*THTR 3301, THTR 3302, EDUC 4401, PSYC 2290: These courses also satisfy general education requirements and appear in the number of hours for both general education and the major; in reality, drama education majors may have up to 10 additional hours to use for electives. The number of elective hours students may take will depend on the courses taken to satisfy general education requirements.*  
Subtotal: 120

**THEATRE ARTS, MINOR**

**A minor in theatre arts requires 15 hours (5 courses), including the following:**

THTR 1100	Introduction to Theatre	3	
THTR 2210	Fundamentals of Acting	3	
THTR 3301	Theatre History I OR	3	
THTR 3302	Theatre History II	3	

**The remaining courses (6 hours) may be any theatre elective.**

## **CAREER OPTIONS**

### **Graduate Study**

Many graduate schools offer theatre arts as an academic or professional area of study. The Bachelor of Arts in theatre provides the stepping-stone needed to enter a Master of Arts (M.A.) or Master of Fine Arts (M.F.A.) program, which may qualify the graduate for teaching in higher education. The M.F.A. is recognized in the professional and academic domains of theatre as a terminal degree. Successful theatre arts students may also qualify to enter a doctoral (Ph.D.) program in certain areas of theatre scholarship.

### **Professional Opportunities**

Many professional organizations require a degree in staffing positions such as technical theatre or management. While professional acting opportunities may not always require formal education, the knowledge and experience gained from the B.A. program provides the student with expanded opportunities that are helpful in securing employment in professional theatre companies.

### **Other Opportunities**

As an inherently interdisciplinary liberal arts program, the theatre arts degree evidences the reading, writing, speaking, and research skills sought by prospective employers and professional schools. Many theatre arts majors are successful in law school, mass communications, public relations, and other fields.

# WALKER COLLEGE OF BUSINESS

Dr. J. Kerry Waller, Dean

Dr. Jeff Bruns, Associate Dean

Dr. Margaret Ryder, Associate Dean

## Mission Statement

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

## Accreditation Council for Business Schools and Programs (ACBSP)

The Walker College of Business received national accreditation in November 2007 and is 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.

## Goals

### Undergraduate Program Goals

Students graduating with an undergraduate business degree will have developed:

- A working knowledge of the functional areas of business
- An ability to use critical thinking skills
- An ability to perform research
- An engaged attitude toward business education activities.

## The Undergraduate Business Program

Undergraduate students enrolled in the Walker College of Business work toward a Bachelor of Science degree with a major in business administration. The major in business administration requires 13 business core courses (39 semester hours), 3 specific courses (9 semester hours) from the general education requirements, plus 7 courses (21 semester hours) from a business concentration. Concentrations are available in accounting, business analytics, digital marketing, finance, hospitality and tourism management, logistics and global operations, management, and marketing.

The business faculty believes that university freshmen should be able to access different career paths without risking on-time graduation. We recognize that many entering freshmen do not have enough information to choose a major/concentration. Therefore, we have altered the curriculum and adjusted our scheduling of courses so that students can choose to become Pathfinders. Pathfinders will, during the first two years, take at least one course in each of the five concentrations before they declare a concentration. Pathfinder is a term that implies not just searching, but searching and finding the path to a bright future. Add a caring business faculty advisor and the term Pathfinder becomes a self-fulfilling prophecy.

The program for the business administration major has been developed with the assistance of local business leaders who continue to serve as advisors and who help provide linkages to the business world. Near the conclusion of the program, each business administration student



is encouraged to participate in an internship with a business or other organization. The internship program is designed not only to provide the student with direct application of academic training but also to enhance future employment opportunities.

## Course Scheduling for Business Programs

In many small colleges, numerous courses appear in the catalog leading students to conclude that course offerings are more diverse than may actually be the case. Accrediting bodies have become sensitive to this issue because it is an easy and unethical way to misrepresent the program offerings at a given institution. The Walker Business College's program offerings support day and evening students on the Demorest campus and evening students on the Athens campus. Starting in the Fall of 2021, the Demorest evening program will begin the transition to a fully online degree designed for degree completion students. Additionally, the master schedule addresses the particular needs of both the four-year students and the degree completion students. The following plan addresses this diverse set of needs with the following plan. Obviously, a course may be offered but may not be taught due to lack of demand, however, over the past five years, this has occurred less than 5% of the time.

The Walker College of Business offers two types of courses: core courses and specialty courses.

Core courses are taken by all business majors. Specialty courses are taken by students specializing in the various concentrations (e.g. accounting, marketing, management, etc.). On the Demorest campus, where traditional four-year day student constitutes the greatest density of students, we offer core courses every semester during the day and once per year in the evening or online. On the Athens campus, where the non-traditional evening student constitutes the greatest density of students, core courses are offered either once or twice per year in the evening.

Specialty courses are offered once per year on the Demorest Campus. On the Athens campus specialty courses in the management and hospitality and tourism concentrations are offered at least once every two years. Other specialty course may be offered based on student demand for a particular concentration. By using these guidelines any student, on either campus, can meet the requirements for a major in business administration in two years.

## BUSINESS ADMINISTRATION (BUSA)

### Faculty

Professors - Bruns, Carlson, Maughon, Nelms, Sullivan, and Waller  
 Professor Emeritus - Sherrer, Taylor  
 Associate Professors - Lovell, McWhite, Ryder, and Warnock  
 Assistant Professors - Brookshire, Drake, Long, and Sales  
 Fellow - Moery

A liberal arts foundation serves as the base for the business administration undergraduate major offered by the university. This major has been designed with a global perspective as well as an entrepreneurial focus. In addition, students will explore a broad range of ethical issues that impact society and the corporate world. Study abroad opportunities are available through the Travel Study programs as well as a semester at the University of Nottingham in England.

Students who major at the undergraduate level in business administration must pursue a program, which in addition to typical general education courses, includes 13 business core courses (39 semester hours), 3 specific courses (9 semester hours) from the general education requirements, plus 7 courses (21 semester hours) from a business concentration.

Course Descriptions (p. 183)

## BUSINESS ADMINISTRATION, B.S.

### Business Curriculum Outline

### Bachelor of Science Degree

#### Business Core Requirement

BUSA 2030	Information Systems for Business	3
ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 2140	Legal Environment of Business	3
BUSA 2210	Introduction to Macroeconomics	3
BUSA 2700	Principles of Management	3

BUSA 2200	Principles of Marketing	3
BUSA 3400	Business Finance	3
BUSA 3500	Business Analytics II	3
BUSA 3700	Project Management	3
BUSA 4000	International Business	3
BUSA 4030	Management Information Systems	3
BUSA 4400	Strategic Management	3

**Subtotal: 39**

Business Core Notes: As an advising guideline, courses should be taken in the sequence shown above. BUSA 1210 (Intro. to Microeconomics), BUSA 2000 (Business Communication), and BUSA 2100 (Business Analytics I) should be taken within the University general education core; otherwise they should be taken within the general electives area. Three semester hours earned from BUSA 4990 (Business Directed "Travel Study") may be substituted for BUSA 4000. MATH 1300 may be substituted for BUSA 2100. Students in the Hospitality and Tourism concentration will take BUSA 4882 (Technology in the Hospitality Industry) in place of BUSA 4030 (Management Information Systems).

**General Electives****Subtotal: 13-14****Concentration Requirements****Subtotal: 21****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 120

**Concentrations**

For the major in business administration, each student must select a concentration in a specific field. Concentrations are available in Accounting, Business Analytics, Digital Marketing, Finance, Hospitality and Tourism Management, Logistics and Global Operations, Management, and Marketing. This selection process for concentrations can occur at any time during a student's progress through the program, but it is highly recommended that the decision be made by the end of a student's junior year.

**Accounting Concentration**

A major in business administration with a concentration in accounting provides a doorway to many career opportunities both within and outside of accounting. The degree may lead one to become a certified public accountant or certified management accountant and will prepare one for employment in the manufacturing and service industries as well as for government service. A background in accounting is also an excellent foundation for graduate school in business or law.

Accounting, often called the language of business, provides essential information about the economic activities of an entity. It plays an important role in our economic and social system. The decisions made by individuals, businesses, governments and other entities determine the use of the nation's scarce resources. The goal of accounting is to record, report and interpret economic and financial data for use by decision makers.

**Concentration Requirements (21 semester hours)**

ACCT 2200	Tax Accounting	3
ACCT 3010	Intermediate Accounting I	3
ACCT 3020	Intermediate Accounting II	3
ACCT 3100	Cost Accounting	3
ACCT 4500	Advanced Accounting	3
ACCT 4600	Auditing	3

**Electives - Choose one from**

ACCT 4200	Corporate Tax	3
ACCT 4610	Fraud Examination	3
ACCT 4700	Accounting Internship	3

ACCT 4993/BUSA 4993	Special Topics	3
BUSA 3130	Financial Institutions and Markets	3
BUSA 3306	Applied Ethics	3

Note: Students interested in becoming a Certified Public Accountant (CPA) need to earn 30 semester hours in ACCT courses beyond Principles of Accounting (ACCT 2010 and 2020), and total at least 150 semester hours. Interested students should work closely with their academic advisor in planning the courses selected which can include ACCT 4700, ACCT 4200, ACCT 4610, ACCT 4990, ACCT 6430 (International Financial Management), ACCT 6500 (Corporate Financial Analysis), and ACCT 6530 (Managerial Accounting).

### **Business Analytics Concentration (Demorest Campus Only)**

For many years it has been axiomatic that the purpose of business strategy is the creation and sustainment of competitive advantage and that the basis for competitive advantage is knowledge. Data driven decision making is a term that has been around for over a decade, but recent changes in both data collection and data analytics has transformed decision making methodologies in organizational settings. Consider the idea that the ability to create knowledge from big data sets through the use of data analytics will be a critical element in sustaining competitive advantage. Within organizations, as planners craft strategy, as decision makers select alternatives, the data analyst becomes an integral part of the modern organizational structure and accordingly, the data analyst position will be the fastest growing new job opportunity in business for the next ten years. For these reasons, we have modernized every concentration in our business program to reflect this new reality and we have added business analytics as a new concentration. Students who complete the Business Analytics concentration will also receive a certificate in Business Analytics.

#### **Concentration Requirements (21- 24 semester hours)**

BUSA 3306	Applied Ethics	3
BUSA 3580	Computational Thinking in Business	3
BUSA 4355	Advanced Business Analytics	3
CSCI 1301	Programming Principles I	3

Note 1: BUSA-2100 should be taken to meet the mathematical reasoning general education requirement.

Note 2: We encourage students to consider the option of three math classes as electives within the concentration, which leaves the student just 2 courses short of a minor in mathematics along with their Business Analytics concentration.

#### **Electives - Choose three from:**

ACCT 3100	Cost Accounting	3
ACCT 4600	Auditing	3
BUSA 3515	Qualitative Analysis for Business	3
BUSA 3340	Sports Economics	3
BUSA 3620	Logistics and Supply Chain Management	3
BUSA 4310	Investment Management	3
BUSA 4620	Advanced Logistics and Supply Chain Management	3
BUSA 4700	Business Internship	3
BUSA 4800	Productions and Operations Management	3
BUSA 4980/ACCT 4980	Special Topics: Entrepreneurship	1-3
	OR	
BUSA 4990/ACCT 4990	Special Topics: Travel Study	1-3
MATH 2300	Discrete Mathematics	3
MATH 2450	Calculus I	4
MATH 2460	Calculus II	4
MATH 2470	Calculus III	4
MATH 2600	Linear Algebra	3

### **Digital Marketing Concentration**

A concentration in Digital Marketing provides the opportunity for a student to incorporate the traditional approach of the Marketing discipline and with modern technology to satisfy the needs and wants of consumers. Students develop an understanding of methods of delivering value in an electronic medium through the use of Content Management, Search Engine Optimization, Search Engine Marketing, reputation Management, Social Media platforms, E-mail Marketing, and other analytical techniques. Specializing in Digital Marketing

can open doors in virtually any industry, as firms everywhere seek to leverage these powerful avenues for reaching customers. Careers in Digital Marketing range from Content Developer to Analyst, to Product Manager, to Marketing Manager and beyond.

#### Concentration Requirement (21 semester hours)

BUSA 3150	Social Media Marketing	3
BUSA 3250	Consumer Behavior	3
BUSA 3950	Search Engine Optimization/Search Engine Marketing	3
BUSA 4150	Advanced Digital Marketing	3
3750 4650	Digital Marketing Analytics	3

#### Electives - Choose two

BUSA 3750	E-Mail Marketing	3
BUSA 4120	Sports Marketing	3
BUSA 4250	Sales Management and Personal Selling	3
BUSA 4355	Advanced Business Analytics	3
BUSA 4700	Business Internship	3
BUSA 4842	The Marketing and Management of Tourism and Special Events	3
BUSA 4993/ACCT 4993	Special Topics	3
MCOM 3700	Advertising and Communications	3
MCOM 3900	Public Relations and Branding	3

#### Finance Concentration (Demorest Campus Only)

The finance concentration helps students develop the solid foundation in financial principles and practices valued by successful business professionals. Students develop their analytical skills, study the role of financial institutions and markets in the global economy, and explore the use of financial management tools and techniques in the overall strategic management of the firm. The study of finance prepares students for careers in commercial and investment banking, corporation finance, investment analysis and management, and financial analysis. This concentration also provides sound preparation for graduate study.

#### Concentration Requirements (21 semester hours)

ACCT 3010	Intermediate Accounting I	3
ACCT 3020	Intermediate Accounting II	3
BUSA 3130	Financial Institutions and Markets	3
BUSA 3306	Applied Ethics	3
BUSA 4300	Small Business Management	3
BUSA 4310	Investment Management	3

#### Electives - Choose one from:

ACCT 3100	Cost Accounting	3
ACCT 4200	Corporate Tax	3
ACCT 4500	Advanced Accounting	3
ACCT 4600	Auditing	3
BUSA 3340	Sports Economics	3
BUSA 3802	The Hotel Development Process	3
BUSA 4550	Organizational Behavior and Leadership Theories	3
BUSA 4700	Business Internship	3
BUSA 4993/ACCT 4993	Special Topics	3
MATH 2600	Linear Algebra	3

#### Hospitality and Tourism Concentration (Athens Campus Only)

The Hospitality and Tourism Management Concentration creates an opportunity for an in-depth understanding of hospitality and tourism, not only locally but with a worldwide perspective in a growing industry. Students from concentration are prepared for any segment of the industry, ranging from hotels and resort management to event management to international hotel organization.

Due to the program's requirements for both an internship and a practicum, students receive real world experience before graduating from the program. Both the internship and the practicum are supported by local businesses in the Athens, Georgia area as part of the development of students ready to lead in this dynamic field.

### Concentration Requirements (21 semester hours)

BUSA 3602	Service Management Strategies	3
BUSA 3802	The Hotel Development Process	3
BUSA 3842	Cost Control in the Hospitality and Tourism Industry	3
BUSA 4700	Business Internship	3
BUSA 4842	The Marketing and Management of Tourism and Special Events	3
BUSA 4852	Club Management	3
BUSA 4892	Practicum	3

Notes:

- BUSA 4882 replaces BUSA 4030 in the core business classes. If a student has already completed BUSA 4030, they should take BUSA 4882 as a general elective, if their schedule permits.

### Logistics and Global Operations Concentration (Demorest Campus only)

Change and innovation in the business environment requires specific planning and analytical skills to ensure that a business has what it needs, when they need it, to insure that it meets the on-time delivery expectations of the customer. The Logistics and Global Operations concentration focuses on responding to customer demand fluctuations by analyzing and managing the global supply chain from raw materials acquisition through production to distribution. Effective execution of the logistics function is a prerequisite to operating a business in the global economy. This concentration provides a solid foundation for a career in Materials Management, Purchasing Management, Inventory Management, and Quality Management. Students who complete the Logistics and Global Operations concentration will also receive a certificate in Logistics and Global Management.

#### Courses

ACCT 3100	Cost Accounting	3
BUSA 3620	Logistics and Supply Chain Management	3
BUSA 4800	Productions and Operations Management	3
BUSA 4355	Advanced Business Analytics	3
BUSA 4610	Advanced Project Management	3
BUSA 4620	Advanced Logistics and Supply Chain Management	3

#### Electives - Choose one

BUSA 3306	Applied Ethics	3
BUSA 4550	Organizational Behavior and Leadership Theories	3
BUSA 4700	Business Internship	3

### Management Concentration

The management concentration provides students with a broad set of skills, knowledge, and perspectives so they can pursue careers in a variety of organizations and industries and deal with the realities of numerous job and career changes following graduation. Also, the management concentration provides a solid foundation for graduate study in MBA programs or law school. The management concentration focuses on topics fundamental to the success of leaders and organizations.

Management, where the student focuses on acquiring decision-making and implementation skills, is designed to provide ethical strategic direction to businesses in a global setting. The management concentrations differ from other business concentrations in that it focuses on between-function issues whereas other concentrations focus primarily on within-functional issues.

**Concentration Requirements (21 semester hours)**

BUSA 3306	Applied Ethics	3
BUSA 4300	Small Business Management	3
BUSA 4320	Human Resource Management	3
BUSA 4550	Organizational Behavior and Leadership Theories	3
BUSA 4800	Productions and Operations Management	3

**Electives - Choose two from:**

ACCT 3100	Cost Accounting	3
BUSA 3130	Financial Institutions and Markets	3
BUSA 3250	Consumer Behavior	3
BUSA 3340	Sports Economics	3
BUSA 4310	Investment Management	3
BUSA 4700	Business Internship	3
BUSA 4852	Club Management	3
BUSA 4993/ACCT 4993	Special Topics	3

**Marketing Concentration**

The study of marketing explores the dynamic processes in which persons and organizations strive to anticipate and satisfy the needs and wants of consumers. Students develop an understanding of the concepts and functions of marketing, including the appreciation of consumer orientation and the refinement of the skills and abilities needed to analyze and formulate marketing strategies. This concentration is particularly relevant to the student planning a career in sales, advertising, consumer relations, brand management, and marketing research. This concentration also prepares students for graduate study.

**Concentration Requirements (21 semester hours)**

BUSA 3250	Consumer Behavior	3
BUSA 3306	Applied Ethics	3
BUSA 3515	Qualitative Analysis for Business	3
BUSA 4300	Small Business Management	3
BUSA 4550	Organizational Behavior and Leadership Theories	3

**Electives - Choose two from:**

ACCT 3100	Cost Accounting	3
BUSA 3130	Financial Institutions and Markets	3
BUSA 3340	Sports Economics	3
BUSA 3602	Service Management Strategies	3
BUSA 3612	Wine Industry Management	3
BUSA 3802	The Hotel Development Process	3
BUSA 3842	Cost Control in the Hospitality and Tourism Industry	3
BUSA 4120	Sports Marketing	3
BUSA 4150	Advanced Digital Marketing	3
BUSA 4250	Sales Management and Personal Selling	3
BUSA 4310	Investment Management	3
BUSA 4700	Business Internship	3
BUSA 4852	Club Management	3
BUSA 4882	Technology in the Hospitality Industry	3
BUSA 4892	Practicum	3
BUSA 4993/ACCT 4993	Special Topics	3
MCOM 3700	Advertising and Communications	3

Note: Students interested in the area of Sports Marketing should consider BUSA 3340 and BUSA 4120 as electives above.

**BUSINESS ANALYTICS CERTIFICATION**

For many years it has been axiomatic that the purpose of business strategy is the creation and sustainment of competitive advantage and that the basis for competitive advantage is knowledge. Data driven decision making is a term that has been around for over a decade, but recent changes in both data collection and data analytics has transformed decision making methodologies in organizational settings. Consider the idea that the ability to create knowledge from big data sets through the use of data analytics will be a critical element in

sustaining competitive advantage. Within organizations, as planners craft strategy, as decision makers select alternatives, the data analyst becomes an integral part of the modern organizational structure and accordingly, the data analyst position will be the fastest growing new job opportunity in business for the next ten years. For these reasons, we have modernized every concentration in our business program to reflect this new reality and we have added business analytics as a new certificate. This certificate is designed for degree seeking students majoring in Math or Actuarial Sciences and requires that entering students have completed the 6 hours statistics sequence offered in the Math or Business Administration departments.

### Certificate-Only Courses:

#### Required Courses

BUSA 3306	Applied Ethics	3
BUSA 3500	Business Analytics II	3
BUSA 3580	Computational Thinking in Business	3
BUSA 4355	Advanced Business Analytics	3
BUSA 4950	Business Analytics Practicum	3

#### Electives - Choose three from:

ACCT 3100	Cost Accounting	3
ACCT 4600	Auditing	3
ACCT 4610	Fraud Examination	3
BUSA 3340	Sports Economics	3
BUSA 3515	Qualitative Analysis for Business	3
BUSA 4310	Investment Management	3
BUSA 4800	Productions and Operations Management	3
BUSA 4700	Business Internship	3
BUSA 4980/ACCT 4980	Special Topics: Entrepreneurship	1-3
BUSA 4990/ACCT 4990	Special Topics: Travel Study	1-3
MATH 2300	Discrete Mathematics	3
MATH 2450	Calculus I	4
MATH 2460	Calculus II	4
MATH 2470	Calculus III	4
MATH 2600	Linear Algebra	3

## COUNTRY CLUB AND SPORTS MANAGEMENT CERTIFICATE

The Country Club and Sports Management Certificate provides students with combined training in Country Club and Sports Management. This certificate program is designed to prepare students for a career in Club and Sports Management. Students learn about club and sports operations, sports marketing, food and beverage management, the managing of special events and cost control. This program emphasizes customer service, leadership and the building of relationship skills. A significant amount of education material is used from the CMAA (the Club Management Association of America).

Once accepted into the Country Club and Sports Management Certification, you are eligible to join any of the business programs offered at the Harry W. Walker College of Business including the Hospitality and Tourism Management Program.

### Certificate Only Courses

#### Courses

BUSA 3602	Service Management Strategies	3
BUSA 3842	Cost Control in the Hospitality and Tourism Industry	3
BUSA 4120	Sports Marketing	3
BUSA 4842	The Marketing and Management of Tourism and Special Events	3
BUSA 4852	Club Management	3

## EVENT MANAGEMENT CERTIFICATE

The Event Management Certificate provides students with combined training in meeting planning, catering, wedding planning, professional meetings, festivals as well as various other types of events. This program is designed to prepare students for a career in Event

Management and will use many of the meeting facilities provided by The Classic Center in Athens, Georgia. Students learn about catering, the managing and marketing of special events as well as the science of managing a profitable event. This program emphasizes customer service, leadership and working with many of the professional related associations.

### Certificate-Only Courses

#### Courses

BUSA 3700	Project Management	3
BUSA 3842	Cost Control in the Hospitality and Tourism Industry	3
BUSA 4320	Human Resource Management	3
BUSA 4842	The Marketing and Management of Tourism and Special Events	3
BUSA 4882	Technology in the Hospitality Industry	3

## LOGISTICS AND GLOBAL OPERATIONS CERTIFICATE

The Logistics and Global Operations certificate is an excellent opportunity for a graduate pursuing a management career with an international organization. With the disruption of the global economy by COVID-19 existing supply chains are being reconsidered as a previously unexpected level of risk has emerged. Businesses will be seeking professionals well versed in Materials Management, Purchasing, Marketing, Inventory Management, and Quality Management and prepared with honed analytical and problem solving skills for the unique challenges of the post-COVID-19 global organization. This certificate can be obtained as an independent program or as part of an undergraduate degree program.

### Certificate-Only Courses

#### Courses

ACCT 3100	Cost Accounting	3
BUSA 3620	Logistics and Supply Chain Management	3
BUSA 4355	Advanced Business Analytics	3
BUSA 4800	Productions and Operations Management	3
	CHOOSE ONE:	
BUSA 3306	Applied Ethics	3
BUSA 4550	Organizational Behavior and Leadership Theories	3

## GENERAL BUSINESS MINOR FOR NON-BUSINESS MAJORS

The general business minor is an enhancement to many fields of study. All people are touched by business in their daily and professional lives. This minor will provide entrepreneurs (who are majoring in Art, Theater, Music, Psychology, Literature, Science, or anything other than Business) with the knowledge, skills, and abilities that will be needed to survive, succeed, and prosper in the management of a small business in their chosen field.

(21 semester hours)

#### Minor Requirements

BUSA 1210	Introduction to Microeconomics	3
ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 2700	Principles of Management	3
BUSA 2200	Principles of Marketing	3
BUSA 3400	Business Finance	3

#### Electives - Choose one from:

BUSA 3500	Business Analytics II	3
BUSA 3602	Service Management Strategies	3
BUSA 4300	Small Business Management	3
BUSA 4400	Strategic Management	3



# COLLEGE OF EDUCATION

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

## Faculty

Dean Tavernier  
 Associate Deans Strawbridge and Land  
 Professors Berrong, Breithaupt, A. Brown, Gazell, Moody, Rettig, Rogers, D. Smith, Strawbridge, and Tavernier  
 Professors Emeritus D. Andrews, Benson, Briggs, W. Brown, Hollandsworth, Kibler, Lucado, Mapp, McCollum, McFerrin, Palmour, Secules, Shirley, H. Smith, and Smith-Patrick  
 Associate Professors Clinton, Crowder, Ellett, Gannon, Griffin, Land, Nye, Reeves, Short, Southall, Sumners, Weyant-Betz, and Witherington  
 Assistant Professors B. Andrews, T. Bailey, Havens-Hafer, Jones, MacMillan and Winstead

Preparing proactive educators to improve the lives of all children.

## Mission

The College of Education offers a variety of undergraduate and graduate programs to prepare teachers at the initial and advanced levels. Programs of study include undergraduate programs in Elementary Education, Middle Grades Education, Secondary Education, Art Education, Educational Studies, and Drama Education. Graduate programs at both the initial and advanced certification levels include master's programs in Art Education, Elementary Education, Middle Grades Education, Music Education, four content areas in Secondary Education, and Special Education. The College also offers the Education Specialist and Doctor of Education degrees in Curriculum and Instruction.

The theme of the College of Education is "Mastering the art of teaching: Preparing proactive educators to improve the lives of all children." The College 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 continuous commitments support our conceptual framework. These commitments are reflection, collaboration, leadership, expertise, and democratic principles. We advocate for reflection in all educational contexts, collaboration with our students and community, and shared responsibility in decision-making and effective communication. As an institution, we are committed to transformational learning that is embedded in relevant and innovative experiences for all learners, and we are committed to the principles of fairness, equity, shared governance, and inclusivity.

We endorse the following processes as a means of striving for our democratic ideals: engaging in participatory decision-making; collaborating in teaching and learning; reflecting in all educational contexts; collecting information from all constituencies; examining options and projecting consequences; nurturing open discourse; providing meaningful 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 we demonstrate our collective belief that all individuals have the potential to learn and the right to an education.

## Students' Responsibility

Students must assume full responsibility for knowledge of the policies, rules, and regulations of the College of Education and the University, and of departmental requirements concerning their individual programs. Students are also responsible for meeting deadlines as published on the University 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 University 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.

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 College of Education Conceptual Framework and InTASC standards. Piedmont University 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.

## EDUCATION (EDUC) GENERAL PROGRAM REQUIREMENTS

### Admission to Teacher Education

Education students are admitted to the University as pre-education majors. Subsequently, students will then apply for formal Admission to Teacher Education. The application for Admission to Teacher Education is available online and can be accessed from the SOE Student Bulletin Board. Once admitted to Teacher Education, all candidates will be required to apply for a Georgia Pre-Service Certificate, which will involve a state background check.

Eventually the following requirements must be met for full admission to the teaching program:

- Evidence of adequate scholastic ability, demonstrated by a 2.5 “C+” or higher cumulative GPA or 2.75 for Secondary Education majors.
- Evidence of meeting expectations for professional conduct and ethics as documented by taking the Georgia Ethics Assessment (Exit level/test 360).
- Passing score on the GACE Program Admission Assessment (PAA) (a score of 250 or higher in each category Reading, Math, and Writing or as of July 1, 2021 a composite score of 750 or higher.) unless exemption filed according to the following criteria: SAT exemption (1000 or better on combined verbal and Math) for score reports dated before July 1, 2019; for score reports dated July 1, 2019 the SAT exemption (1080 or better on combined Reading/Writing and Math); ACT exemption (43 total by adding English and Math); GRE exemption (1030 total with no minimum verbal and quantitative or 297 if taken after 8/1/11). Students must pass the GACE Program Admissions Assessments and be admitted to Teacher Education in order to take professional courses in the major.
- Evidence of adequate communication skills demonstrated by passing required oral interview and written assessment.

When all of the above requirements have been met the candidate will receive a letter confirming his or her full admission to the education program.

See College of Education Portal on PilgrimNet for more information.

### Fees

Candidates for degrees and programs leading to teacher certification will incur costs associated with state certification requirements.

Membership – Professional Association of Georgia Educators (SPAGE) or Liability Insurance – required of all candidates for Internship I, II, and III \$15

Georgia Assessments for the Certification of Educators (GACE)

Program Admissions Assessment \$128

*†If all three parts are taken together; otherwise, the cost is \$103 for two tests; \$78 for a single test*

Ethics Assessment (Entry level) \$30

Content Assessments \$193

*†If taking a combined test (2 assessments); a single content test is \$123*

Ethics Assessment (Exit level at end of program) \$30

\*Fees were accurate at the time of printing, but are subject to change.

## Field Experiences

Field Experience requirements are established by each department and embedded in individual courses. Teacher Candidates should consult their course instructor for detailed information concerning their program of study and procedures regarding field experiences. Education majors should be aware that they must have the pre-service certificate prior to completing any required P-12 public school field experiences.

Continuation and completion of all field experiences is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the College of Education Conceptual Framework and InTASC standards. Piedmont University reserves the right to withdraw or change the placement of a teacher candidate for failure to meet these outcomes or at the request of the host school.

## Compass Program: Experiential Learning

Students enrolled at Piedmont for all four of the undergraduate years (96-120 credit hours) are required to complete one experiential learning project. Transfer students are also required to complete one experiential learning project. Students enrolled in a degree program requiring an internship, observation hours or clinical rotations, satisfy the experiential learning graduation requirement through those degree-embedded activities. Certain degree attainment and work experiences may also satisfy the graduation requirement; please see the Piedmont University Compass Program portion of the catalog for details.

## Technology Requirements

As technology continues to evolve in P-12 and in the college classroom, students and faculty of teacher preparation programs are challenged to stay current in the “tools of the day.” This need is reinforced by recent changes in accreditation requirements where the skillset in instructional technology use by teacher candidates is required.

College of Education candidates will no longer be required to purchase, or bring to class, mobile technology, laptops, or other relevant instructional technology tools. However, the College of Education strongly encourages teacher candidates to come prepared with any tools that demonstrate their abilities to apply student engagement activities through related educational Apps, educational games, and educational websites, and other software. Many of these skills are provided in EDUC 2250/EDUC 6601 Media and Technology for Educators, but Candidates are also charged with the ability to prepare with varied technology-based tools and a working knowledge of a need for compatibility with tablets and laptops from varied platforms. Optimizing student engagement through the use and support of current technologies and online systems is the primary focus of College of Education faculty to enrich education classes and to further make our graduates competitive in the educational arena.

## PROGRAM COMPLETION REQUIREMENTS

### Teacher Certification

The University’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 Assessment
- Georgia Pre-Service Certification
- 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;
- Successful completion of Compass requirements;
- Attainment of the baccalaureate degree;
- An overall 2.5 GPA, and a 2.75 GPA for secondary education majors in their content field;
- A passing or exempting score on the Program Admission Assessment (PAA);
- 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 III semester. Individuals who have not passed the GACE tests will not be permitted to register for Internship III. 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 University with the B.A. degree in Educational Studies may apply to return to the University 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.

## In-Progress Grade Policy for the College of Education

Assigning an In-Progress grade “IP” is at the discretion of an instructor with the approval by the Dean of the College of Education. Failure to remove the “IP” by the end of the next semester enrolled at Piedmont University 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 student teaching, apprenticeships, 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.

### Teaching Experience:

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

ARED 4498	Art Education Internship I	3
ARED 4499	Art Education Internship II	9
EDEM 3361	Internship I	3
EDMG 3361	Internship I, 4-8	3
EDEM 4499	Internship II (P-5)	9
EDSE 4498	Internship I	3
EDSE 4499	Internship II	9
THED 3360	Internship I, P-12	3
THED 4499	Internship II	9

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

## MAJORS

The College of Education offers state-approved programs of study leading to certification in Art Education (P-12), Drama Education (P-12), Elementary Education (P-5), Middle Grades Education (4-8), Secondary Education (6-12). Additionally, the College of Education offers programs in Educational Studies. All candidates are encouraged to take an undergraduate College of Education orientation within their first three semesters at Piedmont University.

All candidates must document field experiences in diverse settings across several grade bands during their program of study. The required grade-bands are as follows.

Certification Area	Grade Band	Grade Band	Grade Band	Grade Band
Art Education	PK-2nd Grade	3rd-5th Grade	6th-8th Grade	9th-12th Grade
Drama Education	PK-2nd Grade	3rd-5th Grade	5th-8th Grade	9th-12th Grade
Elementary Education		PK-Kindergarten	1st-3rd Grade	4th-5th Grade
Middle Grades		4th-5th Grade (Content 1 & 2)	6th-8th Grade (Content 1)	6th-8th Grade (Content 2)
Music Education	PK-2nd Grade	3rd-5th Grade	6th-8th Grade	9th-12th Grade
Secondary Education		6th-8th Grade	Alternative	9th-12th Grade
Special Education	PK-2nd Grade	3rd-5th Grade	6th-8th Grade	9th-12th Grade

## ART EDUCATION (P-12), B.A.

For information regarding a major in Art Education please refer to the Art section (p. 69).

## ELEMENTARY EDUCATION (P-5), B.A.

### Elementary Education Curriculum Outline

### Bachelor of Arts (BA) Degree in Elementary Education

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

The Bachelor of Arts Degree in Elementary Education requires a minimum of 120 credit hours as follows:

#### General Education

**Subtotal: 46**

#### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this college requirement.

#### Major Courses

PSYC 2290	Human Growth and Development	3
	OR	
PSYC 2240	Psychology of Childhood and Early Adolescence	3
EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
MATH 1600	Mathematics for Teachers	3
EDUC 4401	The Multicultural Classroom	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3307	Learning and Cognition	3
EDUC 3355	Exceptional Children	3
EDUC 3339	Fine Arts for Teachers	3
EDPE 3321	Health & Physical Education in the Classroom	3
EDUC 3333	Geography in the P-12 Classroom	3
EDEM 3334	Social Studies Methods, P-5	3
EDEM 3335	Science Methods, P-5	3
EDEM 3331	Reading Methods, P-5	3
EDEM 3332	Language Arts Methods, P-5	3
EDEM 3336	Math Methods, P-5	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3

EDUC 3338	Assessing and Assisting Effective Reading in the Classroom	3
EDUC 4401	The Multicultural Classroom	3
EDUC 4405	Exploration and Analysis of Reading Environments	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 4499	Internship II	9
EDUC 4497	Classroom Management	3
EDUC 4498	Senior Seminar: Reflection and Application	3
	EDUC or EDEC Elective	3

**Subtotal: 76**

Subtotal: 120

## EXCEPTIONAL CHILD EDUCATION

### Exceptional Child Education Curriculum

#### Bachelor of Arts (BA) Degree in Exceptional Child Education

Piedmont's Bachelor of Arts special education program provides specialized training in instructional methods, behavior management, assessment, and legal policies for students with disabilities. After completing this program, students receive certification in PK - 12 general curriculum special education; therefore, completion of this program provides students with the opportunity of teaching students with disabilities at any age level in public schools. Students in this program develop expertise through a combination of coursework and field-based clinical experiences. .

The Bachelor of Arts Degree in Exceptional Child Education requires a minimum of 120 credit hours as follows:

### MIDDLE GRADES EDUCATION (4-8), B.A.

#### Middle Grades Education Curriculum Outline

#### Bachelor of Arts (BA) Degree in Middle Grades Education

**Mission:** The Bachelor of Arts (BA) degree program in Middle Grades Education prepares graduates to be professional, proactive, reflective, and scholarly middle grades practitioners and leaders in middle grades classrooms.

The Bachelor of Arts Degree in Middle Grades requires a minimum of 120 credit hours as follows:

#### General Education

**Subtotal: 46**

#### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this college requirement.

#### Professional Education courses

EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDMG 3331	Reading Methods, 4-8	3
EDUC 3337	Teaching Reading and Writing in the Content Areas	3
EDMG 3345	Teaching in the Middle School	3
EDUC 3355	Exceptional Children	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 3307	Learning and Cognition	3

EDUC 4401	The Multicultural Classroom	3
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**Two methods courses of the following four, taken before Internship II**

EDMG 3332	Language Arts Methods, 4-8	3
EDMG 3334	Social Studies Methods, 4-8	3
EDMG 3335	Science Methods, 4-8	3
EDMG 3336	Math Methods, 4-8	3

**Professional Semester – All three taken in last semester**

EDUC 4497	Classroom Management	3
EDUC 4498	Senior Seminar: Reflection and Application	3
EDUC 4499	Internship II	9

**Subtotal: 54****Content courses**

Content courses for Middle Grades concentrations.

**Subtotal: 24**

Subtotal: 120

**Area of Content Courses**

Middle grades education majors additionally select two areas of concentration (12-13 hours each) from language arts, mathematics, natural sciences and social sciences. Courses taken in the concentration areas may be used to meet general education requirements, but if so, electives must be chosen to fill up the rest of the 120-hour undergrad requirement.

**A. Language Arts**

ENGL 4450	Seminar in Composition Studies	3
ENGL 4455	Survey of English Usage for Teachers	3

**Plus select two of the courses below:**

ENGL 2210	United States Literature to 1865	3
ENGL 2211	United States Literature from 1865	3
ENGL 2220	Ethnic American Literature	3
ENGL 2221	Women Writers	3
ENGL 2225	Nature Writers	3
ENGL 3307	Short Story	3
ENGL 3308	Novel	3
ENGL 3309	Poetry	3
ENGL 3311	Drama	3
ENGL 3312	Non-Fiction	3
ENGL 4427	American Romanticism	3
ENGL 4428	Twentieth-Century American Literature	3
ENGL 4429	Multicultural American Literature	3
ENGL 4430	Literature of the American South	3

**B. Mathematics**

MATH 1000	Mathematics for the Liberal Arts	3
MATH 1113	Precalculus	3
	OR	
MATH 2450	Calculus I	4
MATH 1700	Geometry for Middle Grades Teachers	3
	OR	
MATH 3700	Geometry	3
MATH 1300	Elementary Statistics	3

**Subtotal: 19**

**C. Natural Sciences - only need one lab science total**

BIOL 1101	General Biology I	3
CHEM 1101	General Chemistry I OR	3
PHYS 1011	Physical Science I OR	4
PHYS 1012	Physical Science II	4
ERSC 2201	Physical and Historical Geology of Georgia OR	4
ERSC 2202	Astronomy and Meteorology OR	4
GEOL 1101	Physical Geology OR	3
GEOL 1102	Historical Geology	3

**D. Social Sciences**

HIST 3301	History of the United States to 1836 OR	3
HIST 3302	History of the United States, 1836-1912	3
HIST 3330	History of Georgia	3
EDUC 3333	Geography in the P-12 Classroom	3
POSC 1101	American Government	3

**Subtotal: 15****TEACHING, MINOR**

This minor benefits those interested in teaching but not seeking certification at the undergraduate level. The minor is not related to a specific level of teaching and does not lead to certification. Prior to taking any courses for the minor, a candidate must provide a Pre-service certificate.

**Requirements are:**

EDUC 1199	Introduction to Education	3
EDUC 3355	Exceptional Children	3
EDUC 4479	Internship I	1

**Choose one:**

PSYC 2240	Psychology of Childhood and Early Adolescence	3
PSYC 2290	Human Growth and Development	3
EDUC 3307	Learning and Cognition	3

\*\*Middle Grades and Secondary should choose EDUC 3307.

**Any two additional 3-hour courses with a prefix of EDUC, EDEC, EDMG, or EDSE not used in a major.**

**DRAMA EDUCATION (P-12), B.A.**

For information regarding a major in Drama Education please refer to Theater Arts (p. 141).

**SECONDARY EDUCATION PROGRAMS (6-12)****Undergraduate Programs**

Piedmont University offers five undergraduate programs for individuals seeking initial certification to teach grades 6-12: Biology, Chemistry, English Language Arts, History and Mathematics. Most students, if earning 15-17 credit hours per semester, complete these programs of study in four years, but it may be necessary to enroll in summer sessions or an additional semester.



Successful completion of EDUC 2151 is required during the first semester that a candidate declares a secondary education major.

Programs of study are available from the Chair of Secondary Education, or from the respective Arts and Science departments, or in this catalog as listed below.

Biology Education (p. 75)  
 Chemistry Education (p. 79)  
 English/Language Arts Education (p. 85)  
 History Education (p. 95)  
 Mathematics Education (p. 108)

## EDUCATIONAL STUDIES, B.A.

Students enrolled in undergraduate programs in Art Education, Drama Education, Elementary Education, Middle Grades Education, Music Education, and Secondary Education who do not wish to pursue teacher certification or complete the professional requirements for internship may apply instead to complete requirements for a B.A. Degree in Educational Studies. Individuals who select this option are not eligible for state certification. A minimum of 120 credits, of which 30 must be in Education courses, is required for completion of the degree. The professional semester, which typically includes the Internship II experience, must be replaced by course work. All Educational Studies candidates are required to complete the following requirements in the final semester of the program.

1. EDUC 4788 Capstone
2. A completed program portfolio

A request to change to the Educational Studies major must be filed with the Dean's office on the appropriate form.

Individuals who have been accepted to the University (and/or who may have been admitted as "undecided" majors) may choose to pursue the bachelor's degree in Educational Studies, with the goal of pursuing other education-related careers, including human services, educational publishing, museums, galleries, or teaching in private schools. Students complete the University's general education requirements and a 30-credit major comprised of education courses planned with their advisor. A final capstone course is required. The educational studies degree does not lead to recommendation for teacher certification.

Candidates who receive the B.A. degree in Educational Studies may apply to return to the University 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 a pre-service certificate.

### Educational Studies Curriculum Outline

## Bachelor of Arts (BA) Degree in Educational Studies

**Mission:** The Bachelor of Arts (BA) degree in Educational Studies is designed for individuals who may have originally entered a bachelor's degree program in education and whose career goals have changed and who are no longer seeking teacher certification. Additionally, the mission of the BA degree in Educational Studies provides individuals who are not seeking teacher certification with course work and experiences to pursue careers in education-related fields such as human services, educational publishing, museums, galleries, or private schools.

To be eligible for the B.A. degree in Educational Studies, candidates must, with the assistance of their advisor, complete a program of studies that includes a minimum of 30 credits in Education course work (of which 3 credits must include the Capstone exhibition course) and a minimum of 120 credits.

The Bachelor of Arts Degree in Educational Studies requires a minimum of 120 credit hours as follows:

### General Education

**Subtotal: 46**

### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this college requirement.

**Major courses**

Candidates will complete a program of study that includes a minimum of 30 credits in Education course work (of which 3 credits must include the Capstone exhibition course)

*Required courses:*

EDUC 4788	Capstone/Exhibition	3	<b>Subtotal: 30</b>
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**Elective courses**

*(approved by advisor)*

Subtotal: 120

**Subtotal: 46**

**Endorsement Programs**

Candidates in undergraduate or certification-only programs may wish to add one or more endorsements to their program of study. In Georgia, endorsements are added to an educator's professional certificate after three years' successful teaching. As an approved Educator Preparation Program Provider by the Georgia Professional Standards Commission, the Piedmont University College of Education offers the following endorsements:

- Autism Education Endorsement Program
- Gifted In-Field Endorsement

**AUTISM EDUCATION ENDORSEMENT PROGRAM**

Candidates in undergraduate teacher education programs at Piedmont University may, with the help of their faculty advisor, elect to take a sequence of three courses, making them eligible for an endorsement in Autism. For more information, contact Dr. Elias Clinton, Department of Exceptional Child Education.

**Required Courses**

EDUC 4485	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 4486	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 4487	The Autism Advisor	3

Prerequisite: EDUC 4485

**IN-FIELD ENDORSEMENT IN GIFTED EDUCATION**

Candidates in undergraduate teacher education programs at Piedmont University may, with the help of their faculty advisor, elect to take a sequence of three courses, making them eligible to add the Gifted In-Field Endorsement to their Georgia teaching certificate. 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 4421	Characteristics of Gifted Students	3
EDUC 4422	Assessment of Gifted Students	3
EDUC 4423	Programs, Curriculum and Methods for Gifted Students	3

## **DUAL-DEGREE SECONDARY EDUCATION PROGRAMS**

These programs are for students who prefer certification at a master's degree level, or who opt for secondary education after the fall semester of their junior year. They combine a bachelor's degree with a Master of Arts in Teaching, leading to recommendation for a Georgia induction teaching certificate in the following fields: English/Language Arts, Mathematics, Broad-field Science, and History.

Dual-Degree candidates should follow their respective department's program of studies for secondary education as described in the department sections under the College of Arts & Sciences section of this catalog. The only required education course in the Dual-Degree Program is EDSE 3366 Foundations and Practicum in Secondary Education (4 semester hours). This course should be taken in either junior or senior year. Candidates must hold a pre-service certificate before taking EDSE 3366.

Refer also to "Fast Track Admissions" in the Graduate Catalog and Master of Arts in Teaching: Initial Certification.

## COLLEGE OF NURSING AND HEALTH SCIENCES

Dr. Julia Behr, Dean

Dr. Abbey Dondanville, Associate Dean for Health Sciences

Dr. Tabatha Anderson, Associate Dean for Nursing

Dr. Jaime Johnson-Huff, Associate Dean for Nursing

### College of Nursing and Health Sciences Mission Statement

In accordance with the mission of Piedmont University, the College of Nursing and Health Sciences (CONHS) 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

Professors Behr, Dondanville, Harn, Johnson-Huff, and Starrett

Associate Professors Anderson, Baugus-Wellmeier, Greulich, Kelley, Ryan, and McKinney

Assistant Professors Anukam, Darby, Davies, Fouts, Gastley, Kaiser, Reyonlds, and Smith

### NURSING (NURS)

All preceding academic policies and procedures apply to the Bachelor of Science in Nursing program except those listed below:

- Directed Independent Study
- Grading policy

The R.H. Daniel College of Nursing policies concerning the above and their application to the nursing major are described in the CONHS Student Handbook.

Course Descriptions (p. 183)

### ADMISSION/ PROGRESSION CRITERIA

- Pre-licensure – those applicants who have never held a nursing license

#### Admission Criteria for the RN Pre-licensure Program

Students in the pre-licensure program are admitted once a year for classes beginning in the summer, both on the Demorest and Athens campuses. Admission to Piedmont University does not guarantee admission to the nursing program. A separate application is required for admission to the nursing program, and should be received in the nursing department by the online published date prior to desired admission date. Students desiring admission to the nursing program must meet all admission criteria as specified by the nursing department. Incomplete applications will not be evaluated. In addition, transfer students must include proof of admission to Piedmont University prior to the review of their nursing applications. An official transcript of all general education courses completed must be sent to the Piedmont University Admissions office to be reviewed by the admission committee for the Nursing program.

Criteria for admission are as follows:

- Regular admission and acceptance to Piedmont University must precede the application to the nursing program
- Separate application to the nursing program must be submitted for review by the published online date
- Demonstration of performance at or above the national mean on a standardized entrance examination. Examination must be taken in the academic year of application and may not be taken more than twice in the academic year.
- Completion of all required general education courses for the nursing major; exemption of MATH 1100 will require students to take another math course approved by their advisor not to include MATH 1300, MATH 1600, or MATH 1700.
- Minimum of “C” in all general education courses required for the nursing major; only two lab science courses may be repeated one time. Failure of more than two science courses or a second failure in any one science course results in ineligibility for admission to the nursing program and ineligibility to remain a nursing major.

- Completion of biology courses (anatomy and physiology, microbiology) within the last seven years or permission of the Dean of the College of Nursing and Health Sciences
- Minimum cumulative grade point average (CGPA) of 3.00 on general education courses required for the nursing major. A CGPA of 3.00 does not guarantee admission to the nursing program. Cumulative GPA calculated for admission is based only on courses required for admission to the nursing program. In instances where a course has been repeated for a higher grade, the higher grade will be counted only if the first grade is a “D” or “F.” If the initial grade is a “C” or higher, repeat grades will not be counted.
- Documentation of the following at time of admission—
  - a. Current health and accident insurance
  - b. Current physical examination by either a licensed physician or nurse practitioner
  - c. Immunization including mumps, measles, rubella (MMR), and varicella or titer to prove immunities
  - d. Current tetanus, Tdap/Td (tetanus, diphtheria, pertussis)
  - e. Current two-step PPD tuberculin test or chest x-ray results for converters
  - f. Hepatitis B (HBV) vaccination (preferably two of the three injections completed)
  - g. Current certification as a Health Care Provider in CPR by the American Heart Association
  - h. Successful completion of a criminal background check and drug screen approved by the nursing program. Students who are not able to successfully complete an acceptable background check and drug screen may not be eligible for clinical placement and therefore are ineligible to continue in the program.

Failure of two or more required nursing courses at another school, college, or university will lead to denial of admission to the nursing program.

The College of Nursing and Health Sciences maintains the right to deny admission to the program for good cause.

Students who have not completed all general education requirements may apply for admission to the nursing program in the fall semester prior to desired admission date provided they complete the remaining courses by the semester that they begin the nursing program.

If all of the criteria for admission have been successfully completed, contingent admission may be offered until grades are received for the remaining coursework. Proof of completion with grades must be submitted to the Dean of the College of Nursing and Health Sciences prior to the first day of orientation to the nursing program.

Once a student is accepted in the nursing program, a deposit to be specified by the College of Nursing and Health Sciences will be required to hold that student’s place in the program. When the student registers for the initial semester in the nursing program, this deposit will be credited to the student’s tuition.

### **Enrollment Limitations**

In order to provide clinical practicum sites and faculty supervision, enrollment limitations may be necessary. The Admissions and Progression Committee of the nursing department will review application files and consider cumulative grade-point averages (CGPA), standardized exam scores, and response to essay question to determine preference for admission. Any applicant not admitted, or accepted students who decide not to enter the program, may reapply for admission. Each application for admission will be evaluated as a new application; seats are not held by the nursing program from one application period to the next. Prior admission to the nursing program does not guarantee admission in subsequent years.

### **LPN to BSN Admission Criteria**

Applicants currently holding an unencumbered Georgia LPN license who apply to the Nursing program will follow the same admission requirements as traditional BSN applicants. Students with a LPN license accepted into the program will complete the BSN curriculum as published. There is the opportunity for students with a LPN licensure to complete a competency assessment for NURS 3312 and receive course credit under the Georgia Articulation agreement as part of their first semester in the program.

## **General Education Requirements for Nursing and Health Science Majors:**

**See General Education Requirements** (p. 60)

Please consult the specific program for further information.

## NURSING, B.S.N.

### Nursing Curriculum Outline

### Bachelor of Science in Nursing Degree

#### General Education

Catalog information for General Education (p. 60) and Degree Completion General Education (p. 64)

For more information regarding specific General Education Requirements for pre-nursing students, please see the BSN Program Sequence. Demorest - Athens

**Subtotal: 46**

#### Nursing Foundation

BIOL 1101	General Biology I	3
BIOL 2150	Medical Microbiology	4
HSCS 2210	Basic Nutrition	3
MATH 1100	University Algebra OR	3
MATH 1113	Precalculus	3

**Subtotal: 13**

#### Courses required by Nursing included under the General Education and not counted again here

BIOL 2100	Human Anatomy and Physiology I	3
BIOL 2110	Human Anatomy and Physiology II	3
BLAB 1101	General Biology Lab I	1
MATH 1300	Elementary Statistics	3
PSYC 2290	Human Growth and Development	3

#### Nursing Concentration

NURS 3312	Foundations: Basic Principles of Nursing	5
NURS 3313	Pathophysiology and Pharmacology I	3
NURS 3314	Pathophysiology and Pharmacology II	4
NURS 3322	Fundamentals of Nursing Practice	6
NURS 3323	Health Assessment	4
NURS 3330	Adult Health Care I	5
NURS 3332	Population Focused Community Health Nursing	4
NURS 4425	Nursing of Acute and Chronic Mental Health Conditions	4
NURS 4420	Research in Nursing	3
NURS 4426	Adult Health Care II	4
NURS 3331	Family Nursing	4
NURS 4427	Health Care of the Child	4
NURS 4430	Nursing Care of the Complex Client with Multiple Problems	4
NURS 4431	Nursing Leadership and Management	3
NURS 4432	Clinical Internship	4
NURS 4434	Capstone Seminar	1

**Subtotal: 62**

#### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 121

## PROGRESSION CRITERIA

Students will enroll in nursing classes throughout the program only on the same campus where they were initially accepted. Students must meet the following criteria in order to progress in the nursing program:

1. The progression policies of the University
2. The performance standards of the nursing program
3. A minimum of "75%" in all nursing courses must be maintained as well as a satisfactory in all clinical/lab assignments. Only one nursing course may be repeated throughout the curriculum. Failure (i.e., grade below "75%") of more than one required nursing course or a second failure of a required nursing course constitutes dismissal from the program with no consideration for readmission.
4. Demonstration of satisfactory progression on standardized exams (currently ATI) with satisfactory completion of the comprehensive exam the senior year at or above the Mean-Program score (See College of Nursing Student Handbook).
5. Passage of medication administration exams during designated semesters at the required percentage. Inability to pass a medication administration exam at required percentage may prevent student progression in the program.
6. Submit results of a yearly background check, drug screen, and PPD tuberculin test or chest X-ray results for converters
7. Proof of certification for Health Care Provider CPR by the American Heart Association. Certification must remain valid during all enrolled semesters.
8. Proof of continued health insurance
9. A random drug screen may be required on the basis of "reasonable suspicion" (See Nursing Drug Screening Policy in the Nursing Student Handbook).
10. Demonstration of professional conduct and ethical behavior:
  - Interacts in a professional, cooperative way with faculty, staff, and peers; treating all others with dignity and respect
  - Is regular and prompt in attendance; meets deadlines and gets assignments on time
  - Demonstrates a strong knowledge base and seeks to improve competence through continued learning
  - Models correct use of oral and written standard English
  - Keeps current on developments in the nursing profession
  - Exhibits enthusiasm in teaching and learning
  - Demonstrates a strong personal moral code and sound character exemplified by honesty, fairness, courage, dependability, and generosity worthy of respect and trust in accordance with the Honor Code
  - Demonstrates emotional stability while performing patient care in the clinical setting
  - Does not violate civil and criminal laws or the Piedmont University student conduct code
  - Models the philosophy and mission of the College of Nursing and Health Sciences. In addition, during all clinical experiences the student will:
    - Exhibit a caring attitude toward clients, recognize their primary responsibility to clients and protect their privacy, health and safety;
    - Maintain an association with nursing faculty, staff and students both inside and outside the classroom, which includes maintaining appropriate relationships, communication, and physical contact, and avoiding situations that might be perceived as inappropriate;
    - Keep client information confidential. Breach of confidentiality will result in dismissal from the nursing program.

## CORE PERFORMANCE STANDARDS

Each student is expected to be able to meet the following performance standards at all times to meet the requirements of the program and progress through the curriculum.

<b>Requirement</b>	<b>Standard</b>
Critical Thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups
Communication	Communication adeptness sufficient for verbal and written professional interactions
Mobility	Physical abilities sufficient for movement from room to room in small spaces
Motor Skills	Gross and fine motor skills sufficient for providing safe, effective nursing care.
Hearing	Auditory ability sufficient for monitoring and assessing health needs
Visual	Visual ability sufficient for observation and assessment necessary in patient care
Tactile	Tactile ability sufficient for physical examination
Mental/Emotional	Possess the mental and emotional ability to adapt to the environment, function in emergency situations and cope with stressors

\*Based on recommendations of the Southern Regional Education Board

Students must be able to meet the clinical site health care institution's standards to gain admission to the facility. Each health care facility maintains their own policies and standards requiring Piedmont University's compliance.

## **READMISSION CRITERIA**

Students who have failed one nursing course or who have withdrawn from one or more nursing courses during an academic term must reapply for readmission to the nursing program to repeat the course that was dropped or failed. Students may not progress until they have successfully completed both the didactic and clinical portion of the dropped or failed course. The following criteria must be met:

1. Students must notify the nursing program in writing their intent to return to the program. The nursing leadership team will determine eligibility to return and notify the student. A student learning contract will be completed and signed by the student prior to re-admission to the program.
2. Successful demonstration of specified skills as determined by course coordinator prior to clinical rotation and in conjunction with learning contract
3. Pass a medication administration exam at the required percentage prior to clinical rotation
4. Attend nursing courses as agreed upon by the student learning contract for readmission
5. Successful completion of a new background check and drug screen one month prior to returning

All nursing courses must be completed within a three-year period of time from the date of the first nursing course taken. Absence from nursing courses for more than one semester will require validation of previous learning and skills as determined by Nursing faculty. The learning contract will be completed and signed by the student to aid in successful re-entry to the program. The nursing department reserves the right to determine applicants' re-entry status and placement in the curriculum depending on validation results.

## **GRADUATION REQUIREMENTS**

Students must meet the graduation requirements for Piedmont University and the College of Nursing and Health Sciences. Graduation requirements for the College of Nursing and Health Sciences are outlined in the CONHS Student Handbook.

Procedures for application for graduation are listed in the Piedmont University catalog.

## **LICENSURE**

Licensure to practice as a Registered Nurse is granted by the Board of Nursing in the state in which one wishes to practice. Successful completion of the National Council Licensure Examination for Registered Nurses (NCLEX-RN) is required as one of the components of the licensure process before Registered Nurse status can be granted by a Board of Nursing. An application to take this examination (NCLEX-RN) is completed by the applicant prior to graduation from a nursing program. Applicants with any civil or criminal convictions



greater than a traffic violation must declare such convictions on the application. Convictions will be acknowledged by the state Board of Nursing and appropriate documents relating to such may be requested by the Board or Secretary of State's Office.

## APPLIED HEALTH SCIENCE, B.S.

Recent research findings, along with rising health-care costs, have spurred an interest in keeping people healthy to improve their quality of life and also to avoid unnecessary medical expenses. Therefore, the Applied Health Science major's focus is on helping individuals achieve optimal health and fitness while leading more balanced and meaningful lives, rather than discovering or treating disease. This cross-disciplinary, four-year bachelor of science degree combines the study of biology, anatomy and physiology, nutrition, fitness assessment and exercise prescription, community health and welfare, and the prevention and control of disease to prepare graduates to work in hospital wellness centers, medically-based fitness facilities, sports performance facilities, public and privately owned health clubs, corporate fitness centers, colleges/universities, YMCAs/JCCs, and recreational/athletic sites as directors, fitness managers, supervisors, exercise leaders, elite personal trainers and sports performance coaches. Depending on electives completed, there are several excellent career and graduate school options to pursue, including: exercise science, health and human performance (MS), public health (MPH), business administration (MBA), recreational therapy (MS), occupational therapy (MS), or nutritional science (MS). The proposed course plan in Applied Health Science also prepares students for certifications offered through the American University of Sports Medicine (the Health Fitness Specialist-HFS and/or Personal Training certification) and the National Strength and Conditioning Association (Certified Strength and Conditioning Specialist-CSCS and/ or Certified Personal Trainer). These students are NOT eligible to take the National Athletic Trainers' Association BOC examination.

### Applied Health Science Curriculum Outline

All students must complete the Applied Health Sciences Core and a minimum of one Concentration. In Addition to meeting all Piedmont University General Education (p. 60) and graduation (p. 33) requirements, all students must also earn a C or better in all prerequisite, supporting, and applied health science core and concentration courses and have a cumulative 2.5 GPA to graduate.

## Bachelor of Science Degree

### Applied Health Science Foundation

BIOL 1101	General Biology I	3
BIOL 2150	Medical Microbiology	4
HSCS 2210	Basic Nutrition	3
MATH 1100	University Algebra OR	3
MATH 1113	Precalculus OR	3
MATH 2450	Calculus I	4

**Subtotal: 13-14**

BIOL 2100, BIOL 2110, BLAB 1101, MATH 1300, PSYC 2290: Courses required by Applied Health Science included under General Education and not counted again here.

### Applied Health Science Core

HSCS 1101	Emergency Techniques	2
HSCS 1110	Introduction to Health Sciences	3
HSCS 2200	Introduction to Health Professions	3
HSCS 2202	Care and Prevention	3
HSCS 2210	Basic Nutrition	3
HSCS 2220	Introduction to Health Processes	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
HSCS 3395	Cross-Cultural Health	3
HSCS 4301	Applied Exercise Physiology	3
HSCS 4410	Research Methodology in Health Sciences	3
HSCS 4411	Health Policy, Law, and Issues	3
HSCS 4450	Health Sciences Capstone (Capstone Course)	3

**Subtotal: 45**

**Concentration**

Students must choose one concentration.

**Integrative Health Studies Concentration**

	Any Natural Science Lecture	
	Any Natural Science Lab	
HSCS 1105	Medical Terminology	2
HSCS 3330	Health Care Finance	3
HSCS 4420	Exercise for Special Populations	3
	Any PSYC 2000 - 4000 level course	
	OR	
	Any SOCI 2000 - 4000 level course	

**Subtotal: 15**

\*The Natural Science Lecture and PSYC/SOCI course must have 3 credit hours. The Natural Science Lab must be 1 credit hour.

**Fitness and Coaching Concentration**

HSCS 2321	Principles of Athletic Coaching	3
HSCS 3430	Athletic Administration	3
HSCS 3440	Sport Psychology	3
HSCS 4420	Exercise for Special Populations	3
HSCS 4440	Sport Nutrition	3
HSCS 4499	Internship in Health Sciences	1-6

**Subtotal: 17**

HSCS 4499 is a variable credit hour course. For the Fitness and Coaching Concentration, 2 credit hours are required.

**Nutrition Concentration**

HSCS 1105	Medical Terminology	2
HSCS 2270	Clinical Nutrition	3
HSCS 3331	Nutrition Through the Life Cycle	3
HSCS 3440	Sport Psychology	3
HSCS 4440	Sport Nutrition	3
HSCS 4499	Internship in Health Sciences	1-6

**Subtotal: 16**

HSCS 4499 is a variable credit hour course. For the Nutrition Concentration, 2 credit hours are required.

**General Electives****Subtotal: 6-7****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 121

Course Descriptions (p. 183)

**ATHLETIC TRAINING, 3+2 MASTER OF SCIENCE (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](http://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 University 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 University 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. The Piedmont University 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

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 University
- Declare Athletic Training as a major
- “C” or better on all required pre-requisite coursework, with minimum 3.0 GPA in the pre-requisites
- Completed application, cover letter, and professional resume (due January 15th of the application year; 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 current 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 University’s chosen vendor for both; completed after interviews)

- Current medical physical as documented by a licensed MD, PA, or NP within the last 12 months

### Provisional Admission Criteria:

All students applying in their 3rd year from Piedmont University or transferring from an outside institution into the 3 + 2 track must have all General Education Core courses, all pre-requisite 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 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 (6-8cr)
- 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)

### Transfer Policy:

- An application and requirements as listed above.
- 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 accredited institutions and foreign institutions approved for semester abroad will be accepted for credit
- Courses from accredited technical colleges in the State of Georgia may be accepted pursuant to Articulation Agreements between Piedmont University 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:

- 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 University;
- If on the traditional graduate track, completion of all 65hrs in the professional phase of the program at Piedmont University
- Complete all professional phase required courses and elective coursework with no more than one grade lower than a “B”
- Complete all coursework identified in the “Test” grading category in each course with an average grade greater than or equal to 74%.
- Have a cumulative GPA of at least 3.0
- Demonstrate didactic and clinical competence by: maintaining a >74% test average in all graduate-level courses; passing all Level A, B, C, and D competency exams with an average grade greater than or equal to 74%; Complete all remediation plans as designed.

Students will not complete the program until they successfully pass the final Level D exam (a maximum of three attempts are allowed).

- 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 1113	Precalculus	3
	OR	
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 1011	Physical Science I	4
	OR	
PHYS 2110	University Physics I	4
PHYS 1012	Physical Science II	4
	OR	
PHYS 2120	University Physics II	4
	OR	
HSCS 4301	Applied Exercise Physiology	3

**Subtotal: 45**

#### Athletic Training Concentration

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 University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 165

**CARDIOVASCULAR TECHNOLOGY (CVTE)**

Due to low enrollment and changes in lab/clinical sites, Piedmont University is phasing out the CVTE program over the next year. The program will be closing at the end of the 2021-2022 academic year. Piedmont University is no longer accepting students into the four-year Bachelor of Science program effective Spring 2021. Certificate-only students remain eligible to apply for the Fall 2021 cohort through March 31, 2021.

Cardiovascular Technologists use medical imaging tools to sample and/or record anatomic and physiologic data which help physicians diagnose cardiac (heart) and peripheral vascular (blood vessel) ailments. The four main areas of professional practice are: Invasive cardiology-Cardiac Catheterization, Noninvasive cardiology-Echocardiography, Noninvasive peripheral vascular study-Vascular Ultrasound, and Cardiac electrophysiology ([www.caahep.org](http://www.caahep.org)). This four-year Bachelor of Science degree program is a collaborative effort between Piedmont University and the Northeast Georgia Heart Center, and provides students a blend of traditional classroom-based instruction and focused clinical experiences to prepare them for careers in adult, non-invasive echocardiography. The first three years of this combined program are held on Piedmont's Demorest campus, where students complete preliminary coursework with an emphasis on critical thinking and scientific principles. The fourth year consists of specialized didactic and clinical instruction at the Northeast Georgia Heart Center (Gainesville, GA). Admission to the program is competitive and not guaranteed.

**Admission Criteria**

See General Education Requirements (p. 60); these apply to degree-seeking students only.

Prospective students must meet the minimum criteria listed below to be considered for admission to the program; these apply to both degree and certificate students:

- Separate application to the CVTE program
- “C” or better on all prerequisite and required general education courses (all prerequisite courses except HSCS 4411 Health Policy, Law, and Issues must be complete before beginning the clinical year).
- Only two lab science courses may be repeated one time; failure of more than two science courses or a second failure in any one science course results in ineligibility for admission to the program

- Students must maintain a 2.5 cumulative GPA and earn a “C” or better in all Science (BIOL, CHEM, PHYS), Health Science (HSCS), and Cardiovascular Technology (CVTE) courses.
- In instances where a course has been repeated for a higher grade, the higher grade will be counted only if the first grade is a “D” or “F.” If the initial grade was a “C” or higher, repeat grades will not be counted
- Successful completion of a CVTE admissions interview, including (students must have completed or be enrolled in all prerequisite courses except HSCS 4411 Health Policy, Law, and Issues before they will be granted an interview):
  - Official Transcripts from all colleges attended
  - Proof of current health and accident insurance
  - Current physical examination by either a licensed physician or nurse practitioner
  - Proof of immunizations (measles, mumps, rubella, and varicella) or appropriate titer to prove immunities
  - Proof of current tetanus, two-step PPD tuberculin test, two consecutive annual tests, or chest x-ray results for converters, and hepatitis B vaccination (preferably two of the three injections completed)
  - Proof of current BLS certification
  - Successful completion of a criminal background check and drug screen approved by the College of Nursing and Health Sciences

Course Descriptions (p. 183)

## CARDIOVASCULAR TECHNOLOGY, B.S.

### Cardiovascular Technology Curriculum Outline

In Addition to meeting all Piedmont University General Education (p. 60) and graduation (p. 33) requirements, all students must also earn a C or better in all prerequisite, supporting, and cardiovascular technology core courses and have a cumulative 2.5 GPA to graduate.

### Bachelor of Science Degree

#### Cardiovascular Technology Foundation

BIOL 1101	General Biology I	3
BIOL 2150	Medical Microbiology	4
MATH 2450	Calculus I	4

**Subtotal: 11**

BIOL 2100, BIOL 2110, BLAB 1101, MATH 1300, PSYC 2290: Courses required by Cardiovascular Technology included under General Education and not counted again here.

#### Cardiovascular Technology Concentration

All Required.

CVTE 4010	Ultrasound Physics	4
CVTE 4012	Electrocardiographic Anatomy and Physiology	2
CVTE 4014	Echocardiography Pathology I	5
CVTE 4016	Electrocardiography	2
CVTE 4020	Cardiac Pharmacology	2
CVTE 4022	Principles of Vascular Ultrasound	5
CVTE 4024	Cardiovascular Technology	2
CVTE 4026	Echocardiography Pathology II	4
CVTE 4028	Practicum I	2
CVTE 4400	Practicum II	2
HSCS 1101	Emergency Techniques	2
HSCS 1105	Medical Terminology	2
HSCS 2220	Introduction to Health Processes	3
HSCS 3301	Physiology of Exercise	4
HSCS 3330	Health Care Finance	3
HSCS 4410	Research Methodology in Health Sciences	3

HSCS 4411	Health Policy, Law, and Issues	3
HSCS 4450	Health Sciences Capstone (Capstone Course)	3
PHYS 2110	University Physics I	4
PHYS 2120	University Physics II	4

**Subtotal: 63****Students must choose one of the following courses:**

HSCS 2200	Introduction to Health Professions	3
HSCS 3395	Cross-Cultural Health	3

**General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 124

**CARDIOVASCULAR TECHNOLOGY, CERTIFICATE-ONLY**

Due to low enrollment and changes in lab/clinical sites, Piedmont College is phasing out the CVTE program over the next year. The program will be closing at the end of the 2021-2022 academic year. Piedmont College is no longer accepting students into the four-year Bachelor of Science program effective Spring 2021. Certificate-only students remain eligible to apply for the Fall 2021 cohort through March 31, 2021.

Certificate-only is an option (not a degree program) which may be requested by a prospective candidate who holds either a Bachelor's or Associate's degree from an accredited institution in a health-related field (which must include a two course sequence in Human Anatomy and Physiology with Labs, one additional natural science course with lab [physics preferred, but not required], and one course in medical terminology). Students pursuing a certificate will complete 11 professional education courses (33 credits) and a concurrent one-year internship at the Northeast Georgia Heart Center beginning in the fall semester and finishing the following summer. Admission requirements are the same as those for degree-seeking students.

**Certificate-Only Courses:**

CVTE 4010	Ultrasound Physics	4
CVTE 4012	Electrocardiographic Anatomy and Physiology	2
CVTE 4014	Echocardiography Pathology I	5
CVTE 4016	Electrocardiography	2
CVTE 4020	Cardiac Pharmacology	2
CVTE 4022	Principles of Vascular Ultrasound	5
CVTE 4024	Cardiovascular Technology	2
CVTE 4026	Echocardiography Pathology II	4
CVTE 4028	Practicum I	2
CVTE 4400	Practicum II	2
HSCS 4411	Health Policy, Law, and Issues	3

**Total Credit Hours: 33****COMMUNICATION SCIENCES AND DISORDERS, B.S.**

The B.S. in Communication Sciences and Disorders is a preprofessional degree that prepares students to pursue a graduate degree in Communication Sciences and Disorders or Speech Language Pathology. Students in this program will study the nature and development of our communication abilities, a central aspect of the human condition. They will learn about communication disorders which involve impairments in hearing, speech, voice, resonance, fluency, swallowing, and language processes. Undergraduate students will receive broad academic preparation in the identification and treatment of communication disorders.

The program is designed for undergraduate students seeking a degree and educational preparation to becoming a licensed Speech Language Pathologist (SLP). The program is offered on the Demorest Campus and is delivered in a traditional face-to-face setting with some selected courses offered as hybrid. The program is available to both full-time and part-time students and will prepare students for



entry into a graduate program where professional licensing may be obtained.

### Communication Sciences and Disorders

In addition to meeting all Piedmont University General Education and graduation requirements, all students must also earn a C or better in all prerequisite, supporting, and program core courses and have a cumulative 2.5 GPA to graduate.

#### Communication Sciences and Disorders Core

CMSD 1001	Survey of Communication Sciences and Disorders	2
CMSD 2001	A & P of Speech and Hearing	3
CMSD 2002	Speech and Hearing Science	3
CMSD 2003	Language Development	3
CMSD 2010	Mini Clinic: Observation and Clinic Procedures	1
CMSD 3000	Introduction to Audiology	3
EDEM 3331	Reading Methods, P-5	3
CMSD 3001	Linguistics for SLP	3
EDUC 1199	Introduction to Education	3
PSYC 2202	Introduction to Research Methods and Statistics	3
CMSD 3003	Child Speech Sound Disorders	3
EDUC 4485	Characteristics of Learners with Autism Spectrum Disorder	3
CMSD 4000	Undergraduate Clinical Practicum	3
CMSD 2004	Phonetics	3
CMSD 4002	School Based SLP	3
EDUC 3355	Exceptional Children	3
EDUC 3307	Learning and Cognition	3
CMSD 4005	Professional and Ethical Practice	1
CMSD 3005	Child Language Disorders	3
CMSD 4004	Cognitive Communication Disorders	3
PSYC 3312	Psychology of Adulthood	3
CMSD 4010	Capstone Course	3

**Subtotal: 58**

#### General Electives

**Subtotal: 16**

#### General Education

**Subtotal: 46**

#### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

## EXERCISE AND SPORT SCIENCE, B.S.

Exercise and Sport Science is the study of movement and the associated functional responses and adaptations the human body experiences. This major will provide theoretical foundations for functional assessments, exercise testing, and exercise prescription in both healthy and clinical populations. This four-year Bachelor of Science degree program is offered on the Demorest campus and will give students hands on experience and skill preparation to assess clients and plan human movement-based programs that meet their health and wellness needs. This rigorous, multidisciplinary program incorporates classes from the traditional sciences (Biology, Chemistry, and Physics), health sciences (Anatomy, Physiology, and Nutrition), and athletic training (Orthopedic Assessment, Therapeutic Exercise, and Biomechanics). The course plan in Exercise and Sport Science prepares students for a variety of careers and graduate programs, including prerequisites for physical therapy, athletic training, medical school, and certifications offered through the American University of Sports Medicine (the Health Fitness Specialist-HFS and/or Personal Training certification) and the National Strength and Conditioning Association (Certified Strength and Conditioning Specialist-CSCS and/ or Certified Personal Trainer). These students are NOT eligible to take the National Athletic Trainers' Association BOC examination.

### Exercise and Sport Science Curriculum Outline

In addition to meeting all Piedmont University General Education (p. 60) and graduation (p. 33) requirements, all students must also earn a C or better in all prerequisite, supporting, and exercise and sport science core courses and have a cumulative 2.7 GPA to graduate.

## Bachelor Science Degree

### 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 Exercise and Sport Science included under General Education and not counted again here.

### Exercise and Sport Science Concentration

All Required.

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 2220	Introduction to Health Processes	3
HSCS 2202	Care and Prevention	3
HSCS 2301	Health Promotion, Physical Activity, and Wellness	3
HSCS 2221	Kinesiology and Biomechanics	3
HSCS 3301	Physiology of Exercise	4
HSCS 3321	Fitness Assessment and Prescription	3
HSCS 4410	Research Methodology in Health Sciences	3
HSCS 4420	Exercise for Special Populations	3
HSCS 4440	Sport Nutrition	3
HSCS 4450	Health Sciences Capstone (Capstone Course)	3
PHYS 1110	College Physics I	3
	OR	
PHYS 2110	University Physics I	4
PHYS 1120	College Physics II	3
	OR	
PHYS 2120	University Physics II	4
NASC 42110	Biochemistry	3
	OR	
HSCS 4301	Applied Exercise Physiology	3

**Subtotal: 57**

### General Electives

**Subtotal: 4**

### General Education

**Subtotal: 46**

### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 121

Course Descriptions (p. 183)

## SPORT AND FITNESS ADMINISTRATION, B.S.

Sport and Fitness Administration is a branch of health sciences that combines the study of the human body and foundational business concepts. Graduates provide clients with health and fitness assessments, skill training, recommendations for community health and welfare, and have the ability to create, conduct, and assess sport and fitness programming. Sport and Fitness Administrators are frequently employed in secondary school, college, or professional sports, out-patient wellness facilities, community and commercial fitness and recreation, equipment sales, and coaching. Students will also have completed the prerequisites to enter Piedmont's Masters of Business Administration (MBA) program to continue advanced studies in sports administration, coaching, or public health. All students must also complete a 3 credit hour internship with a community partner.

### Sport and Fitness Administration Curriculum Outline

In addition to meeting all Piedmont University General Education (p. 60) and graduation (p. 44) requirements, all students must also earn a C or better in all prerequisite, supporting, and exercise and sport science core courses and have a cumulative 2.5 GPA to graduate.

## Bachelor of Science Degree

### Sport and Fitness Administration Foundation

BIOL 1101	General Biology I	3
BIOL 2150	Medical Microbiology	4
HSCS 2210	Basic Nutrition	3
MATH 1100	University Algebra OR	3
MATH 1113	Precalculus OR	3
MATH 2450	Calculus I	4

**Subtotal: 13-14**

BIOL 2100, BIOL 2110, BLAB 1101, BUSA 1210, MATH 1300, PSYC 2290: Courses required by Sport and Fitness Administration included under General Education and not counted again here.

### Sport and Fitness Administration Concentration

ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 2210	Introduction to Macroeconomics	3
BUSA 2700	Principles of Management	3
BUSA 2200	Principles of Marketing	3
BUSA 3700	Project Management	3
HSCS 1101	Emergency Techniques	2
HSCS 1110	Introduction to Health Sciences	3
HSCS 2202	Care and Prevention	3
HSCS 2221	Kinesiology and Biomechanics	3
HSCS 2301	Health Promotion, Physical Activity, and Wellness	3
HSCS 3321	Fitness Assessment and Prescription	3
HSCS 3440	Sport Psychology	3
HSCS 4410	Research Methodology in Health Sciences	3
HSCS 4411	Health Policy, Law, and Issues	3
HSCS 4440	Sport Nutrition	3
HSCS 4450	Health Sciences Capstone (Capstone Course)	3
HSCS 4499	Internship in Health Sciences	1-6
	CHOOSE TWO:	
BUSA 3340	Sports Economics	3
BUSA 4120	Sports Marketing	3
HSCS 2321	Principles of Athletic Coaching	3
HSCS 3430	Athletic Administration	3

**Subtotal: 59**

HSCS 4499 is a variable credit hour course. For the Sport and Fitness Administration Concentration requirement 3 credit hours are required.

### General Electives

**Subtotal: 1-2**

### General Education

**Subtotal: 46**

### Piedmont University Requirement

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 121

Course Descriptions (p. 183)

## HEALTH CARE ADMINISTRATION, B.S.

This degree is a broad-based, multidisciplinary degree that will prepare students to work in a variety of settings and will also prepare the student for graduate education. The health science core contains coursework in pathology, pharmacology, health promotion, health policy, and finance, and is complemented by classes in accounting, economics, and management from the College of Business. This gives students a solid healthcare foundation from which to understand their clients' needs and the business acumen to deliver results. Healthcare administrators are found in both in- and out-patient medical and wellness facilities, hospitals, corporate fitness and recreation centers, equipment sales, the insurance industry, and patient advocacy groups. Students will also have completed all but one of the prerequisite courses (BUSA 2140) to enter Piedmont's Masters of Business Administration (MBA) program or continue advanced studies in sports administration, coaching, and public health.

### Health Care Administration Curriculum Outline

In addition to meeting all Piedmont University General Education (p. 60) and graduation (p. 33) requirements, all students must also earn a C or better in all prerequisite, supporting, and healthcare administration core courses and have a cumulative 2.5 GPA to graduate.

## Bachelor of Science Degree

### Health Care Administration Foundation

BIOL 1101	General Biology I	3
BIOL 2150	Medical Microbiology	4
HSCS 2210	Basic Nutrition	3
MATH 1100	University Algebra	3
	OR	
MATH 1113	Precalculus	3
	OR	
MATH 2450	Calculus I	4

**Subtotal: 13-14**

BIOL 2100, BIOL 2110, BLAB 1101, MATH 1300, PSYC 2290: Courses required by Health Care Administration included under General Education and not counted again here.

### Health Care Administration Concentration

All Required.

ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 1210	Introduction to Microeconomics	3
BUSA 2030	Information Systems for Business	3
BUSA 2700	Principles of Management	3
BUSA 4320	Human Resource Management	3
BUSA 4550	Organizational Behavior and Leadership Theories	3
HSCS 1105	Medical Terminology	2

HSCS 2200	Introduction to Health Professions	3
HSCS 2220	Introduction to Health Processes	3
HSCS 2301	Health Promotion, Physical Activity, and Wellness	3
HSCS 3330	Health Care Finance	3
HSCS 3395	Cross-Cultural Health	3
HSCS 4410	Research Methodology in Health Sciences	3
HSCS 4411	Health Policy, Law, and Issues	3
HSCS 4450	Health Sciences Capstone (Capstone Course)	3

**Subtotal: 47****General Electives****Subtotal: 13-14****General Education****Subtotal: 46****Piedmont University Requirement**

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Subtotal: 1**

Students who have not completed a minimum of 24 semester credit hours of college-level coursework upon admission to Piedmont University must meet this University requirement.

Subtotal: 121

Course Descriptions (p. 183)

**HEALTH SCIENCE, MINOR****A minor in Health Science requires 18 hours of coursework (6 courses)****Required Courses**

HSCS 2301	Health Promotion, Physical Activity, and Wellness	3
HSCS 2270	Clinical Nutrition	3

**Students must choose four additional courses from the following:**

HSCS 3321	Fitness Assessment and Prescription	3
HSCS 3331	Nutrition Through the Life Cycle	3
HSCS 3395	Cross-Cultural Health	3
HSCS 3440	Sport Psychology	3
HSCS 4411	Health Policy, Law, and Issues	3
HSCS 4420	Exercise for Special Populations	3
HSCS 4440	Sport Nutrition	3

**Total Credit Hours: 18****COACHING CONCENTRATION**

The concentration in Coaching prepares students for entry-level coaching positions in a variety of youth and adult sport and recreation settings, including schools and colleges, community sports programs, and professional sports. Students will apply principles related to all aspects of coaching, including player, team, and administrative communication, leadership, and planning and concepts associated with an athlete's physical, social, and psychological well-being during a two-credit internship (field experience) with a Coach or appropriate Athletics Administrator. All concentration courses must be complete or in-progress to enroll in the internship (HSCS 4499). The concentration is open to all students, regardless of major.

**A concentration in Coaching requires 13 hours of coursework (5 courses)****Required Courses**

HSCS 1101	Emergency Techniques	2
HSCS 2321	Principles of Athletic Coaching	3
HSCS 3430	Athletic Administration	3
HSCS 3440	Sport Psychology	3

HSCS 4499

Internship in Health Sciences

1-6

HSCS 4499 is a variable credit hour course. For the Coaching Concentration requirement 2 credit hours are required.

**Total Credit Hours: 13**

## COURSES

Listed under most courses are the terms and locations the courses are typically offered. This information is always subject to change. Please consult the specific term course offerings for more information.

### ACCT - ACCOUNTING

#### ACCT 2010 - Financial Accounting (3)

The recording, summarizing, reporting and analyzing of economic activities of a business organization. Equivalent to a first course in accounting principles, the central focus is on the financial statements that are required for external reporting, including the formulation of these statements and their application to decision making.

Prerequisite: none Typically Offered: Athens Campus: spring evening — Demorest Campus: fall day, spring day.

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

1. Demonstrate the ability to convert economic activity into accounting journal entry transactions.
2. Display a working knowledge of the accounting cycle, from journal entries to financial statements.
3. Demonstrate the ability to draw appropriate investor and creditor conclusions from financial statement analysis.
4. Understand the application of generally accepted accounting principles to specific asset, liability, stockholders' equity, revenue and expense accounts.

#### ACCT 2020 - Managerial Accounting (3)

Introduction to the fundamentals of management accounting for students who already have a basic knowledge of financial accounting. Topics include cost accumulation and product costing, managerial decision-making, and planning and control.

Prerequisite: ACCT 2010 Typically Offered: Athens Campus: spring evening — Demorest Campus: fall day, spring day.

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

1. Demonstrate the ability to convert economic activity into accounting journal entry transactions.
2. Demonstrate the ability to draw appropriate investor and creditor conclusions from financial statement analysis.
3. Understand the application of generally accepted accounting principles to specific asset, liability, stockholders' equity, revenue and expense accounts.
4. Understand the concept of cost in recording transactions, and in particular, in a manufacturing environment.
5. Develop data and reports to support effective business decision making.

#### ACCT 2200 - Tax Accounting (3)

Federal income tax fundamentals under the latest amendments to the Internal Revenue Code as applicable to the individual's taxes, credits, inclusions in and exclusions from gross income, capital gains and losses, dividends and allowable deductions.

Prerequisite: ACCT 2020 Typically Offered: Athens Campus: fall hybrid — Demorest Campus: fall hybrid.

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

- Understand income tax compliance and the ability to prepare a personal income tax return.

#### ACCT 3010 - Intermediate Accounting I (3)

Accounting theory and practice with a review of accounting principles concepts, and a focus on the assets of a business, including cash, receivables, inventories, intangible and tangible fixed assets.

Prerequisite: ACCT 2020 Typically Offered: Athens Campus: spring evening — Demorest Campus: fall day.

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

1. Demonstrate the ability to convert economic activity into accounting journal entry transactions.
2. Display a working knowledge of the accounting cycle, from journal entries to financial statements.
3. Demonstrate the ability to draw appropriate investor and creditor conclusions from financial statement analysis.
4. Understand the application of generally accepted accounting principles to specific asset, revenue and expense accounts.
5. Ability to address ethical dilemmas in accounting applications.

#### ACCT 3020 - Intermediate Accounting II (3)

Accounting theory and practice with a focus on the liabilities and shareholders' equity of a business, with some additional coverage of investments, earnings per share, and the statement of cash flows.

Prerequisite: ACCT 3010 Typically Offered: Athens Campus: spring evening — Demorest Campus: spring day.

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

1. Demonstrate the ability to draw appropriate investor and creditor conclusions from financial statement analysis.
2. Understand the application of generally accepted accounting principles to specific asset, liability, stockholders' equity accounts.
3. Understand income tax compliance and the ability to prepare an income tax return.

#### ACCT 3100 - Cost Accounting (3)

Cost elements and classifications, job and process cost systems, cost/volume/profit analysis, budgeting, pricing, and other management decision making.

Prerequisite: ACCT 2020 Typically Offered: Athens Campus: spring hybrid — Demorest Campus: fall day.

The primary objective is to provide guidance in the preparation and use of accounting information in management decisions. The expected course outcomes will be enumerated as “decision points” in each text chapter discussed and at each class meeting. Additional objectives include practice in communicating as well as critical and ethical decision-making.

#### ACCT 4200 - Corporate Tax (3)

This course reviews the tax aspects of corporate formations, including corporate characteristics, transfers to controlled corporations, corporate capital structure, the income tax calculations for corporate entities and elections. Topics covered include corporate stockholder relationships, corporate distributions, corporate redemptions and partial liquidation, accumulated earnings, and personal holding companies.

Prerequisite: ACCT 2200 Typically Offered: Demorest Campus: fall day.

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

- Understand income tax compliance and the ability to prepare a corporate income tax return.

#### ACCT 4500 - Advanced Accounting (3)

Special problems relating to consolidated statements, fiduciaries, governmental and institutional units.

Prerequisite: ACCT 3020 Typically Offered: Athens Campus: as needed— Demorest Campus: spring day.

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

1. Understand the application of generally accepted accounting principles to specific asset, liability, stockholders' equity, revenue and expense accounts.
2. Demonstrate knowledge of advanced accounting subjects including business combinations, International Financial Reporting Standards, and fund accounting



## ACCT 4600 - Auditing (3)

Qualifications and responsibilities of the public accountant; introduction to basic auditing objectives, standards, ethics, terminology, procedures, working papers and reports.

Prerequisite: ACCT 2020 Typically Offered: Athens Campus: as needed — Demorest Campus: fall day.

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

1. Demonstrate the ability to draw appropriate investor and creditor conclusions from financial statement analysis.
2. Possess knowledge of role of the auditor, and the related principles and techniques.

## ACCT 4610 - Fraud Examination (3)

Special topics related to the study of occupation fraud and forensic accounting.

Prerequisite: ACCT 2010 & ACCT 2020 Typically Offered: Athens Campus: spring hybrid - Demorest Campus: spring hybrid.

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

1. To study the nature of fraud and the reasoning behind why people commit fraud.
2. To gain a better understanding of the intricate nature of fraud and forensic accounting.
3. To learn how to discover and investigate accounting fraud, including financial statement fraud and consumer fraud.
4. To learn about data-driven fraud detection methods and prevention techniques.

## ACCT 4700 - Accounting Internship (3)

Through actual work experience and/or an applied job related project, the student has a chance to apply business related skills and concepts. Each student is directed by a University supervisor and is expected to prepare a report and a self-evaluation of this experience.

Prerequisite: Permission of the instructor. Typically Offered: Athens Campus: summer and TBA — Demorest Campus: summer and TBA.

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

1. Understand the rigors and issues that business faces in the day-to-day world.
2. Understand and support the business mission, vision, and goals by performing duties as assigned.
3. Apply, evaluate, test, and integrate concepts learned in business classes in a work setting.
4. Experiment with and expand technical skills, particularly with industry-specific programs and applications.
5. Elevate communication skills to a level expected in a professional business environment.
6. Develop and expand your understanding of your personal needs and career aspirations in relation to the business world.

## ACCT 4980 - Special Topics: Entrepreneurship (1-3)

The content and credit hours for this course vary. Consult the schedule for topics and hours available for the semester.

Prerequisite: none Cross-Listed as: BUSA 4980. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

1. Understand the processes for collecting, organizing and preparing data from multiple sources for analysis in a business intelligence project. Some may consider this as “Big Data” due to its various sources, various formats, and volume.
2. Understand how to apply appropriate statistical tools to describe the data and the relationships among the variables and to prepare appropriate graphs, charts, and other means of visual display. This includes demonstrating the ability to test hypotheses about the data and the relationships among the variables.

3. Demonstrate the ability to formulate statistically acceptable models of the data and its relationships in order to identify trends and patterns under both historical and projected scenarios.
4. Demonstrate critical and analytical thinking skills to solving real-world business problems by developing and communicate actionable insights from the historical analysis and predictive model building results in both visual and written form.
5. Demonstrate understanding of the relationship of data analysis to corporate and business level strategy and decision-making.

#### ACCT 4990 - Special Topics: Travel Study (1-3)

The content and credit hours for this course varies.

Prerequisite: none Cross-Listed as: BUSA 4990. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

#### ACCT 4991 - Special Topics (1)

The content for this course varies. Consult the schedule for topics available for the semester.

Prerequisite: none Cross-Listed as: BUSA 4991. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

#### ACCT 4992 - Special Topics (2)

The content for this course varies. Consult the schedule for topics available for the semester.

Prerequisite: none Cross-Listed as: BUSA 4992. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

#### ACCT 4993 - Special Topics (3)

The content for this course varies. Consult the schedule for topics available for the semester.

Prerequisite: none Cross-Listed as: BUSA 4993. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

## **ANTH - ANTHROPOLOGY**

### ANTH 1102 - Introductory Anthropology (3)

The history, methods, concepts and major contributions of anthropology.

Typically Offered: Athens Campus: spring day/night - Demorest Campus: fall day.

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

1. Knowledge from the four sub-fields of cultural, biological, archaeological, and linguistic anthropology.
2. Knowledge of the central concepts and processes such as culture, evolution, and bio cultural perspectives.
3. Be able to examine the methods and theories anthropologists use to study, critique, and contribute to our understanding of human diversity.
4. Have a breadth of knowledge about human origins and diversity and will express this knowledge in written and spoken forms.
5. Be able to apply this knowledge to issues that affect our daily lives and world events.
6. Developed writing and speaking skills as they pertain to the subject matter of the course as well as fostering critical thinking, defined as the ability to evaluate, synthesize and create knowledge.

### ANTH 2250 - Cultural Anthropology (3)

Introduction to the varieties of human cultures, past and present. Survey of the thinkers and core concepts of cultural anthropology and of various societies with their differing cultural patterns.

Typically Offered: Athens Campus: fall day, night - Demorest Campus: even spring day, summer as needed.

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

1. Understand the concepts, practices, and terms used by anthropologists in studying culture.
2. Recognize underlying similarities and variability among human cultures.
3. Gain a broad cross-cultural background and awareness against which to view your own culture
4. as well as other societies and contemporary global issues.
5. Develop critical thinking through the engagement with and practice of ethnographic methods.

#### ANTH 3200 - Human Origins and Adaptation (3)

This course introduces students to the concepts, theories, and methods of biological anthropology in the study of human origins and current biological diversity using an evolutionary framework. The course examines the ways in which humans adapted – and continue to adapt – to various habitats and environmental conditions over time and space.

Typically Offered: Athens Campus: as needed - Demorest Campus, even spring day, summer as needed..

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

1. Understanding of the concepts, framework, and methods of modern evolutionary theory as applied to humans.
2. Ability to identify how various methods of biological anthropology research provide evidence for human evolution.
3. Ability to explain how environmental conditions and changes have shaped hominid and human biology and behavior.
4. Ability to identify current issues in biological anthropology including modern human variation and primates.
5. Ability to demonstrate use of the scientific method and critical thinking.

#### ANTH 3340 - Indians of North America (3)

After a discussion concerning the Asian origins of the native peoples of the New World, the prehistory of North America is briefly presented. Major focus is on the various culture areas of native North America and the tribes found in each area in early historic times.

Typically Offered: Demorest Campus: odd fall day, summer as needed.

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

1. Have knowledge concerning the complexity of Native American societies, their environmental adaptations, and cultural changes resulting from European contact.
2. Demonstrate critical thinking in evaluating different approaches to studying Native American cultures, their adaptations to the environment, and the cultural changes emanating from European contact.

#### ANTH 3350 - Archaeology of Eastern North America (3)

Presents the prehistory of Eastern North America from circa 18,000 years ago to the early historic period (18th century A.D.). Adaptations and achievements of native peoples during each time period are discussed. Field trips to selected archaeological sites are taken.

Typically Offered: Demorest Campus: even spring day.

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

1. An understanding of the prehistoric time periods of Eastern North America, along with the major accomplishments of peoples living during each period.
2. Achieve not only an appreciation of prehistoric and early historic developments in the area under study, but also be able to integrate these accomplishments into the broader stage of humanity.
3. Be able to analyze, synthesize, and evaluate information (critical thinking) in class discussions and written assignments.

**ANTH 4450 - Archaeology of Peru (3)**

This course introduces the student to the major time periods in Peruvian prehistory and the early historic period, along with the known cultural achievements of each time period. Emphasis will be given to the major civilizations which appeared in this part of the world, ending with the Inca Empire of the sixteenth century A. D. Included will be a brief look at the geography, geology, and ecological zones of Peru, and how they affected prehistoric peoples of the areas. The course will end with a look at the developments of the Colonial period.

Typically Offered: Demorest Campus: As needed.

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

1. Knowledge of the findings of archaeologists, anthropologists, and historians relating to the prehistoric and early historic cultures of Peru.
2. Be able to draw conclusions relative to the opportunities and limitations imposed on cultures by the environment, and the responses of the native peoples of Peru.
3. Demonstrate critical thinking in discussions, essay exams, and a research paper.

**ANTH 4475 - Selected Topics (3)**

This course examines topics related to culture, politics and society that are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Typically Offered: Demorest Campus: As needed.

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

1. Think critically and analytically about the forces and factors that shape the agents involved in the processes covered in class.
2. Promote critical thought and reflection about the consequences of the material.
3. Gain a thorough knowledge of varying points of view and interpretations by other theorists.
4. An in-depth understanding of the theories and be able to analyze the issues covered in class.
5. To expand on your critical analysis skills through the course readings and supplemental material, lectures, in-class discussions, and other coursework.

**ART - ART****ART 1100 - Introduction to Art (3)**

A lecture course focusing on the technical and conceptual issues dealt with in visual art, with emphasis on the historical and social significance of art.

Typically Offered: Demorest Campus: fall day, spring day — Online: fall, spring, summer.

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

1. An understanding of the techniques, artistic criteria and historical traditions employed in critical evaluation.
2. Recognition of the basic elements and principles of art.
3. Familiarity with art terminology.
4. An exposure to works of art within an exhibition setting, as well as within everyday life.
5. Knowledge and understanding in making and supporting their own personal artistic decisions.
6. Recognition of qualities within different periods of art.
7. Knowledge of prominent artists and their working styles.

8. Appreciation of varied art styles and media.
9. Knowledge of how art affects history, as well as everyday life.

#### ART 1110 - Professional Practices in the Arts (0-1)

Professional Practices in the Arts is required of all Art majors in order to develop their writing skills, portfolio, artist statement, and gallery practices. Students will use critical thinking skills in comparing, evaluating, and making informed, aesthetic judgments on the exhibitions and express those judgments using appropriate nomenclature. Students will keep an organized digital portfolio of artifacts from history and studio courses. ART 1110 will be taken every semester as an art major.

Typically Offered: Demorest Campus: fall day, spring day.

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

1. Development in his or her personal aesthetic philosophy.
2. Ability to present work in a professional-quality digital portfolio.
3. Ability to write about works of art critically.
4. Development of his or her resume, CV, and other career-oriented writing skills.
5. Knowledge of gallery and museum practices.

#### ART 1120 - Drawing I (3)

Fundamentals of drawing using a variety of subjects, with emphasis on the perception and delineation of three-dimensional form and space. Group and individual instruction. An additional 3 hours of independent studio work is required.

Typically Offered: Demorest Campus: fall day.

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

1. Demonstrate the capacity to observe, distinguish and translate emotional and perceptual response into a uniquely powerful two-dimensional reality.
2. Demonstrate the ability to work in a variety of styles, mediums and processes that most appropriately convey personal responses to assigned exercises designed for personal growth and development.
3. Analyze and apply the ideas and experiences gained from the study of various artists, past and present, towards their own emerging artistic/aesthetic position/passion.
4. Increase their ability to successfully complete the required outside assignments by “pushing boundaries” beyond the experiences learned in the classroom.
5. Combine mark-making materials with idea, concept, and technique.
6. Develop personal avenues of expression based on a demonstrated foundation based on a general knowledge of art history, principles of design, and the basic elements of art.
7. Demonstrate the ability to work in a variety of styles, mediums and processes that most appropriately convey personal responses to assigned exercises designed for personal growth and development.

#### ART 1130 - Two-Dimensional Design (3)

Fundamentals of design and their application on a two-dimensional surface. Abstract problem solving using a variety of materials and covering a broad spectrum of concepts is included. An additional 3 hours of independent studio work is required.

Typically Offered: Demorest Campus: fall day.

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

1. Demonstrate effective use of various 2-D materials including but not limited to: advanced pencil, pen and ink, acrylic paint, digital media, and other two-dimensional media.

2. Create works of art that exemplify each element and principal of design.
3. Demonstrate and use course vocabulary. This includes but is not limited to: the elements and principals of design, critique processes, and advanced use of descriptive language to describe the processes and products of art.
4. Demonstrate and apply safe studio practices concerning all media.
5. Demonstrate references to personal and historic contexts and content as a guideline and form of preparation for each project in the course.

#### ART 1140 - Three-Dimensional Design (3)

Fundamentals of design in three dimensions, exploring the elements of organization in modular and sculptural approaches. An additional 3 hours of independent studio work is required.

Typically Offered: Demorest Campus: spring day.

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

1. Demonstrate effective use of various 3-D materials including but not limited to: wood, metal, plaster, fiber, and other three-dimensional media.
2. Create works of art that exemplify each element and principal of design.
3. Demonstrate and use course vocabulary. This includes but is not limited to: the elements and principals of design, critique processes, and advanced use of descriptive language to describe the processes and products of art.
4. Demonstrate and apply safe studio practices concerning all media.
5. Demonstrate references to personal and historic contexts and content as a guideline and form of preparation for each project in the course.

#### ART 1111 - BFA Professional Practices (0-1)

Professional Practices in the Arts is required of all Art majors in order to develop their writing skills, portfolio, artist statement, and gallery practices. Students will use critical thinking skills in comparing, evaluating, and making informed, aesthetic judgments on the exhibitions and express those judgments using appropriate nomenclature. Students will keep an organized digital portfolio of artifacts from history and studio courses. ART 1110 will be taken every semester as an art major.

Typically Offered: Demorest Campus: fall day, spring day. .

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

1. Development in his or her personal aesthetic philosophy.
2. Ability to present work in a professional-quality digital portfolio.
3. Ability to write about works of art critically.
4. Development of his or her resume, CV, and other career-oriented writing skills.
5. Knowledge of gallery and museum practices.

#### ART 2200 - Drawing II (3)

Emphasis on drawing the human figure. Students will work with live models. An additional 3 hours of independent studio work is required.

Prerequisite: ART 1120 Typically Offered: Demorest Campus: spring day.

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

1. Demonstrate effective sighting/measuring skills when working on paper.
2. Effectively plan and execute sophisticated works of art on paper in a variety of dry and wet media.
3. Accurately render the human figure in a variety of dry and wet media.
4. Incorporate individualized content into expressive drawings that represent the development of an individualized artistic vision.

5. Demonstrate and use course vocabulary.
6. Demonstrate and apply safe studio practices concerning all media.

#### ART 2215 - Black and White Darkroom Photography (3)

Operation and use of the 35mm camera; methods of processing and printing in the black and white darkroom; and exploration of practical and artistic applications of photography. Special emphasis is placed on the analysis and understanding of the creative process, technical merit and the art of seeing. An additional 3 hours of independent studio work is required.

Prerequisite: None Typically Offered: Demorest Campus: spring day.

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

1. Knowledge of 35 mm SLR and medium format manual camera operations
2. Expertise in 35 mm and 120 mm film processing, including exposure bracketing, push/pull film processing, film types, ISO, resolution and grain
3. Ability in split filter printing for fiber-based silver gelatin prints, small scale to mural scale prints
4. General understanding of the zone system
5. Use of tripods and hand-held light meters
6. Insight into the history of photography and contemporary art practice
7. Facility with basic theory and criticism
8. Ability to conceptualize and materialize ideas in photographic form
9. An in-depth understanding of the literacy and functionality of photographic images and how they operate within the culture at large
10. Skill in engaging in the critique process and class discussions
11. Skill in conducting visual and conceptual research relevant to class topics

#### ART 2225 - Introduction to Digital Fabrication (3)

In this course, students explore the design process as it relates to concepts in the field of digital fabrication. The course deals with digital fabrication based on design, production, and ideation. The design perspective highlights CAM software, technologies, and concepts that enable digital fabrication. The production perspective focuses on the CAD tools used in additive and reductive production needed to transform an idea into a tangible prototype. The ideation perspective focuses on multiple problem-solving approaches to design thinking and human-centered design.

Typically Offered: Demorest Campus: fall, spring day..

- Students will be able to interpret and design across digital platforms.  
Department Goal 2.2
- Students will demonstrate a basic understanding of CAM software
- Students will demonstrate a basic understanding of CAD production
- Students will develop communication and interpersonal skills through group work and peer engagement.
- Students will demonstrate a creative process through the repetition of research, sketching, exploring media, variations, and refinements.
- Students will be able to experiment with solutions, critically analyze the results of their solutions and those of their peers and make modifications.
- Students will understand the broader context of design thinking and human-centered design through reflecting upon the assigned readings.
- They will become effective collaborators, demonstrate design distinctiveness, and patient problem solving.

## ART 2230 - Ceramics: Handbuilding (3)

Introduction to hand built techniques with emphasis on making, glazing, and firing ceramic works. Students will explore both current and historical ceramics while solving aesthetic and technical problems in clay. An additional 3 hours of independent studio work is required

Prerequisite: None Typically Offered: Demorest Campus: spring day.

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

1. Develop ceramic handbuilding skills in pinch, coil, and slab techniques.
2. Explore the strengths and limitations of different forming techniques.
3. Know and use beginning ceramic terminology.
4. Develop a safe work habit of studio practice and equipment maintenance.
5. Participate in clay and glaze formulation and testing.
6. Participate in the firing process of primitive, electric, gas and wood kilns.
7. Have a beginning knowledge of historical and contemporary ceramics.
8. Begin to understand the balance between personal aesthetics and technical demands of the ceramic process.
9. Begin to develop visual solutions and speak about the technical ascetic choices in a critique setting.

## ART 2270 - Painting I (3)

An introduction to paint and techniques used to manipulate it. Emphasis is placed on adopting a method of painting that will launch the beginner. An additional 3 hours of independent studio work is required.

Prerequisite: ART 1120 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Learn basic techniques and concepts of oil painting and execute fundamental painting processes.
2. Learn how to manipulate and translate what they see into a representational image they create with paint on a surface.
3. Learn to paint traditional subjects such as: architectural interior, still life, human figure.
4. Utilize the elements and principles of design in the composition of paintings.
5. Mix colors from observation and learn how to use a palette.
6. Execute paintings using appropriate color properties and harmonies.
7. Understand composition of oil painting pigments and mediums, exploring transparent, semitransparent and opaque painting techniques.
8. Utilize color to help portray or express moods, feelings, and ideas in painting.
9. Learn to paint on conventional painting surfaces such as cotton canvas, board, and heavy weight paper.
10. Execute proper support preparation, including stretching and priming canvas and panel construction.
11. Adopt the skills of self-direction, self-discipline, and organization necessary for success in the completion of paintings.
12. Discuss succinctly your artwork and process in class critique and effectively use critique skills to examine the work of others.
13. Discuss and develop appropriate criteria for self-evaluation/criticism of paintings.
14. Present their completed work in a professional manner.

## ART 2301 - Art History: Prehistoric to Renaissance (3)

Evolution of art, prehistoric to the Renaissance, with emphasis on critical analysis.



Typically Offered: Demorest Campus: fall day.

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

1. Knowledge of art historical context from the prehistoric era through the fifteenth century (3.2). This includes: knowledge of key artists and periods before 1500 (3.2); ability to use appropriate terminology in written assignments and in class discussion (3.1, 3.2); and ability to distinguish stylistic and thematic attributes of art historical periods before 1500 (3.2).
2. Ability to compare and contrast two or more cultures, artists, and/or works of art in a short essay format (3.1, 3.2).

ART 2302 - Art History: Renaissance to Present (3)

Evolution of art, Renaissance to present, with emphasis on formal and critical analysis.

Typically Offered: Demorest Campus: spring day.

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

1. Demonstrate awareness of art historical context (3.2) T. This includes: recognition of key artists working from the early Renaissance to the present (3.2); awareness of trends and stylistic attributes of artistic periods (3.2); and knowledge of relevant historical circumstances (3.2).
2. Show development in their abilities to write about and discuss works of art (3.1, 3.2). This includes: use of appropriate vocabulary (3.1, 3.2) and ability to compose a standard art history comparison essay (3.1, 3.2).

ART 2335 - Introduction to Printmaking (3)

This course will introduce students to a variety of printmaking techniques and processes. Students will create editions of original graphic artworks. Group and individual instruction. An additional 3 hours of independent studio work is required.

Typically Offered: Demorest Campus: fall day, spring day.

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

- Students will learn the organizing elements and principles of art and design. Department Goal 1.1
- Students will learn various print processes and produce editions of unique and original works of art. Department Goal 2.1
- Students will develop a working knowledge of a print studio, chemicals and equipment.
- Students become familiar with historical and contemporary approaches to printmaking.
- Students will utilize conceptual thinking and formal strategies to address project guidelines and themes.
- Students will demonstrate and use course vocabulary.
- Students will actively critique and evaluate their own finished works as well as the work of classmates

ART 2660 - Sculpture I (3)

A beginning course in sculpture in which basic three-dimensional ideas are explored through carving, modeling and constructive methods. An additional 3 hours of independent studio work is required.

Typically Offered: Demorest Campus: fall day, spring day.

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

1. Use the tools and materials applicable to the three-dimensional form.
2. Demonstrate knowledge and practice of safety protocol associated with tools utilized in the course Explore three methods of working in sculptural form, the additive, subtractive, and assemblage.
3. Will develop solutions to visual problems based on research into historical as well as contemporary artists.
4. Through individual and group critique sessions, develop their analysis of the relationship between form and content within works of art.
5. Demonstrate an understanding of composition.
6. Manipulate the elements of design through contour, gesture, shape and space.

## ART 3305 - Art of the Northern and Italian Renaissance (3)

A survey of art from Proto-Renaissance through the end of the 16th century. The formal characteristics of painting, sculpture, architecture, and some of the minor arts are analyzed in terms of stylistic and symbolic content in relation to the culture of the period.

Typically Offered: TBA.

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

1. Practice critical examinations of their personal aesthetic philosophy. (Critical and historical)
2. Demonstrate awareness of art historical context. (Art historical influence)

## ART 3307 - Modern Art: 19th and Early 20th Century (3)

A study of the cultural and historic roots of modern art in the 19th century and their fruition in the early decades of the 20th century. Attention is given to the relationship and influence of political, social, and economic changes on the arts of this period.

Typically Offered: TBA.

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

1. Practice critical examinations of their personal aesthetic philosophy. (Critical and historical)
2. Demonstrate awareness of art historical context. (Art historical influence)

## ART 3308 - Contemporary Art: 1945 to the Present (3)

A study of painting and sculpture today, beginning with the developments of the post-World War II period. Concentration is on work in the United States and Western Europe.

Typically Offered: Demorest Campus: spring day.

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

1. Proficiency in verbal skills needed to critically analyze works of art in cultural and historical context (3.1, 3.2).
2. Demonstrate awareness of art historical context (3.2). This includes: recognition of major artists working from 1945 through the 1980s (3.2); awareness of overarching stylistic attributes from artistic periods (3.2); and basic knowledge of key theories of the era (3.1, 3.2).
3. Show development in their abilities to write about and discuss works of art. This includes: use of appropriate vocabulary (3.1, 3.2); ability to compose a standard essay (3.1, 3.2); and knowledge of basic research methods (3.1, 3.2).

## ART 3309 - Contemporary Art (3)

A thematic study of recent developments in global visual art, spanning the 1990s and early 2000s to the present.

Typically Offered: Demorest campus: Spring; once every three years.

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

1. Have an increased awareness of key artists working in the last 25 years.
2. Possess knowledge of recent and current trends within contemporary art practice.
3. Awareness of theory and philosophy influential to artists working during this era.
4. Be better equipped to discuss works of art in an academic context.
5. Show development in writing about art.

### ART 3310 - Museum Studies (3)

An introduction to the field of museum studies and general gallery practice. Topics covered include the history of museums, institutional practices, and theoretical perspectives on the field. Students will read critical texts and apply knowledge through experiential learning projects.

Typically Offered: Demorest campus: Spring semester; once every three years.

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

1. Awareness of art historical context. This includes:
  - Awareness of how museum history fits into the broader context of general art history;
  - Recognition of major developments in the history of museums.
2. Knowledge of museum theory. This includes:
  - Recent critical developments in museum studies;
  - Pedagogical approaches with in museums.
3. Ability to use appropriate research methods and verbal skills. This includes:
  - Use of vocabulary from the field of museum studies.
  - Synthesis of knowledge in oral and written forms.
4. Application knowledge of museum history, practice, and theory. This will be shown in the form of:
  - A professional-quality didactic label.
  - A curatorial or educational project that will impact the museum and its community.

### ART 3314 - Special Topics in Art (3)

In-depth discussion of special topics in studio art and art history with special attention to areas of the instructor's expertise. Course can be repeated with each variation of topic.

Typically Offered: TBA.

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

1. Increased awareness of key artists working within the scope of the course (3.2).
2. Knowledge of art practice trends within the scope of the course (3.1, 3.2).
3. Awareness of theory and philosophy influential to artists working during this era (3.1, 3.2).
4. Be better equipped to discuss works of art in an academic context (3.1, 3.2).
5. Show development in writing about art (3.1, 3.2).

### ART 3315 - Digital Photography (3)

Introduction to digital imaging practices, including but not limited to the use of DSLR cameras. Students are introduced to digital capture, editing, and printing. Emphasis is placed digital manipulation and editing skills in tandem to developing a strong creative voice. An additional 3 hours of independent studio work is required.

Prerequisite: None Typically Offered: Demorest Campus: fall day.

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

1. Knowledge of manual operations of Digital SLR camera: Shutter speeds, f-stops/apertures, depth of field, ISO, Histograms on DSLR, Color temperature/white balance, light metering with DSLR, lenses and focal lengths, resolution, basic digital image processing.

2. General understanding of the basic history and context of art-photography and familiarity with contemporary artistic practice that involves the medium of photography.
3. Ability to verbally analyze the form and content of photographs.
4. Ability to apply conceptual ideas to the creation of photographs.
5. Knowledge of high-quality inkjet printing procedures.

#### ART 3316 - Intermediate Photography (3)

Emphasis is placed on the development of professional skills in the field of photography, including solidifying a personal creative approach. Content also includes the history of photography and contemporary practices, themes and approaches to the photographic image. Student may choose to work in either the black and white darkroom or digitally. An additional three hours of independent studio work is required.

Prerequisite: ART 3315 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Comprehensive knowledge of manual operations of Digital SLR camera: Shutter speeds, f-stops/apertures, ISO, depth of field, color space, color, temperature/white balance, light metering, lenses and focal lengths, resolution, basic digital image processing.
2. Able to verbally analyze the form and content of photographs.
3. Able to apply conceptual ideas to the creation of photographs.
4. A basic understanding of the history of photography and familiarity with contemporary practice.
5. Advanced Photoshop image editing and image manipulation techniques.
6. Knowledge of high-quality inkjet printing procedures.

#### ART 3320 - Drawing III (3)

Emphasis is placed on finding the technique of drawing that is the best vehicle for expressing individual perception and developing a consistent pattern of visual exploration. Includes work with live models. An additional 3 hours of independent studio work is required.

Prerequisite: ART 2220 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Gain a familiarity with an array of approaches to drawing, ranging from the historical, to the functional, to the conceptual.
2. Experiment and develop personal methods with a range of drawing materials, including wet, dry and color-based drawing instruments.
3. Gain deeper mastery over the core concepts of drawing and the graphic arts.
4. Create works of art that are conceptually developed and technically rigorous.
5. Demonstrate and use course vocabulary.
6. Demonstrate and apply safe studio practices concerning all media.

#### ART 3330 - Ceramics: Wheel Throwing (3)

Introduction to wheel thrown techniques with emphasis on making, glazing, and firing ceramic works. Students will explore both current and current historical while solving aesthetic and technical problems in clay. An additional three hours of independent studio work is required.

Typically Offered: Demorest Campus: fall day.

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

1. Develop skills needed to throw pottery on the wheel.

2. Explore the strengths and limitations of different forming techniques.
3. Know and use beginning ceramic terminology.
4. Develop a safe work habit of studio practice and equipment maintenance.
5. Participate in clay and glaze formulation and testing.
6. Participate in the firing process of primitive, electric, gas and wood kilns.
7. Have a beginning knowledge of historical and contemporary ceramics.
8. Begin to understand the balance between personal aesthetics and technical demands of the ceramic process.
9. Begin to develop visual solutions and speak about the technical ascetic choices in a critique setting.

#### ART 3331 - Intermediate Ceramics (3)

Continuation of wheel thrown and hand built ceramics, with the introduction of basic mold making techniques. Students will explore advanced glaze calculation and alternative firing processes as they develop a personal voice in clay. An additional three hours of independent studio work is required.

Prerequisite: ART 2230, and ART 3330 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Develop press mold and slipcasting techniques.
2. Demonstrate an understanding of the strengths and limitations of various forming techniques.
3. Demonstrate a developing understanding ceramic terminology.
4. Understand and use safe work habits of studio practice and equipment maintenance.
5. Demonstrate a developing understanding of basic clay and glaze chemistry.
6. Demonstrate a basic understanding of the firing process.
7. Begin to synthesize forming, glazing, and firing techniques for personal solutions in clay.
8. Demonstrate a developing knowledge of historical and contemporary ceramics.
9. Demonstrate choices based on a developing understanding of a balance between personal aesthetics and technical demands of the ceramic process.
10. Demonstrate a developing understanding of visual solutions and speak about the technical ascetic choices in a critique setting.

#### ART 3361 - Sculpture II (3)

An examination of advanced sculpture techniques. An additional 3 hours of independent studio work is required.

Prerequisite: ART 2660 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Use to the tools and materials applicable to the three-dimensional form.
2. Explore the three methods of working in sculptural form, the additive, subtractive, and assemblage.
3. Develop solutions to visual problems based on research into historical as well as contemporary artists.
4. Develop their analysis of the relationship between form and content within works of art.
5. Demonstrate an understanding of composition.
6. Manipulate the elements of design through contour, gesture, shape and space.
7. Demonstrate a basic knowledge of metalworking techniques.

8. Design and document ideas for projects through technical drawings.
9. Demonstrate an understanding of the properties of nonferrous metals and select the type needed for each project.
10. Demonstrate the proper maintenance and safe use of selected hand and power tools.
11. Execute the necessary sequence of steps to successfully complete a riveted metal object.
12. Execute the necessary sequence of steps to successfully complete a cast and brazed metal object.
13. Execute the necessary sequence of steps to successfully complete a hollow form ring.
14. Demonstrate knowledge of the elements and principles of design through critiques, oral presentations, and discussion.

#### ART 3362 - Sculpture III (3)

Exploration of the sculpture process focusing on integration of appropriate techniques required for individual expression. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3361 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Demonstrate an advanced knowledge of sculpture working techniques.
2. Design and document ideas for projects through technical drawings.
3. Choose appropriate materials with an understanding of the properties for each project.
4. Demonstrate the proper maintenance and safe use of hand and power tools.
5. Demonstrate proficiency executing independently designed projects.
6. Demonstrate knowledge of the elements and principles of design through critiques, oral presentations, and discussion.

#### ART 3370 - Painting II (3)

Advanced concepts in content explored. Emphasis on experimentation with various materials and media. An additional 3 hours of independent studio work is required.

Prerequisite: ART 2270 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct and indirect painting techniques and explore other painting methods as determined by individual interest.
3. Develop 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. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of an initiative and intellectual knowledge of various painting methods and materials.

## ART 3371 - Painting III (3)

Directed toward finding a method of painting that is best suited for expressing the student's personal vision. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3370 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct and indirect painting techniques and explore other painting methods as determined by individual interest.
3. Develop 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. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of an initiative and intellectual knowledge of various painting methods and materials.

## ART 3400 - Color and Concept (3)

Students will learn fundamentals and expressive potential of color through a series of exercises and projects that emphasize critical thinking as well as formal problem-solving. An additional 3 hours of independent studio work is required.

Prerequisite: 12 hours in Studio Art classes Typically Offered: Demorest Campus: fall day.

1. Demonstrate effective color knowledge and manipulation.
2. Learn techniques to develop and strengthen their creative concepts. Department Goal 3.1
3. Work with a variety of materials to create unique artworks, which work toward a develop personal aesthetic sensibility.
4. Learn new methods for individual and collaborative studio production.
5. Demonstrate and use course vocabulary.
6. Demonstrate and apply safe studio practices concerning all media.

## ART 3401 - Interdisciplinary Research in the Arts (3)

This course provides students the opportunity to critically investigate the interconnection of other fields with studio art and design disciplines within the context of contemporary art practices. Students will be challenged to experiment with a variety of media and techniques while maintaining the flexibility to build a more interdisciplinary studio practice. Lively discussions, use of critical friends critiques, and authentic learning experiences will be part of this course which aims to foster a creative environment of inquisitiveness, ethical responsibility, and research in interdisciplinary arts practices.

Prerequisite: ART 3400

- Learn to ask the right research questions.
- Learn how to critically scrutinize a variety of media to make informed ethical decisions. (1.2 Creative Voice)
- Conceptualizing and developing interdisciplinary ideas that are informed by a variety of materials and making processes. (1.2 Creative Voice)

- Research & Analyze: develop skills for conducting interdisciplinary research.
- Participate in an on-going critical dialogue known as critical friends. (3.1 Aesthetic awareness)
- Learn to use constructive criticism to further their growth as an artist. (3.1 Aesthetic awareness)
- Develop and practice presentation skills.
- Create a cohesive body of work based on research.

#### ART 4316 - Photography IV (3)

Photography advanced studio course with emphasis on the consistent development of in- depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3316 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Demonstrate an ability to produce refined, sophisticated conceptual artwork that illuminates the subject and supports the content.
2. Experiment with solutions, critically analyze the results of their own solutions, and make modifications.

#### ART 4317 - Photography V (3)

Photography advanced studio course with emphasis on the consistent development of in- depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 4316 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Demonstrate an ability to produce refined, sophisticated conceptual artwork that illuminates the subject and supports the content.
2. Experiment with solutions, critically analyze the results of their own solutions, and make modifications.

#### ART 4320 - Drawing IV (3)

Drawing advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3320 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Gain a familiarity with an array of approaches to drawing, ranging from the historical, to the functional, to the conceptual.
2. Experiment and develop personal methods with a range of drawing materials, including wet, dry and color-based drawing instruments.
3. Gain deeper mastery over the core concepts of drawing and the graphic arts.
4. Create works of art that are conceptually developed and technically rigorous.
5. Demonstrate and use course vocabulary.
6. Demonstrate and apply safe studio practices concerning all media.

#### ART 4321 - Drawing V (3)

Drawing advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.



Prerequisite: ART 4320 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Gain a familiarity with an array of approaches to drawing, ranging from the historical, to the functional, to the conceptual.
2. Experiment and develop personal methods with a range of drawing materials, including wet, dry and color-based drawing instruments.
3. Gain deeper mastery over the core concepts of drawing and the graphic arts.
4. Create works of art that are conceptually developed and technically rigorous.
5. Demonstrate and use course vocabulary.
6. Demonstrate and apply safe studio practices concerning all media.

#### ART 4331 - Ceramics IV (3)

Ceramics advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3331 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Combine various clay forming techniques as needed.
2. know and use advanced ceramic terminology.
3. Understand and demonstrate to others safe work habits of studio practice and equipment maintenance.
4. Demonstrate an advanced understanding clay and glaze chemistry.
5. Demonstrate an advanced understanding of the firing process.
6. Synthesize forming, glazing, and firing techniques for personal solutions in clay.
7. Synthesize a knowledge of historical and contemporary ceramics into personal work.
8. Demonstrate a personal visual voice and speak about the technical ascetic choices in critique settings.

#### ART 4332 - Ceramics V (3)

Ceramics advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 4331 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Demonstrate forming techniques as needed.
2. Know and use advanced ceramic terminology.
3. Understand and demonstrate to others safe work habits of studio practice and equipment maintenance.
4. Demonstrate an advanced understanding clay and glaze chemistry.
5. Demonstrate an advanced understanding of the firing process.
6. Synthesize forming, glazing, and firing techniques for personal solutions in clay.
7. Synthesize a knowledge of historical and contemporary ceramics into personal work.
8. Demonstrate a personal visual voice and speak about the technical ascetic choices in critique settings.

## ART 4362 - Sculpture IV (3)

Sculpture advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3362 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Combine various sculpture forming techniques as needed.
2. Know and use sculpture terminology.
3. Able to use various tools, techniques, and processes in completing sculptural forms, whether decorative or sculptural.
4. Synthesize basic forming techniques, elements and principles of design, and historical references to develop a personal and informed voice in sculpture.

## ART 4363 - Sculpture V (3)

Sculpture advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 4362 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Combine various clay forming techniques as needed.
2. Know and use ceramic terminology.
3. Able to use various tools, techniques, and processes in completing ceramic forms, whether decorative or sculptural.
4. Synthesize basic forming techniques, elements and principles of design, and historical references to develop a personal and informed voice in sculpture.

## ART 4371 - Painting IV (3)

Painting advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3371 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct painting techniques and explore other painting methods as determined by individual interest.
3. Develop 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. To acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques. Development of presentation skills with various techniques.

11. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 4372 - Painting V (3)

Painting advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 4371 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct painting techniques and explore other painting methods as determined by individual interest.
3. Develop 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. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of presentation skills with various techniques.
12. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 4430 - Art Criticism (3)

A course designed to introduce the student to various issues involving the analysis and evaluation of works of art.

Prerequisite: 6 hours art history and Junior/Senior standing Typically Offered: Demorest Campus: spring day.

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

1. Awareness of art historical context that expands knowledge from introductory studio courses (3.2).
2. Knowledge of and ability to use appropriate terminology when discussing and writing about art (3.1, 3.2).
3. Knowledge of and ability to employ basic methodological approaches in art criticism and history (3.1, 3.2).
4. Knowledge of the history of art criticism from the seventeenth century to the present (3.2);
5. Basic awareness of the contribution of major philosophers to the field of aesthetics from antiquity to the present (3.1, 3.2).
6. Awareness of the key figures in contemporary art criticism (3.2).
7. Practical experience curating and hanging an exhibition in a gallery (1.1, 2.1).
8. Ability to express his or her personal aesthetic philosophy in oral and/or written form (3.1, 3.2).

#### ART 4440 - Advanced Studies I (3)

Advanced studies into a selected medium with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: Permission of the department Typically Offered: Demorest Campus: fall day, spring day.

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct painting techniques and explore other painting methods as determined by individual interest.
3. Develop 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. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of presentation skills with various techniques.
12. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 4441 - Advanced Studies II (3)

Advanced studies into a selected medium with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: Permission of the department Typically Offered: Demorest Campus: fall day, spring day.

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct painting techniques and explore other painting methods as determined by individual interest.
3. Develop 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. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of presentation skills with various techniques.
12. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 4450 - Senior Capstone Seminar and Exhibition (3)

This is a capstone course focusing on the knowledge and experience gained in the student's area of specialization in art and emphasizing professional experiences and career achievement. Presentation in class will tie together information gained throughout the student's art

career at Piedmont and present issues important to emerging artists. Advanced students will use this as an opportunity to put together a final portfolio to be presented for a job interview or used for graduate school application.

Prerequisite: Permission of the department Typically Offered: Demorest Campus: fall day, spring day.

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

1. Students will complete a cohesive body of work ready for exhibition at the conclusion of the semester.
2. Demonstrate a personal aesthetic philosophy based on their artistic work.
3. Demonstrate an understanding of how their personal aesthetic viewpoint aligns within the history of art.
4. Research, develop, and execute a plan for exhibiting work.
5. Select work for professional portfolio.
6. Develop professional methods and skills for applying to exhibitions, galleries, competitions, graduate school, and jobs in the arts.

#### ART 4451 - Arts Administration Capstone (1)

This is a capstone course focusing on the knowledge and experience gained in Arts administration and emphasizing professional experiences and career achievement. Presentation in class will tie together information gained throughout the student's career at Piedmont and present issues important to emerging arts administrators. Students will use this as an opportunity to put together a final portfolio to be presented for a job interview or used for graduate school application.

Prerequisite: Senior standing Typically Offered: Demorest Campus: fall day, spring day.

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

1. Gain experience installing exhibitions (1.1, 2.1) by assisting with installing exhibitions (1.1, 2.1).
2. Deepen understanding of management of the permanent collection by helping the director update and re-organize the current accessioning system including measuring objects and work with Microsoft Excel.
3. Increase research and writing skills (3.1, 3.2) by conducting scholarly research on individual works in the collection (3.1, 3.2) and producing an annotated bibliography for each work (3.1, 3.2).
4. Increase awareness of museum outreach and publication practices (3.1, 3.2) by assisting with the production of museum PR and the editing and production of a small catalog (3.1, 3.2).

#### ART 4452 - BFA Senior Capstone Seminar and Exhibition (3)

This is a capstone course focusing on the knowledge and experience gained in the student's area of specialization in art and emphasizing professional experiences and career achievement. Presentation in class will tie together information gained throughout the student's art career at Piedmont and present issues important to emerging artists. Advanced students will use this as an opportunity to put together a final portfolio to be presented for a job interview or used for graduate school application.

Typically Offered: Demorest Campus: fall day, spring day.

1. Students will complete a cohesive body of work ready for exhibition at the conclusion of the semester.
2. Demonstrate a personal aesthetic philosophy based on their artistic work.
3. Demonstrate an understanding of how their personal aesthetic viewpoint aligns within the history of art.
4. Research, develop, and execute a plan for exhibiting work.
5. Select work for professional portfolio.
6. Develop professional methods and skills for applying to exhibitions, galleries, competitions, graduate school, and jobs in the arts.

#### ART 4461 - Arts Administration Internship in Art I (1)

This course will provide students with the opportunity to gain practical experience by assisting in the administration of a gallery venue. Students will work directly with the organizational leadership of the venue in schedule development, artist contract negotiations, budgets, gallery setup, lighting, openings, and other areas based on the interests of the students and the needs of the organization.

Prerequisite: Consent of instructor Typically Offered: Demorest Campus: fall day, spring day.

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

1. Gain experience installing exhibitions (1.1, 2.1) by assisting with installing exhibitions (1.1, 2.1).
2. Understand management of the permanent collection by helping the director update and re-organize the current accessioning system including measuring objects and work with Microsoft Excel.
3. Increase research and writing skills (3.1, 3.2) by conducting scholarly research on individual works in the collection (3.1, 3.2) and producing an annotated bibliography for each work (3.1, 3.2).
4. 4-Increase awareness of museum outreach and publication practices (3.1, 3.2) by assisting with the production of museum PR and the editing and production of a small catalog (3.1, 3.2).

ART 4462 - Arts Administration Internship in Art II (1)

A continuation of the arts administration internship in art. May be repeated for credit.

Prerequisite: ART 4461 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Gain experience installing exhibitions (1.1, 2.1) by assisting with installing exhibitions (1.1, 2.1).
2. Understand management of the permanent collection by helping the director update and re-organize the current accessioning system including measuring objects and work with Microsoft Excel.
3. Increase research and writing skills (3.1, 3.2) by conducting scholarly research on individual works in the collection (3.1, 3.2) and producing an annotated bibliography for each work (3.1, 3.2).
4. Increase awareness of museum outreach and publication practices (3.1, 3.2) by assisting with the production of museum PR and the editing and production of a small catalog (3.1, 3.2).

## **ARED - ART EDUCATION**

ARED 4420 - Art Education Methods P-6 (3)

Seminars, presentations, workshops, and peer collaborative planning will help students understand and develop a standards-based art curriculum. An emphasis will be on developing an age-appropriate curriculum based on studio practice, art history, and aesthetic inquiry methods appropriate for the P-6 grade child and instructional methodologies for teaching and assessing. Topics include a history of art education related to current issues, integration across subjects, and social and cultural approaches to pedagogy.

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; particularly grades P-6.
2. Demonstrate a basic understanding of a standards-based curriculum structure (GA Standards of Excellence) for elementary art programs in the content areas of studio practice, art history, criticism and aesthetic inquiry.
3. Understand how other subject areas can enhance art learning by integrating content areas (science and the humanities) with visual arts standards within lessons or units of study.
4. Engage in practical experiences in working with the materials, media and processes appropriate to teaching elementary art in grades P-6.
5. Investigate social and cultural approaches as it applies to art education pedagogy, P-6.
6. Develop an understanding on how to assess student knowledge, experiential backgrounds, and interests to devise learning experiences to assess needs.
7. Work collaboratively and individually to develop a variety of formative and summative assessments to evaluate student growth and development in art.
8. Develop a knowledge of art teaching methods and classroom management strategies appropriate to the discipline of elementary art, P-6.
9. Understand the role of art teacher as curriculum designer.

### ARED 4421 - Art Education Methods 7-12 (3)

Seminars, presentations, workshops, and peer collaborative planning will help students understand their role as curriculum designers. An emphasis will be on developing age-appropriate units of study based on studio practice, art history, and aesthetic inquiry methods appropriate for the 7-12 grade child and instructional methodologies for teaching and assessing. Topics include a history of art education related to current issues, integration across subjects, and socio-cultural approaches to pedagogy. Must be accepted into School of Education. Background check must be completed before the course begins. Field observations outside of class are required.

Typically Offered: Spring.

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

1. Engage in practical experiences in working with the materials, media, and processes appropriate to teaching art in grades 7-12.
2. Demonstrate a basic understanding of curriculum structures and art programs in the content areas of studio practice, art history, criticism, and aesthetic inquiry, particularly grades 7-12.
3. Apply the organizational skills needed to plan and coordinate a successful visual arts program (P-12) and demonstrate the professional behaviors and dispositions expected of art teachers working with students of all ages, cultures, and abilities.
4. Demonstrate their ability to plan differentiated learning experiences in art by creating units of study for students of various ages and abilities.
5. Understand how other subject areas can enhance art learning by integrating content areas (science and the humanities) with visual arts standards within lessons or units of study.
6. Develop an understanding of assessing student knowledge, experiential backgrounds, and interests to devise learning experiences to evaluate needs.
7. Work collaboratively and individually to create various formative and summative assessments to evaluate student growth and development in art.
8. Develop lesson plans/units of study which foster critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
9. Reflects on practice to effectively adjust and enhance teaching through planning individually and collaboratively to develop an environment that supports learning for all.
10. Understand the role of an art teacher as a curriculum designer.

### ARED 4496 - Art Education Content Synthesis (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 teaching in the k-12 art classroom. There will be an emphasis on assessment in art education and art education portfolio development. Junior standing.

Typically Offered: Fall, Spring.

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

1. Develop a knowledge of art teaching methods and classroom management strategies appropriate to the elementary level, specific for the discipline of art.
2. Understand how to assess and evaluate student growth and development in k-12 art.
3. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments.
4. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways
5. Students will prepare for the unique elements included in the art education content exam (media/safety/criticism/history/pedagogy).
6. Students will document their learning experiences along with curating personal artwork, and teaching pedagogy in a digital portfolio .

### ARED 4498 - Art Education Internship I (3)

A 120-semester-hour practicum for one semester, performed under the combined supervision of a certified teacher and the University supervisor. Applications must be completed by the posted deadline the semester prior to placement. Evidence of multicultural approaches to pedagogy, history and student/teacher associations will be evident in student interviews, shadowing of children in diverse settings and reflective practices.

Prerequisite: Admission to teacher education and hold a pre-service certificate. Typically Offered: Demorest Campus: fall day, spring day.

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

1. Explore student assets including personal, cultural, and community assets;
2. Observe experiences that meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities;
3. Observe classroom routines and student behaviors;
4. Explore state standards and curriculum materials;
5. Observe instructional practices;
6. Explore and discuss formal and informal assessments;
7. Explore and discuss student assessment data;
8. Cultivate professional behaviors and dispositions; and
9. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

#### ARED 4499 - Art Education Internship II (9)

Internship teaching in an art education P-12 public school setting, with guided practicum experiences. Full time, off-campus schedule according to host school's posted schedule. This course is a Pass (P)/Fail (F) course.

Prerequisite: Successful completion of the appropriate GACE content tests, admission to Teacher Education, and pre-service certification. Typically Offered: Demorest Campus: fall day, spring day.

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

1. Possess the habits of mind of a scholarly, reflective, proactive practitioner.
2. Possess a spirit of teaching indicative of enjoyment and enthusiasm for instruction and learning.
3. Understand the purposes of education and how one's beliefs about such purposes affect the learning possibilities of students and teachers.
4. Commit to professional development exhibited by engaging in scholarly reading, collegial discourse, collaborative endeavors, personal reflection, and action research.
5. Possess a critical awareness of and open-mindedness about thinking processes and activities which affect student learning and teacher effectiveness.
6. Gain the ability to assess and plan for varied learning styles in the diverse classroom of the 21st century.
7. Possess the appropriate and innovative instructional skills for use in a variety of contexts.
8. Understand and appreciate the variety of learning styles, cultural backgrounds, and capabilities of each student in order to develop methods of teaching appropriate in the field of music/art.
9. Identify and critique instructional skills appropriate to the subject of music/art and the students in each class.
10. Understand the uses and limits of instructional technology in developing appropriate teaching skills for content exploration and understanding.
11. A working knowledge of content in the field of music/art beyond the minimums required for teaching music/art in the schools including methods and materials of scholarship, current trends in the field, and pedagogical possibilities inherent in the disciplines of the field.
12. Familiar with current publications, conferences and studies in their field, and have the competency to conduct research in their own professional environments for positive change. Be prepared to evaluate and implement scholarly and practical uses of music/art education research.



13. Possess the combination of habits of mind, ethical standards, skills, and content knowledge to be recommended for certification as a teacher.

## **ASLN - AMERICAN SIGN LANGUAGE**

### ASLN 1101 - ASLN - American Sign Language I (3)

This introductory course in American Sign Language develops basic skills in ASL grammar, vocabulary, fingerspelling, and numbers, as well as serving as an introduction to Deaf culture.

Typically Offered: Demorest: Fall.

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

1. Develop use of and expand knowledge of signs in context.
2. Develop manual alphabet and number sign skills.
3. Combine signs, numbers and fingerspelling into meaningful ASL, in both expressive and receptive communication modes.
4. Learn the linguistic and cultural material in the text and course readings.
5. Gain an understanding of Deaf culture in addition to basic language.

### ASLN 1102 - Elementary American Sign Language II (3)

Building on ASLN 1101, this course continues the development of American Sign Language expressive and receptive skills, grammar, vocabulary, cultural awareness, and related terminology.

Prerequisite: ASLN 1101 Typically Offered: Demorest: Spring.

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

1. Develop use of and expand knowledge of signs in context.
2. Develop manual alphabet and number sign skills.
3. Combine signs, numbers and fingerspelling into meaningful ASL, in both expressive and receptive communication modes.
4. Learn the linguistic and cultural material in the text and course readings.
5. Gain an understanding of Deaf culture in addition to basic language.

## **BIOL - BIOLOGY**

### BIOL 1101 - General Biology I (3)

Introduction to the chemical and cellular basis of life: cell structure, photosynthesis, respiration, nutrient procurement and processing, gas exchange, internal transport, chemical and nervous control of body functions, and reproduction. Lecture.

Prerequisite: Minimum Math ACT score of 18 or Minimum Math SAT score of 500 (Only applies to first semester of enrollment).

Corequisite: BLAB 1101 or passing grade in BLAB 1101 Typically Offered: Demorest Campus: fall day, spring day — Athens Campus: fall evening.

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

- Have foundational knowledge of and literacy in core biological concepts including systems, transformation of energy and matter, evolution, biological information flow, and structure and function—particularly as these concepts relate to the fields of biochemistry, cellular biology, and anatomy and physiology.

### BIOL 1102 - General Biology II (3)

Continuation of BIOL 1101 Basic patterns of inheritance, nature of genes, embryological development, evolution, principles of taxonomy, survey of living organisms and ecology. Lecture.

Prerequisite: BIOL 1101 and BLAB 1101 Typically Offered: Demorest Campus: fall day, spring day.

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

- Have foundational knowledge of and literacy in core biological concepts including systems, transformation of energy and matter, evolution, biological information flow, and structure and function—particularly as these concepts relate to the fields of genetics, evolution, and ecology.

## BIOL 2100 - Human Anatomy and Physiology I (3)

The purpose of this course is to create student understanding of the structure and function of the human body, ultimately leading to a high degree of professional proficiency in allied health and physical education fields. The topics to be covered include basic biological concepts as they relate particularly to the human body, the skeletal system, cardiovascular system, circulatory system, etc. Lecture and Laboratory. Students must also register for a lab section.

Prerequisite: "C" or better in BIOL 1101 and BLAB 1101 or "C" or better in CHEM 1101 and CLAB 1101 Corequisite: BLAB 2100  
Typically Offered: Demorest Campus: fall day, spring day — Athens Campus: fall day.

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

1. Develop an understanding of human anatomy and physiology.
2. Better understand the link between cellular and organismal physiology.

## BIOL 2110 - Human Anatomy and Physiology II (3)

The purpose of this course is to create student understanding of the structure and function of the human body, ultimately leading to a high degree of professional proficiency in allied health and physical education fields. The topics to be covered include the digestive system, urinary system, reproductive system, immune system, central nervous system, electrolyte balance, etc. Lecture and laboratory. Students must register for a lab section.

Prerequisite: BIOL 2100 It is a continuation course of BIOL 2100 Corequisite: BLAB 2110 Typically Offered: Demorest Campus: fall day, spring day — Athens Campus: spring day.

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

1. Develop an understanding of human anatomy and physiology.
2. Better understand the link between cellular and organismal physiology.

## BIOL 2150 - Medical Microbiology (4)

Introduction to the study of microorganisms, with particular emphasis on those that relate to human health.

Prerequisite: BIOL 2100. Typically Offered: Demorest Campus: fall day, spring day — Athens Campus: spring day .

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

1. Prepared to enter the allied health field.
2. Apply their understanding to make more informed decisions about their general health and well-being.
3. Effectively employ critical thinking skills in written and oral communication involving general concepts and principles of the microbiological disciplines.
4. Demonstrate basic skills applicable to handling, cultivation, and biochemical identification of bacterial cultures.

## BIOL 2240 - Genetics (4)

Study of Mendelian genetics, variations and mutations, including the mechanics of DNA. Laboratory emphasis on the examination of *Drosophila* as an example of simple inheritance and linkage. Lecture and laboratory.

Prerequisite: BIOL 1102 Typically Offered: Demorest Campus: fall day, spring day as needed.

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

- Develop a foundational literacy in fundamental genetic concepts including the nature of genetic material, molecular biology of gene function, gene expression and regulation, transmission/patterns of inheritance, genetic variation, evolution and population genetics, and genetics of model organisms. Methods and tools in modern genetics will be a major focus of the laboratory.

### BIOL 3050 - Current Topics in Environmental Biology (2)

This is a seminar course designed to inform and engage students about current issues in Environmental Biology. Students critically review current research in the area of Environmental Biology through readings, discussions, analyses, and presentations. Lecture only.

Prerequisite: BIOL 1102 Typically Offered: Demorest Campus: spring day as needed.

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

1. Knowledge of narrow scientific topics in environmental biology.
2. Relate that information to current events.

### BIOL 3200 - General Microbiology (4)

Study of the biology of microorganisms including classification, ecology and pathology of viruses, bacteria, and molds. Lecture and laboratory.

Prerequisite: CHEM 1102 and CLAB 1102 recommended. Typically Offered: Demorest Campus: fall day.

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

1. Prepared for majoring in biology in the basic background of microorganims.
2. Develop an understanding of microorganisms, with specific emphasis on classification, ecology, and genetics.
3. Effectively employ critical thinking skills in written and oral communication involving general concepts and principles of the microbiological disciplines.
4. Demonstrate basic skills applicable to handling, cultivation, and biochemical identification of bacterial cultures.

### BIOL 3300 - Cell Biology (3)

The morphology, fine structure, ultrastructure, and chemical pathways of prokaryotic and eukaryotic cells are covered. Organelles, biochemical pathways, cell communication, and signaling are included. Lecture only

Prerequisite: BIOL 1102 and BIOL 2240 Typically Offered: Demorest Campus: even fall day.

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

1. Knowledge of the diverse structure and physiological functions of the cell.
2. Knowledge of the eukaryotic cell, ranging from membrane and internal composition, transport, cellular division, movement, energetics, reproduction, cell regulation, signal transduction, apoptosis (programmed cellular death), and cancer cell biology.
3. Knowledge of specific aspects of cellular biology that push understanding of the cell and lead to an understanding of the broader implications of the role cells play in the living world.

### BIOL 3500 - Vertebrate Natural History (4)

Classification and ecology of vertebrates of North America with emphasis on local forms. Laboratory and field work involving techniques of field study of local fauna. Lecture and laboratory.

Prerequisite: BIOL 1102 and BLAB 1102 Typically Offered: Demorest Campus: even spring day.

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

1. Understanding the general biology of vertebrates, including their classification and evolution.
2. Familiar with the vertebrate fauna of Georgia including identification, techniques of observation, and functional roles in ecological systems.

### BIOL 3650 - Comparative Physiology (3)

Study of physiological processes in living organisms including prokaryotes, protistans, fungi, plants and animals. Lecture.

Prerequisite: BIOL 1102; CHEM 1102 and CLAB 1102 recommended. Typically Offered: Demorest Campus: odd fall day.

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

1. Have an understanding of the major paradigms in physiology.
2. Recognize that biological processes are based on chemical and physical principles and that biology informs medicine and community health.
3. Be proficient in the fundamentals of vertebrate physiology.

#### BIOL 3700 - Animal Behavior (3)

This course provides an in-depth exploration of the evolution, ecology, ethology and development of the behavior of animals. Important biological activities including foraging, communication, migration, predator-prey interactions, mating, and parental care are examined. Lecture.

Prerequisite: BIOL 1102 Typically Offered: Demorest Campus: odd spring day.

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

1. Know the currently accepted explanations for animal behavior.
2. Know how to quantify and study animal behavior.
3. Apply knowledge from other areas of biology to the understanding of animal behavior.

#### BIOL 4200 - Invertebrate Zoology (4)

Survey of the invertebrate phyla emphasizing morphology, ecology, and phylogenetic relationships. Lecture and laboratory.

Prerequisite: BIOL 1102 and BLAB 1102 Typically Offered: Demorest Campus: odd spring day.

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

1. Develop an understanding of the phylogenetic relationships between invertebrate phyla.
2. Examine and investigate the functional differences among invertebrate phyla.
3. Explore the role those differences play in determining the distribution of those phyla in time and space.

#### BIOL 4240 - Medical Genetics (3)

BIOL 4240 is a three-credit-hour lecture designed to provide students with knowledge of the basic principles of human medical genetics, transmission principles of genetic information to progeny, and the mechanisms of how genetic information is stored and expressed. Students will be introduced to the use of information regarding gene sequencing, fragment analysis, gene expression, and bioinformatics in the field, in addition to the ethical and societal consequences of practicing medical genetics.

Prerequisite: Grade of C or better in BIOL 2240 Typically Offered: Demorest campus: Odd spring.

Students will demonstrate an understanding of the structure of the human genome, understand basic concepts for gene expression, gain knowledge about the different genetic factors and their importance for the origin of hereditary diseases, be able to apply basic genetic concepts and identify Mendelian patterns of inheritance in various forms (e.g., Punnett squares, pedigrees).

#### BIOL 4500 - Organic Evolution (4)

Principles and mechanisms of evolutionary biology including genetic variation and selection, speciation, and phylogenetic construction and systematics. Lecture and laboratory.

Prerequisite: BIOL 2240 Typically Offered: Demorest Campus: fall day.

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

- Understand the mechanisms and processes involved in biological evolution.

**BIOL 4700 - Ecology (4)**

Relationships among plants, animals, and the physical environment; and interactions among and within populations, communities and ecosystems. Laboratory emphasis is on field techniques of studying plant and animal ecology. Lecture and laboratory.

Prerequisite: BIOL 1102, BLAB 1102, CHEM 1101, and CLAB 1101. Typically Offered: Demorest Campus: spring day.

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

1. Have an appreciation and basic understanding of the science of ecology.
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 4800 - Special Topics in Natural Sciences (1-4)**

This course examines special topics in the natural sciences related to biology, chemistry, geology or environmental science, which are not part of the formal offerings of the department. May be repeated for credit only if the topic changes.

Typically Offered: Demorest Campus: spring day and summer as needed.

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

1. Knowledge of recent environmental organic chemistry issues.
2. Review and research of recent aspects of the impact of organic chemicals in the environment.
3. Discuss and present papers.

**BIOL 4930 - Internship in Natural Sciences (1-3)**

This course allows students the opportunity to participate in applied job-related experience in the natural sciences: biology, chemistry, geology or environmental science. The course may be repeated for credit.

Prerequisite: Major in science and permission of department chair. Typically Offered: Demorest Campus: spring day.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

**BLAB - BIOLOGY****BLAB 1101 - General Biology Lab I (1)**

Hands-on investigations of techniques and principals important to biology, including microscopy, data handling, and conducting of experiments. To be taken in conjunction with BIOL 1101.

Corequisite: BIOL 1101 or passing grade in BIOL 1101 Typically Offered: Demorest Campus: fall and spring day. Athens Campus: fall evenings..

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

1. Demonstrate knowledge in material pertinent to laboratory-based information in introductory biology.
2. Demonstrate performance of basic laboratory techniques in a safe and competent manner.
3. Understand and analyze data.
4. Communicate the results of an experiment in writing using a professional format.

#### BLAB 1102 - General Biology Lab II (1)

An exploration of the diversity of life from viruses to vertebrates. Lecture and laboratory.

Prerequisite: BIOL 1101 and BLAB 1101 Corequisite: BIOL 1102 Typically Offered: Demorest Campus: spring and fall day.

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

1. Demonstrate knowledge about the diversity of living organisms.
2. Demonstrate performance of basic laboratory techniques in a safe and competent manner.
3. Understand and evaluate basic phylogenetic information.

#### BLAB 2100 - Human Anatomy and Physiology I Lab (1)

The lab portion of the course. Should be taken concurrently with BIOL 2100.

Prerequisite: Grade of "C" or better in BIOL 1101 and BLAB 1101 or "C" or better in CHEM 1101 and CLAB 1101 Corequisite: BIOL-2100 Typically Offered: Demorest: fall and spring day. Athens: fall day..

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

1. Develop an understanding of human anatomy and physiology.
2. Better understand the link between cellular and organismal physiology.
3. Demonstrate the ability to work safely in a laboratory setting.

#### BLAB 2110 - Human Anatomy and Physiology II Lab (1)

The lab portion of the course. Should be taken concurrently with BIOL 2110.

Prerequisite: BIOL 2100 and BLAB 2100 Corequisite: BIOL-2110 Typically Offered: Demorest: fall and spring day. Athens: spring day..

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

1. Develop an understanding of human anatomy and physiology.
2. Better understand the link between cellular and organismal physiology.
3. Demonstrate the ability to work safely in a laboratory setting.

## **BUSA - BUSINESS ADMINISTRATION**

#### BUSA 1210 - Introduction to Microeconomics (3)

This course focuses on analysis of economic factors impacting supply and demand, consumer behavior, production and costs, prices, and markets. We also explore the interaction of government and economics through price and quantity restrictions, externalities, public goods and common resources.

Prerequisite: none Typically Offered: Athens Campus: fall evening — Demorest Campus: fall day, spring day — Online: fall.

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

1. Use the Laws of Supply and Demand to predict market outcomes and changes to these outcomes
2. Use demand theory to describe the spending and saving decisions of consumers
3. Identify and analyze the impact of significant microeconomic trends
4. Describe and analyze profit maximization behavior of producers as prices and costs change
5. Identify the expected and unexpected effects of government regulation on businesses and markets

#### BUSA 2000 - Business Communication (3)

A study of the tools and techniques that are useful for communicating in a business environment in both personal and group situations. Concepts and theories of business communication allow students to develop written and oral communication skills, practice persuasive business writing and deliver individual and team presentations. Corporate business ethics and professional careers are researched, and course topics include resumes, employment interviews, reports, emails and memorandums, verbal and non-verbal communication methods, critical thinking skills, and professional etiquette. Information technology tools are studied to promote creativity and digital alternatives, which include data visualization, social media, digital media, and visual media.

Prerequisite: ENGL 1101 Typically Offered: Athens Campus: fall evening, summer evening — Demorest Campus: fall day, spring day — Online - fall.

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

1. Recognize and appropriately use the common body of knowledge associated with business communications and etiquette.
2. Develop and enhance critical thinking skills as part of communication skills.
3. Develop your ability to communicate with others using a wide variety of processes and techniques.
4. Improve spelling, grammar, and punctuation skills for more effective written communication.
5. Recognize that communication is a critical process in all organizations and that developing communication skill is a necessary component of success.
6. Understand the communication techniques that are used to influence your thinking and behavior.

#### BUSA 2030 - Information Systems for Business (3)

This course will provide students with a foundation for using information technology systems in an academic environment and will prepare students for further studies of information technology in upper division business courses. The course will provide instruction in the basics of component hardware, operating system manipulation, common productivity software programs, common graphics programs, HTML development, and use of digital media peripherals. Capabilities and risks associated with Internet-based media will be explored and use of Internet-based research tools will be emphasized. The course will emphasize use of spreadsheet software for analysis and modeling in the business environment. Concepts essential in database design and programming will be introduced.

Prerequisite: none Typically Offered: Athens Campus: spring evening — Demorest Campus: fall day, spring day.

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

1. Demonstrate mastery of basic computer technology concepts and terminology.
2. Identify components and explain workings of common hardware, software, and networking systems, and the World Wide Web.
3. Based on industry standards, demonstrate significant mastery of common productivity (word processing, spreadsheet, presentation) software.
4. Explain “best practices” in using productivity software in academic and work settings.
5. Construct simple models using computer-based tools to solve problems.
6. Use computer tools to manage and interpret data.

7. Critically assess information sources available via the Internet.
8. Conduct effective research using electronic information resources including Internet search engines and bibliographic databases.
9. Identify and explain salient characteristics of file types (productivity, graphics, media, system) common in day-to-day computer use.
10. Select and manipulate computer graphics tools appropriate for various tasks.
11. Create simple HTML documents.
12. Explain “best practices” in maintaining a safe, reliable, and robust personal computing environment.
13. Recognize and discuss ethical issues inherent in day-to-day computer use.

#### BUSA 2031 - Intermediate Excel Bootcamp (1)

This course explores the capabilities of Excel in the specific areas of error elimination, charts and graphs, date and time, sparklines and dashboards.

Prerequisite: BUSA 2030 or consent of the instructor Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

Student learning outcomes will include business ethics – the ethical use of graphical aids to depict quantitative data (lie factor); strategic management – the role of the spreadsheet based business modeling in the strategic planning process; financial risk management – “spreadsheet risk;” and to view the spreadsheet software as a very high level programming language rather than viewing Excel as a place to store data – Access is supposed to serve that purpose. Imbedded in these program learning outcomes are the minutia of the functions like pivot-tables, formulas and functions, model building, Excel tables; Excel controls; and other advanced topics. The SACS program level SLO #4 Management, & SACS SLO #9 Information Systems.

#### BUSA 2032 - Boot Camp on Advanced Excel Topics (1)

This course explores Excel capabilities in advanced topics to include pivot tables, modeling using functions such as look ups and indexing, regression, scenario’s and what-ifs.

Prerequisite: BUSA 2030 or consent of the instructor Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

Student learning outcomes will include business ethics – the ethical use of graphical aids to depict quantitative data (lie factor); strategic management – the role of the spreadsheet based business modeling in the strategic planning process; financial risk management – “spreadsheet risk;” and to view the spreadsheet software as a very high level programming language rather than viewing Excel as a place to store data – Access is supposed to serve that purpose. Imbedded in these program learning outcomes are the minutia of the functions like pivot-tables, formulas and functions, model building, Excel tables; Excel controls; and other advanced topics. The SACS program level SLO #4 Management, & SACS SLO #9 Information Systems.

#### BUSA 2033 - Boot Camp on Selected Topics in Access (1)

This course explores the capabilities of Access in the specific areas of creating tables and linking tables, creating forms, queries and reports.

Prerequisite: BUSA 2030 or consent of the instructor Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

Student learning outcomes will include strategic management – the role of the SQL database in decision support systems. The SACS program level SLO #9 Information Systems.

#### BUSA 2035 - Boot Camp on Selected Topics in Business Analytics (1)

This course explores personal computer software not covered by any of the boot camp courses. Possible topics include Python, R, SPSS, etc.

Prerequisite: BUSA 2030 or consent of the instructor Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

#### BUSA 2100 - Business Analytics I (3)

This course is part one of a two course statistics sequence in the business core. This course assumes no prior knowledge of statistics. This introductory course covers the material through probability and hypothesis testing. This course is taught using MS EXCEL as the software tool to solve all problems in this course. Practical applications of statistical tools and techniques to solve business problems will be the focus. Students will begin the journey towards a decision-making mind-set based upon data, research and interpretation of research findings. Specific topics include defining data, describing data, visualizing data, statistical inference (probability, normal distributions and central limit theorem) and hypothesis testing.



Prerequisite: Minimum Math ACT score of 17 OR Minimum Math SAT score of 510 OR "C" or better in MATH 1005 Typically Offered: Athens Campus: fall evening — Demorest Campus: fall day, spring day — Online: fall.

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

1. Identify different levels of measurement (nominal, ordinal, interval and ratio).
2. Demonstrate mastery of calculating descriptive statistics in Excel including mean, median, mode, standard deviation and variance.
3. Understand the key steps in hypothesis testing including
  - a. Crafting a null hypothesis,
  - b. Establishing a significance level that balances Type I and Type II errors,
  - c. Calculating a test statistic and probability in Excel,
  - d. And interpreting the results.
4. Demonstrate awareness of the three pillars of inferential statistics (probability, central limit theorem and normal distributions).
5. Understand the methods and importance of drawing a probability sample in inferential statistics.
6. Present statistical results visually and graphically.
7. Identify common mistakes and biases that skew statistical results.

#### BUSA 2140 - Legal Environment of Business (3)

This course examines the U.S. and international legal systems as they pertain to the operation and advancement of business. This includes an overview of basic law principles in criminal and civil law, including general business ethics, contract law, employment/agency law, and sales law as defined by common law and Uniform Commercial Code Articles 2, 2-A and 9.

Prerequisite: none Typically Offered: Athens Campus: fall evening, summer hybrid — Demorest Campus: fall day, summer hybrid — Online: fall.

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

1. Classify, compare and contrast differences in civil and criminal processes.
2. Define and relate the different roles of the different branches of government (legislative, executive and judicial) to businesses on the federal, state, and local levels.
3. Classify, compare and contrast different types of business organizations and apply the correct model to the strategic business goals.
4. Understand and analysis the relationship between private and public businesses and governmental rules and regulations and the role of agencies in business operations.
5. Be able to identify, analysis, dissect and compose various types of contractual documents (agreement, labor, employment, real estate, etc.) oft used and executed in business to the point the student can competently communicate businesses' needs and expectations to the attorney.
6. Demonstrate a basic knowledge and an understanding of the importance of the role product liability and consumer protection law have in operational and strategic management planning.
7. Define, explain, and apply basic financial regulations in banking, insurance, and investment. As this is an introductory course, this will be measured on said level.
8. Demonstrate basic knowledge of common employment laws and examine common themes behind their creation in relations to federal, state, and constitutional laws, including but not limited to equal employment opportunity.
9. Communicate their understanding of how decisions carry certain legal benefits and risks clearly and demonstrate critical thinking analysis of real-world problems in business.

10. Weigh ethical considerations and motives of legal decisions and risks facing business today.

#### BUSA 2200 - Principles of Marketing (3)

A study of the principles and methods involved in pricing, promoting and distributing products to consumers through various channels.

Typically Offered: Athens Campus: fall evening — Demorest Campus: fall day, spring day, spring evening.

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

1. Understand a vocabulary of marketing terms and concepts (Marketing Domain level).
2. Apply marketing concepts in a business setting (Business Integration and Strategic Management).
3. Demonstrate understanding of the methods used to identify and segment consumer markets including demographic, geographic, and psychographic factors (Market Research, People).
4. Understand and apply an understanding of the buying process in both B2C and B2B environments and its application to different types of products and services (People, Strategy, Business Ethics)
5. Understand and apply marketing strategies for various marketing situations and / or types of products or services (Marketing Strategy).
6. Ability to assess a firms marketing mix in both product and service environments (Marketing Mix / 4P's)
7. Integrate the major concepts and apply them in a critical analysis of a company's marketing strategy (Marketing Strategy, Business Integration).

#### BUSA 2210 - Introduction to Macroeconomics (3)

This course replaces BUSA 3210, Global Economics, and focuses on analysis of economic factors that determine the level of national income, prices, unemployment, and economic growth from various theoretical perspectives. Consumption, investment, and monetary and fiscal theories are presented in detail. International finance is examined.

Prerequisite: BUSA 1210 Typically Offered: Athens Campus: fall evening — Demorest Campus: fall day, spring evening.

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

1. Identify and calculate the common measures of economic conditions such as GDP, unemployment and growth rates.
2. Describe how inflation is measured, its impact on the price level and the effect on interest rates and investment.
3. Explain the Aggregate Demand-Aggregate Supply model in relation to long and short run time horizons.
4. Explain the goals of fiscal and monetary policy and the impact government decision making has on the economy.
5. Identify the relationship between foreign direct investment, international trade and current account balances.

#### BUSA 2700 - Principles of Management (3)

An overview of the management functions: planning, organizing, leading and controlling. The course also includes an examination of business ethics and the global economy.

Typically Offered: Athens Campus: spring evening, summer evening — Demorest Campus: fall day, spring day — Online: fall.

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

1. Use a vocabulary of management terms and concepts.
2. Apply management concepts of mission, vision, and values in a business setting in the context of culture and climate.
3. Understand goal setting processes at the organizational and personal levels.
4. Demonstrate a working knowledge of organizational charts and structures.
5. Demonstrate a familiarity with major management themes including globalization and diversity, quality, strategic planning, ethics, and employee motivation and rewards.

#### BUSA 3130 - Financial Institutions and Markets (3)

A survey of the role of financial institutions and markets in the domestic and global economies.

Prerequisite: BUSA 1210 Typically Offered: Athens Campus: spring evening, summer hybrid — Demorest Campus: spring day, summer hybrid.

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

1. Demonstrate command of the vocabulary used in the financial sector.
2. Understand the role of the various actors and institutions that comprise the financial sector.
3. Discuss the role of markets in a functioning economy and their relationship to financial activity and crises.
4. Describe how the concepts of moral hazard and agency problems can be used to predict the behavior of institutions and individuals in the face of government regulations
5. Demonstrate understanding how the various financial instruments available in the market are valued and the causes of fluctuations in those instruments' valuations.

#### BUSA 3150 - Social Media Marketing (3)

The average consumer spends nearly 2.5 hours per day on social media sites so it is no surprise that having a presence on social media has become a vital component of marketing strategy. Social media marketing allows marketers to connect with customers in unique and powerful ways and so a strong understanding of how social media is used as part of a comprehensive marketing strategy has become necessity for anyone wishing to enter the field. This course explores how to effectively use social media to move consumers to action in myriad contexts. By the end of this course, students will be comfortable with the principles of social media marketing strategy, and will be able to integrate social campaigns into an effective marketing plan.

Typically Offered: Online — summer, fall spring.

- Articulate the key functions of social media marketing
- Build effective social media campaigns
- Identify target customers for social media campaigns
- Select appropriate channels for social media campaigns
- Identify and track key metrics for social media campaigns
- Select and deploy content for social media campaigns
- Identify the roles and responsibilities of consumers, marketers, and other key individuals
- Align social media marketing goals to company strategic goals
- Demonstrate campaign effectiveness through clear explanation of key metrics

#### BUSA 3250 - Consumer Behavior (3)

Current theories and research on buyer behavior will be explored, with special attention to their application in managerial decision-making. Specific theories of buyer learning, attitude development, perception, group interaction and decision making, organizational dynamics, personality and culture are used to explain and predict customer response to market offerings.

Prerequisite: BUSA 3200 Typically Offered: Athens Campus: fall evening — Demorest Campus: spring day.

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

- Demonstrate understanding of consumer needs and wants, the process by which they are satisfied, and the environment in which the behavior occurs.
- Demonstrate how marketers can use your knowledge of consumer behavior concepts to develop better marketing programs and strategies to influence those behaviors.
- Evaluate the effectiveness of various advertisement and promotions and their attempts to influence the behaviors of individuals.
- Analyze the trends in society and apply them to the marketing of an actual product or service.
- Analyze personal, socio-cultural, and environmental dimensions that influence consumer decisions making.

- Address the importance of subculture and global consumer culture as marketing opportunities.

#### BUSA 3306 - Applied Ethics (3)

Students will examine a variety of personal, social and professional ethical issues and problems in a seminar setting. The course will emphasize current events, and promote the development of critical thinking skills and sound ethical reasoning.

Prerequisite: none Typically Offered: Athens Campus: fall evening — Demorest Campus: fall day, fall evening, spring day — Online: summer.

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

1. Explain how corporate culture influences ethical decision making.
2. Explain why ethics is important in business and why ethical responsibilities go beyond compliance with laws and regulations.
3. Have a basic knowledge of the fundamental concepts and principles of business ethics.
4. Recognize and address the common ethical dilemmas occurring at all levels of a business organization, including management, marketing, finance, information technology, and accounting.
5. Have a sense of confidence in their ability to recognize, analyze and resolve ethical dilemmas.

#### BUSA 3340 - Sports Economics (3)

An examination of the industry of sports using the tools and concepts of economic analysis. The unique industrial structure of sports leagues and franchises provides an opportunity to study costs, pricing, profitability, league structures, labor relations, negotiation, managerial efficiency and public finance from a non-traditional perspective.

Prerequisite: MATH 1300 or BUSA 2100 and BUSA 1210 Typically Offered: Athens Campus: not offered — Demorest Campus: spring day.

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

1. Use data and examples from the world of professional and amateur sports to enhance the students' understanding of business and economics principles.
2. Use economic reasoning to assess how changes in incentives and market structures affect the behaviors of stakeholders in the sports world
3. Demonstrate how the decisions made in the management of sporting events can be used to understand decisions made by managers in other businesses
4. Demonstrate how the decisions made in the management of sports franchises can be used to understand decisions made by managers in other businesses

#### BUSA 3400 - Business Finance (3)

Tools and techniques useful for aiding the manager in planning for and managing assets, short-term and long-term liabilities, capital budgeting, and income and expenditures by use of ratio analysis and other techniques.

Prerequisite: ACCT 2010 and ACCT 2020 Typically Offered: Athens Campus: fall evening — Demorest Campus: fall day, spring day, spring evening.

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

1. Understand the impact that business finance, and its myriad of applications, has on the success or failure of a business.
2. Understand the techniques to value assets including but not limited to the Time Value of Money.
3. Understand balance sheets and income statements and have an ability to draw valuable information related to profits, cash flows and profit margins from these resources.
4. Understand financial ratio analysis including common size analysis, trend analysis and other methods.

5. Understand the impact of debt and its associated interest, and dividend policy on the value of the firm and its ability to grow.
6. Understand the capital markets and the nuances of the stock and bond markets and techniques for the valuation of each.
7. Understand the impact of taxes on cash flows, profit margins and firm valuation.

#### BUSA 3500 - Business Analytics II (3)

Practical applications of statistical tools and techniques to business problems. Emphasis is placed on research, design and interpretation of results and the implications of those results for business decision-making. Statistical techniques will include the more commonly used research methods, research designs, results interpretation in support of decision making in the era of "big data." Topics will include correlations, simple and multiple regression; special cases of multivariate regression will also be addressed. The study of research methods will also include the commonly used tests used to assess validity, reliability, data set distributions, and other tests commonly used in applied research. SPSS is the primary software used in this course.

Prerequisite: BUSA 2100 or MATH 1300 Typically Offered: Athens Campus: spring evening, summer evening — Demorest Campus: fall day, fall evening, spring day.

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

1. Demonstrate mastery of calculating descriptive statistics in statistical software.
2. Apply hypothesis testing, ANOVAs, chi-squares, correlations and regressions to common business analytics situations using statistical software.
3. Understand how to diagnose common problems and issues in regressions.
4. Effectively present statistical results.
5. Identify common mistakes and biases that skew statistical results.

#### BUSA 3515 - Qualitative Analysis for Business (3)

This course addresses the business research processes, primarily the marketing research process from defining the research problem, planning the research design, sample design, data collection, and analysis of qualitative data and its subsequent presentation to others. Special attention is paid to qualitative techniques including focus groups, interviews, and ethnographies. Students will learn to use focus groups and other qualitative techniques to develop information in settings where markets are nonexistent and therefore traditional quantitative market research techniques and other quantitative approaches aren't useful.

Prerequisite: BUSA 3500 Typically Offered: Athens Campus: spring evening — Demorest Campus: spring day.

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

1. Understand the role, history and philosophy of qualitative research.
2. Understand the varieties of qualitative research.
3. Understand the ethical concerns with qualitative research.
4. Understand the logistics and skills needed to conduct focus groups.
5. Understand the analysis and interpretation of qualitative research.

#### BUSA 4550 - Organizational Behavior and Leadership Theories (3)

Social science researchers in business schools have developed numerous scientific theories of leadership. This course explores seven of the scientific theories of leadership and the behavioral science underpinning the leadership literature. In addition, other related skills are explored including influence tactics, decision making, delegating, leadership style, psycho-social support and coaching. Techniques employed in the class include self-assessment, applied practice and case study. Servant leadership is added to the science to insure that an applied approach to leading is embedded in the course. Techniques employed in the class include self-assessment, applied practice and case study.

Prerequisite: none Typically Offered: Athens Campus: spring evening — Demorest Campus: fall evening, spring day.

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

1. Explain orally and in writing how personality, emotions, values, attributes and perceptions influence behaviors in organizations.
2. Apply theories and concepts of motivation to develop strategies for improving work performance and organizational effectiveness.
3. Use organizational behavior theories, frameworks, principles and tactics to prevent organizational behavior problems and when problems are identified, create alternatives to address them by applying critical thinking skills.
4. Evaluate the influences of organizational culture and processes on organizational effectiveness.
5. Summarize a leadership approach that supports achievement of organizational goals.

#### BUSA 3580 - Computational Thinking in Business (3)

This course introduces students to various business analytics applications, cases and software tools to help understand, interpret, and visualize business data and valuable patterns in big data. Topics include; data acquisition, data cleaning, storage and retrieval, data analysis, and production product development. The course will use the programming language Python and the R statistical package as the primary software tools.

Prerequisite: BUSA-3500 Typically Offered: Demorest Campus: Fall day.

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

1. Select appropriate statistical methods and programming tools to address the business problem
2. Conduct statistical analysis using selected software tools
3. Organize structured and unstructured data for analysis.
4. Program repetitive and specialized functions
5. Use machine learning techniques for model building
6. Use data visualization techniques for presenting results
7. Identify common mistakes and biases that skew analysis results

#### BUSA 3602 - Service Management Strategies (3)

It is widely understood that customer service is a company's best marketing tool. Currently in the United States, over 80% of industries rely on customer service for their financial success. This course will apply basic marketing concepts to the service industry. This course will approach service marketing as essential in developing a competitive advantage strategy for any service-related organization. Service Management Strategies is designed to prepare students who are pursuing marketing careers in the service industry and non-marketing students desiring to understand the key concepts of service marketing that are imperative to business success.

Prerequisite: none Typically Offered: Athens Campus: fall evening, spring TBA — Demorest Campus: not offered.

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

1. Identify four different tourism agencies used in the State of Georgia to promote tourism.
2. Analyze the significance of customer service in the hospitality industry.
3. Identify the factors that applicants need when entering a customer service position.
4. Explain the resources that are available for hospitality companies to succeed.
5. Identify ten career positions that are in the hospitality industry.
6. Explain the purpose of convention and visitor bureaus.
7. Develop the steps that are needed in preparing for a job interview.
8. Identify the challenges that the hospitality industry will face in the future and the possible solutions.
9. Select five up to date articles that are relevant to the class.
10. Identify the soft skills that employers are looking for in applicants.

### BUSA 3612 - Wine Industry Management (3)

With the rapid increase of wine production in the State of Georgia it has become essential for food and beverage professionals to have a clear understanding of the wine industry. This course will include an introduction to the history and methods of production for a variety of wine and winery creations. Students will understand the impact the wine industry has on tourism and the local economy. Beverage tasting and sensory analysis, product knowledge, service techniques, sales, and alcohol service related to the hospitality industry are all included in this course.

Prerequisite: BUSA 3602 and must be 21 years old Typically Offered: Athens Campus: fall TBA, spring TBA — Demorest Campus: not offered.

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

1. Understand wine and the winemaking process as well as the key personnel that are used in the wine industry.
2. Identify major wine grape varieties and the worldwide regional designations of wine.
3. Develop an understanding of the major winemaking regions of the world as well as the history and evolution of wine.
4. Evaluate the tasting of wines by analyzing how one's palate impacts the characteristics of wine.
5. Understand and demonstrate the service of wine using professional standards that are common in most area restaurants.
6. Demonstrate how to pair an appropriate wine with food by analyzing local wine menus.
7. Understand how to evaluate wine by successfully identifying the five characteristics of wine.

### BUSA 3620 - Logistics and Supply Chain Management (3)

At the undergraduate level, we focus on the functional level of analysis of the strategic business unit and the process of getting work done. This is the first course on this topic and will survey the topic. Most of the doing under the supply chain metaphor falls into the category of logistics. Logistics is the optimization of the movement of materials (inbound & outbound) optimizing the storage of materials and optimizing the flow of goods, services, and information. The knowledge and skills to perform these functions are the primary student learning outcomes of this course.

Prerequisite: BUSA 2700, BUSA 2030 or permission. Typically Offered: Demorest: Fall, Days .

### BUSA 3700 - Project Management (3)

This course addresses concepts and techniques for the management of business and technology projects and their associated activities, personnel, and resources. The content deals with planning, scheduling, organizing, and managing projects such as new product development, construction, system implementation, and special events. Primary class emphasis is on the project management process and tools. The course covers the project planning process in detail, addressing project scope, and objectives, deliverables, milestones, tasks, work breakdown structure, responsibility and authority, project network, critical path analysis, costs, and resource allocation. The course also addresses the formation and organization of the project team, including the selection of successful project managers, key staffing, and group process issues, and the various organizational approaches used to structure projects. Topics covered include the project life cycle, project planning, project scheduling, project cost estimating, project risk analysis, project control techniques, project organizations and functions, project manager responsibilities, and teambuilding.

Prerequisite: BUSA-2700 Typically Offered: Athens Campus: fall evening, summer hybrid — Demorest Campus: fall day, spring day, spring evening, summer hybrid.

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

1. Use a vocabulary of project management terms and concepts.
2. Recognize and manage the triple constraints of cost, time, and quality when managing a project.
3. Decompose project work into identifiable tasks that are cross-referenced to the departments in organizational structure.
4. Network project tasks, with staffing requirements, to create the project schedule and budget.
5. Understand the complex communications required for providing information to all project stakeholders, including team and sponsor.

6. Demonstrate familiarity with industry-standard project management software as well as the types of functions to expect of project management technology.
7. Demonstrate familiarity with project management themes including scheduling and cost control, critical path management, risk management, project phases, and change control.

#### BUSA 3750 - E-Mail Marketing (3)

Email marketing is one of the primary avenues by which modern businesses drive customer acquisition. This course will teach students how to craft successful email marketing campaigns when targeting business or individual customers. Students will also learn how to use email campaigns for customer engagement and activation. Students will learn how to write emails that drive customers to take desired actions, and how to structure email campaigns for maximum effect. This course will ask students to build their own marketing campaigns to advertise an imaginary product, and to evaluate and improve existing email campaigns.

Prerequisite: ENGL 1101, ENGL 1102 and BUSA 3200 Typically Offered: Online: fall.

- Identify and set goals for an email marketing campaign
- Create compelling subject lines and messages targeting both business and individual consumers
- Know how to automate an email campaign using ActiveCampaign
- Understand the importance of open and response rates
- Analyze and improve existing email marketing campaigns

#### BUSA 3802 - The Hotel Development Process (3)

In the building and development of a hotel or any business, a great deal of work, decisions and analysis must be undertaken to determine the feasibility of a significant financial investment. This course introduces students to the stages of hotel development, including hotel feasibility studies, financing projects, essential development decisions, and careers in the hotel development industry. This course applies to any type of new business venture that require investment decisions.

Prerequisite: none Typically Offered: Athens Campus: fall evening, spring TBA — Demorest Campus: not offered.

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

1. Understand and identify hotel key terms, operational concepts and hotel brands.
2. Clearly identify the many resources such as Smith Travel Research that are imperative to use when starting a hotel feasibility study.
3. Identify ten hotel management companies that have an important role in the development process.
4. Plan the steps that are essential in preparing for field work.
5. Explain the revenue streams including new amenities that are now used in a typical full-service hotel.
6. Successfully critique a feasibility study identifying the importance of each section.
7. Identify the laws that influence a hotel development project and select five up to date articles that are relevant to the class.

#### BUSA 3842 - Cost Control in the Hospitality and Tourism Industry (3)

Success in the hospitality and service industry requires management to understand how to make a profit with tight margins, significant competition and high labor costs. This course focuses on analyzing revenue streams that can often impact operating costs. Students will learn how to analyze costs associated with the hotel and restaurant industry by understanding budgets, income statements, operating procedures and labor productivity.

Prerequisite: none Typically Offered: Athens Campus: spring TBA — Demorest Campus: not offered.

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

1. Describe how hospitality managers use the operating control cycle in maintaining profitability.
2. Describe the basic steps in the control process by understanding the important of operating systems.
3. Explain the factors such as pricing considerations that influence menu planning strategies and identify external and internal factors that influence price changes.



4. Describe the importance and function of an operating budget as a planning and control tool.
5. Identify the impact that purchasing, receiving, storage, issuing, preparation and service has on controlling costs.
6. Successfully critique a profit and loss statement and analyze the areas managers can take to improve profitability.
7. Describe the ways that hospitality employees can steal and identify precautions managers can take to reduce theft.

#### BUSA 3950 - Search Engine Optimization/Search Engine Marketing (3)

When a potential customer is looking for a product, how do they find the right one? Often times, they'll ask Google or other search engines. Search Engine Optimization (SEO) and Search Engine Marketing (SEM) help companies become more visible to customers by ensuring that they are among the first companies someone sees when doing initial research. This course is intended to introduce students to the concepts of Social Media Marketing and Optimization, and teach them how to use these tools to drive top-of-funnel growth, also known as lead generation.

- Understand how to boost page rank using copy and additional landing pages
- Craft effective paid search advertisements
- Identify the most effective keywords to advertise on
- Measure the success of SEO and SEM efforts
- Understand how SEO and SEM fit into the context of a broader digital marketing strategy.
- Become familiar with the SEMRush tool

#### BUSA 4000 - International Business (3)

An overview of the terms, tools, and techniques necessary for conducting business on a global basis. Special focus is placed on trades and foreign direct investments. Emphasis is placed on recent world events as they impact international business.

Prerequisite: BUSA 2210 Typically Offered: Athens Campus: spring evening, Travel Study — Demorest Campus: fall day, spring day, spring evening, Travel Study.

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

1. Know the global business environment.
2. Develop an understanding of the factors effecting change in global business (i.e. shift in geo-political alliances, active role of global policy institutions, and advances in information technology.
3. Develop an understanding of global business strategy and organization.
4. Develop an understanding of managing a global business including but not limited to culture, marketing, supply chain management as well as financial and tax management.

#### BUSA 4030 - Management Information Systems (3)

This course introduces business students to the software businesses utilize to solve problems at the unit business level of analysis. Accounting software, the first business level application because financial management and control remains paramount in all businesses, is the first class of business systems addressed. Computer systems to address day to day business operations are covered and the special problems faced by those in e-business are addressed. In addition to classical MIS concepts based upon decision science theory and more recent developments in the field based upon communications theory are also explored. Finally, risk management, communications security and other contemporary topics addressed as the MIS function includes communications security and the analysis of big data.

Prerequisite: BUSA 2030, at least 75 credit hours (if possible) Typically Offered: Athens Campus: fall evening — Demorest Campus: fall day, spring day, spring evening.

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

1. Explain the importance of information technology (IT) as a key business resource.

2. Describe common types of business information systems at both technology and systems levels.
3. Explain the role of information technology in creating competitive advantage.
4. Explain challenges in information technology security facing the business environment.
5. Explain the role of information systems in complying with accounting and financial reporting regulations.
6. Explain alternatives for system development, acquisition, and implementation.
7. Model and document business processes using appropriate methodologies.
8. Identify major considerations in design and implementation of relational database systems and be capable of developing simple relational databases.
9. Explain data warehousing, data mining, business intelligence, knowledge management, and decision support systems based on current and emerging information technologies.
10. Identify and discuss the impact of significant companies and individuals in the information technology industry.
11. Explain how information technology shapes global business practices and the technological issues for global operations.
12. Discuss new uses and emerging paradigms for technology in the business environment.
13. Demonstrate an understanding of managerial and ethical aspects of information resource management.

#### BUSA 4120 - Sports Marketing (3)

University and professional sports, sports suppliers and sport broadcasts have significantly changed especially with increased competition, marketing and technology. Sports and the entertainment industry play a vital role in the global economy and impact the lives of millions of people. This exciting course introduces students to the complex and diverse nature of sports marketing. A framework will be presented to explain and organize the strategic sports marketing process that deal with the ever-changing sports environment.

Prerequisite: BUSA 3200 Typically Offered: Athens Campus: not offered — Demorest Campus: fall evening.

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

1. Establish the importance of sports marketing from a financial aspect.
2. Identify the basic marketing principles and processes applied to sports by analyzing how college and professional teams are marketed.
3. Develop an understanding of the participants, spectators and research tools essential to sports marketing.
4. Develop an understanding of participants and spectators who influence sports marketing.
5. Define sports products and services and examine the advantages and disadvantages of licensing from the perspective of the licensee and licensor.
6. Understand the basic process for designing a successful advertising campaign by analyzing recent, highly publicized marketing campaigns.
7. Understand the major sponsorship activities and the steps needed to effectively evaluate these programs by identifying the decisions sponsors must make in promoting an activity.

#### BUSA 4150 - Advanced Digital Marketing (3)

With the rapid shift of advertising dollars to digital platforms, it is becoming increasingly important for marketing graduates to be well versed in digital marketing fundamentals. This upper division course will provide a solid foundation in the key concepts around this consistently changing field. Through readings, case studies and hands-on projects, students will come away with an understanding of successful online marketing strategies, user generated content, search and search engine optimization, social media and networks, mobile, and web analytics. Group projects, exercises and simulations will facilitate experiential learning within the course. Students will exit the course with a solid understanding of digital marketing tactics, tools and resources available for ongoing education and professional development.

Prerequisite: BUSA 3200 Typically Offered: Athens Campus: not offered — Demorest Campus: spring day.

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

1. Demonstrate how search engines work and apply this knowledge to make recommendations to a website on how it can improve its organic search rankings. (Search Engine Optimization)
2. Understand the mechanics of paid search ranking by creating a search engine marketing campaign and evaluate its effectiveness and identifying changes to improve the campaign's conversion rates. (Search Engine Marketing)
3. Understand the various methods of online display advertising by creating an online display ad campaign and measure its ROAS (return on ad spend). (Online Advertising)
4. Demonstrate ability to determine the appropriate KPIs for any type of website by applying the conversion funnel to a selected website. (Digital Analytics)
5. Understand best practices in marketing to a database of current and potential customers via email. (e-Mail Marketing)
6. Apply knowledge of social media tactics to design an effective social media campaign. (Social Media Marketing)
7. Understand online reputation management tactics to defend and improve the online reputation of a brand. (Reputation Management)

#### BUSA 4250 - Sales Management and Personal Selling (3)

This course will focus on personal selling and its management in the context of the organization's marketing strategy. The sales process, cost control, performance appraisal, recruitment, motivation and compensation will be explored as well as other management issues. Students will be required to make sales presentations on videotape for analysis.

Prerequisite: BUSA 2200, BUSA 3250 Typically Offered: Athens Campus: TBA — Demorest Campus: spring day.

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

1. Demonstrate understanding of the personal selling process and techniques.
2. Demonstrate understanding of the relationship of sales management concepts and practices to the marketing mix of an organization.
3. Demonstrate understanding of the relationship of sales management concepts and practices to corporate and business level strategy.
4. Demonstrate critical and analytical thinking skills to solving sales challenges and problems.
5. Demonstrate the ability to formulate functional level personal selling and sales management strategies to complement and support corporate and business level strategy.

#### BUSA 4300 - Small Business Management (3)

Acquaints the student with the differences in managing a small business or a new business venture from that of a large business. Specifically examined are the personal qualities of successful entrepreneurs, the information required to establish a new business venture, the unique problems of the entrepreneur in starting and operating a new business, and dealing with external professionals who help with a new/small business.

Prerequisite: BUSA 3400 and junior standing Typically Offered: Athens Campus: fall evening — Demorest Campus: fall evening, spring evening.

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

1. Thinking – think at the appropriate level. Survival is paramount; strategic thinking charts the course for business survival. The entrepreneur must be a strategic thinker, never losing sight of the “big picture” and the reason for the venture creation.
2. As noted in the course catalog, the course focuses on business startup, but the other business entry strategies, such as franchising, will be addressed.
3. To gain experience in making presentations of approximately 10 minutes in length justifying the financial risk associated with a given business startup.
4. To expose the student to the academic literature and insure that cases selected for analysis provides the opportunity for the application of the literature.
5. To improve the student's critical view of the managerial issues and problems and develop feasible alternatives that can result in better decision making.
6. To learn real world issues and problems from the perspective of actual entrepreneurs by inviting guest speaker(s) to share their insight into their own experiences.

## BUSA 4310 - Investment Management (3)

This course explores the arena of financial investments while concentrating on the types of investments and markets, the risk-return trade-off, security valuation, and portfolio management. Topics covered include analysis and valuation of equity, fixed income and leveraged securities, issues in efficient markets, the uses mutual funds and other pooled instruments, and derivative securities and their uses.

Prerequisite: BUSA 3400 Typically Offered: Athens Campus: fall evening — Demorest Campus: spring day.

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

1. Demonstrate understanding of investment management principles and theories.
2. Demonstrate ability to synthesize material for application in making investment decisions.
3. Demonstrate critical and analytical thinking skills.
4. Demonstrate an understanding of how investment vehicles are used to achieve financial objectives.

## BUSA 4320 - Human Resource Management (3)

The traditional functions of a human resource department are examined. The course includes a survey of laws governing personnel function, the appropriate use of software in HR management, and maintaining equitable workplaces are among topics probed. Students are expected to develop an understanding of the role that human resource processes play in the strategy of organizations.

Prerequisite: BUSA 2700 Typically Offered: Athens Campus: spring evening — Demorest Campus: fall evening.

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

1. Identify human resource management strategies and planning tools.
2. Summarize equal treatment, employee rights and equal employment opportunities
3. Explain the importance of and tools for recruiting, selecting, and retaining of high quality/core competency employees.
4. Appraise employee assessment and development strategies and tactics.
5. Describe the role of unions and management's labor relation responsibilities.

## BUSA 4355 - Advanced Business Analytics (3)

This course surveys the research process in marketing research, focusing primarily on quantitative techniques and analysis. Students will gain an understanding of the differences between quantitative and qualitative research, as well as the design and implementation of research. Students will learn about survey design, implementation and analysis. Specific analytical techniques explored include descriptive analytics, such as cross-tabulations with significance testing, segmentation using cluster analysis and loyalty measures (such as Net Promoter Score, churn and retention). As time allows, students will also learn predictive techniques (regressions) and prescriptive techniques (such as TURF and market basket analysis). The special challenge that big data presents to the market researcher is fully integrated into this course. Furthermore, this course employs statistical software.

Prerequisite: BUSA 3580 or consent of instructor Typically Offered: Athens Campus: not offered — Demorest Campus: TBA.

## BUSA 4400 - Strategic Management (3)

Students should complete the application for graduation prior to registering for this course.

This capstone course using case analysis and the strategic management literature to tie the business administration functional areas together and reinforce the concepts and tools learned in the business curriculum. A major component of this course is the topic of ethics in business.

Prerequisite: BUSA 3400 and final semester or permission of the instructor Typically Offered: Athens Campus: spring evening — Demorest Campus: fall day, spring day, spring evening.

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

1. Develop the ability to think broadly, understand interrelationships among various functional areas of business operations, and make decisions based on integration of knowledge and skills from those functional areas.

2. Recognize and apply analytic concepts and tools useful in strategy/policy formulation at both the business unit and corporate level.
3. Distinguish strategic opportunities and challenges, develop and appraise alternative responses to them, and recommend and defend solutions in the face of uncertainty, ambiguity, resource constraints and other organizational realities.
4. Describe how strategy is linked with organizational culture, structure, processes, and systems as well as the means by which managers can bring these elements into congruence.
5. Value teamwork skills and develop an appreciation for the dynamics of functioning as a member of a work group made up of individuals with diverse backgrounds, professional training and aspirations.

#### BUSA 4610 - 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. Understand the concept of the project as a management technique to get work done in a business organization – on time and on budget.
2. Develop the ability to perform project selection to achieve organizational objectives.
3. Develop the ability to review, analyze and assess the creation of a project work breakdown structure.
4. Develop the ability to determine and analyze the critical components of independent project networks and interdependent project networks.
5. Develop the ability to estimate, analyze, and assess the cost of a project.
6. Learn to utilize modern, readily available, computer software program(s) to plan organize and control all elements of the business project.

#### BUSA 4620 - 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.

At the end of this course, students will have the ability to:

- Interpret the concepts of the supply chain and logistics to get materials transported effectively and efficiently.
- Perform an analysis of inbound and outbound materials and services to achieve organizational objectives.
- Review, analyze, and assess the performance of vendors.
- Determine and analyze the critical components of interdependent supply chains.
- Estimate, analyze, and assess supply chain success within the constraints of corporate expectations and environmental pressures.
- Perform risk analysis to determine potential root causes of disrupted supply chains.
- Employ modern, readily available, computer software program(s) to plan organize and control all elements of the business supply chain.

#### BUSA 4630 - Digital Marketing Analytics (3)

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, students will learn how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition.

Prerequisite: BUSA 3150 BUSA 3750 Typically Offered: Online: fall.

## 3750 4650 - Digital Marketing Analytics (3)

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, students will learn how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition.

Prerequisite: Take MATH 1300 or BUSA 2100. Take BUSA-3200. Choose one: BUSA-3150 or BUSA-3750 or BUSA-3950

- Identify the structure of a company's marketing funnel
- Determine the location of "leaks" in that funnel
- Use common analytics software to track customer behavior
- Run effective A/B tests
- Understand how to use spreadsheets and pivot tables in order to analyze customer behavioral data
- Learn how to operate in both rich and poor data environments
- Build, improve, and enhance digital marketing funnels

## BUSA 4700 - Business Internship (3)

Through actual work experience and/or an applied job related project, the student has a chance to apply business related skills and concepts. Each student is directed by a University supervisor and is expected to prepare a report and a self-evaluation of this experience.

Prerequisite: Permission of the instructor. Typically Offered: Athens Campus: spring and summer — Demorest Campus: summer and TBA.

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

1. Understand the rigors and issues that business faces in the day-to-day world.
2. Understand and support the business mission, vision, and goals by performing duties as assigned.
3. Apply, evaluate, test, and integrate concepts learned in business classes in a work setting.
4. Experiment with and expand technical skills, particularly with industry-specific programs and applications.
5. Elevate communication skills to a level expected in a professional business environment.
6. Develop and expand your understanding of your personal needs and career aspirations in relation to the business world.

## BUSA 4800 - Productions and Operations Management (3)

Investigates the behavioral, technological, and statistical concepts inherent to quality management by examining systems such as TQM (Total Quality Management) and methodologies such as Lean Manufacturing and Six Sigma. One of the principle tenants of quality management is the notion that continuous improvement of quality requires the continuous measurement and assessment of quality. A knowledge of statistics and spreadsheets is required. If organization effectiveness (competitive advantage) is the product of quality and efficiency, then this course holds efficiency constant and explores methods to improve quality in service and manufacturing organizations. Students will engage in a variety of class activities and complex assignments to analyze an array of quality management scenarios.

Prerequisite: BUSA 2030 or permission of instructor Typically Offered: Athens Campus: spring evening — Demorest Campus: fall evening, spring day.

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

1. Demonstrate a vocabulary of quality management terms and concepts.
2. Understand the scientific method including the development of theories and the use of statistics to test those theories.
3. Understand the theoretical differences between approaches to continuous improvement including TQM and Lean/Six Sigma as well as standards organizations such as ISO and American Society for quality (ASQ)

4. Demonstrate competencies in the tools commonly employed in the Lean/Sig sigma management practice to control business processes and outcomes.
5. Implement critical thinking, ethical considerations in management, strategic planning, and oral and written communications
6. Apply project management strategies, including work decomposition, networking tasks, staffing requirements, scheduling and budgeting for quality implementation projects.
7. Understand the complex communications required for providing information to all project stakeholders, including team and sponsor.
8. Demonstrate familiarity with quality management themes including continuous improvement, cost control, data analysis tools, and working within an organizational culture.

#### BUSA 4842 - The Marketing and Management of Tourism and Special Events (3)

Wineries, churches, hotels, conference centers and even barns are now offering weddings, conferences and events in this highly competitive and exciting industry. This course will introduce students to the marketing and management of tourism and special events with emphasis on experiential marketing. Students will examine new and updated techniques and methods used to plan, organize, promote and manage local and regional tourism and special events.

Prerequisite: none Typically Offered: Athens Campus: fall evening, spring TBA — Demorest Campus: not offered.

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

1. Understand the importance of Meetings, Expositions, Events, and Conventions to the national and local economy and the key players within the event management industry.
2. Understand the many technical aspects of meetings, conventions, and events including selecting of vendors, identifying the client's goals and objectives, and knowing how to communicate the role of a technical director or technical manager.
3. Analyze registration numbers, revenue, and fee structures after the event for inclusion in conference historical documentation.
4. Design the questions that must be addressed early when planning and producing a food and beverage event.
5. Identify the many event setups and layouts that are used in an event including the types of service in catering.
6. Determine the meeting/convention/event requirements for speakers, entertainers, and performers.
7. Understand the role of crowd management in meeting and event planning.

#### BUSA 4852 - Club Management (3)

Country clubs and private dining clubs are a home away from home for many families offering golf courses, dining facilities, swimming pools and countless number of social activities. This course will introduce students to the organization, administration, and operation of the private club industry with emphasis on club manager responsibilities and the unique challenges that contribute to member satisfaction.

Prerequisite: none Typically Offered: Athens Campus: fall TBA, spring TBA — Demorest Campus: not offered.

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

1. Identify the differences in city clubs and country clubs by analyzing websites of various clubs around the country as well as the CMAA website.
2. Demonstrate the ability to identify the specific skills that are needed for club management positions.
3. Develop a preventative maintenance program and a marketing plan by studying various local clubs.
4. Understand the reasons why perspective members would want to join a club, the member classifications as well as the general costs in becoming a member.
5. Identify the challenges and legislation that clubs will face in the future and the possible solutions by selecting five up to date industry publications.

### BUSA 4882 - Technology in the Hospitality Industry (3)

The hospitality industry is a customer-driven industry yet is filled with new technology innovations that directly impact day to day operations, marketing and communications. Apps, mobile marketing, cloud computing, social media, artificial intelligence, guest room technology are just a few of the components of this very important part of the hospitality industry. This course provides an overview of the information needs of lodging properties and food service establishments. Students will learn the basics of purchasing, implementing, maintaining, and managing a variety of technology systems used in the hospitality industry as well as an understanding of some the security challenges that face technology in the hospitality industry.

Prerequisite: BUSA 2030 Typically Offered: Athens Campus: spring TBA — Demorest Campus: not offered.

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

1. Discuss the many components of technology in the hospitality industry including computer networks, reservation systems, property management systems, accounting, and payroll modules.
2. Demonstrate how managers can use various reports commonly generated by guest accounting modules of a hotel property management system.
3. Identify the features and functions of an energy management system focusing on cost savings.
4. Explain the differences between touchscreen point-of-sale terminals from wireless terminals.
5. Explain the features and functions of menu engineering software.
6. Identify how hotels are trying to keep ahead of technology used at home.
7. Identify the specific features and functions of software designed for off-premises and home delivery catering operations focusing on changing lifestyles.

### BUSA 4892 - Practicum (3)

This hands-on course gives hospitality students an opportunity to review important coursework components. Instruction will focus on leadership skills that are essential for success in the hospitality industry as well as career education strategies essential in finding a job and starting a career in the hospitality industry.

Prerequisite: final semester of the Hospitality and Tourism concentration or permission of the instructor Typically Offered: Athens Campus: fall TBA, spring TBA — Demorest Campus: not offered.

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

1. Understand how leaders can amplify their employees to produce better results that surpass expectations.
2. Explain the importance of lifelong learning and how it impacts professional development.
3. Understand the most up to date strategy in finding, interviewing and keeping a successful career.
4. Understand the importance and the ways to successfully research a company prior to an interview.
5. Understand, review and successfully complete quizzes dealing with the following skills:
  1. Revenue Management
  2. Sales and Marketing
  3. Front Office Operations
  4. Housekeeping
  5. Engineering
  6. Guest Service – Social Media
  7. Food and Beverage Operations
  8. Hospitality Accounting



## 9. The role of the hotel General Manager

## BUSA 4950 - Business Analytics Practicum (3)

This course is the practicum for the Business Analytics concentration. The course offers students the opportunity to apply the concepts and tools that they have learned in their courses to an issue of interest to them. With instructor approval and guidance, a student shall select a business analytics topic for applied research. As this is an individual student project, each student is responsible for designing and executing their respective research project, writing up the findings, and presenting the findings. Students in this course would be formally assessed on ethics, critical thinking, written communications and oral communications.

Prerequisite: BUSA 3500 and final semester for Business Analytics students Typically Offered: Athens Campus: not offered — Demorest Campus: fall day.

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

1. Demonstrate understanding of the processes for collecting, organizing and preparing data from multiple sources for analysis in a business analytics project.
2. Understand how to apply appropriate statistical tools to describe the data and the relationships among the variables and to prepare appropriate graphs, charts, and other means of visual display. This includes demonstrating the ability to test hypotheses about the data and the relationships among the variables.
3. Demonstrate the ability to formulate statistically acceptable models of the data and its relationships in order to identify trends and patterns under both historical and projected scenarios.
4. Demonstrate critical and analytical thinking skills to solving real-world business problems by developing and communicate actionable insights from the historical analysis and predictive model building results in both visual and written form.
5. Demonstrate understanding of the relationship of data analysis to corporate and business level strategy and decision-making.

## BUSA 4980 - Special Topics: Entrepreneurship (1-3)

The content and credit hours for this course vary. Consult the schedule for topics and hours available for this semester.

Prerequisite: none Cross-Listed as: ACCT 4980. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

1. Understand the processes for collecting, organizing and preparing data from multiple sources for analysis in a business intelligence project. Some may consider this as “Big Data” due to its various sources, various formats, and volume.
2. Understand how to apply appropriate statistical tools to describe the data and the relationships among the variables and to prepare appropriate graphs, charts, and other means of visual display. This includes demonstrating the ability to test hypotheses about the data and the relationships among the variables.
3. Demonstrate the ability to formulate statistically acceptable models of the data and its relationships in order to identify trends and patterns under both historical and projected scenarios.
4. Demonstrate critical and analytical thinking skills to solving real-world business problems by developing and communicate actionable insights from the historical analysis and predictive model building results in both visual and written form.
5. Demonstrate understanding of the relationship of data analysis to corporate and business level strategy and decision-making.

## BUSA 4990 - Special Topics: Travel Study (1-3)

The content and credit hours for this course varies.

Prerequisite: BUSA 2210 Cross-Listed as: ACCT 4990. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

## BUSA 4991 - Special Topics (1)

The content for this course varies. Consult the schedule for topics available for the semester.

Prerequisite: none Cross-Listed as: ACCT 4991. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

**BUSA 4992 - Special Topics (2)**

The content for this course varies. Consult the schedule for topics available for the semester.

Prerequisite: none Cross-Listed as: ACCT 4992. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

**BUSA 4993 - Special Topics (3)**

The content for this course varies. Consult the schedule for topics available for the semester.

Prerequisite: none Cross-Listed as: ACCT 4993. Typically Offered: Athens Campus: TBA — Demorest Campus: TBA.

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

**CHEM - CHEMISTRY****CHEM 1101 - General Chemistry I (3)**

Introduction to the transformation of matter in chemical reactions and the energy changes that accompany these reactions. States of matter, stoichiometry and atomic structure are treated in detail. Lecture.

Prerequisite: MATH 1100 or equivalent. Corequisite: CLAB 1101 or passing grade in CLAB 1101 Typically Offered: Demorest Campus: fall day.

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

1. Achieve knowledge in the natural sciences by developing a basic understanding of science and the scientific method.
2. Display an understanding of the chemical principles of atomic and molecular structure, reactions and properties.
3. Perform calculations involving conversion between units, and reactions with matter and energy changes.
4. Demonstrate a fundamental understanding of scientific measurements and be familiar with the principles, laws, and equations that govern our understanding of chemical combination related to the structure and composition of matter.

**CHEM 1102 - General Chemistry II (3)**

Introduction to acids and bases, reaction kinetics and chemical equilibria. Reactions of chemical elements and compounds are described, and the separation and identification of inorganic compounds are studied in detail. Lecture.

Prerequisite: CHEM 1101 and CLAB 1101. CLAB 1102 is recommended to be taken with CHEM 1102. Typically Offered: Demorest Campus: spring day.

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

- Understanding of the principles of equilibrium, acid-base chemistry, nuclear chemistry and kinetics.

**CHEM 2351 - Organic Chemistry I (4)**

Systematic study of compounds of carbon. Alkanes, alkenes, alkynes, alkyl halides, cycloalkanes, and aromatic compounds are studied with regard to properties preparation and reactions. Lecture and laboratory.

Prerequisite: CHEM 1102 and CLAB 1102 Typically Offered: Demorest Campus: fall day.

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

1. Understand basic carbon compounds and their properties, reactions and mechanisms, and their naming system.
2. Demonstrate knowledge of alkanes, alkenes and alkynes.
3. Be familiar with IR and NMR techniques.

#### CHEM 2352 - Organic Chemistry II (4)

Continuation of CHEM 2351 with a special emphasis on stereochemistry and the synthesis of complex organic molecules. Lecture and laboratory.

Prerequisite: CHEM 2351 Typically Offered: Demorest Campus: spring day.

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

1. Understand basic carbon compounds and their properties, reactions and mechanisms, and their naming system.
2. Demonstrate knowledge of all functional groups and develop an understanding of organic synthesis.

#### CHEM 2550 - Chemical Forensics (4)

Chemical Forensics in the application of chemistry to analyze and identify forensic evidence and data. In this course, students will learn the chemistry behind the evidence collected and how it can be used to identify unknown materials. Topics covered include the following: soils, fibers, fire and explosives, drug analysis, and many others. The corresponding laboratory course will focus on using instrumentation and chemical techniques to analyze forensic data and evidence. The lab portion of this class will be 25% of the final class grade.

Prerequisite: CHEM 2351 Typically Offered: Demorest Campus: Odd Spring.

Upon completion of this course students will be able to understand the chemistry behind and identify the differences in the following:

- Natural and Synthetic Fibers
- Drugs and Poisons (including heavy metal)
- Fire and Combustion Products

Students will also have a basic understanding of how instrumentation can be used to identify unknown chemicals and materials.

#### CHEM 3050 - Environmental Chemistry and Toxicology (3)

This is a seminar course designed to introduce students about recent issues in Environmental Chemistry. This course involves student participation in the review and research of recent aspects of the impact of chemicals (primarily industrial organic) in the environment. Students will critically study and evaluate such research areas and then evaluate their understanding through discussions and presentations. Lecture only.

Prerequisite: CHEM 1102 and CLAB 1102 Typically Offered: Demorest Campus: even spring day as needed.

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

1. Demonstrate a fundamental knowledge of processes and endpoints in the human body associated with exposure to toxic agents.
2. demonstrate a fundamental knowledge of risk assessment and risk management as it is applied to toxic agents in the environment.
3. Develop and understanding of major issues, concepts, and subject areas in environmental toxicology
4. Demonstrate sufficient knowledge about the occurrence and significance of major environmental toxicants and be able to apply that knowledge for advanced analysis in the context of the environmental quality, public health, sustainability, regulatory science, and public communication.

#### CHEM 3321 - Quantitative Inorganic Analysis (4)

Volumetric, gravimetric and instrumental methods of quantitative inorganic analysis. Lecture and laboratory.

Prerequisite: CHEM 1102 and CLAB 1102 Typically Offered: Demorest Campus: even fall day.

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

1. Be able to analyze data statistically via confidence intervals, comparison of means, and identify error and uncertainty in measurements via gravimetric, spectroscopic and titrimetric methods.

2. Be able to write equilibrium reactions and equations for precipitation reactions, complex ion formation, and polyprotic acid-base equilibria, including activity, ionic strength, precipitation and EDTA titrations.

#### CHEM 3322 - Instrumental Analysis (4)

Demonstration and operation of modern optical and analytical instruments for chemical analysis. Lecture and laboratory.

Prerequisite: CHEM 1102 and CLAB 1102 Typically Offered: Demorest Campus: odd spring day.

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

1. Display a working knowledge of modern analytical methods and instruments including absorption and emission spectroscopy.
2. Be able to differentiate chromatographic methods (HPLC, GC, electrophoresis) and chromatogram analysis via plate theory and peak analysis.
3. Develop laboratory techniques, skills, and applications including standard addition methods as they correctly and safely use laboratory equipment.

#### CHEM 3710 - Inorganic Chemistry (4)

An introduction to modern theories of bonding and structure, reaction mechanisms and synthetic methods in inorganic systems. Synthesis and characterization by modern techniques of typical inorganic compounds. Lecture and laboratory.

Prerequisite: CHEM 1102 and CLAB 1102 Typically Offered: Demorest Campus: even fall or odd spring as needed.

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

1. Be able to use and predict electron configurations, prepare, complete, and use molecular orbital energy diagrams and identify complex molecular geometry.
2. Be able to name and identify transition metal complex ions and predict and explain spectroscopic transitions in octahedral and tetrahedral complexes.
3. Demonstrate knowledge of organometallic chemistry and able to identify, name, and characterize organometallic complexes via spectroscopic data.

#### CHEM 4451 - Physical Chemistry I (4)

Principles of thermodynamics, chemical equilibria, state functions, partial molar volumes, phase diagrams and electrochemistry. Lecture and laboratory.

Prerequisite: CHEM 1102 and CLAB 1102; MATH 2450; MATH 2460, PHYS 2110 and PHYS 2120 are recommended. Typically Offered: Demorest Campus: odd fall day.

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

1. Be able to perform complex unit-based calculations involving chemical equilibria.
2. Develop a better understanding of the first and second laws of thermodynamics.
3. Explore the applications of physical chemistry and how it impacts the many fields of science.
4. Develop laboratory and problem-solving techniques routinely used throughout the sciences.

#### CHEM 4452 - Physical Chemistry II/Quantum Mechanics (4)

Quantum mechanics, atomic and molecular structure, photochemistry, chemical kinetics, reaction mechanisms and statistical thermodynamics. The wave-particle duality of light and matter, quantum tunneling, Heisenberg uncertainty, spin, application of Schrodinger's Equation, and wave functions. Lecture and laboratory.

Prerequisite: MATH 2460 and CHEM 4451 or PHYS 2110 & PHYS 2120 Typically Offered: Demorest Campus: even spring day.

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

1. Be able to perform complex unit-based calculations involving quantum mechanical theory.
2. Develop a better understanding of molecular spectroscopy and its role in scientific research.
3. Explore the applications of physical chemistry and how it impacts the many fields of science.
4. Develop laboratory and problem-solving techniques routinely used throughout the sciences.

#### CHEM 4800 - Special Topics in Natural Sciences (1-4)

This course examines special topics in the natural sciences related to biology, chemistry, geology or environmental science, which are not part of the formal offerings of the department. May be repeated for credit only if the topic changes.

Typically Offered: Demorest Campus: spring day as needed.

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

1. Demonstrate knowledge of recent environmental organic chemistry issues.
2. Experience in the review and research of recent aspects of the impact of organic chemicals in the environment.
3. Discuss and present papers.

#### CHEM 4930 - Internship in Natural Sciences (1-3)

This course allows students the opportunity to participate in applied job-related experience in the natural sciences: biology, chemistry, geology or environmental science. The course may be repeated for credit.

Prerequisite: Major in science and permission of department chair. Typically Offered: Demorest Campus: spring day.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## CLAB - CHEMISTRY

#### CLAB 1101 - General Chemistry Lab I (1)

Laboratory to accompany General Chemistry I. To be taken in conjunction with CHEM 1101.

Corequisite: CHEM 1101 or passing grade in CHEM 1101 Typically Offered: Demorest Campus: fall day.

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

- Perform or understand the following: solution making, dilutions, titrations, UV spectroscopy, Flame AA spectroscopy and curve plotting and analysis.

#### CLAB 1102 - General Chemistry Lab II (1)

Laboratory to accompany General Chemistry II. To be taken in conjunction with CHEM 1102.

Corequisite: CHEM 1102 or passing grade in CHEM 1102 Typically Offered: Demorest Campus: spring day.

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

- Perform or understand the following: solution making, dilutions, titrations, UV spectroscopy, reactions rates, equilibrium and calibration curves and analysis.

## **CMSD - COMMUNICATION SCIENCES AND DISORDERS**

### **CMSD 1001 - Survey of Communication Sciences and Disorders (2)**

This course provides an overview of the communication science and disorders. Scope of practice areas in the field of communication sciences and disorders are described as well as professional and ethical issues.

### **CMSD 2001 - A & P of Speech and Hearing (3)**

This course covers anatomy and physiology of the speech and hearing mechanism, including nomenclature, respiration, phonation, articulation/resonance, the nervous system, and the auditory system.

### **CMSD 2002 - Speech and Hearing Science (3)**

The study of speech and hearing physiology, acoustic phonetics, speech production, and speech perception is covered in this course.

### **CMSD 2003 - Language Development (3)**

To understand what constitutes a delay or disorder of speech and/or language comprehension or production, students must understand the nature and sequence of normal speech and language acquisition, processes, and theory. This course is designed to address how humans typically develop speech and language abilities, both in terms of comprehension and production. Milestones, sequences, processes, and difficulties of acquiring a native language are explored.

### **CMSD 2004 - Phonetics (3)**

This course is an introduction to phonetics and transcription as it relates to the field of speech-language pathology practice. Students will learn principles of speech articulation and acoustic features of vowels and consonants as well as the symbols for transcription. Students will begin the transcription process by analyzing and assessing speech across the lifespan in Standard American English, nonstandard dialects, and disordered speech using the International Phonetic Alphabet.

### **CMSD 2010 - Mini Clinic: Observation and Clinic Procedures (1)**

This course prepares students for the first clinical experience. This course includes clinical procedures for working in various practicum settings, using diagnostic and therapeutic techniques, writing behavioral objectives, procedures for clinical report writing, and practical experience with clinician-made and commercial materials. This course also provides direct clinical observation of the evaluation and rehabilitation of individuals with speech, language, and hearing deficits. A minimum of 10 clock hours of observation will be required.

### **CMSD 3000 - Introduction to Audiology (3)**

This course provides an introduction to the discipline of audiology and hearing disorders. Students will be exposed to physics of sounds, causes of hearing impairment, and basic audiometric principles used in hearing measurement. Auditory tests include pure tone audiometry, speech audiometry, and electrophysiological measures used to assess hearing sensitivity in clients across the lifespan.

### CMSD 3001 - Linguistics for SLP (3)

An examination of normal and disordered articulatory acquisition and behavior will be covered. Receptive and expressive linguistic information; cultural, gender, socioeconomic, cognitive, historical development, current linguistic systems, and pre-linguistic influences on language development is reviewed.

### CMSD 3003 - Child Speech Sound Disorders (3)

This is an advanced course designed to survey concepts critical to understanding theories, etiology, diagnosis and treatment of speech sound disorders in children.

Prerequisite: CMSD 2003, CMSD 2004

### CMSD 3005 - Child Language Disorders (3)

This course provides an overview and evaluation of the language skills of preschool and school aged children including metalinguistic and discourse development. Contemporary theory and practice in language assessment and intervention for children from birth through high school will be reviewed. An introduction to the developmental, psychogenic, and organic bases for stuttering, voice disorders, and cleft palate is covered in this course.

### CMSD 4000 - Undergraduate Clinical Practicum (3)

Students will plan, implement, and evaluate therapy sessions. A minimum of 10 clock hours of observation will be required. This course includes writing lesson plans, reports, and case histories of a detailed nature for individuals or groups of persons who exhibit speech, language, or hearing problems.

### CMSD 4002 - School Based SLP (3)

This course includes the establishment and maintenance of speech and hearing programs within various administrative organizations, particularly with emphasis in the setting of the public schools. Emphasis is placed on the Federal and State laws and regulations as they relate to Response to Intervention (RTI). Individual Educational Plan (IEP) process including referral, identification, screening, assessment, evaluation, and development of a meaningful IEP under due process. This course also addresses the innerworkings of the public schools including relationships and collaboration between speech-language pathologists and other professionals within the school setting.

### CMSD 4004 - Cognitive Communication Disorders (3)

An overview of basic anatomy of those portions of the central nervous system that control swallowing and human communication will be provided. The course will prepare students for an advanced study of speech and language development and neurogenic communication disorders of children and adults. Adaptation of the Communication Sciences and Disorders curriculum to meet students' individual needs: supervised or directed reading, research, or clinical experiences.

### CMSD 4005 - Professional and Ethical Practice (1)

A seminar devoted to trends and issues pertinent to the field of speech-language pathology, including but not limited to pre-professional academic and practicum requirements, accreditation standards, ASHA practice policies and guidelines, legislative and regulatory policies, business practices, reimbursement issues, certification requirements, specialty recognition, licensure requirements, and professional ethics.

### CMSD 4010 - Capstone Course (3)

Students will complete and present an evidence-based single case study with a child or adult in clinic using a single subject or case study design.

## CRJU - CRIMINAL JUSTICE

### CRJU 1290 - Introduction to Criminal Justice (3)

This course is an introduction to the operation and administration of the criminal justice system in the United States. The criminal justice system consists of three interrelated components: law enforcement, the judicial process, and corrections. This course will provide an overview of the structure and processes of the criminal justice system, including a brief examination of crime.

Typically Offered: Athens Campus: fall day/night - Demorest Campus: day/night, summer online.

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

1. Discuss the definitions of crime, criminal justice, and other related terms and how they are defined.
2. Analyze the purpose of government, social contract, and the necessity for societal order.
3. Synthesize the systems and processes of the American Criminal Justice System as they relate to predicting crime and public safety.
4. Compare and contrast the roles of criminal justice professionals and their ethical standards as they relate to societal diversity.
5. Argue how analyzing crime related research and utilizing technological advancements helps government communicate public safety issues.
6. Analyze the history and the future of the American Criminal Justice System.
7. Differentiate between central criminological theories.
8. Discuss central tenets of restorative justice.

### CRJU 1300 - Introduction to Cyber Investigations (3)

This course will introduce students to digital crime and digital terrorism. The course will also explore the application of criminological theory to cybercrime. Also covered is the investigation of digital crime by law enforcement and the struggles that this particular form of crime poses for law enforcement in the 21st century.

Typically Offered: Athens Campus: as needed - Demorest Campus: spring day.

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

1. Differentiate between the varying classifications of computer crime.
2. Differentiate between the varying types of information attacks.
3. Apply criminological theories to examples of digital crime.
4. Understand the origin and history of hackers.
5. Differentiate between the varying forms of sophisticated cyber-criminal organizations.
6. Understand the interconnectedness of white-collar crime and digital crime.
7. Understand the function of viruses and malicious code.
8. Understand the various types of sex-based crimes that occur in the digital realm.
9. Understand how anarchists and hate groups utilize the internet to commit crimes.
10. Understand and apply existing digital law and legislation.
11. Discuss the response of law enforcement to digital crime.
12. Understand the process of investigating computer crime.
13. Understand the process of digital forensics.



### CRJU 2335 - Criminal Investigation (3)

This course is structured to provide students with knowledge, theory, and practice of investigative processes involved in criminal investigation. The topics discussed include evidence collection techniques, utilization of technology in preserving and analyzing evidence, principles of investigative technique, reporting procedures and requirements, and developing critical thinking and communication skills.

Typically Offered: Athens Campus: as needed - Demorest Campus: spring day.

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

1. Describe concepts associated with criminal investigation.
2. Summarize the history of criminal investigation.
3. Have a working knowledge of the process of criminal investigation.
4. Understand various types of criminal offenses.
5. Have a working knowledge of the correlation between criminal investigation and the courtroom process.
6. Be familiar with the purpose of a criminal investigation.
7. Understand why in criminal investigation one must not only be ethical but also apply high ethical standards to laws, policies, procedures, and operational techniques to the investigation, detection, apprehension, adjudication, and rehabilitation/punishment of offenders.

### CRJU 3200 - Cyber Investigation (3)

Technology can be the means, target of, or the source of information about a crime, and increasingly, those interested in all aspects of criminal justice must have working knowledge of technology crime to effectively investigate or understand cases. This course will explore the policy and law of computer crime and consider how "cybercrimes" are different from and similar to transgressive behavior in physical space. Topics will include electronic surveillance, cyberbullying, identity theft, computer hacking and cracking, espionage, cyberterrorism, and privacy.

Prerequisite: CRJU 1300 Typically Offered: Athens Campus: as needed - Demorest Campus: fall day.

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

1. Examine and gain a better understanding of workplace monitoring (extent of and types employed).
2. Understand the principals, goals, challenges and constraints of encryption.
3. Complete a Computer Forensics Examination from start to finish.
4. Develop a basic understanding of best policies and software for investigating cyber-crime cases.

### CRJU 3330 - Police and Society (3)

This course is an introduction to the role of police in U.S. society. Law enforcement is one of the major components of the criminal justice system. Some of the topics to be discussed include the development of the police, policing and civil rights and liberties, the organization and management of the police, the various operations of law enforcement, and the relationship between the police and society.

Typically Offered: Athens Campus: as needed - Demorest Campus: spring day.

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

1. Describe the role of police within the US society.
2. Analyze the development of modern policing.
3. Analyze police impact on civil rights and liberties.
4. Assess the organizational structure of police departments.
5. Assess the management of the police.

6. Differentiate between the various duties and operations of law enforcement.
7. Evaluate the current status of the relationship between the police and the community.

#### CRJU 3331 - Juvenile Justice (3)

An overview of the nature, extent, types, theories, and causes of crime and delinquency. Other areas of study may include modern crime and delinquency preventions and methods of punishment and treatment of criminals.

Typically Offered: Athens Campus: as needed - Demorest Campus: fall day.

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

1. Analyze the nature and extent of juvenile delinquency.
2. Differentiate between the varying causes of crime and delinquency amongst juveniles.
3. Analyze delinquency prevention tactics and measures for treatment of juveniles.
4. Differentiate between varying social reactions to juvenile delinquency.
5. Differentiate between developmental theories pertaining to juvenile delinquency.
6. Critically discuss gender's impact on delinquency.
7. Critically discuss the family and delinquency.
8. Analyze juvenile gangs and subsequent delinquency.
9. Differentiate between varying forms of school violence.
10. Assess the impact of drug use on delinquency.
11. Evaluate juvenile delinquency prevention programs and procedures.
12. Contrast juvenile justice in the past to what it looks like today.
13. Evaluate police interaction with juveniles.
14. Evaluate the juvenile court process.
15. Evaluate juvenile corrections
16. Compare juvenile justice in the USA. to other countries.

#### CRJU 3380 - Victimology (3)

Victimology is the study of victims of crime. This course examines this important perspective in the criminal justice system, the process and consequences of victimization, the victims' rights movement and other topics related to the victims of criminal behavior. Topics to be discussed include the rights of victims, the victims' rights movement in its socio-political context, types of crimes and victims, and victim services.

Typically Offered: Athens Campus: as needed - Demorest Campus: even spring day.

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

1. Define Victimology and understand its relationship with Criminology.
2. Outline the essential components of the history of victimization and victim's rights.
3. Understand the types of information provided by the Uniform Crime Reports and the National Crime Victimization Survey.
4. Analyze and assess the adequacy of current victim's rights.
5. Understand the principles and application of lethality/danger assessments.
6. Familiarize with the skills and techniques used by law enforcement officials in responding to victimization.

### CRJU 3385 - Punishment in the United States (3)

This course is an in-depth examination of the purpose and theory of punishment as it is practiced in the correctional system of the United States. Topics to be discussed include theories of punishment, forms of the criminal sanction, structure and process of the federal, state and local correctional systems, history and development of the correctional system, rights of the accused in regard to punishment, and criticisms and proposed reforms in the correctional system.

Typically Offered: Athens Campus: as needed - Demorest Campus: even fall day.

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

1. Discuss the main points of the history of punishment.
2. Differentiate between correctional ideologies.
3. Understand the sentencing and appeals process.
4. Discuss the working of the probation system.
5. Differentiate between diversion and intermediate sanctions.
6. Discuss the functions of custody.
7. Identify and explain examples of security threat groups and prison gangs.
8. Discuss prison management and treatment.
9. Differentiate between the types of management and treatment facilities.
10. Discuss the workings of the state and local level prison system.
11. Discuss the federal corrections system.
12. Identify arguments for and against the death penalty.
13. Understand parole and re-entry.
14. Identify inmate rights and their origin.
15. Differentiate between male and female offenders.
16. Identify differences between treatment of adult offenders and juvenile offenders.

### CRJU 3390 - Criminology (3)

This course content includes a study of crimes, criminals, and criminal behavior and provides a good foundation for students planning professional careers in the criminal justice field. This course will examine various psychological, sociological, and biological theories related to the causation of crime in society.

Typically Offered: Athens Campus: fall day/night - Demorest Campus: fall day.

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

1. Define criminology and what criminologists do.
2. Apply ethics to the practice of criminology.
3. Differentiate between the primary sources of crime data.
4. Analyze and differentiate between theories of victimization.
5. Apply rational choice theory to crime scenarios.
6. Identify and apply the concept of situational crime prevention to crime scenarios.
7. Differentiate between the various trait theories and apply them appropriately to crime scenarios.

8. Analyze the various social structure theories and apply them to crime scenarios.
9. Analyze the various social process theories and apply them to crime scenarios.
10. Differentiate between varying critical criminological theories.
11. Define what is meant by restorative justice.
12. Analyze life course theories and apply them to crime scenarios.
13. Formulate crime typologies for all of the following crimes: IPV, political crime, terrorism, property crime, enterprise crime, white-collar crime, organized crime, public order crime, and cybercrime.

#### CRJU 4000 - Women and Crime (3)

A study of the nature and extent of women's crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies.

Offered: Athens and Demorest: every 3 semesters.

1. Understand the interaction between the female offender and the police.
2. To understand the criminological explanations of female criminality.
3. To understand the role of women within the profession of criminal justice.

#### CRJU 4100 - Serial Killers (3)

This course will introduce students to the phenomenon of serial murder. The course will explore the typologies of serial murder and the psychopathology and biogenics of the serial murderer. The course will also delve into the etiology of serial killing. Also explored will be the childhood backgrounds of serial killers and serial killer motives and methods. The course will also delve into the criminal profiling of serial killers as well as the process of interviewing convicted serial killers.

Typically Offered: Athens and Demorest: Every 3 semesters.

1. Understand the typologies of serial murder.
2. Analyze the etiology of serial murder.
3. Understand serial killer motivations and methods.

#### CRJU 4430 - Homeland Security and Terrorism (3)

This course explores the issues of homeland security and terrorism. The origin, history, definition, and techniques of terrorism are discussed and critically evaluated. Past, current and future tactics for addressing terrorism and its root causes are discussed and evaluated. Finally, the critical balance of public security and personal safety is defined, discussed and debated.

Typically Offered: Athens Campus: spring day/night - Demorest Campus: spring day.

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

1. Analyze and describe the origins of terrorism.
2. Analyze the history of terrorism and terrorist organizations.
3. Differentiate between definitions of terrorism.
4. Differentiate between the different techniques of terrorism.
5. Critique past, current, and future tactics used to combat terrorism.
6. Identify the root causes of terrorism.
7. Analyze the relationship between public safety and personal security within the realm of terrorism.

**CRJU 4475 - Special Topics (3)**

This course examines special topics related to criminal justice which are not part of the formal offerings within the Major. May be repeated for credit only if the topic changes.

Typically Offered: As needed.

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

1. Think critically and analytically about the forces and factors that shape the agents involved in the processes covered in class.
2. Demonstrate critical thought and reflection about the consequences of the material.
3. Knowledge of varying points of view and interpretations by other theorists.
4. Understanding of the theories and be able to analyze the issues covered in class.
5. Expanded critical analysis skills through the course readings and supplemental material, lectures, in-class discussions, and other coursework.

**CSCI - COMPUTER SCIENCE****CSCI 1101 - Introduction to Information Technology (3)**

This skills-based course provides students with a foundation for using information technology systems in the academic environment. Beginning with basic operating system skills, the course guides students in developing competency in use of common productivity software programs. (Students majoring in business administration are required to take BUSA 2030.)

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

1. Use the word processing feature in Microsoft Office 2013 to create, modify, save, format, and print sophisticated documents.
2. Use the electronic spreadsheet feature in Microsoft Office 2013 to create, modify, save, format, and print elaborate spreadsheets and associated charts.
3. Use the presentation feature in Microsoft Office 2013 to create, modify, save, format, and print professional presentations.

**CSCI 1301 - Programming Principles I (3)**

This course provides an introduction to computer science. Instruction centers on an overview of programming, problem-solving, and algorithm development. Specific topics include primitive data types, arithmetic and logical operators, selection and repetition structures, interactive user input, using and designing basic classes, single dimension arrays with searching and sorting, and array lists.

Typically Offered: Demorest: Every Fall.

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

1. Be able to read simple programs written in a specific programming language and understand what these programs do.
2. Be able to design algorithms utilizing the principles of programming to solve simple problems and write simple programs in a specific programming language to implement these algorithms.
3. Be able to edit, compile, debug, and run programs in a specific programming language.

**CSCI 1302 - Programming Principles II (3)**

The second course in computer science provides coverage of object-oriented programming. This includes the use of static variables and classes, multidimensional arrays, inheritance and polymorphism, text files and exception handling, recursion, and parameterized types. Elementary data structures (linked lists, stacks, and queues) are introduced to solve application problems. Graphical user interfaces and event driven programming are also introduced. Students must continue to use good programming style including proper documentation

Prerequisite: CSCI 1301 Typically Offered: Demorest: Every Spring.

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

1. Understand the basic principles of object-oriented programming, including inheritance and polymorphism.
2. Be able to design and implement algorithms utilizing the principles of object-oriented programming to solve elementary problems.
3. Be able to edit, compile, debug, and run moderate sized programs in a specific programming language.

#### CSCI 2000 - Web Development (3)

Web Development introduces students to HTML, CSS, and Javascript -the core technologies which power modern websites. Students will learn how to create interactive, aesthetically pleasing websites for a variety of purposes.

Prerequisite: Take CSCI-1301 or CSCI-1302 or MATH-2450 Typically Offered: Demorest: As needed.

#### CSCI 2350 - Special Topics in Computer Science (1-3)

This course examines special topics related to computer science appropriate for students majoring in computer science, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Prerequisite: At least 12 hours of CSCI courses. Offered: Demorest: As needed..

1. Apply algorithmic reasoning to a variety of computational problems.
2. Implement software systems that meet specified design and performance requirements.
3. Communicate effectively, both orally and in writing.

#### CSCI 2900 - Data Structures (3)

This course introduces data structures, specification, application, and implementation. The case studies will illustrate how data structures are used in computing applications. The emphasis of the course is on linear and some nonlinear data structures and object-oriented principles. Topics include: abstract data types, stacks, queues, lists, binary search trees, priority queues, recursion, algorithm efficiency, trees, heaps, hash tables, and analysis of search and sort algorithms and their performance for implementation and manipulation. The programming language to be used in this course is any standard high-level object-oriented programming language such as C++, Java, and Ada.

Prerequisite: CSCI 1302; MATH 2300 Typically Offered: Demorest: Fall.

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

1. Learn specifications and presentation of commonly used data structures.
2. Learn advanced search and sort algorithms and their performance issues.
3. Learn the use of covered data structure in problem solving and application development.

#### CSCI 3100 - Computer Organization and Architecture (3)

An introduction to the theory and fundamentals of computer architecture and data communications. Computer organization topics include: data representation, binary arithmetic, and numbering systems. Computer architecture topics include Boolean algebra, logic gates, digital components, combinational and sequential circuits, circuit design, CPU basics, internal architecture, microcode, RISC, pipelines, cache, assembly language, instruction sets, memory organization and addressing, interrupts, multi-core architectures. Data communications topics include: data encoding, signaling, transmission, communication media, encoding, multiplexing, bus control, and arbitration.

Prerequisite: CSCI 1302 Typically Offered: Demorest: Fall (every other even year).

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

1. Design simple combinatorial and sequential logic circuits, using a small number of logic gates.
2. Assemble a simple computer with hardware design including data format, instruction format, instruction set, addressing modes, bus structure, input/output, memory, Arithmetic/Logic unit, control unit, and data, instruction and address flow.
3. Design simple assembly language programs that make appropriate use of a registers and memory.

### CSCI 3200 - Algorithm Analysis (3)

Advanced algorithm analysis including the introduction of formal techniques and the underlying mathematical theory. Topics include asymptotic analyses of complexity bounds using big- $O$ , little- $o$ , omega, and theta notations. Fundamental algorithmic strategies (brute-force, greedy, divide-and-conquer, backtracking, branch-and-bound, pattern matching, parallel algorithms, and numerical approximations) are covered. Also included are standard graph and tree algorithms. Additional topics include standard complexity classes, time and space tradeoffs in algorithms, using recurrence relations to analyze recursive algorithms, NP-completeness, the halting problem, and the implications of non-computability.

Prerequisite: CSCI 2900 Typically Offered: Demorest: Spring (Every other odd year).

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

1. Develop a basic understanding of the design and analysis of algorithms.
2. Become proficient with a variety of classic algorithms for numeric and nonnumeric problems such as sorting, VLSI design, matrix multiplication, scheduling, graph theory, and geometry.
3. Understand different algorithm design techniques such as approximation algorithm, divide-and-conquer, dynamic programming, greedy method.
4. Become proficient in comparing the computational complexity of different algorithms and analyze the time and space efficiency of algorithms.

### CSCI 3300 - Database Management Systems (3)

Introduction to the database management systems, database processing, data modeling, database design, development, and implementation. Contrasts alternative modeling approaches. Includes implementation of current DBMS tools and SQL.

Prerequisite: CSCI 1302 Typically Offered: Demorest: Fall (every other even year).

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

1. Model data relevant to a database task, given a written description, reports and other information from a system user.
2. Transform the entity-relationship model into a logical design, following the relational approach.
3. Build and modify a database schema using SQL.

### CSCI 3400 - Software Development (3)

This course provides an overview of the software engineering discipline with emphasis on the development life cycle and UML modeling. It introduces students to the fundamental principles and processes of software engineering, including Unified, Personal, and Team process models. This course highlights the need for an engineering approach to software with understanding of the activities performed at each stage in the development cycle. Topics include software process models, requirements analysis and modeling; design concepts and design modeling; architectural design and styles; implementation; and testing strategies and techniques. The course presents software development processes at the various degrees of granularity.

Prerequisite: CSCI 3300 Typically Offered: Demorest: Spring (every other odd year).

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

1. Be able to conduct software requirement analysis using various analysis models for conventional and object-oriented systems.
2. Be able to conduct design activities and develop design models for system architecture, user interfaces, data, and system functions.
3. Be able to prepare and conduct project presentations.

### CSCI 3500 - Computer Graphics (3)

A study of the hardware and software of computer graphics and multimedia systems from the programmer's perspective. Includes a survey of display and other media technologies, algorithm and data structures for manipulation of graphical and other media objects, and consideration of user interface design. Major project included.

Prerequisite: CSCI 2900 Typically Offered: Demorest: Spring (every other spring).

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

1. Demonstrate an understanding of how graphical information is represented to a graphics system and encoded by the system to create images
2. Modern graphics API (such as OpenGL or DirectX) to create effective images.
3. Use events in a graphics system to create interactive graphics displays.

#### CSCI 3700 - Operating Systems (3)

This course introduces the fundamental concepts and principles of operating systems. Topics covered include system performance, processes and threads, multiprogramming, scheduling, memory management, synchronization, deadlocks, file systems, input/output systems, security and protection, network and distributed OS.

Prerequisite: CSCI 1302 Typically Offered: Demorest: Fall (every other odd year).

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

1. Define and be able to evaluate the features offered by various types of operating systems.
2. Describe and be able to evaluate performance issues of process synchronization problems
3. Analyze process management, scheduling, virtual memory concept, deadlock, and problem solving.

#### CSCI 4000 - Programming Languages (3)

This course covers the fundamental concepts on which programming languages are based and the execution models supporting them. Topics include values, variables, bindings, type systems, control structures, exceptions, concurrency, and modularity. Languages representing different paradigms are introduced.

Prerequisite: CSCI 2900 Typically Offered: Demorest: Spring (every other even year).

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

1. Be able to explain issues involved in the design and implementation of programming languages.
2. Be able to conduct critical evaluations of existing and future programming languages, including the selection of implementation languages for specific applications.
3. Construct a regular grammar and write code based on a regular grammar to parse input.

#### CSCI 4350 - Advanced Studies in Computer Science (1-3)

This course examines special topics related to computer science appropriate for students majoring in computer science, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Prerequisite: At least 12 hours of CSCI courses. Typically Offered: Demorest: As needed.

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

1. Apply algorithmic reasoning to a variety of computational problems.
2. Implement software systems that meet specified design and performance requirements.
3. Communicate effectively, both orally and in writing.

#### CSCI 4600 - Mobile Software Development (3)

The course covers the concepts and practice of developing software on mobile platforms such as Android. Topics include UI Design for Mobile Apps, Resource Management for Mobile Apps, and Deployment of Mobile Apps.

Prerequisite: CSCI 3400 Typically Offered: Demorest: Fall (Every even year).



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

1. Design and develop applications in Android platform.
2. Understand enterprise scale requirement of mobile applications.
3. Use cloud computing services in application development.

#### CSCI 4800 - Machine Learning (3)

This course covers the-state-of-the-art machine learning techniques. Focuses will be put on deep learning, kernel methods and ensemble learning. Students will learn applying advanced machine learning techniques to solve challenging problems, especially big data problems.

Prerequisite: CSCI 3200 Typically Offered: Demorest: Fall (every odd year).

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

1. Be able to explain how different deep learning techniques work.
2. Be able to explain the concept of kernel functions and how different kernel methods work.
3. Apply proper machine learning techniques to solve challenging problems.

#### CSCI 4930 - Internship in Computer Science (1-3)

The internship requires anywhere from 80-120 hours of supervised learning experience in an agency that links academic knowledge with practical experience. The hours breakdown is as follows:

1 credit hour = 40 internship hours

2 credit hours = 80 internship hours

3 credit hours = 120 internship

The overall purpose of the internship is three-fold, to:

1. Assist the student in acquiring knowledge in a field of study new to the student,
2. Advance the student professionally through the development of job-related social and professional work skills.
3. Provide the student with a real world "laboratory" in which new and former knowledge can be combined, synthesized, and applied.

Prerequisite: CSCI 1302 Typically Offered: Demorest: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skill.

**CSCI 4950 - Senior Capstone (3)**

Capstone experience for computer science students intended to promote a successful transition to professional practice or further academic study. Students spend the term working on a senior project as a team. Students have the opportunity to develop and practice essential project management skills and work with current software tools and technologies.

Prerequisite: Senior standing Typically Offered: Demorest: Spring (every year).

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

1. Apply algorithmic reasoning to a variety of computational problems.
2. Implement software systems that meet specified design and performance requirements.
3. Communicate effectively, both orally and in writing.

**CVTE - CARDIOVASCULAR TECHNOLOGY****CVTE 4010 - Ultrasound Physics (4)**

This course provides the basis for understanding ultrasound, acoustics and instrumentation. The course will cover basic acoustics such as frequency, period, wavelength, amplitude and power, as well as the equations to calculate these parameters. Pulsed ultrasound will be introduced along with the parameters associated with it such as Spatial pulse length, pulse repetition frequency, pulse repetition period and pulse duration. Transducer technology will also be discussed so the student can understand the mechanics of wave generation along with the historical perspective of transducers. Bioeffects and safety will be discussed in detail, and the student will be able to identify the different safety measures that are used.

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

1. Understand the basic principles of sound transmission and how it works in medical ultrasound.
2. Understand the difference between direct, inverse and unrelated relationships.
3. Understand measurement and prefixes associated with scientific notation.
4. Understand logarithms.
5. Describe how sound travels and what variables effect its transmission.
6. Identify parameters such as Frequency, Period and Wavelength and how they are related.
7. Explain intensity and its multiple components.
8. Understand pulsed ultrasound and its parameters such as Pulsed Repetition Frequency, Pulse Repetition Period, Pulse Duration.
9. Discuss the bioeffects of ultrasound and what parameters are most useful in determining the safe use of ultrasound.
10. Understand sound transmission and mediums.
11. Discuss basic signal processing and the electronics in an ultrasound system.
12. Be familiar with principles such as Snell's Law, Huygens principle, Reynolds number.
13. Understand the Doppler effect and the various uses of Doppler in medicine.
14. Discuss transducer mechanics and how they generate ultrasound and generate images.
15. Explain the difference between Pulsed, Continuous, Color and Tissue Doppler functions.
16. Read, analyze and solve physics problems in preparation for the national registry exam.
17. Identify the appropriate controls on the ultrasound system and how the change images.
18. Demonstrate the proper care and operation of medical equipment.
19. Receive an introduction to imaging and machine functions.

20. Learn to identify ultrasound principles in a practical setting by participating in clinic daily.
21. Will begin basic imaging views and techniques.

#### CVTE 4012 - Electrocardiographic Anatomy and Physiology (2)

This course provides a foundation in the principles of echocardiography, the most effective, noninvasive method for use in cardiac diagnosis. The course involves understanding of normal cardiac anatomy, coronary anatomy, and relationship of chambers with great vessels. It also includes normal cardiac physiology and its understanding in relation to echocardiography. In addition, this course provides understanding of EKG, Electrophysiology, the conduction system and mechanical events of cardiac cycle in relation to electrical events. This course provides the application and techniques used in 2D cardiac imaging, M mode of LV at different levels of cardiac studies, and cardiac anatomy and function.

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

1. Name the heart valves and describe their function.
2. Name the layers of the heart.
3. Describe the circulation of blood through the heart and body.
4. Recognize the normal component of EKG.
5. Perform basic assessment techniques.
6. Take a comprehensive history.
7. Describe the normal motion patterns of the heart valves using M-mode technique.
8. Demonstrate knowledge and understanding of the indications, utility, limitations, and technical procedures for related echo procedures.
9. Discuss cardiac physiology, electrophysiology, and mechanical events of the cardiac cycle.
10. Discuss ejection fraction, stroke volume, cardiac output, fractional shortening.
11. Discuss the indications for echocardiography.
12. Identify, demonstrate, and image the cardiac chambers.
13. Identify and demonstrate, and image the valves of the heart.
14. Perform and recognize the different components of the EKG.
15. Perform basic assessment techniques.
16. Image and identify the normal motion patterns of the heart valves.
17. Perform M-mode of mitral, aortic and LV cavity levels.
18. Distinguish between the different walls of the heart.
19. Properly demonstrate Doppler ultrasonic findings.
20. Identify different valvular flow and correlate with cardiac cycle.
21. Image the Aorta.

#### CVTE 4016 - Electrocardiography (2)

This course provides practice and background information on anatomy and physiology of the heart, medical terminology, electrocardiography, and stress testing. Students will gain an in-depth understanding of the electrical conduction system and how it affects heart function. Upon completion of this course students will understand the cardiac cycle, be able to identify common artifacts, and demonstrate patient preparation as well as proper lead placement of EKG leads. This course provides the basis for recognizing normal

and abnormal EKG patterns in all 12 leads, and plotting EKG axis. In addition students will practice with EKG equipment and perform hands-on labs including introduction to the function and proper use of the EKG machine in clinical practice.

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

1. Recognize definitions of depolarization/repolarization and cardiac muscle contraction.
2. Understand and identify the anatomy and the physiology of the cardiovascular system.
3. Understand the electrical axis of the heart, variants, clinical relevance, and determination of the electrical heart axis.
4. Demonstrates how to plot EKG axis.
5. Demonstrates understanding of a 12 Lead ECG recording, identify the ventricular rate and the position of the mean QRS vector.
6. Identify normal values of the PR interval and the QRS complex.
7. Understand the specific electrical activity of the heart associated with each wave and interval of a normal ECG; and demonstrate knowledge of ECG complexes which include P wave, PQ interval, QRS complex, ST segment, T wave, J point.
8. Understand and demonstrates knowledge of sinus rhythms, atrial rhythms, junctional rhythms, heart blocks, and ventricular rhythms.
9. Understand and demonstrates knowledge of ischemia and infarction: Q waves, T wave abnormalities, R progression, STT abnormalities.
10. Understand leads, and electrodes; Definitions, electrical principles and lead placement.
11. Demonstrate proper lead placement, and how to operate and trouble shoot a 12-lead EKG unit.

#### CVTE 4020 - Cardiac Pharmacology (2)

This course will provide understanding of Cardiovascular Pharmacologic agents. Drug classification and usage will be discussed as well secondary effects. Drug interaction, contraindications, and methods of administration will be discussed. Intra venous therapy will be discussed at length. The student will be taught vena puncture, and the proper techniques for starting an intra venous line.

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

1. Understand the different routes of drug administration.
2. Discuss the various classification of Pharmaceutical agents.
3. Name common drugs from each classification.
4. Be familiar with: Nitrates, Beta Blockers, ACE Inhibitors, Calcium Channel Blockers, Anticoagulants, Anti Arrhythmics, Vaso Pressers, Contrast Agents, Saline.
5. Identify the proper material needed to start an intra-venous line.
6. Successfully start an intravenous line.
7. Identify bio hazardous materials and discuss the proper disposal.

#### CVTE 4022 - Principles of Vascular Ultrasound (5)

This course provides an extensive examination of the various facets of peripheral arterial disease and the various testing methods that are used to diagnose its presence. The course is broken down by specialties that included cerebral vascular, peripheral arterial, peripheral venous, and visceral vascular testing. Th course will cover both symptoms and clinical findings as well as testing, and will allow the student to learn which tests are better suited to aid in the diagnosis of peripheral vascular conditions. Testing that will be covered in detail include: Carotid Duplex Imaging, Trans Cranial Doppler, Arterial Duplex Imaging of both upper and lower extremities, Venous Duplex Imaging of both upper and lower extremities. Physiologic testing of both upper and lower extremities will also be covered at length. The Visceral portion of the class will cover Abdominal Aorta, Visceral Arterial Duplex, and Renal Artery duplex. The class has both clinical and didactic instruction.

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

1. Discuss Cerebral Vascular atherosclerosis and its sequelae.
2. Differentiate the different types of stroke and the various causes.
3. Explain the symptoms of Stroke, TIA, and the associated clinical findings.
4. Explain the different tests that are used to diagnose cerebral vascular disease.
5. Discuss the Carotid Duplex procedure and what information is obtained from it.
6. Demonstrate the proper performance of a Carotid Duplex Exam.
7. Demonstrate the proper performance of the Trans Cranial Doppler Exam.
8. Discuss the symptoms and clinical findings of both upper and lower peripheral arterial disease.
9. Discuss the different testing options for both upper and lower arterial disease.
10. Differentiate between physiologic arterial testing and duplex arterial imaging.
11. Explain when either physiologic testing or duplex imaging should be used.
12. Discuss the difference between arterial and venous symptoms.
13. Demonstrate the proper performance of both an upper and lower arterial duplex exam.
14. Discuss pulmonary embolism and its primary causes.
15. Discuss both deep and superficial venous thrombosis and its causes.
16. Demonstrate the proper performance of both an upper and lower venous duplex exam.
17. Discuss Symptoms and clinical findings in Renal artery and mesenteric artery disease.
18. Demonstrate the proper performance of both a Renal artery and Mesenteric artery exam.
19. Properly educate the patient on the procedure and prepare them for the exam.
20. Insure quality control.
21. Demonstrate proper use and care of equipment.

#### CVTE 4024 - Cardiovascular Technology (2)

This course is designed to be an introduction and overview of other facets of cardio vascular testing. The course will be taught with guest lecturers who will cover topics such as Nuclear Perfusion exams, Nuclear Pet Exams, Cardiac Catheterization, and cardiac MRI. The purpose of the course is to gain insight into the BIG picture in cardiovascular testing and how we all fit together as one team to help in the diagnosis of heart disease. The class will include observation of these different testing modalities.

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

1. Explain the difference between Angioplasty and the other various interventional procedures.
2. Discuss TIMI scores, ICE, and how echocardiography is used in the cath lab.
3. List the possible complications of a cardiac catheterization.
4. Discuss Cardiac MRI and how it is done.
5. Differentiate between an MRA and MRI.
6. Explain the difference between CT and CTA.

7. Explain a calcium score.
8. Differential between SPECT and Pet Imaging.
9. List the different isotopes used in nuclear medicine.

CVTE 4026 - Echocardiography Pathology II (4)

This course provides in depth study of ventricular function, both systolic and diastolic, as well as treatment and the role of echocardiography in guiding treatment. Prosthetic valve evaluation, and both simple and complex Congenital Heart Diseases, Each section of diseases will be discussed in detail regarding causes, signs, symptoms, echocardiographic findings and complications. This course also discusses wall motion abnormalities in relation to pathologic situations. Discussion is both detailed and concise for understanding and comprehension.

The lab section of this course provides hands on experience in the application of echocardiography, the most effective noninvasive method for use in cardiac diagnosis. The lab session includes the practice of echocardiography techniques with valvular area calculations during pathologic situations, abnormal LV measurements, and abnormal ejection fractions, fractional shortening, stroke volumes, and left ventricular function abnormalities as well as advanced calculations for shunts, diastolic function. Cropping for 3 D echo and speckle tracking.

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

1. Discuss advanced measurements for systolic and diastolic function.
2. Understand the uses for Tissue Doppler.
3. Discuss in detail all facets of diastolic dysfunction.
4. Have extensive knowledge of prosthetic valves types and functions.
5. Identify how prosthetic valve types are decided upon and the potential complications.
6. Discuss various types of pacemakers and how they are used.
7. List the possible complications of pacemaker insertion.
8. Discuss Cardiac Resynchronization Therapy (CRT).
9. Understand cardiac Embryology.
10. Discuss the components of Simple and Complex Congenital Heart disease.
11. Recognize the Echocardiographic findings of both simple and complex congenital heart disease.
12. Identify the types of ultrasound contrast agents and how they are used.
13. List the purpose of stress echocardiography and the exam components.
14. Perform patient education necessary for the exam.
15. Identify and eliminate unnecessary artifacts.
16. Perform correct measurements.
17. Insure quality control.
18. Demonstrate proper use and care of equipment.
19. Demonstrate and perform echo protocols.
20. Perform biplane left ventricular function assessments.
21. Accurately measure and utilize atrial volume information.

22. Calculate a QP/QS shunt ratio and recognize normal from abnormal.

#### CVTE 4028 - Practicum I (2)

This course is designed to provide the student with experience in an imaging laboratory on a daily basis. The idea behind the course is to allow the student function as technologist in multiple settings. The course provides experiences in the Out-patient and In patient laboratories while performing multiple tests under supervision. This clinical course allows students to practice skills learned in their didactic courses under a preceptor's direct supervision at the intermediate level of skill (level 3 on clinical evaluation).

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

1. Perform a routine echocardiogram independently using laboratory protocol.
2. Perform all required measurements as indicated in protocol.
3. Demonstrate appropriate patient care skills.
4. Find patient on PACS system.
5. Prepare the preliminary report.
6. Comment on pertinent pathology.
7. Assist in the performance of a Trans Esophageal Echocardiogram.
8. Demonstrate proper technique cleaning the TEE transducer after test completion.
9. Observe both a TAVR and Mitraclip procedures.

#### CVTE 4400 - Practicum II (2)

This course is designed to provide the student with experience in an imaging laboratory on a daily basis. The idea behind the course is to allow the student function as technologist in multiple settings. The course provides experiences in the Out-patient and In patient laboratories while performing multiple tests under supervision. This clinical course allows students to practice skills learned in their didactic courses under a preceptor's direct supervision at the proficient level of skill (level 4 on clinical evaluation).

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

1. Perform a routine echocardiogram independently using laboratory protocol.
2. Perform all required measurements as indicated in protocol.
3. Demonstrate appropriate patient care skills.
4. Find patient on PACS system.
5. Prepare the preliminary report.
6. Comment on pertinent pathology.
7. Assist in the performance of a Trans Esophageal Echocardiogram.
8. Demonstrate proper technique cleaning the TEE transducer after test completion.
9. Observe both a TAVR and Mitraclip procedures.
10. Start at no less than 10 proctored IVs.
11. Perform Carotid, Venous and Arterial exams.
12. Participate Q/A conference.

## EDEM - EDUCATION: ELEMENTARY

### EDEM 3331 - Reading Methods, P-5 (3)

Foundation in the teaching of reading with a focus on a balanced literacy program through the integration of reading across the curriculum. Developmental reading programs, whole- language, emergent literacy, phonemic awareness and reading readiness will be addressed. Emphasis will also be placed on engaging diverse learners through various approaches and responses to reading. There will be 15 hours of directed field experiences embedded into this course.

Prerequisite: Preservice EDUC 2000

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  
InTASC: 4, 5, 9
2. Establish an understanding of what occurs during reading by observing and collecting relevant instructional data on student performance during reading lessons. InTASC: 6, 7, 9, 10
3. Describe, discuss, and synthesize the elements that are involved in a total reading program. InTASC: 4, 5, 9
4. State the conditions that are most conducive to the development of competent readers. InTASC: 4, 5
5. Define phonemic awareness and provide examples. InTASC: 4, 5, 7, 8
6. Understand the concept of phonics and how phonics instruction can contribute to reading ability. InTASC: 4, 5, 7, 8
7. Understand theory and research on emergent literacy. InTASC: 4, 5, 9
8. Describe techniques for working with children who are learning a second language. InTASC: 1, 2, 5, 7, 8
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. InTASC: 1, 3, 4, 5, 10
10. Demonstrate understanding of methods for teaching narrative and expository texts. InTASC: 1, 2, 4, 5, 7
11. Understand and implement several strategies for teaching vocabulary, word identification and comprehension. InTASC: 4, 5, 7, 8
12. Understand various grouping strategies for reading and their particular usefulness. InTASC: 3, 5, 7, 8
13. Apply research-based strategies for teaching reading comprehension. InTASC: 5, 7, 8, 9

### EDEM 3332 - Language Arts Methods, P-5 (3)

This course provides an interdisciplinary, literature-based approach to methods for teaching language arts at the elementary level. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: Pre-service Certificate, EDUC 2000

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

1. Define the language arts. InTASC Standard 2
2. Define characteristics of an effective language arts program and explain the learning theories that support the program. 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. 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. 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 State Standards for language arts in grades P-5 and 6-8, and use these standards to plan for instruction. InTASC Standard 6, 7, 8



6. Describe the writing process and explain how to teach and assess the process. 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. 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. 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. 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. GACE 6.6; InTASC Standard 4, 5, 7, 8
11. Describe approaches to integrate language arts instruction in all areas of the curriculum. 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. InTASC Standard 6
13. Prepare a theme-based unit linked to the State Standards that uses children's literature to enhance language arts in an interdisciplinary curriculum for grades P-5 and 6-8. InTASC Standard 1, 2, 3, 4, 5, 6, 7, 8, 9

EDEM 3334 - Social Studies Methods, P-5 (3)

Principles, skills, procedures and materials for teaching aspects of related social studies in the social studies program. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: Pre-service Certificate EDUC 2000

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.). [InTASC Standard 4: Content Knowledge]: 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). [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]: 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. [InTASC Standards 1: Learner Development, 3: Learning Environments, 4: Content Knowledge, 5: Application of Content, 7: Planning for Instruction, and 8: Instructional Strategies]: 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. [InTASC Standard 3: Learning Environments]: Instructing and Engaging Students in Learning (Task 2)
5. Use questioning techniques as an effective classroom strategy, especially with the inquiry model. [InTASC Standard 5: Application of Content and 8: Instructional Strategies]: 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. [InTASC Standards 4: Content Knowledge, 5: Application of Content, 7: Planning for Instruction, and 9: Professional Learning and Ethical Practice]: 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. [InTASC Standards 3: Learning Environment, 2: Learner Differences, 8: Instructional Strategies, 9: Professional Learning and Ethical Practice, and 10: Leadership and Collaboration]: Context for Learning, Planning for Instruction (Task 1)
8. Incorporate current theory and research to practice. [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]: 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. [InTASC Standards 5: Application of Content, 8: Instructional Strategies, and 9: Professional Learning and Ethical Practice]: 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. [InTASC Standard 4: Content Knowledge]
11. Explain your personal set of beliefs regarding K-5, 6-8, and/or 9-12 social studies curriculum. [InTASC Standards 9: Professional Learning and Ethical Practice and 10: Leadership and Collaboration]

#### EDEM 3335 - Science Methods, P-5 (3)

Objectives, experiences and methods of teaching science in the public school. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: Pre-service Certificate; EDUC 2000; Completion of General Education lab science requirements.

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. InTASC: 4, 5
2. Develop a more effective capacity to use the Internet for teaching science. InTASC: 10
3. Analyze and evaluate the major concepts and principles of science as defined by the State Standards, the National Science Standards of the National Research Council, and the American Association for the Advancement of Science (AAAS). InTASC: 4, 5
4. Develop a more effective capacity in the preparation of inductive and deductive teaching and lessons. InTASC: 5, 7, 8
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. InTASC: 1, 2, 4, 5, 7
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. InTASC: 1, 2, 4, 5, 7, 10
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. InTASC: 1
8. Develop knowledge of group responsibilities and relationships through science classroom laboratory and learning centers. InTASC: 3
9. Develop skills in observing and assessing science processes used by children participating in science activities. InTASC: 6, 7
10. Understand major concepts in the physical, life, earth and space, and the science & technology sciences. InTASC: 4, 5
11. Know and use a variety of contemporary science assessment strategies to determine 4-8 student needs and levels of learning and development. InTASC: 6, 7
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) InTASC: 4, 5
13. Know how to keep and use living organisms in the classroom in a safe, ethical and appropriate manner. InTASC: 4, 5
14. Understand how to work willingly with peers, supervisors and others in a professional manner. InTASC: 3, 10

#### EDEM 3336 - Math Methods, P-5 (3)

Candidates will explore the knowledge, skills and dispositions necessary to provide appropriate instruction for all elementary students. Candidates will analyze the teaching of mathematics, basic math content and general principles of mathematics including current issues, procedures, and techniques of instruction. Emphasis is placed on assisting candidates to teach mathematics content and processes with manipulatives. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: MATH 1600 or general math requirement; Pre-service Certificate; EDUC 2000

1. Demonstrate an understanding of students' development of mathematical concepts and computation. InTASC: 1, 2, 3, 5, 6, 7, 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. InTASC: 1, 4, 5, 7, 8

3. Identify purposes for studying and learning various mathematical computations, concepts, skills, and translate these into real life activities. InTASC: 1, 2, 4, 5, 7
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. InTASC: 4, 5
5. Explore and evaluate various methodologies to teach mathematical concepts and skills. InTASC: 4, 5, 7, 8
6. Develop and use knowledge of current philosophies and trends as they relate to the teaching of math. InTASC: 4, 5
7. Explore a variety of problem solving skills and use them in teaching. InTASC: 4, 5
8. Explore and model mathematical concepts, skills, and estimation as they relate to everyday life. InTASC: 1, 2, 4, 5, 7
9. Develop knowledge in, use, and integrate technology in the classroom for mathematics. InTASC: 6
10. Explore and integrate the State Standards and the NCTM Standards for diverse populations in pre-K-5 or 6-8 classrooms. InTASC: 1, 4, 5
11. Observe, record and assess students' behavior and mathematical abilities. Based on the previous, develop, implement and evaluate an instructional plan. InTASC: 6, 7
12. Reflect on her/his own teaching and makes suggestions for improvement. InTASC: 9, 10

#### EDEM 3361 - Internship I (3)

This course is a pass/fail course.

Education majors should be aware that prior to Internship I they will undergo a criminal background check as a part of Georgia's pre-service certification. Applications to Internship I may be denied based upon information presented in these background clearances.. Applications must be completed by the posted deadline the semester prior to placement.

A 120-contact-hour internship for one semester. The internship consists of three five-week rotations in the required grade bands which consist of grades P-K, 1-3, and 4-5. The teacher candidate will complete the internship under the combined supervision of a certified teacher and the University supervisor. Internship I is an observation-based experience focused on the InTASC domains which include The Learner, Learning, Content, Instructional Practice, Data Literacy, and Professional Responsibility. The internship may be completed as a regular or professional internship. The professional internship setting is available to para-professionals employed within their perspective certification field and granted special permission by their employing system. Applications must be completed by the posted deadline the semester prior to placement.

Prerequisite: Admission to Teacher Education/Pre-service Certificate Corequisite: EDUC 3151

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; InTASC: 3
2. Use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence; InTASC: 1, 5, 7, 8
3. Demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways; InTASC: 4, 5
4. Prepare and use Piedmont lesson plans to on design learning segments that incorporate developmentally appropriately curriculum and instructional practices; InTASC: 1, 2, 7
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; InTASC: 1, 2, 7
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; InTASC: 3, 9, 10
7. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds; InTASC: 1, 2, 7

8. Effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities; InTASC: 1, 2, 5, 7, 8
9. Model and promote constructivist practices; InTASC: 3, 4, 5
10. Implement basic health, nutrition, and safety management practices for children; InTASC: 3, 9, 10
11. Demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments; InTASC: 6, 7, 9, 10
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; InTASC: 9, 10
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; InTASC: 9, 10
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 InTASC: 9, 10
15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct. InTASC: 9, 10

#### EDEM 4499 - Internship II (P-5) (9)

This is a Pass/Fail course.

Candidates must take and pass the appropriate GACE (Georgia Assessments for the Certification of Educators) contents tests prior to beginning the Internship II teaching semester. Individuals who have not passed the GACE tests will not be permitted to register for Internship II. Candidates may elect to change majors and/or apply to receive the Bachelor of Arts degree in Educational Studies.

Internship II is a full-time experience (15 weeks/600 contact hours) during which candidates work under the joint supervision of a certified teacher and University supervisor. The internship may be completed as a regular or professional internship. The professional internship setting is available to para-professionals employed within their perspective certification field and granted special permission by their employing system. Internship II placements are made at the discretion of the College of Education. Placements will be made within a 50 mile radius of the campus.

Prerequisite: Admission to Teacher Education/Pre-service Certificate Corequisite: EDUC 4497 and EDUC 4498. This course serves as the CAPSTONE experience for Elementary Education and Middle Grades majors. PLEASE NOTE: NO CLASSES OTHER THAN THE COREQUISITES SHOULD BE TAKEN DURING INTERNSHIP II.

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; InTASC: 3
2. use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence; InTASC: 1, 5, 7, 8
3. demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways; InTASC: 4, 5
4. prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriately curriculum and instructional practices; InTASC: 1, 2, 7
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; InTASC: 1, 2, 7
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; InTASC: 3, 9, 10
7. demonstrate sensitivity to differences in family structures and social and cultural backgrounds; InTASC: 1, 2, 7
8. effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities; InTASC: 1, 2, 5, 7, 8

9. model and promote constructivist practices; InTASC: 3, 4, 5
10. implement basic health, nutrition, and safety management practices for children; InTASC: 3, 9, 10
11. demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments; InTASC: 6, 7, 9, 10
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; InTASC: 9, 10
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; InTASC: 9, 10
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 InTASC: 9, 10
15. demonstrate awareness of and a firm commitment to the profession's code of ethical conduct. InTASC: 9, 10

## **EDMG - EDUCATION: MIDDLE GRADES**

### EDMG 3331 - Reading Methods, 4-8 (3)

Foundation in the teaching of reading with an emphasis on the traditional and progressive strategies that reflect the reading/writing connections and support embedding reading and writing across the curriculum. Word recognition skills; phonics; comprehension; fluency; vocabulary development; relationship of reading and writing; spelling, listening, oral language, library, dictionary and study skills will be emphasized in how they relate to content area instruction. Directed field-based experience is required.

Prerequisite: Pre-service Certificate

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. Meets InTASC Standard 4
2. Explain the importance of the Big Five in reading instruction to student achievement. Meets InTASC Standards 1-4
3. Describe, discuss, and synthesize the elements that are involved in a total reading program. Meets InTASC Standards 1-4
4. 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. Meets InTASC Standards 1-9
5. Apply research-based strategies for teaching reading comprehension. Meets InTASC Standards 1-9

### EDMG 3332 - Language Arts Methods, 4-8 (3)

This course provides an interdisciplinary, literature-based approach to methods for teaching language arts in middle school. Directed field-based experience is required.

Prerequisite: Pre-service Certificate

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

1. Define the language arts. Meets InTasc Standard 2
2. Define characteristics of an effective language arts program and explain the learning theories that support the program. Meets InTASC Standard 1, 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. Meets InTASC Standard 1, 2, 3, 6, 7, 8
4. Describe and select developmentally appropriate reading, writing, speaking, listening, viewing, and visually representing activities. Meets InTASC Standard 1, 2, 3, 4, 5, 6, 7, 8

5. Explore and analyze the Georgia Standards of Excellence) for language arts in grades P-5 and 6-8, and use these standards to plan for instruction. Meets InTASC Standard 6, 8
6. Describe the writing process and explain how to teach and assess the process. Meets InTASC Standard 4, 8
7. Describe and effectively use the language conventions (spelling, punctuation, grammar usage, and handwriting) to enhance literacy for all children. Meets InTASC Standard 4, 8
8. Describe and evaluate a variety of methods for teaching all aspects of the language arts. -Meets InTASC - Standard 4, 8
9. Demonstrate growth in the ability to effectively use developmentally appropriate children's literature to facilitate children's development of the language arts. Meets InTASC Standard 1, 4, 5, 7, 8
10. Demonstrate the ability to use technology to enhance instruction in the language arts. Meets InTASC Standard 4, 8
11. Describe approaches to integrate language arts instruction in all areas of the curriculum. Meets InTASC Standard 4, 8
12. Plan for and implement a theme-based unit linked to the Georgia Standards of Excellence that uses children's literature to enhance language arts in an interdisciplinary curriculum for grades P-5 and 6-8. Meets InTASC Standard 1, 9

#### EDMG 3334 - Social Studies Methods, 4-8 (3)

Relationship among the differing social sciences, with emphasis on the social studies program. Principles, skills, procedures and materials needed to develop and teach a social studies program. Directed field-based experience is required.

Prerequisite: Pre-service Certificate

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]: 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]: 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]: 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]: 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]: 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]: 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]: 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]: 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]; 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]

EDMG 3335 - Science Methods, 4-8 (3)

Objectives, experience and methods of teaching science in the public school. Directed field- based experience is required.

Prerequisite: Pre-service Certificate

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

EDMG 3336 - Math Methods, 4-8 (3)

Candidates will explore the knowledge, skills and dispositions necessary to provide appropriate instruction for all middle school students. Candidates will analyze the teaching of math, basic math content and general principles of mathematics including current issues, procedures, and techniques of instruction. Emphasis is placed on assisting candidates to teach mathematics content and processes with manipulatives. (Directed field experience required.)

Prerequisite: MATH 2010 (unless exempt) or MATH 2050 and Pre-service Certificate

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

#### EDMG 3345 - Teaching in the Middle School (3)

A focus on the nature and diversity of the middle grades learner, the pedagogy appropriate for that age level, and the organization of the middle school. Included are the psychological and sociological principles and practices that aid in determining how to meet the unique educational needs of young adolescents, the history of the development of the middle school and the philosophy of education that determines the curriculum and pedagogy of the middle school. Directed field-based experience is required.

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

1. demonstrate knowledge of the social, emotional, cognitive, and physical development of the middle grades child and the implications these characteristics have for developmentally appropriate practice. InTASC Standards 1-9
2. describe the organization of the middle school. InTASC Standards 1, 2, 3, 9
3. plan for, implement, and assess instruction in ways that meet the learning needs for all students. InTASC Standard 1, 9
4. foster family involvement in young adolescent education at home and in school. InTASC Standards 1, 2, 10
5. recognize needs and refer students to available in-school and community support service agencies. InTASC Standards 1, 2, 9
6. assess and be reflective about their practice, taking appropriate actions to show continual growth as an educator. InTASC Standards 1-10

#### EDMG 3361 - Internship I, 4-8 (3)

This course is a pass/fail course.

Education majors should be aware that prior to Internship I they will undergo a criminal background check as a part of Georgia's pre-service certification. Applications to Internship I may be denied based upon information presented in these background clearances. Applications must be completed by the posted deadline the semester prior to placement.

A 120-contact-hour internship for one semester. The internship consists of three five-week rotations in the required grade-bands which consist of grades 4-5, 6-8 (Content 1), and 6-8 (Content 2). The teacher candidate will complete one full-school day per week in the internship under the combined supervision of a certified teacher and the University supervisor. Internship I is an observation-based experience focused on the InTASC domains which include The Learner, Learning, Content, Instructional Practice, Data Literacy, and Professional Responsibility. The internship may be completed as a regular or professional internship. The professional internship setting is available para-professionals employed within their perspective certification field and granted special permission by their employing system.



Prerequisite: Admission to Teacher Education/Pre-service Certificate

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

1. explore student assets including personal, cultural, and community assets;
2. observe experiences that meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities;
3. observe classroom routines and student behaviors;
4. explore state standards and curriculum materials;
5. observe instructional practices;
6. explore and discuss formal and informal assessments;
7. explore and discuss student assessment data;
8. cultivate professional behaviors and dispositions;
9. and demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

EDMG 4498 - Senior Seminar: Reflection and Application (3)

This course provides opportunities for reflection, synthesis and application of all previous College of Education courses and the Student Teaching experience. One result of this course will be the creation of the Program Portfolio documenting mastery of program outcomes.

Prerequisite: Admission to teacher education; Pre-service Certificate. Corequisite: EDUC 4497; EDMG 4499; Application for graduation must be submitted when registering for this class. (This does not apply to Certification Only students.)

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.

## EDPE - EDUCATION: PHYSICAL EDUCATION

### EDPE 3321 - Health & Physical Education in the Classroom (3)

Methods and techniques of teaching physical education in the elementary grades according to developmentally appropriate practices. A focus on integrating physical education with subject areas (Language Arts, Math, Social Studies, etc.) is also emphasized. Motor learning, rhythms, developmental games and creative movement are included. Directed field-based experience is required.

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. 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. ECCL012
  - 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. 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. 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. 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. ECCLO 11 - 14 InTASAC 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. 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 Standards of Excellence. 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 ECCLO 11

10. teaching a 10 minute lesson from concepts and strategies learned in this class by using the home-made equipment. ECCLLO 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. InTASC Standards 1, 7
12. finding and implementing information about physical education and health on the Internet. ECCLLO 12, 13 GACE 22.2
13. concepts associated with child abuse and neglect ECCLLO 12 InTASC Standard 4 GACE A, B, C
  - a. Describe sexual, physical, and emotional abuse.
14. concepts associated with substance abuse ECCLLO 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. ECCLLO 11 InTASC Standard 4 GACE A, B, C GACE 22.4 GACE 22.6
16. explore, analyze, and implement in the lessons the State Standards. ECCLLO 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. ECCLLO 12, 13 InTASC Standards 1, 7 GACE D, E GACE 23.1-23.4
18. explore and analyze the National Health Education Standards. ECCLLO 13 InTASC Standard 7 GACE A, B, C

## **EDSE - EDUCATION: SECONDARY EDUCATION**

EDSE 3332 - Language Arts Methods, 6-12 (3)

Designed to be taken concurrently with Internship I, 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.

Prerequisite: Pre-service Certification

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

1. Define the language arts. InTasc Standard 2
2. Define characteristics of an effective language arts program and explain the learning theories that support the program. 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. 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. 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. InTasc Standard 6, 7, 8
6. Describe the writing process and explain how to teach and assess the process. 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. 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. 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. 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. GACE 6.6; InTasc Standard 4, 5, 7, 8

11. Describe approaches to integrate language arts instruction in all areas of the curriculum. 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. 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. InTasc Standard 1, 2, 3, 4, 5, 6, 7, 8, 9

#### EDSE 3334 - 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.

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.). [InTASC Standard 4: Content Knowledge]: 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). [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]: 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. [InTASC Standards 1: Learner Development, 3: Learning Environments, 4: Content Knowledge, 5: Application of Content, 7: Planning for Instruction, and 8: Instructional Strategies]: 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. [InTASC Standard 3: Learning Environments]: Instructing and Engaging Students in Learning (Task 2)
5. Use questioning techniques as an effective classroom strategy, especially with the inquiry model. [InTASC Standard 5: Application of Content and 8: Instructional Strategies]: 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. [InTASC Standards 4: Content Knowledge, 5: Application of Content, 7: Planning for Instruction, and 9: Professional Learning and Ethical Practice]: 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. [InTASC Standards 3: Learning Environment, 2: Learner Differences, 8: Instructional Strategies, 9: Professional Learning and Ethical Practice, and 10: Leadership and Collaboration]: Context for Learning, Planning for Instruction (Task 1)
8. Incorporate current theory and research to practice. [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]: 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. [InTASC Standards 5: Application of Content, 8: Instructional Strategies, and 9: Professional Learning and Ethical Practice]: 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. [InTASC Standard 4: Content Knowledge]
11. Explain your personal set of beliefs regarding K-5, 6-8, and/or 9-12 social studies curriculum. [InTASC Standards 9: Professional Learning and Ethical Practice and 10: Leadership and Collaboration]

## EDSE 3335 - Science Methods, 6-12 (3)

Designed to be taken concurrently with Internship I, 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.

Prerequisite: Completion of General Education lab science requirements

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.
2. Develop a more effective capacity to use the Internet for teaching science.
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).
4. Develop a more effective capacity in the preparation of inductive and deductive teaching and lessons.
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.
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.
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.
8. Develop knowledge of group responsibilities and relationships through science classroom laboratory and learning centers.
9. Develop skills in observing and assessing science processes used by children participating in science activities.
10. Understand major concepts in the physical, life, earth and space, and the science & technology sciences.
11. Know and use a variety of contemporary science assessment strategies to determine 4-8 student needs and levels of learning and development.
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)
13. Know how to keep and use living organisms in the classroom in a safe, ethical and appropriate manner.
14. Understand how to work willingly with peers, supervisors and others in a professional manner.

## EDSE 3336 - Math Methods, 6-12 (3)

Designed to be taken concurrently with Internship I, 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.

Prerequisite: MATH 1000 or general math requirement

1. Demonstrate an understanding of students' development of mathematical concepts and computation.
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.
3. Identify purposes for studying and learning various mathematical computations, concepts, skills, and translate these into real life activities.
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.

5. Explore and evaluate various methodologies to teach mathematical concepts and skills.
6. Develop and use knowledge of current philosophies and trends as they relate to the teaching of math.
7. Explore a variety of problem solving skills and use them in teaching.
8. Explore and model mathematical concepts, skills, and estimation as they relate to everyday life.
9. Develop knowledge in, use, and integrate technology in the classroom for mathematics.
10. Explore and integrate the State of Georgia Standards and the NCTM Standards for diverse populations in pre-K-5 or 6-8 classrooms.
11. Observe, record and assess students' behavior and mathematical abilities. Based on the previous, develop, implement and evaluate an instructional plan.
12. Reflect on her/his own teaching and makes suggestions for improvement.

#### EDSE 3366 - Foundations and Practicum in Secondary Education (4)

Encounters with materials dealing with the foundations of secondary schooling in the U.S., combined with a 90 hour practicum consisting of focused observations and interactions at a two secondary schools, typically one full school day a week. The practicum observations will be focused by the readings and discussions in the Foundations sessions. This course is designed for students who declare Secondary Education as a major after the second semester of the junior year who wish to explore Secondary Education as a Dual Degree student or who are considering a later MAT degree in Teaching Secondary students. There will be 90 hours of directed field-based experiences embedded into this course. A current pre-service certificate and liability insurance are required. Check application dates for field placement.

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

1. 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. Standard 1, Learner development (Student learning)
2. 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. Standard 2, Learning differences (Diversity)
3. 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. Standard 3, Learning Environments) (Learning environment)
4. 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

#### EDSE 4401 - Facilitating Learning and Assessment I II (1)

Emphasis on curriculum and content, facilitating student learning, creating positive learning environments for all students, formal and informal assessment, planning and instruction and professional reflection. Allows candidates to engage in a critical study of the host school and provides a culminating opportunity to discuss, model and reflect upon best practices in high school teaching. Additionally, the course encourages candidates to identify their personal strengths and weaknesses and allows them to develop positive attributes, skills and dispositions during their internship teaching. This course is typically taken during Internship II.

Prerequisite: EDUC 2251 Corequisite: EDSE 4499

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

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. 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. As measured by the quantitative and qualitative feedback of the CCLO portfolio, which includes reflections on a candidate's own teaching.
3. Develop coherent instructional curriculum, integrating content knowledge and pedagogical content knowledge.
4. Develop a consistent overall approach to teaching for today's academically, linguistically and culturally diverse classroom.
  - a. 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 4498 - Internship I (3)

During this course, candidates are in area schools 14 to 16 hours per week. Students must have completed the Admission to Teacher Education process before registering for this course. Note that registration for this course also includes an application for Internship I that typically occurs in March for Fall placement and October for Spring placement.

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 4499 - Internship II (9)

Full days of teaching, M-F, in a local host school. A continuation of the placement secured in EDSE 4498. Athletic accommodations will be personalized by the Secondary Education Chair. **Candidates may not schedule additional classes during Internship II** without approval of their advisor and the Chair of Secondary Education.

*An application for graduation must be submitted when registering for EDSE 4499.*

**\*Additionally, GACE content exams must be completed and passed before registration for EDSE 4499. Candidates unable to pass the GACE may wish to complete a program in Educational Studies or delay Internship II until all exams are passed.**

Placements are made at the discretion of the College of Education, as approved by the Secondary Education advisor and must be within a 40-mile radius of the campus. Internship II provides a culminating opportunity for candidates to observe, model and reflect upon the knowledge, understandings, skills, dispositions and other attributes of accomplished teaching evidenced in area schools. The Piedmont University College of Education Conceptual Framework, Core Candidate Learning Outcomes (CCLOs), 2013 InTasc Standards and State of GA core content standards will provide the basis for all required candidate activities and/or assignments.

Corequisite: EDSE 4401, admission to teacher education, and hold a pre-service certificate.

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.



## EDUC - EDUCATION: GENERAL

### EDUC 1199 - Introduction to Education (3)

Introduction to education as a profession, with emphasis on the foundations of education, its history and philosophy and the qualities and competencies required. There will be 15 hours of directed field experiences embedded into this course.

Prerequisite: PDMT 1101 (PC 101) and ENGL 1101 (ENG 101). Typically Offered: fall, spring.

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

1. Articulate a personal philosophy of education;
2. Express a clear understanding of the philosophical, sociological, legal and historical framework upon which contemporary American education is based and in which it currently exists;
3. Articulate an understanding of the teaching profession and the demands thereof in general and in particular as required by the teacher education program at Piedmont University;
4. Discuss current issues in American education and the impact these may potentially have on the classroom;
5. Discuss the nature and needs of the students who are now and will be in the near future entering our schools;
6. Discuss the demands of society placed on our schools and the role of the teacher in addressing and/or responding to those needs.

### EDUC 2000 - Introduction to Professional Practice (3)

Introduction to the practice of teaching with emphasis on foundational skills such as identifying standards, writing learning outcomes, lesson planning, and data collection. The course will also introduce the language of teaching by focusing on specific terminology and acronyms used in the field.

Typically Offered: Fall, spring, summer.

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

1. Explain the link between effective lesson planning and student achievement;
2. Identify specific learning, social/emotional, and behavioral needs;
3. Explain the value of using a backward planning model for instruction;
4. Align standards, objectives, and assessment in a lesson plan;
5. Explain the efficacy of various models of instruction;
6. Develop lower- and higher-order questions that align with Bloom's Taxonomy;
7. Explain the link between effective classroom management and student achievement; and
8. Plan for effective instruction that meets the needs of all learners.

### EDUC 2250 - Media and Technology for Educators (3)

This course is designed to help students understand and use effective curriculum that includes integrating technology in support of classroom instruction and management. Students will explore ways to help children build a knowledge base of current technologies that include electronic devices that range from programmable telephones to video cameras and computers and will facilitate active P-12 student participation in the learning process. Students in the course will have opportunities to work with basic as well as advanced technologies in addition to traditional media. The course will further provide participants the opportunities to develop skills needed to maintain professional competence in this dynamic aspect of their work. There will be 15 hours of directed field experiences embedded into this course.

Typically Offered: fall, spring, summer.

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.
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.
3. Develop presentations using available presentation software.
4. Develop spreadsheets that include formulas, graphs, alpha and numeric data, statistical analyses, data extraction, etc.
5. Setup and use various email systems to effectively communicate with colleagues, students, and parents.
6. Plan, design, create, and publish a web site in support of specific instructional goals.
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.
8. Be knowledgeable of how to review, evaluate, classify, organize, purchase, and install instructional and productivity applications relevant to their instructional responsibilities.
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.
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.
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.
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.
13. Be familiar with instructional software and media strategies using Internet-based communication and collaboration applications such as Web logs, Google sites, and podcasts.
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.
15. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
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.
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.
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.

#### EDUC 3306 - Economics in the 6-12 Classroom (3)

A survey of essential economics concepts contained in the State Standards. Designed for middle and secondary teachers of history, geography, economics and other social sciences. Grade appropriate curriculum materials and planning for instruction are addressed.

Typically Offered: Fall, every other year.

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. (InTASC 4, 5)
- Retrieve economic lesson plans from the Internet and utilize technology in the delivery of an economics lesson. ( InTASC 5, 7, 8, 10)

- Assess economics lesson plans for middle and secondary classrooms. (InTASC 1, 3, 4, 5, 7, 8, 10)
- Differentiate instruction by teaching the same concept addressing multiple learning styles. (InTASC 1, 2, 4, 5, 7, 8)
- Provide instruction in each of the five areas of economics addressed by the State Standards (GPS) (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. (InTASC 3, 9, 10)

#### EDUC 3307 - Learning and Cognition (3)

Analysis of the underlying processes of learning and of theory-based strategies for improved learning and teaching. There will be 15 hours of directed field experiences embedded into this course.

Typically Offered: fall, spring.

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.
2. Understand how human development affects learning.
3. Apply principles of learning theories to classroom learning to facilitate learning for all students.
4. Discuss current research on brain-based learning and the appropriateness of its application in an educational setting.
5. Understand the theory of constructivism and demonstrate ways to teach that are congruent with this understanding of learning.
6. Explain and demonstrate ways to facilitate transfer and problem solving, motivation, and specific metacognitive strategies for improved learning.

#### EDUC 3333 - Geography in the P-12 Classroom (3)

Survey of the various areas of the world with emphasis on the cultural, economic, political and social developments in relation to the geographic conditions. There will be 15 hours of directed field experiences embedded into this course.

Typically Offered: fall.

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

...increase students' understanding of geographic factors influencing our lives;

1. InTASC 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
2. InTASC 5 - Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

...familiarize students with certain concepts of physical and cultural geography;

1. InTASC 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
2. InTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

...help students understand the importance of geographic factors in world history and current events;

1. InTASC 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

2. InTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

...improve student ability in written and oral expression;

1. InTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

...improve student ability to consider a mass of information, analyze it critically, and form logical, reasonable conclusions;

1. InTASC 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
2. InTASC 5 - Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. InTASC 6 – Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
4. InTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

During this course students will be provided experiences for the study of...

1. culture and cultural diversity influenced by geographical factors;
2. people, places, and environments;
3. interactions among individuals, groups, and institutions; and
4. how people create and change structures of power, authority, and governance – while they are influenced by environmental factors.
5. United States’ engagements with nation-states around the world.

#### EDUC 3337 - Teaching Reading and Writing in the Content Areas (3)

This course is designed to prepare 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. There will be 15 hours of directed field experiences embedded into this course.

Prerequisite: Pre-service Certificate Typically Offered: Fall.

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.
2. Provide explicit instruction for middle grades students in reading and writing strategies that will enhance their learning in content fields.
3. Plan, introduce, guide and culminate units of instruction that will meaningfully engage students with reading and writing activities to enhance understanding.
4. Provide diverse print and non-print materials for content-area reading.
5. Employ comprehension support in pre-reading, actual reading and post-reading content activities.
6. Provide experiences to enhance vocabulary development in content fields.
7. Utilize formal and informal writing to encourage middle grades students to connect, organize, share and apply content knowledge.
8. Train students in the selection of appropriate study techniques for specific content fields of study.

- Engage middle grades students with a range of materials and methods for learning about the world and organizing content-area and interdisciplinary inquiry.

#### EDUC 3338 - Assessing and Assisting Effective Reading in the Classroom (3)

This course is designed to provide future classroom teachers with knowledge of reading-related problems and their causes and to develop their abilities to use instructional strategies appropriately. Emphasis is placed on informal diagnosis and interpretation of reading abilities based on individual case studies and implications for classroom settings. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: (EDEC 3331/EDMG 3331 (EDEC 331) is a prerequisite and EDUC 1199 (EDUC 199) is a prerequisite or corequisite. This course has a field experience component. Typically Offered: fall, spring.

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

- Recognize widely-accepted reasons for reading difficulties.
- Administer an informal reading inventory.
- Refer to the IRA/NCTE standards for assistance in assessing reading and writing.
- Interpret findings from an informal reading inventory to discover reader's strengths and weakness for planning appropriate lessons for students.
- Relate a child's success or lack of success in learning to read to environmental, health influences, and/or lack of parental support.
- Use established quantitative and qualitative testing procedures to measure reading performance and ability.
- Establish an understanding of what occurs during reading by observing and collecting relevant instructional data on student performance during reading lessons.
- 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.
- Demonstrate knowledge of various remediation strategies which would facilitate reading development.
- Examine and evaluate reading technology as a differentiated approach to reading instruction.
- Produce structured components of a professional case study with appropriate scaffolding.
- Survey and evaluate instructional materials for reading using readability formulas.
- Explore and analyze the state standards to produce appropriate instruction for children.
- Utilize formative and summative literacy assessments.

#### EDUC 3339 - Fine Arts for Teachers (3)

This course investigates the disciplines of art, music, drama, and literature for the purpose of enhancing and integrating a creative process approach for instruction in the classroom. Emphasis is placed on applying and synthesizing the concepts of multiple intelligences in the development of classroom curricula. There will be 15 hours of directed field experiences embedded into this course.

Typically Offered: spring.

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

- Design and implement lessons using the arts to motivate and inspire learners of all ability levels.
- 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.
- 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.
- 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.

#### EDUC 3355 - 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. There will be 15 hours of directed field experiences embedded into this course.

Typically Offered: fall, spring, Online: summer.

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 programs 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.
2. Know the requirements of I.D.E.A. and the historical events that led to its passage.
3. Explain how technology is being used to meet the needs of students with exceptionalities.
4. Discuss major issues concerning the education of exceptional children, including the regular education initiative, inclusion, community-based instruction, mainstreaming, early intervention, assessment.
5. Discuss issues related to culture and diversity and their implications for the identification, placement, assessment, and social acceptance of exceptional children.
6. Describe the definitions of physical, emotional and sexual child abuse, indicators, and the responsibilities of the classroom teacher.
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.
8. Discuss transition and lifespan issues for all areas of exceptionalities.
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.
10. Describe the mission and standards of the Council for Exceptional Children (CEC) and understand its national role in professional development.
11. Understand the Information Processing Model (IPM) as it relates to the education of exceptional children.
12. Understand the Response to Intervention Model (RTI) that provides a framework for integrating both general and special education into an inclusive environment.

#### EDUC 4401 - The Multicultural Classroom (3)

Examines the numerous misunderstandings that arise from cross-cultural contact, and outlines methods to help students develop improved intercultural communication skills. The course is organized to motivate students to review their beliefs about multiculturalism in general and their own cultural identity in particular. It presents an integrated multicultural model of curriculum and instruction along with practical tools prospective teachers can use and links the idea of multicultural education to the concept of effective teaching. There will be 15 hours of directed field experiences embedded into this course.

Typically Offered: spring.

The purposes of this course are to help the teacher candidates appreciate the richness that cultural diversity brings to our lives and to be able to establish classrooms in which all children feel valued. By the end of the course, the students will be able to:

1. define the nature of culture.
2. analyze a culture.
3. describe the themes and values in American cultures and subcultures.

4. describe in depth one culture other than their own.
5. explain multicultural education in school and society.
6. write lesson plans and units from a multicultural perspective, including special needs students using recommended format.
7. be familiar with sources of information relative to cultural content, to intercultural communication, and to the teaching of culture.

#### EDUC 4405 - Exploration and Analysis of Reading Environments (3)

Proficient reading contributes to learning in academic and personal growth. It is essential that beginning teachers develop a thorough knowledge about methods and materials appropriate for teaching children to read for comprehension and enjoyment. This course enables students to synthesize their prior knowledge of the reading and writing process and to further investigate best instructional practices in a literate environment. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: EDUC 3338 and Pre-service Certificate Typically Offered: fall, spring.

1. Candidates will examine in depth selected state and internationally recognized reading programs;
2. Identify his/her own conceptual framework for reading and explain how it is reflected in the instructional practices she/he favors;
3. Candidates will develop a thematic unit that incorporates effective reading strategies using the recommended lesson plan format;
4. 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 backgrounds;
5. Describe, discuss, and synthesize the elements which are involved in a total reading programs;
6. Describe various grouping strategies for reading and their particular usefulness;
7. Explore and analyze the Georgia Performance Standards, and the IRA/NCTE standards.

#### EDUC 4421 - Characteristics of Gifted Students (3)

This course is the first in the sequence of three leading to the Georgia In-Field Gifted Endorsement. It serves as an introduction to the field of gifted education, with a focus on gifted learners. The goal of this course is to develop students' understanding of the defining characteristics and needs of diverse populations of gifted learners. Students also explore the foundations of gifted education practice, including relevant definitions of the term "gifted", historical events that have shaped the development of the field, and current issues and trends impacting gifted education.

Offered: fall, spring, summer.

Both written products and discussion are central to the intended outcomes for the course.

Course outcomes are aligned with 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. (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. (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. (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.). (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. (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. (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. (InTASC Standard 4, 5, 9; NAGC - CEC Standard 2,7)

8. Provide a rationale for gifted programming. (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. (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. (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. (InTASC Standard 8 & 9; NAGC - CEC Standard 1, 4, 7, 9)
12. Describe the desired characteristics of school personnel who work with gifted students. (InTASC Standard 8 & 9; NAGC - CEC Standards 1-10)
13. Provide advice related to home and school concerns for parents of gifted children. (InTASC Standard 1, 2, 3, 5, 7, 8, 10; NAGC - CEC Standard 2, 10)

#### EDUC 4422 - Assessment of Gifted Students (3)

The goal of this course is to develop students' knowledge and skills related to assessing gifted abilities in individuals from different backgrounds (e.g., racial/cultural/ethnic group membership, age, gender, disabling conditions, economic, and language). A major component of the course is the study of assessments and procedures that encourage informed educational decisions for students who need gifted program services. Additionally, candidates learn to use assessment instruments and procedures to evaluate the response of gifted students to programming intended to address their unique learning needs. The policies and practices for serving gifted students in Georgia provide the primary context for the instruction

Prerequisite: EDUC 4421 or permission of instructor Typically Offered: fall, spring, summer.

Both written products and discussion are central to the intended outcomes for the course.

Course outcomes are aligned with 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. (InTASC Standard 6 & 7; NAGC - CEC Standard 4)
2. Identify ethical and legal issues related to gifted program assessment policies and practices. ( InTASC Standard 6, 7, 9; NAGC - CEC Standard 1, 4, 6)
3. Analyze the uses and limitations of assessment instruments for gifted students. (InTASC Standard 6, 7, 9; NAGC - CEC Standard 1, 4, 6)
4. Demonstrate knowledge of various identification criteria used within gifted education. (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. (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. (InTASC Standard 9; NAGC - CEC Standard 1, 4, 6)
7. Identify appropriate sources of data to assess the abilities of students from diverse backgrounds. (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. (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. (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. 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. (InTASC Standard 3 & 10; NAGC - CEC Standard 2, 4, 7)



12. Identify and solicit the involvement of relevant stakeholders in gifted program assessment. (InTASC Standard 3 & 10; NAGC - CEC Standard 4 & 7)

#### EDUC 4423 - Programs, Curriculum and Methods for Gifted Students (3)

This course focuses on effective programs, curriculum, and instructional strategies to facilitate the development of gifted learners from diverse backgrounds and 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, as well as theory and practices in instructional design and modification. Both theory and practice are considered within the context of the delivery models defined in the State of Georgia's guidelines for gifted education.

Prerequisite: EDUC 4421 and EDUC 4422 or permission of instructor Typically Offered: fall, spring, summer.

Both written products and discussion are central to the intended outcomes for the course. Course outcomes are aligned with 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. (InTASC Standard 1 & 3; NAGC - CEC Standard 1 & 3)
2. Identify and explain the underlying principles related to differentiated instruction for gifted students. (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. (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. (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 (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. (InTASC Standard 9; NAGC - CEC Standard 6)
7. Understand current trends related to gifted program design, implementation, and evaluation. (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. (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. (InTASC Standard 9; NAGC - CEC Standard 3 & 5)

#### EDUC 4479 - Internship I (1)

In the field of teacher education, the most vital phase of a candidate's preparation is the field experience. For approximately 15 weeks, teacher candidates will observe and investigate the process of teaching and learning. The internship experience is performed in a carefully selected school reflecting the grade level/content area at which certification is sought, under the direction of the University supervisor and a qualified classroom teacher. For successful candidates, the experience will culminate with passage into Internship II.

During the time spent in the Internship I, the University supervisor will observe the teacher candidate on a regular basis. In addition, the candidates will participate in required class sessions at the Piedmont campus. The class sessions will be scheduled across the semester. Teacher candidates and the host teachers will be provided with a copy of the schedules at the beginning of the semester.

Prerequisite: Pre-service Certification

During Internship I, the candidate will:

1. explore student assets including personal, cultural, and community assets as well as prior academic knowledge; (The Learner & Learning)
2. observe experiences that meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities; (The Learner & Learning)
3. observe classroom routines and student behaviors; (The Learner & Learning)

4. explore state standards and curriculum materials; (Content)
5. observe instructional practices; (Instructional Practice)
6. explore and discuss formal and informal assessments; (Assessment Practice Data Literacy)
7. explore and discuss student assessment data; (Assessment Practice Data Literacy)
8. cultivate professional behaviors and dispositions as described in thePBDA; (Professional Responsibilities)
9. and demonstrate awareness of and a firm commitment to the profession's code of ethical conduct. (Professional Responsibilities)

#### EDUC 4485 - 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.

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 4486 - 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 4485

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

Outcome	CECStandards	InTASCStandards	Evaluation
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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, and limited interests/activities.	2a, 2b, 2c	1, 2, 8	Exam, Assignment, and Field Experience
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 4487 - 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 4486

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 4489 - Internship II (3)

For approximately 15 weeks, teacher candidates apply the principles, knowledge, understanding, and skills they have acquired during their entire educational program. The internship experience is performed in a carefully selected school reflecting the grade level at which

certification is sought, under the direction of the University supervisor and a qualified classroom teacher. A co-teaching model will be used during internship II. Piedmont University offers training for school which consist of co-planning, co-instruction, and co-assessment.

During the time spent in the internship, the University supervisor will observe the teacher candidate on a regular basis (at least 4 times). In addition, the candidates will participate in required class sessions at the Piedmont campus. The class sessions will be scheduled across the semester. Students and the host teachers will be provided with a copy of the class schedules at the beginning of the semester. Regard these classes just as you would staff meetings, in-service training or any other meeting which a host teacher might attend during a school day.

Candidates seeking a professional or advanced internship must be employed within their certification field and have prior approval from their employing school system. Professional and advanced interns are required to complete all internship assignments and attend on-campus meetings as directed.

Prerequisite: EDUC 4479

Candidates are expected to apply and demonstrate competence with regard to the following objectives that are based on the InTASC Standards and the GaPSC program completion requirements.

During Internship II, the candidate will:

1. explore the impact of student assets and prior academic knowledge on planning, instruction, and assessment; (The Learner & Learning)
2. modify experiences to meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities; (The Learner & Learning)
3. assist in managing classroom routines and student behaviors; (The Learner & Learning)
4. deconstruct state standards and construct learning objectives; (Content)
5. co-prepare and co-teach lesson plans that demonstrate content competency; (Content)
6. co-prepare and co-teach lesson plans that demonstrate content competency; (Instructional Practice)
7. use instructional technology, including assistive technologies for children with disabilities; (Instructional Practice)
8. co-evaluate students and self using a variety of formal and informal assessments; (Assessment Practice Data Literacy)
9. use student assessment data identify learning patterns; (Assessment Practice Data Literacy)
10. cultivate and demonstrate professional behaviors and dispositions as described in the PBDA; (Professional Responsibilities)
11. and demonstrate awareness of and a firm commitment to the profession's code of ethical conduct. (Professional Responsibilities)

EDUC 4495 - Educational Assessment for All Learners (3)

A comprehensive study of educational assessment and diagnosis, emphasizing concepts of tests and measurements, formal and informal assessments, test development and administration, and the use of diagnostic test results in planning and instruction. The history, legalities, and other ethics of assessment are also discussed. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: One methodology course. Pre-service Certificate. Typically Offered: fall, spring.

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

1. Appropriately use the language of assessment.
2. Identify several specific roles or purposes of educational assessment and the types of assessment appropriate for each.
3. Distinguish between criterion and norm referenced interpretations.
4. Properly interpret selected standardized test results.
5. Explain the role of measurement and assessment in the instructional process.
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.

7. Explain the concepts of validity and reliability and their role in the construction, selection, interpretation, and use of tests and measurements.
8. Develop and manage his/her own assessment systems and instruments.
9. Administer, score and interpret tests and assessments properly and use their results effectively.
10. Clearly state instructional goals and objectives 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.
11. Assess literacy growth as part of on-going instruction.
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.
13. Describe his/her philosophy regarding assessment and explain the principles guiding his/her future practice.
14. Recognize both the potentialities and limitations of the various tests and assessment procedures used in schools.
15. Demonstrate knowledge of current trends and issues in assessment, including ethical considerations.

#### EDUC 4497 - Classroom Management (3)

Review of classroom management techniques, behavioral modification, group dynamics, teacher-student interrelationships, leadership styles, peer group influences, appropriate punishment, crisis control, working with special students, student rights, teacher authority, and communication with parents and administration. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: Admission to teacher education and Pre-service certificate. EDSE majors may take this course concurrent with EDSE 4498 or EDSE 4499 Corequisite: EDUC 4498, EDEC 4499/EDMG 4499 Typically Offered: fall, spring.

The major purpose of this course is to introduce candidates to effective classroom management techniques that foster the creation of a diverse, democratic learning community. Upon successful completion of this course, the candidate will be able to:

1. organize a classroom and supplies
2. develop and implement classroom rules and procedures that will create a democratic classroom environment
3. manage student work, learning, and content mastery
4. plan for the first day and all other days
5. be proactive in maintaining appropriate behavior
6. use effective communication methods and techniques
7. manage behavior problems
8. create and manage groups
9. communicate with students and their caregivers
10. understand the issues in preparing a viable and affirming multicultural classroom

#### EDUC 4498 - Senior Seminar: Reflection and Application (3)

This course provides opportunities for reflection, synthesis and application of all previous College of Education courses and the Student Teaching experience. One result of this course will be the creation of the Program Portfolio documenting mastery of program outcomes.

Prerequisite: Pre-Service Certificate. Admission to teacher education. Application for graduation must be submitted when registering for this class. Corequisite: EDUC 4497, EDEC 4499. Typically Offered: fall, spring.

Upon successful completion of this course, the candidate will have:

- demonstrated competence in all Core Candidate Learning Outcomes.
- demonstrated growth in all professional dispositions.
- completed the Professional Development Portfolio

- written a professional resume
- participated in interview workshops, parent conferences, and formal meetings (IEP/RTI/SST)

#### EDUC 4499 - Internship II (9)

This is a Pass/Fail course.

Candidates must take and pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content tests prior to beginning the Internship II teaching semester. Individuals who have not passed the GACE tests will not be permitted to register for Internship II. Candidates may elect to change majors and/or apply to receive the Bachelor of Arts degree in Educational Studies.

Internship II is a full-time experience (15 weeks/ 600 contact hours) during which candidates work under the joint supervision of a certified teacher and University supervisor. Internship II placements are made at the discretion of the College of Education. Placements will be made within a 50 mile radius of the campus.

Prerequisite: Admission to Teacher Education/Pre-Service Certificate. EDMG 3361 Corequisite: EDUC 4497 and EDUC 4498. This course serves as the CAPSTONE experience for Elementary Education and Middle Grades majors. Candidates completing a professional internship are still required to attend classes and workshops related to Internship III. PLEASE NOTE: NO CLASSES OTHER THAN THE COREQUISITES SHOULD BE TAKEN DURING INTERNSHIP III.

Candidates are expected to apply and demonstrate competence with regard to the following objectives that are based on the InTASC Standards and the GaPSC program completion requirements.

During Internship III, the candidate will:

1. identify and leverage student assets including personal, cultural, and community assets as well as prior academic knowledge; (The Learner & Learning)
2. create and modify environments and experiences to meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities; (The Learner & Learning)
3. demonstrate knowledge of state standards and content competency; (Content)
4. prepare and teach daily, weekly, and unit lesson plans based on appropriate depth and breadth of the curriculum; (Instructional Practice)
5. use instructional technology, including assistive technologies for children with disabilities; (Instructional Practice)
6. evaluate students and self-using a variety of formal and informal assessments; (Assessment Practice Data Literacy)
7. Analyze and use student assessment data to inform planning and instruction); (Assessment Practice Data Literacy)
8. cultivate and demonstrate professional behaviors and dispositions as described in the PBDA; (Professional Responsibilities)
9. and demonstrate awareness of and a firm commitment to the profession's code of ethical conduct. (Professional Responsibilities)

#### EDUC 4788 - 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 Core Learning Outcomes, 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.

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 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 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 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 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 SECMLOs 1, 3, 5, 7, and INTASC standard 9.

## ENGL - ENGLISH

### ENGL 1101 - Rhetoric and Composition (3)

In this writing-intensive course, students will learn to think critically, read contextually, and write persuasively by analyzing a variety of thematically linked texts. A grade of "C" is required to pass.

Typically Offered: Demorest Campus: spring day, fall day.

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

1. Students will develop critical reading skills by reading and discussing non-fiction essays.
2. Students will be able to apply the elements of expository prose and essay/non-fiction writing to their own academic writing.
3. Students will be able to conduct research into the cultural and historical contexts of non-fiction essays and to synthesize that research into their own essays, group projects, and discussions.
4. Students will be able to make distinctions among the various rhetorical modes of composition, patterns of development, and figurative language and to integrate those modes and patterns appropriately into their own writing.
5. Students will be able to understand the importance of syntax, word order, paragraph and sentence structure; and language.
6. Students will be able to monitor their own writing process more effectively as they begin to understand writing as process integrating revision, assessment, awareness of audience and purpose, and importance of MLA documentation, standard usage and mechanics.

### ENGL 1102 - Literature and Composition (3)

Building on skills developed in English 1101, students will interpret and analyze thematically linked literary works and other texts. A grade of "C" is required to pass.

Prerequisite: ENGL 1101 with a grade of "C" or better. Typically Offered: Demorest Campus: spring day, fall day.

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

1. Development of critical reading skills.
2. Increased familiarity with the production of literary and non-literary texts.
3. Awareness of the importance of cultural, social, and historical contexts in artistic production.
4. Mastery of rhetorical modes of composition, patterns of development, and figurative language.
5. Confidence and sophistication in writing in Standard American English according to the rules of traditional grammar, usage, and mechanics, as well as a command of syntax, word order, paragraph and sentence structure.
6. Confidence and skill in organizing ideas through the understanding of writing as process, revision, and assessment.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

### ENGL 2201 - World Literature to the Renaissance (3)

Analytical reading of major works from the ancient world to the Renaissance; may include Far Eastern literature.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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, including imagery, symbolism, irony, allusions, and figures of speech; familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
2. Awareness of the historical development of cultural forms.
3. Appreciation of issues concerning translation and paraphrase.
4. Confidence in producing original analyses based on close readings of texts and supplemented with academic sources.
5. Sophistication in interpreting and evaluating secondary sources so as to enter the scholarly conversation.
6. Increased self-awareness through informed, imaginative engagement with one's own and other cultures.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

ENGL 2202 - World Literature from the Renaissance (3)

Analytical reading of major works from the Renaissance through modern literature; may include - Far Eastern literature.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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, including imagery, symbolism, irony, allusions, and figures of speech; familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
2. Awareness of the historical development of cultural forms.
3. Appreciation of issues concerning translation and paraphrase.
4. Confidence in producing original analyses based on close readings of texts and supplemented with academic sources.
5. Sophistication in interpreting and evaluating secondary sources so as to enter the scholarly conversation.
6. Increased self-awareness through informed, imaginative engagement with one's own and other cultures.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

ENGL 2203 - British Literature to 1790 (3)

British literature to the Romantic period.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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 2204 - British Literature from 1790 (3)

British literature from the Romantic age to the present.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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 2210 - United States Literature to 1865 (3)

American literature from the Colonial period to 1865.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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

1. Analyze themes and literary styles.
2. Examine form and genre.
3. Discuss the aesthetic and philosophical nature of literary art.
4. Review relevant social and historical parallels.
5. Examine how literary art is made.

#### ENGL 2211 - United States Literature from 1865 (3)

American literature from 1865 to the present.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: fall day, spring day.

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.
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 2220 - Ethnic American Literature (3)

A study of America's ethnic voices including but not limited to African-American, Native-American, and Asian-American.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: spring day.

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

1. Students read to build an understanding of the texts, of themselves, and of the cultures of the United States; to acquire new information; and for personal fulfillment.
2. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
3. Students apply knowledge of language structure, language conventions media techniques, figurative language, and genre to create, critique, and discuss texts.
4. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
5. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
6. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

## ENGL 2221 - Women Writers (3)

A study of American women writers and issues of the literary canon.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: fall day.

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

1. Students read to build an understanding of the texts, of themselves, and of the cultures of the United States and beyond; to acquire new information; and for personal fulfillment.
2. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
3. Students apply knowledge of language structure, language conventions media techniques, figurative language, and genre to create, critique, and discuss texts.
4. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
5. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
6. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

## ENGL 2222 - Introduction to Film (3)

A historical review of film history, techniques, aesthetics, genres, criticism.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: fall day.

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

1. Understanding and appropriate use of cinematic language and terminology.
2. Familiarity with cinematic genres and devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the historical development of cinematic forms.

4. Appreciation of issues concerning adaptation.
5. Confidence in producing original criticism based on close reading of a filmic 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 2225 - Nature Writers (3)

In this course, students explore the natural environment through literature. Discussion and assignments will connect ideas from various academic disciplines in the arts and sciences.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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

1. Analyze themes and literary styles.
2. Examine form and genre.
3. Discuss the ethical, aesthetic and philosophical nature of literary views of nature.
4. Review relevant social and historical parallels.
5. Experience the role of ethical and logical debate of policy.
6. Adapt the skills of literary analysis to an understanding of environmental problems.
7. Examine the interrelations between policy decisions that must take account of social, ecological, economic, and political concerns.
8. Practice communications skills in debate and public presentations.
9. Examine your own views of nature and society.

#### ENGL 2290 - Introduction to Creative Writing (3)

ENGL 2290 is an introduction to the creation, craft, and collaborative endeavor of creative writing in the genres of fiction, poetry, and creative nonfiction.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest campus: fall day.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original poems.
3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

#### ENGL 3000 - Introduction to English Studies (3)

A study of the skills and knowledge necessary for successful pursuit of a degree in English: close reading, critical writing, literary vocabulary, acquaintance with current theoretical issues, and familiarity with bibliographic and electronic resources. Required of all English majors.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: fall day.

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, including imagery, symbolism, irony, allusions, and figures of speech; familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

2. Awareness of the varied contexts and historical development of cultural forms.
3. Appreciation of issues concerning translation and paraphrase.
4. Confidence in producing original analyses based on close readings of texts and supplemented with academic sources.
5. Sophistication in interpreting and evaluating secondary sources so as to enter the scholarly conversation.
6. Increased self-awareness through informed, imaginative engagement with one's own and other cultures.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

#### ENGL 3307 - Short Story (3)

Evaluative reading and criticism of selected short stories.

Prerequisite: ENGL 2000-level with a grade of "C" or better. Typically Offered: Demorest Campus: every fourth fall day.

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 that persuasively pursue a given trope or motif in the literary text(s) under investigation.
3. Demonstrating and applying a working knowledge of literary conventions, terminology, and history.
4. Discussing literary texts in a clear, collaborative, and empathetic manner.

#### ENGL 3308 - Novel (3)

Evaluative reading and criticism of representative novels from the 18th century to the present. Authors may include Fielding, Austen, Trollope, Dickens, Eliot, James, Joyce, Faulkner, and Morrison.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every fourth fall day.

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

1. Understanding and appropriate use of language and terminology related to the novel.
2. Familiarity with novelistic genres and devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the historical development of novelistic forms.
4. Appreciation of issues concerning adaptation.
5. Confidence in producing original criticism based on close reading of novelistic texts.
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 3309 - Poetry (3)

Evaluative reading of poetry from all periods, including poems in translation.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every fourth fall day.

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 that persuasively pursue a given trope or motif in the literary text(s) under investigation.
3. Demonstrating and applying a working knowledge of poetry conventions, terminology, and literary history.

4. Discussing literary texts in a clear, collaborative, and empathetic manner.

#### ENGL 3311 - Drama (3)

Evaluative reading and criticism of selected plays. Authors may include Aeschylus, Sophocles, Shakespeare, Jonson, Ibsen, Shaw, O'Neill, Williams, and Beckett.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every fourth fall day.

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

1. Understanding and appropriate use of dramatic language and terminology.
2. Familiarity with dramatic genres and devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the historical development of dramatic forms.
4. Appreciation of issues concerning adaptation.
5. Confidence in producing original criticism based on close reading of a dramatic 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 3312 - Non-Fiction (3)

A study of literary non-fiction including autobiography/memoir, diaries/journals, slave narratives, oral history, reform literature, and true crime.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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

1. Understanding and appropriate use of dramatic language and terminology.
2. Familiarity with dramatic genres and devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the historical development of dramatic forms.
4. Appreciation of issues concerning adaptation.
5. Confidence in producing original criticism based on close reading of a dramatic 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 3322 - Film and Literature (3)

Students will compare print and filmic story-telling structures and techniques building vocabularies for both and enhancing their critical reading skills of print and cinematic texts.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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 and cinematic language and terminology.
2. Familiarity with literary and cinematic genres and devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the cultural contexts and historical development of literary and cinematic forms.
4. Appreciation of issues concerning adaptation.
5. Confidence in producing original criticism based on close reading of literary and filmic 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 3330 - Advanced Grammar (3)

Comprehensive study of English grammar with emphasis on sentence analysis.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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

1. Develop an understanding of grammar as a description of syntax.
2. Develop an appreciation of the role of prescriptive grammar in writing.
3. Increase their knowledge of a variety of writing strategies that writers employ to produce effective writing.
4. Improve confidence in and knowledge of grammatical forms and functions.

#### ENGL 3335 - Technical Writing (3)

Comprehensive study of the skills you will need to write scientific and technical documents. The course will introduce the rhetorical principles and compositional practices necessary for writing effective and professional communications, such as reports, instructions, and documentation within various professions.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: fall day..

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

1. Participate effectively in individual and collaborative writing processes modeled on production in the professional workplace.
2. Apply technical information and knowledge in practical documents for a variety of both professional and public audiences.
3. Improve editing skills required when writing in a business setting: concision, clarity, coherence, sentence cohesion, accuracy; effective use of summary, paraphrase, rhetorical framing, and transitional devices.
4. Apply the rhetorical strategies and formal elements of specific technical communication genres: abstracts, reports, instructional manuals, technical descriptions, web pages, wikis, and various forms of correspondence.
5. Engage and report research in coherent and ethical manner.
6. Design useful graphic aids as supplements to written documents.
7. Recognize and use professional formatting in print, html, and multimedia modes.
8. Revise and edit writing effectively, including informal documents such as email correspondence.

#### ENGL 3392 - Creative Writing: Poetry (3)

Studies of the various techniques for writing poetry.

Prerequisite: ENGL 2290 Typically Offered: Demorest Campus: every other spring day.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original poems.
3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

## ENGL 3393 - Creative Writing: Non-Fiction (3)

Studies and practice in the various genres of creative non-fiction.

Prerequisite: ENGL 2290 Typically Offered: Demorest Campus: every other fall day.

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

1. Through practice with different approaches such as memoir, profile-writing, and immersion, students will gain deeper knowledge and appreciation of the broad genre of creative nonfiction and of the techniques that can make writing engaging in any genre, such as scene structure, dialogue, character development, precise detail, and figurative language.
2. Students will do original research beyond the web, including interviewing and onsite reporting, and will help fact-check each other's work.
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 strengthen their editorial skills and learn the basics of submitting work for publication.
5. Students will make new discoveries about the creative process and about the subjects they choose to investigate.

## ENGL 3394 - Creative Writing: Fiction (3)

Study of the various techniques for writing fiction.

Prerequisite: ENGL 2290 Typically Offered: Demorest Campus: every other spring day.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, patterns, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original stories and creative prose.
3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

## ENGL 3395 - Creative Writing: Screenwriting, Drama, and Adaptation (3)

Study of the various techniques for writing for screen and stage.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: ever other fall day.

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

1. Rigorous interpretation of meaning, taught mainly through close reading of texts.
2. Pattern and context recognition.
3. Developing and stating an argument, in spoken and written form.
4. Visual and spatial grammar and logic.
5. Understanding how information is produced, how to locate it, and how much faith to put in it.
6. Empathetic understanding of other people and other cultures.
7. Learning to explore rigorously the relationship between cause and effect and to draw plausible inferences.

## ENGL 4400 - Trillium: Literary Publications (3)

The study of editing and publishing for small press journals. Students will work on Trillium, the student literary journal. Students may earn up to nine hours toward electives.

Prerequisite: ENGL 1102 with a grade of "C" or better Typically Offered: Demorest Campus: spring day.

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

1. Studied a sampling in philosophies of aesthetics.
2. Analyzed several contemporary journals to determine their intended audience, tone, and corresponding conventions.
3. Written a variety of critical and creative texts that demonstrate an engagement with course materials.
4. Critically considered the underlying craft ideology that affects readers' tastes and writers' art.
5. Produced Trillium, which provides a professional, compelling forum to showcase the writing and fine art of Piedmont's students.

#### ENGL 4401 - Seminar in World Literature (3)

An interdisciplinary approach to world literature in translation with emphasis on world mythologies.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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, including imagery, symbolism, irony, allusions, and figures of speech; familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
2. Awareness of the varied contexts and historical development of cultural forms.
3. Appreciation of issues concerning translation and paraphrase.
4. Confidence in producing original analyses based on close readings of texts and supplemented with academic sources.
5. Sophistication in interpreting and evaluating secondary sources so as to enter the scholarly conversation.
6. Increased self-awareness through informed, imaginative engagement with one's own and other cultures.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

#### ENGL 4402 - Medieval Literature (3)

Survey of British prose, poetry, and drama from the eighth to the fourteenth century; with emphasis on Chaucer and Malory; assigned texts may also include *Beowulf*, works by the *Pearl* Poet, mystery plays, and *Everyman*.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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 4403 - British Renaissance (3)

Survey of major British authors of the sixteenth and seventeenth centuries; authors may include Spenser, Sidney, Marlowe, Donne, Jonson, Herbert, Milton, and Marvell.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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 4405 - Shakespeare (3)

Survey of Shakespeare's major dramatic works, including poetry.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every other fall day.

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 4408 - Restoration and Eighteenth-Century Literature (3)

Survey of major British authors of the late seventeenth and eighteenth centuries; authors may include Milton, Dryden, Pope, Richardson, Fielding, Swift, Johnson, Austen.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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 4415 - British Romanticism (3)

Survey of English Romantic literature; authors may include Blake, Barbauld, Godwin, Wollstonecraft, Smith, W. Wordsworth, D. Wordsworth, Coleridge, Shelley, Keats, Byron.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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

1. Demonstrate knowledge of the major authors and issues of late 18th and early 19th C. literature of England.
2. Demonstrate knowledge of the dominant forms of lyric poetry in the "Romantic" period.
3. Understand social and cultural perspectives in the literature of the period.

4. Understand the writers' formulation of revolutionary and literary practices and ideals.

#### ENGL 4421 - Victorian Literature (3)

Survey of English Victorian literature. Authors may include Tennyson, Carlyle, Mill, Elizabeth Barrett Browning, Robert Browning, Dickens, Thackeray, Trollope, Emily Brontë, Charlotte Brontë, Eliot, Christina Rossetti, D.G. Rossetti, Ruskin, Arnold, Swinburne, Pater, Hopkins, Stevenson, Wilde, Hardy, Kipling, Shaw, and Yeats.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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 4426 - Twentieth-Century British Literature (3)

Survey of major twentieth-century authors of Great Britain and Ireland, including ethnic literature.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Write well-structured essays that persuasively pursue a given trope or motif in the literary text(s) under investigation.
3. Demonstrate a working knowledge of genre conventions, terminology, and literary history.
4. Discuss literary texts in a clear, collaborative, and open-minded manner.
5. Minimize errors in grammar, syntax, punctuation, and spelling.

#### ENGL 4427 - American Romanticism (3)

Survey of the major nineteenth-century American literature; authors may include Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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

1. Read more effectively the early 19th Century literature of United States.
2. Respond more fully to serious literature through literary analysis, research and criticism.
3. Write more effectively through your increasing knowledge of the composition process.
4. Become more aware of the personal, social, and communicative purposes of language, including language for the management of others.
5. Recognize the knowledge, skills, and attitudes that promote constructive interaction between people of differing economic, social, racial, ethnic, and religious backgrounds.

6. Increase your enjoyment of reading.

#### ENGL 4428 - Twentieth-Century American Literature (3)

Survey of major twentieth-century authors of the United States; authors may include Frost, Pound, Eliot, Stevens, O'Neill, Williams, Faulkner, Hemingway, Fitzgerald, Hurston, Wright, Baldwin, Ginsberg, Kerouac, Lowell, Plath, Roth, Morrison, and DeLillo.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Write well-structured essays that persuasively pursue a given trope or motif in the literary text(s) under investigation.
3. Demonstrate a working knowledge of genre conventions, terminology, and literary history.
4. Discuss literary texts in a clear, collaborative, and open-minded manner.
5. Minimize errors in grammar, syntax, punctuation, and spelling.

#### ENGL 4429 - Multicultural American Literature (3)

Survey of non-canonical texts in American literature with a focus on pedagogical strategies.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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

1. Develop critical reading skills through close readings of primary & secondary sources.
2. Negotiate their understanding of the texts during class discussion.
3. Create projects that are logical in their initial claim, are well-organized, well researched, and artfully/gracefully presented.

#### ENGL 4430 - Literature of the American South (3)

Survey of Southern American literature from the Colonial period to the present; authors may include Jefferson, Douglass, Page, Faulkner, Wright, Welty, O'Connor, Dickey, and McCarthy.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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 4431 - History of the English Language (3)

Survey of the historical development of the English language.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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.

ENGL 4432 - 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.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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 4440 - Reading and Writing in the Content Areas (3)

Strategies, cultural issues, reflective practice, motivation, scaffolding, standards, and assessment at the secondary level.

Prerequisite: 2000-level ENGL course with a grade "C" or better Typically Offered: Demorest Campus: fall day.

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 4450 - Seminar in Composition Studies (3)

Instruction in the history of composition studies and the teaching of writing at the secondary and post-secondary levels.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: summer.

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

1. Examine methods of teaching composition.
2. Develop and evaluate writing prompts in their content areas.
3. Examine ways of evaluating student writing.
4. Participate in critical “conversations” three times a week to exchange ideas with their peers and to refine their own ideas.
5. Examine their personal views on the purposes of writing and writing pedagogy.
6. Develop an independent research project in the field of composition studies.

ENGL 4455 - Survey of English Usage for Teachers (3)

Survey of rhetoric, grammar, syntax, and the historical development of English.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: spring day.

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 4456 - Reading Improvement at the Secondary Level (3)

A survey of materials, methods, developmental and remediation programs, and library research at the secondary level.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: spring day.

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 4460 - Literary Criticism (3)

A seminar on the ideas, methods, and history of literary criticism.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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 4480 - Major Authors (3)

An in-depth seminar study of selected author[s].

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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 4481 - Seminar in Film (3)

An in-depth seminar study of a selected topic in film; may include a focus on a particular director, period, or style.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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

Through close reading and writing, students will expand on the following goals of English 1101:

1. Development of critical reading skills.
2. Increased familiarity with the production of literary and non-literary texts.
3. Awareness of the importance of cultural, social, and historical contexts in artistic production.
4. Mastery of rhetorical modes of composition, patterns of development, and figurative language.
5. Confidence and sophistication in writing in Standard American English according to the rules of traditional grammar, usage, and mechanics, as well as a command of syntax, word order, paragraph and sentence structure; an appreciation of standard and colloquial dialects and regionalisms; an understanding of semantics: nuances of word meaning, ambiguity, euphemism, connotation, and jargon; effective use of documentation; and a knowledge of methods of argumentation and the purposes of writing.
6. Confidence and skill in organizing ideas through the understanding of writing as process, revision, and assessment.

By focusing on literary analysis, students will also develop the following 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 4490 - Special Topics (3)

Topics vary. Students may earn up to six hours of credit toward the English major.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every third year.

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 4492 - Creative Writing: Poetry (3)

Studies of the various techniques for writing poetry.

Prerequisite: ENGL 3392 Typically Offered: Demorest Campus: every other spring day.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original poems.
3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

#### ENGL 4493 - Creative Writing: Non-Fiction (3)

Studies and practice in the various genres of creative non-fiction.

Prerequisite: ENGL 3393 Typically Offered: Demorest Campus: ever other fall day.

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

1. Through practice with different approaches such as memoir, profile-writing, and immersion, students will gain deeper knowledge and appreciation of the broad genre of creative nonfiction and of the techniques that can make writing engaging in any genre, such as scene structure, dialogue, character development, precise detail, and figurative language.

2. Students will do original research beyond the web, including interviewing and onsite reporting, and will help fact-check each other's work.
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 strengthen their editorial skills and learn the basics of submitting work for publication.
5. Students will make new discoveries about the creative process and about the subjects they choose to investigate.

#### ENGL 4494 - Creative Writing: Fiction (3)

Study of the various techniques for writing fiction.

Prerequisite: ENGL 3394 Typically Offered: Demorest Campus: every other spring day.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, patterns, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original stories and creative prose.
3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

#### ENGL 4495 - Creative Writing: Screenwriting, Drama, and Adaptation (3)

Study of the various techniques for writing for the screen and stage.

Prerequisite: 2000-level ENGL course with a grade of "C" or better. Typically Offered: Demorest Campus: every other fall day.

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

1. Increase their knowledge of film terminology and film genres/movie types.
2. Become familiar with methods for film criticism.
3. Learn how to develop characters and backstories and break down movie plots by way of the "beat sheet" and three-act story board.
4. Learn troubleshooting techniques.
5. Analyze literary texts to reach informed conclusions about form, content, and interpretive ambiguities.
6. Develop a working knowledge of critical, conceptual, and theoretical terminology used in the screen writing business.
7. Practice to become thoughtful, honest, and empathic critics.

#### ENGL 4498 - Senior Seminar Research in English (1)

A seminar research tutorial in preparation for ENGL 4499.

Prerequisite: 18 hours of English or permission of instructor; students graduating in a fall semester must take this course the previous fall. Typically Offered: Demorest Campus: fall day.

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

1. Develop a project concept, which may require a review of literary scholarship and review techniques by which scholars analyze and synthesize themes, ideas, and style.
2. Research the relevant criticism in order to prepare materials for the spring semester completion of the project.
3. Discuss the aesthetic and philosophical nature of literary art and literary criticism.
4. Review relevant social and historical parallels.
5. Demonstrate mastery of academic requirements for formal research papers and conference presentations.



6. Demonstrate mastery of editing and revision techniques.
7. Learn to meet deadlines.

#### ENGL 4499 - Senior Seminar in English (2)

As a capstone experience, students will prepare a major research paper or a creative writing project.

Prerequisite: 21 hours of English or permission of instructor; English majors should enroll during the spring semester of the senior year.

Typically Offered: Demorest Campus: spring day.

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

1. Develop a project concept, which may require a review of literary scholarship and review techniques by which scholars analyze and synthesize themes, ideas, and style.
2. Research the relevant criticism in order to prepare materials for the spring semester completion of the project.
3. Discuss the aesthetic and philosophical nature of literary art and literary criticism.
4. Review relevant social and historical parallels.
5. Demonstrate mastery of academic requirements for formal research papers and conference presentations.
6. Demonstrate mastery of editing and revision techniques.
7. Write and present a seminar paper.
8. Learn to meet deadlines.

#### ENGL 4930 - Internship in English (1-3)

A supervised learning experience in the area of English that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

Typically Offered: Demorest Campus: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## **ENVS - ENVIRONMENTAL SCIENCE**

#### ENVS 2070 - Environmental Science (3)

Introduction to the study of man's interaction with the environment. Problems of energy and resource utilization and waste disposal resulting in air, water and land pollution. Lecture only.

Prerequisite: ENGL 1101 (Grade of "C" or better) Typically Offered: Demorest Campus: fall day, spring day — Online: summer.

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

- Understand the basic concepts related to environmental science including: Renewable energy: the 3 Rs of waste management, Feedback loops, Approaches – Conservation, Preservation, Land Ethic, Population growth rate, IPAT Model, Bioaccumulation/magnification, Trophic levels and energy transfer, GMOs, Traditional and Industrial Agriculture, Greenhouse gases, Species designation (endemic, invasive, etc.)

ENVS 2200 - Introduction to Geographical Information Systems (2)

The course will introduce students to basic concepts and techniques of Geographical Information Systems, covering data acquisition, spatial queries, basic spatial analysis, and cartographic design. Lecture only.

Prerequisite: None Typically Offered: Demorest Campus: odd spring day.

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

1. Be acquainted with basic concepts and techniques of Geographical Information Systems.
2. Develop proficiencies in data acquisition, spatial queries, basic spatial analysis, and cartographic design using ArcGIS software.

ENVS 3300 - Geographical Information Systems Applications (2)

An advanced GIS course that builds on skills developed in GISS 2200. Students will learn about a broad spectrum of GIS applications and will receive oversight in the development of their own mapping project. Lecture only.

Prerequisite: ENVS 2200 Typically Offered: Demorest Campus: odd fall day.

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

1. Proficiency in a broad range of GIS applications.
2. Experience designing advanced GIS projects.
3. Collaborative to achieve complex tasks.

ENVS 3400 - Sustainability (3)

A survey of 4 major public environmental systems: food/agriculture, energy, water and waste. The course will begin each area with a description of historic and current practices and lead towards discussion of emerging practices that emphasize sustainability.

Typically Offered: Demorest Campus: even fall day..

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

1. Knowledge of current and historic public systems for dealing with food, energy water and waste concerns.
2. Knowledge of alternative practices being proposed or implemented to improve sustainability of those systems.
3. Be able to apply broad knowledge of science from their major to solving pressing problems facing our world.

ENVS 4800 - Special Topics in Natural Sciences (1-4)

This course examines special topics in the natural sciences related to biology, chemistry, geology or environmental science, which are not part of the formal offerings of the department. May be repeated for credit only if the topic changes.

Typically Offered: Demorest Campus: spring day as needed.

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

1. Demonstrate knowledge of recent environmental organic chemistry issues.
2. Experience in the review and research of recent aspects of the impact of organic chemicals in the environment.
3. Discuss and present papers.

**ENVS 4930 - Internship in Natural Sciences (1-3)**

This course allows students the opportunity to participate in applied job-related experience in the natural sciences: biology, chemistry, geology or environmental science. The course may be repeated for credit.

Prerequisite: Major in science and permission of department chair.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

**ERSC - EARTH SCIENCE****ERSC 2201 - Physical and Historical Geology of Georgia (4)**

Fundamentals of mineralogy, petrology, and plate tectonics as they relate to the Southeastern region of the United States; major geologic provinces of Georgia and their constituent economic rocks and minerals; paleogeology and tectonic history of Georgia and the Appalachian Mountains. Lecture and laboratory.

Prerequisite: Any laboratory science sequence or equivalent. Typically Offered: Demorest Campus: as needed.

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

1. Familiarity with the geologically significant physical and historical components of Georgia.
2. Knowledge of the natural resources available including rocks, minerals, fuel, and water in terms of age, distribution within Georgia, mode of formation, and extraction.
3. Knowledge of tectonic and physiographic changes throughout geologic time in terms of local changes and in a regional context (the Appalachian Province).

**ERSC 2202 - Astronomy and Meteorology (4)**

Various aspects of astronomy and meteorology. Formation of our solar system, the nature of gravity and light, the composition of the other planets in our solar system and the nature of stars, galaxies, and the universe. The study of atmospheric composition, cloud formation, atmospheric circulation, and the formation and movement of weather systems. Lecture and laboratory.

Prerequisite: Any laboratory science sequence or equivalent. Typically Offered: Demorest Campus: as needed.

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

1. Familiarity with major historical developments in our understanding of astronomy.
2. Familiarity with our solar system, including planets and related solar system.

**FREN - FRENCH****FREN 1101 - Elementary French I (3)**

Essentials of French, with special emphasis on oral-aural training in the language. Practice in pronunciation, simple conversation and diction. Includes laboratory.

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

Speaking:

Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:

Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, and high-frequency commands about topics that refer to basic personal information or the immediate physical setting.

Reading:

Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and phrases including cognates and borrowed words.

Writing:

Novice-Low

1. Reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
2. Copy or transcribe familiar words or phrases.

Culture:

1. Develop a basic knowledge and understanding of Francophone cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Compare and contrast their native language with the French language.
3. Develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
4. Integrate their knowledge of the French language, cultures and customs to appropriately address the differences of multilingual communities.

FREN 1102 - Elementary French II (3)

Continuation of FREN 1101. Readings from selected texts, with special attention to grammar, idioms, verbs and simple composition. Includes laboratory.

Prerequisite: FREN 1101, its equivalent, or permission of the instructor.

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

Speaking:

Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:

Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.

Reading:  
Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:  
Novice-Mid

1. Students can reproduce from a memory a modest number of words and phrases in context.
2. Students can supply limited information on simple forms and documents, and other basic biographical information.
3. Students exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.

Culture:

1. Students will develop a basic knowledge and understanding of Francophone cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the French language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the French language, cultures and customs to appropriately address the differences of multilingual communities.

FREN 2200 - The French Experience (3)

An overview of the contributions of the French-speaking world to the disciplines of the fine arts, especially literature, film and music; possibly architecture, painting and sculpture as determined by interest.

Prerequisite: FREN 1101-FREN 1102 or its equivalent or permission of instructor. Instruction given in English but some reading knowledge of French is desirable.

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

1. To acquaint participants with the traditional place of the fine arts in French culture, especially of cinema.
2. To acquaint with recurring values expressed in the French life style and mentality.
3. To encourage greater cross- cultural awareness and appreciation of all the above.
4. To encourage critical reaction to and discussion of the various activities in which the students participate.

FREN 2201 - Intermediate French I (3)

A course designed to help the students express themselves with ease in oral and written French. Concentration on reading of standard texts with emphasis placed on grammar review, composition and basic conversation in French.

Prerequisite: FREN 1102 or equivalent entrance credit.

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

Speaking:  
Intermediate Low

1. Students are able to handle successfully a limited number of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

Listening:

Intermediate Low

1. Students are able to understand some information from sentence-length speech in basic personal and social contexts
2. Comprehend words and phrases in questions, and statements about topics that explain simple situations.

Reading:

Intermediate Low

1. Students are able to understand some information from simple connected texts.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Intermediate Low

1. Students are able to create statements and formulate questions based on familiar material using a vocabulary adequate to express elementary needs.

Culture:

1. Students will develop a basic knowledge and understanding of Francophone cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the French language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the French language, cultures and customs to appropriately address the differences of multilingual communities.

FREN 2202 - Intermediate French II (3)

A continuation of FREN 2201

Prerequisite: FREN 2201 or permission of instructor.

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

Speaking:

Intermediate Mid

1. Students are able to handle successfully a variety of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

Listening:

Intermediate Mid

1. Students are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts.

2. Students comprehend words and phrases in questions, and statements about topics that explain complex situations.

Reading:

Intermediate Mid

1. Students are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Intermediate Mid

1. Students are able to write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics.

Culture:

1. Students will develop a basic knowledge and understanding of French cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the French language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the French language, cultures and customs to appropriately address the differences of multilingual communities.

FREN 3300 - Special Topics/Projects (1-9)

Addresses concerns which relate French culture and language to a variety of disciplines especially the fine arts, depending upon circumstance, academic need and appropriateness. For example, diction lessons for students of voice, surveys of French dramatic literature, travel/study in French setting. This course may be repeated twice for academic credit, if content area is different.

Prerequisite: No formal prerequisite, but reading skill in French is desirable.

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

1. Discuss, identify and reflect on the history, customs, values and other cultural aspects of France.
2. Analyze the various regional, linguistic, political, and immigrant cultures of France and their contributions to French culture through its literature, art, and history.
3. Describe and analyze the perceptions, viewpoints, and life experiences of people in France.
4. Compare and contrast cultural aspects (including morals, biases, social norms, and world views) of France with those of the United States.
5. Contextualize current events and experiences in relation to the historical and current context between France and the US, including issues of race, gender, and equality.
6. Demonstrate how local and global contexts of ideas or events result in nuanced understandings of contemporary and/or historical ideas, events, or experiences.

FREN 3360 - Introductory International Business: Language and Culture (3)

This language and culture course will prepare business and language majors for successful communication in the international business world by building upon their existing knowledge and emphasizing practical, real-life use of oral and written foreign language. This course will introduce the student to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in foreign countries or with foreigners/ nationals in the United States.

Prerequisite: FREN 2202 or permission of instructor. Typically Offered: Demorest Campus: as needed.

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

1. Effectively communicate in the formal business setting with professional and focused vocabulary.
2. Understand situations and vocabulary needs of someone working in a French business environment.
3. Understand, participate, and communicate in the French business environment.
4. Comprehend the differences and commonalities of the French and American business environment.

#### FREN 4930 - Internship in French (1-3)

A supervised learning experience in the area of French that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

Prerequisite: FREN 2202 or permission of instructor. Typically Offered: Demorest Campus: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## FRSC - FORENSIC SCIENCE

#### FRSC 1101 - Criminalistics (3)

This introductory forensic science course will introduce various methodologies and applications used in the forensic sciences. Students will gain an understanding of how the physical and social sciences intersect to solve crimes. The course will cover the most common types of physical evidence obtained in criminal cases and discuss how evidence recovered from the crime scene moves to the crime laboratory, where it is processed and analyzed.

Typically Offered: Athens Campus: fall day/night - Demorest Campus: fall day.

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

1. Understand the expansive field of forensic science.
2. Understand the collection and handling procedures of physical evidence.
3. Know best procedures for collecting physical evidence from various types of crime scenes.
4. Be able to understand basic forensic science evidence collection and skills required to do such.

#### FRSC 2100 - Essential Practices of Forensic Science (3)

Basic practices of forensic science including documentation methods (measurements, notes, sketches, and photography), microscopy, communication of results, and integration of concepts from other sciences including chemistry, biology, and physics, as well as mathematics and statistics.

Typically Offered: Demorest Campus: even fall day.

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

1. Have an awareness of some of the various practices used in forensic science.



2. Know the importance of valuable evidence such as trace, impression, document, and drug and alcohol evidence.
3. Be aware of the importance of effective communication.
4. Comprehend oral versus written communication.
5. Understand the basics of investigative report writing.

#### FRSC 3100 - Crime Scene Investigation (3)

This course examines practical aspects of crime scene investigation. Students will be introduced to the investigative process, procedures that must be adhered to, and challenges faced in the investigation of a crime. Basic protocol and procedures that assist the forensic scientist in conducting a thorough investigative crime scene search will be examined. Procedures such as documenting the crime scene by sketching, note taking, and photography is of focus in this course. Emphasis is placed on identification, collection, and gathering of evidence.

Typically Offered: Demorest Campus: odd spring day.

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

1. Understanding of how to conduct an appropriate and fair scene examination based upon scientific and legally appropriate methods.
2. Knowledge of the elements of a crime scene, working team concept, evidence identification, documentation, preservation, analysis and presentation.
3. How to prioritize evidence processing, evidence collection, evidence analysis and application of this information to a criminal act.

#### FRSC 3200 - Fingerprint Identification & Classification (3)

This course discusses the techniques involved in detection, enhancement, recovery, and preservation of latent fingerprints from the crime scene and physical evidence. The classification component of the course will explain and discuss how fingerprints are classified using the Henry System of fingerprint classification.

Typically Offered: Demorest Campus: odd fall day.

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

1. Understand the history and importance of fingerprints in forensic science.
2. Understand the basic concepts of fingerprint identification.
3. Understand the basic concepts of fingerprint classification.
4. Understand the importance of ethical conduct with regard to fingerprint identification and classification.
5. Recognize, identify, recover, process, and document fingerprint evidence.
6. Be aware of the importance of effective communication (oral and written) of fingerprint evidence results.

#### FRSC 4100 - Crime Scene Investigation II Forensic Reconstruction (3)

This course is intended to develop a general understanding of the fundamental components of advanced crime scene reconstruction. The course provides a presentation of various techniques, skills, and methodologies incorporated in crime scene reconstruction. This course is designed to enhance understanding and methodology for reconstruction of crime scenes using bloodstain evidence and ballistic evidence. While the central focus will be bloodstain evidence and ballistic evidence, a considerable amount of time is spent by students analyzing bloodstain patterns and ballistic defects.

Prerequisite: FRSC 1101

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

- Identify the function of bloodstain pattern analysis as it relates to crime scene analysis.
- Identify and recognize the basic categories of bloodstain patterns.
- Identify and explain the methods used to document bloodstain patterns.

- Recognize basic types of ballistic evidence encountered in crime scenes.
- Identify the three areas of study involved in trajectory analysis.
- Recognize the morphology of entry and exit defects produced by bullets
- Explain proper use of a trajectory rod kit.

#### FRSC 4200 - Forensic Death Investigation (3)

The course will review basic procedures used when conducting investigations of different types of human death. Knowledge gained in this course will help students understand the investigator's role in the death investigation process, medical examiner/coroner's office, and other death investigation related phenomena. Upon completion of this course, students should have a better understanding of what happens beyond crime scene and criminal investigations.

Typically Offered: Demorest Campus: even spring day.

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

1. Understand appropriate strategies used in the investigations of a death.
2. Each participant expert will lend valuable insight to a variety of investigative techniques.
3. Students will discuss and participate in discussions and practical exercises to enforce an understanding of the current Medico-legal system.
4. To conduct critical analysis of death investigations.
5. Students will be able to identify the current manners of death as well as discuss and design an investigative strategy for a death investigation.

#### FRSC 4750 - Internship in Forensic Science (1-3)

Course designed for the optional participation in job-related experience in the field of forensic science.

Typically Offered: Demorest Campus: as needed.

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

1. Encourage and prepare students to think critically and analytically about the forces and factors that shape the behavior of agencies the intern has worked at.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

#### FRSC 4900 - Forensic Science Senior Research and Seminar (1)

Integrates the student's knowledge through reading, writing, and discussion concerning current developments in forensic science. This is the capstone experience for forensic science majors.

Typically Offered: Demorest Campus: as needed.

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

1. Demonstrate a sufficient level of knowledge of political science.
2. Utilize their understanding of disciplinary concepts and ideas by applying them to appropriate research methodologies.
3. Produce a research project using the quantitative and/or qualitative method of social analysis.
4. Demonstrate competence in general education abilities clusters, including writing, speaking, methodology, technology, and critical thinking skills.
5. Display a readiness for entering professional life after college by relying on resume, graduate school application, and interview skills.

## **GEOL - ENVIRONMENTAL GEOLOGY**

### GEOL 1101 - Physical Geology (3)

Fundamentals of physical geology: characteristics and origins of rocks and minerals; mechanisms and processes of volcanism, plutonism, metamorphism, weathering, erosion, sedimentation, and lithification; evolution of landforms; continental drift, sea-floor spreading, plate tectonics, and the internal structure of the Earth. Lecture and laboratory.

Corequisite: GLAB 1101 or passing grade in GLAB 1101 Typically Offered: Demorest Campus: fall day, Athens Campus: odd spring evening.

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

- Demonstrate competence in the areas of basic geologic principles, mineralogy, petrology, earth processes, and earth resources as well as the methodology of science.

### GEOL 1102 - Historical Geology (3)

Geologic time, the geologic record, and methods used to interpret Earth's history. Formation and evolution of Earth and Earth's atmosphere; evolution and distribution of plant and animal life on Earth, and prehistoric man. Lecture and laboratory.

Prerequisite: GEOL 1101 and GLAB 1101 Typically Offered: Demorest Campus: spring day.

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

1. Know the divisions of geologic time scale and its contents to period Relative and Absolute Dating.
2. Understand and be able to apply the various techniques of relative and absolute dating Evolution.
3. Be able to explain the basic tenants of the evolutionary theory and describe the supporting scientific observations and analysis Fossils and the Fossil record.
4. Be able to describe and recognize assemblages and specific organisms associated with the major geologic eras Major Geologic events associated with each Era, Period, and/or Epoch.
5. Understand the basics global geologic phenomena and be able to correlate these events with geologic time scale. These events include major depositional events, mountain building events, and biologic change (extinctions).

### GEOL 2210 - Environmental Geology (3)

Exposure to processes responsible or geologic hazards and mitigating geohazards; human interaction with the geological environment; and evaluation of natural resource extraction and use.

Typically Offered: Demorest Campus: as needed.

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

- Be able to discuss the occurrence of natural disasters as they relate to plate tectonics, manipulation of slopes and streams, and extraction and use of natural resources.

### GEOL 3050 - Current Topics in Environmental Geology (2)

This is a seminar course designed to inform and engage students about current issues in Environmental Geology. Students will critically review current research in the area of Environmental Geology through readings, discussions, analyses, and presentations. Lecture only.

Prerequisite: GEOL 1101, GLAB 1101, CHEM 1102, and CLAB 1102

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

- Be versed in the current technologies use to monitor, report, and present information regarding exposure to natural disasters occurring as a result of human activities impacting the natural environment.

### GEOL 3100 - Hydrology (3)

Water is a critical natural resource, and it is not unlimited in abundance or invulnerable to contamination. A major part of the drinkable water of the earth (and water for other important uses) resides in the ground. An understanding, both in a general sense and in a quantitative sense, of the residence and movement of water is vital to maintaining quality of life for humanity. For this reason, this course is not only recommended for geology majors, but for any student whose discipline involves protection or management of or interest in the natural environment.

Prerequisite: GEOL 1101, GLAB 1101, and ENVS 2070; MATH 2450 preferred Typically Offered: Demorest Campus: odd fall day.

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

- Have in depth knowledge of the water movement above and below ground in response to natural and human altered processes. These outcomes include specifically and understanding of: (1) the hydrologic cycle and activities that influence the mass balance of the global water budget, (2) the occurrence and mechanics of surface water flow, (3) the occurrence and mechanics of ground water flow, and (4) humans impacts on surface and groundwater flow and quality.

### GEOL 4800 - Special Topics in Natural Sciences (1-4)

This course examines special topics in the natural sciences related to biology, chemistry, geology or environmental science, which are not part of the formal offerings of 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. Knowledge of recent environmental organic chemistry issues.
2. Review and research of recent aspects of the impact of organic chemicals in the environment.
3. Discuss and present papers.

### GEOL 4930 - Internship in Natural Sciences (1-3)

This course allows students the opportunity to participate in applied job-related experience in the natural sciences: biology, chemistry, geology or environmental science. The course may be repeated for credit.

Prerequisite: Major in science, have necessary course work determined by faculty supervisor, and permission of department chair.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.

5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## **GLAB - ENVIRONMENTAL GEOLOGY**

### GLAB 1101 - Physical Geology Lab (1)

Laboratory portion of Physical Geology. To be taken in conjunction with GEOL 1101.

Corequisite: GEOL 1101 or passing grade in GEOL 1101 Typically Offered: Demorest Campus: fall day, Athens Campus: odd spring evening..

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

1. Be able to identify significant rock forming minerals, igneous, sedimentary, and metamorphic rocks.
2. Be able to interpret topography and geology (geologic structures) on topographic and geologic maps.
3. Be able to calculate stream gradients using topographic maps and infer stream 'stage'.
4. Be able to determine groundwater flow patterns from potentiometric surface maps.
5. Be able to recognize shoreline features and sea level changes on topographic maps.
6. Be able to identify seismic waves on a seismic recording.

### GLAB 1102 - Historical Geology Lab (1)

Laboratory portion of Historical Geology. To be taken in conjunction with GEOL 1102.

Corequisite: GEOL 1102 or passing grade in GEOL 1102 Typically Offered: Demorest Campus: spring day.

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

1. Be able to identify key fossils indicative of major time periods and transitions over earth's history.
2. Recognize these fossils by kingdom, phylum, and class where appropriate.
3. Be able to recognize major structural features on geologic maps from which the geologic history can be reconstructed, including environment of deposition, tectonic history, and erosional history.

## **GRDS - GRAPHIC DESIGN**

### GRDS 1110 - Practicum (1)

Provides academic credit to students who work in areas of responsibility in graphic design, for example, working for a newspaper or magazine, working on the yearbook, etc. Students are required to work individually with the assigned professor and to log a minimum of thirty hours work in the field. At the end of the semester students are required to submit an 8-10 page paper explaining the role that they played in the creation of the designs and a complete portfolio with one copy of each design created during the term.

Prerequisite: Consent of instructor. Typically Offered: Demorest Campus: fall day, spring day.

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

1. Gain practical workplace experience within the graphic design field.
2. Apply knowledge and skills learned in the classroom in a work setting.
3. Developing client work projects from start to finish.
4. Develop and refine design skills.

## GRDS 2200 - Foundations in Graphic Design (3)

This course offers fundamental skills relating to visual communication and digital literacy. The course introduces students to the field of design with design concepts and theories such as design thinking. Through studio projects, the students will become familiar with design as a creative, technical, and conceptual process. Students will use type, image, form & color to explore graphic design as a form of visual communication. Emphasis is placed on the design process and basic practices of critique and discussion.

Prerequisite: None Typically Offered: Demorest Campus: fall day.

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

1. Ability to produce refined, sophisticated conceptual artwork that illuminates the subject and supports the content.
2. Experiment with solutions, critically analyze the results of their own solutions, and make modifications.

## GRDS 2250 - Foundations in Graphic Design II (3)

This intermediate-level course is a continuation of GRDS 2200. Students will continue to develop their craft in practicing effective visual communication. Emphasis is placed on concept development and creative problem solving as both an individual designer and within a collaborative environment. Topics include publication design, information design, and interactive processes.

Prerequisite: GRDS 2200 Typically Offered: Demorest Campus: spring day.

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

1. Ability to produce refined, sophisticated information and graphic design that illuminates the subject and supports the reader/user experience.
2. Experiment with solutions, critically analyze the results of their own solutions and those of their peers and make modifications.

## GRDS 2260 - Digital Photography (3)

This course is a study of the principles, terminology, techniques, tools and materials of digital photography. An additional 3 hours of independent studio work is required.

Prerequisite: None Typically Offered: Demorest Campus: TBA.

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

1. Knowledge of manual operations of Digital SLR camera: Shutter speeds, f-stops/apertures, depth of field, ISO, Histograms on DSLR, Color temperature/white balance, light metering with DSLR, lenses and focal lengths, resolution, basic digital image processing.
2. General understanding of the basic history and context of art-photography and familiarity with contemporary artistic practice that involves the medium of photography.
3. Ability to verbally analyze the form and content of photographs.
4. Ability to apply conceptual ideas to the creation of photographs.
5. Knowledge of high-quality inkjet printing procedures.

## GRDS 2270 - Print (3)

Introduction to print-based design processes, techniques, and approaches. Publication design is introduced through community-based projects and collaborative projects.

Typically Offered: Demorest Campus: spring day.

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

1. Demonstrate an ability to produce refined, sophisticated information and graphic design that illuminates the subject and supports the reader/user experience.
2. Experiment with solutions, critically analyze the results of their own solutions and those of their peers and make modifications.

## GRDS 3200 - Typography (3)

In depth exploration of the typographic form as a method to convey meaning and concept. Topics may include alternative approaches to typography, in depth research of typefaces and conceptual applications of letterforms.

Prerequisite: GRDS 2200, GRDS 2250 Typically Offered: Demorest Campus: fall day.

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

1. Practice the selection and arrangement of type for effective legibility and readability.
2. Create functional organization of complex information through effective hierarchy and typographic expression.
3. Explore the expressive range of typography as a primary visual, illustrative element.
4. Demonstrate an ability to produce refined, sophisticated information and graphic design that illuminates the subject and supports the reader/user experience.
5. Experiment with solutions, critically analyze the results of their own solutions and those of their peers and make modifications.
6. Create expressive typography resulting in illustration and contemporary typeface design.
7. Demonstrate a deeper awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

## GRDS 3270 - Interactive Design (3)

The course will explore interactive media trends. Emphasis is placed on user experience and prototyping. Students will research and implement effective ideas solving visual problems in navigation, interface design, and layout design through the use of type, graphic elements, texture, and motion.

Prerequisite: GRDS 2250 Typically Offered: Demorest Campus: fall day.

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

1. Know fundamental web concepts regarding various web devices.
2. Engage in web production by constructing pages using HTML & CSS.
3. Synthesize complex interactive based projects that exhibit both complete construction, functionality and an understanding of user experiences.
4. Examine the potential of the “art & design process” in developing complex digital media experiences.
5. Evaluate the role of the visual communicator and other key roles in the design and development processes as it applies to the role of an interactive designer.
6. Demonstrate a deeper awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

## GRDS 3330 - Special Topics in Graphic Design (3)

Topic for class will be determined by the professor. Selected topics in graphic design may include: typography, printing, packaging, posters, magazine or newspaper layout, educational DVDs, industrial design, corporate design, logos, large format design, displays, graphic design history, visual communications, client relationships, etc.

Prerequisite: Consent of instructor. Typically Offered: Demorest Campus: TBA.

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

1. Advance concepts, principles, language, and techniques specific to graphic design.
2. Develop an understanding of design practice.
3. Ability to communicate and critically analyze one’s own design work in relation to current design trends.
4. Develop and strengthen the creative process (through research, sketching, exploring media, variations, and refinements).

5. Demonstrate skills in creative problem solving in the visual arts.
6. Demonstrate an ability to produce refined, sophisticated conceptual design work that illuminates the subject and supports the content.
7. Experiment with solutions, critically analyze the results of their own solutions, and make modifications.
8. Demonstrate a deeper awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

#### GRDS 3350 - History of Graphic Design (3)

Major movements and pivotal artists/designers and directors, and their impact on current graphic design trends. Students will explore various styles and techniques that span the history of graphic design both in lecture and in studio practice. An additional 3 hours of independent studio work is required, including research, papers, and creating designs.

Prerequisite: GRDS 2200 or consent of instructor. Typically Offered: Demorest Campus: TBA.

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

1. Practice critical examinations of personal aesthetic philosophy.
2. Demonstrate awareness of art historical context

#### GRDS 4401 - Graphic Design III (3)

Advanced exploration of graphic design across multiple platforms. Students will examine the socio-cultural impacts of the design field and learn to critically assess the processes, outcomes, and effects of design engagement. Students will immerse themselves in a semester-long exploration of topics that engage them.

Prerequisite: GRDS 3270 Typically Offered: Demorest Campus: spring day.

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

1. Develop and expand web concepts in regards to various web devices.
2. Engage in web production by constructing pages using HTML & CSS.
3. Synthesize complex interactive based projects that exhibit both complete construction, functionality and an understanding of user experiences.
4. Examine the potential of the “art & design process” in developing complex digital media experiences.
5. Evaluate the role of the visual communicator and other key roles in the design and development processes as it applies to the role of an interactive designer.
6. Demonstrate an awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

#### GRDS 4410 - Internship in Graphic Design (3)

Internships give students practical work exposure. The student will work either in a business or an agency and will be supervised by external personnel and designated faculty. At the end of the semester students are required to submit a journal explaining the role that they played in the creation of the designs and a complete portfolio with one copy of each design created during the term.

Prerequisite: Consent of instructor. Typically Offered: Demorest Campus: fall day, spring day.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.



5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

#### GRDS 4460 - Advanced Graphic Design Studio (3)

This course prepares students to enter the field of design. Students will have the opportunity to develop a comprehensive presentation portfolio for application to either graduate school or employment in a design-related discipline. Students will re-work projects from previous courses to the level of professional presentation quality and create self-promotional materials. The course will address practical knowledge for successful job applications and prepare students for a career in a design field. Prerequisite: GRDS 3270

Prerequisite: GRDS 2200 or consent of instructor. Typically Offered: Demorest Campus: fall day, spring day.

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

1. Advance concepts, principles, language, and techniques specific to graphic design.
2. Understand design practice.
3. Communicate and critically analyze one's own design work in relation to current design trends.
4. Develop and strengthen the creative process (through research, sketching, exploring media, variations, and refinements).
5. Demonstrate skills in creative problem solving in the visual arts.
6. Demonstrate an ability to produce refined, sophisticated conceptual design work that illuminates the subject and supports the content.
7. Experiment with solutions, critically analyze the results of their own solutions, and make modifications.
8. Demonstrate a deeper awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

## GRMN - GERMAN

#### GRMN 1101 - Elementary German I (3)

Essentials of German, with special emphasis upon oral-aural training in the language. Practice in pronunciation, simple conversation and diction. (Open only to students without equivalent credit in German.) Includes laboratory.

Typically Offered: Demorest Campus: fall day.

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:  
Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, and high-frequency commands about topics that refer to basic personal information or the immediate physical setting.

Reading:  
Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.

2. Identify an increasing number of highly contextualized words and phrases including cognates and borrowed words.

Writing:

Novice-Low

1. Students can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
2. Students are able to copy or transcribe familiar words or phrases.

Culture:

1. Students will develop a basic knowledge and understanding of German culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the German language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the German language, cultures and customs to appropriately address the differences of multilingual communities.

GRMN 1102 - Elementary German II (3)

Continuation of GRMN 1101. Reading from selected texts, with special attention to grammar, idioms, verbs and simple composition. Includes laboratory.

Prerequisite: GRMN 1101 or equivalent entrance credit. Typically Offered: Demorest Campus: spring day.

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

Speaking:

Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:

Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.

Reading:

Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Novice-Mid

1. Students can reproduce from a memory a modest number of words and phrases in context.
2. Students can supply limited information on simple forms and documents, and other basic biographical information.
3. Students exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.

## Culture:

1. Students will develop a basic knowledge and understanding of German culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the German language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the German language, cultures and customs to appropriately address the differences of multilingual communities.

## GRMN 2201 - Intermediate German I (3)

A course designed to help students express themselves with ease in oral and written German. Concentration on reading of standard texts. Includes laboratory.

Prerequisite: GRMN 1102 or equivalent entrance credit. Typically Offered: Demorest Campus: as needed.

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

## Speaking:

## Intermediate Low

1. Students are able to handle successfully a limited number of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

## Listening:

## Intermediate Low

1. Students are able to understand some information from sentence-length speech in basic personal and social contexts.
2. Comprehend words and phrases in questions, and statements about topics that explain simple situations.

## Reading:

## Intermediate Low

1. Students are able to understand some information from simple connected texts.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

## Writing:

## Intermediate Low

1. Students are able to create statements and formulate questions based on familiar material using a vocabulary adequate to express elementary needs.

## Culture:

1. Students will develop a basic knowledge and understanding of German culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the German language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the German language, cultures and customs to appropriately address the differences of multilingual communities.

## GRMN 2202 - Intermediate German II (3)

A continuation of GRMN 2201

Prerequisite: GRMN 2201 or permission of instructor. Typically Offered: Demorest Campus: as needed.

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

## Speaking:

## Intermediate Mid

1. Students are able to handle successfully a variety of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

## Listening:

## Intermediate Mid

1. Students are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts.
2. Students comprehend words and phrases in questions, and statements about topics that explain complex situations.

## Reading:

## Intermediate Mid

1. Students are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

## Writing:

## Intermediate Mid

1. Students are able to write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics.

## Culture:

1. Students will develop a basic knowledge and understanding of German culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the German language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the German language, cultures and customs to appropriately address the differences of multilingual communities.

## GRMN 2205 - German Conversation (3)

Designed to improve pronunciation and to increase proficiency in the practical use of German in conversation.

Prerequisite: GRMN 2202 or permission of instructor. Typically Offered: Demorest Campus: as needed.

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

1. Analyze the German language, its dialects in their social, cultural, and historical contexts.
2. Communicate at a German intermediate mid-level with native speakers and classmates. They will be able to listen, read and write at the intermediate mid-level of German.
3. Gain a strong knowledge and understanding of the German Language and its dialects and make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.

4. Compare and contrast their native language with the German language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
5. Integrate their knowledge of the German language, cultures and customs to appropriately address the differences of multilingual communities.

#### GRMN 3335 - German Literature (3)

Readings from representative literary works of German literature, focusing on genre (Gattungen).

Prerequisite: GRMN 2202 Typically Offered: Demorest Campus: as needed.

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

1. Read materials and analyze the authors of representative literary works from the origins of German literature through the present.
2. Relate social, political, and literary currents of this time period to gain a more plenary understanding of Germany and its literary productions.
3. Discuss in the target language and analyze literary works as they relate to content, style, theme, and structure.
4. Demonstrate knowledge and understanding of the literary works within a historical and cultural context through written expression.

#### GRMN 3360 - Introductory International Business: Language and Culture (3)

This language and culture course will prepare business and language majors for successful communication in the international business world by building upon their existing knowledge and emphasizing practical, real-life use of oral and written foreign language. This course will introduce the student to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in foreign countries or with foreigners/nationals in the United States.

Prerequisite: GRMN 2202 or permission of instructor Typically Offered: Demorest Campus: as needed.

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

1. Effectively communicate in the formal business setting with professional and focused vocabulary.
2. Provide students with situations and vocabulary needs of someone working in a German business environment.
3. Understand, participate, and communicate in the German business environment.
4. Comprehend the differences and commonalities of the German and American business environment.

#### GRMN 4435 - German Cinema (3)

A survey of German film; may include a focus on particular directors, periods, and styles. The course will be taught in English; proficiency in German is helpful but not required.

Typically Offered: Demorest Campus: as needed.

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

1. Recognize the major directors and works in German cinematic history through representative films.
2. Acquire the vocabulary and skills to understand and interpret the aesthetic and formal elements of visual and film texts.
3. Provide a historical and cultural framework in which to contextualize the discussion of individual films and directors.
4. Understand the conditions of production and reception throughout various periods in the history of moving pictures.
5. Gain the analytical skills necessary for the use of film media in future studies, research, and/or teaching.

#### GRMN 4930 - Internship in German (1-3)

A supervised learning experience in the area of German that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

Typically Offered: Demorest Campus: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## **HIST - HISTORY**

HIST 1111 - World History to the Mid-17th Century (3)

A survey of the main currents of political, social, religious, and intellectual activity from the time of ancient Middle-Eastern civilization to the Age of Discovery.

Typically Offered: Athens Campus: as needed - Demorest Campus: fall/spring, day/night, summer, as needed online.

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

1. Knowledge of the history of the world's civilizations.
2. Understanding and appreciating various cultures and the culture of the society in which they live.
3. Understanding the contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating, and synthesizing information and drawing conclusions.
5. Improved writing as the means of communication.

HIST 1112 - World History since the Mid-17th Century (3)

A survey of the main currents of political, social, religious, and intellectual activity from the Age of Discovery to the present.

Typically Offered: Athens Campus: as needed - Demorest Campus: fall/spring, day/night, summer, as needed online.

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

1. Increased knowledge of the history of the world's civilizations.
2. Understanding and appreciating various cultures and the society in which they live.
3. Understanding contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating, and synthesizing information and drawing conclusions.
5. Improved writing as the means of communication.

HIST 1113 - Transformative Developments in Western Civilization (1500-present) (3)

Is a content course which exposes students to the important discoveries and major political, social, economic, religious, and intellectual activities that have changed Europe and the Middle East from the time of the Protestant Reformation to the present.

Typically Offered: Athens Campus: as needed - Demorest Campus: fall day.

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

1. Increased knowledge of the main currents of political, social, religious, and intellectual activities from the Age of Discovery to the present.
2. Increased awareness of the interaction of historical events and personalities.
3. Improved ability in written and oral expression.
4. Improved reading ability.
5. Improved ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HIST 2212 - Pivotal Moments in Recent U.S. History (3)

The political, social, economic and cultural development of the United States from 1912 to the present.

Typically Offered: Athens Campus: as needed - Demorest Campus: fall/spring, day, summer, as needed online.

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

1. Increased knowledge of the political, social, economic, and cultural developments that occurred in the United States from the last decade of the nineteenth century to the present.
2. Increased awareness of the interaction of historical events and personalities.
3. Improved ability in written and oral expression.
4. Improved reading ability.
5. Improved ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HIST 2280 - Introduction to Historiography (3)

This course is designed as an introduction to historical research and it is a required part of the History majors. This course does not meet the requirements for General Education but may be of interest to non-history majors.

Typically Offered: Demorest Campus: fall day.

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

1. Increased knowledge of the theories, methods, and debates relevant to modern historians.
2. Increased knowledge of how to analyze historical debates.
3. Improved ability in written and oral expression.
4. Knowledge of the profession history, from its history and development to expectations of professional historians today.
5. Improved student reading ability.
6. Improved ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HIST 3301 - History of the United States to 1836 (3)

The political, social, economic and cultural development of the United States from the Colonial period to the end of the Jacksonian era.

Typically Offered: As needed..

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

1. Increased knowledge of the political, social, economic, and cultural development of the United States from the Colonial period to the Jacksonian era.
2. Increased awareness of the interaction of historical events and personalities.
3. Improved ability in written and oral expression.
4. Improved reading ability.
5. Improved ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HIST 3302 - History of the United States, 1836-1912 (3)

The political, social, economic and cultural development of the United States from 1836 to 1912.

Typically Offered: As needed. .

Increased knowledge of the political, social, economic, and cultural developments that occurred in the United States from 1836 to 1912.

1. Increased awareness of the interaction of historical events and personalities.
2. Improved ability in written and oral expression.
3. Improved student reading ability.
4. Expanded ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HIST 3305 - History of Women (3)

Introduction to the history of American women, focusing on women's experiences in family, economic, and public life. Others topics to be examined include the role of women in America's westward expansion, religious revivals, urbanization, immigration and migration, and industrialization.

Typically Offered: Demorest Campus: even spring day.

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

1. Greater knowledge of the history of the world's civilizations.
2. Understanding and appreciating various cultures and the society in which they live.
3. Understanding contemporary events that are affecting and changing the world.
4. Increased knowledge of the lives of women within their historical settings.
5. Improved critical thinking skills through reading, evaluating, and synthesizing information and drawing their own conclusions.
6. Improved writing as the means of communication.

#### HIST 3310 - Twentieth Century Europe (3)

Europe's economic, social, intellectual and political development since 1870.

Typically Offered: As needed.

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

1. Knowledge of the motives, methods, and results of imperialism.
2. Knowledge of interventionism in social, economic, and international affairs.
3. Knowledge of culturally diverse peoples and institutions.
4. Knowledge of social protest and social change.



5. Knowledge of the role of government and technology and economic depression.
6. Knowledge of global trade, diplomacy, conflict, and war.
7. Knowledge of human rights.
8. Knowledge of economic theories and systems.
9. Knowledge of political theories and systems.

#### HIST 3315 - History of Constantinople and the Roman Empire (3)

The History of Constantinople is a study of the city's political, social, religious, and intellectual activities from its origin until it was conquered by the Islamic Turks and was named Istanbul. As Byzantium it was influenced strongly by the Greeks. When Constantine became the emperor of the Roman Empire he would make it the capital city of the Empire and turn into a Christian city. The city was named Constantinople.

Typically Offered: Demorest: Every third semester.

The purpose of the course is to help students gain greater knowledge of the history of the world's civilizations. This, in turn, should aid the students in understanding and appreciating various cultures outside of the society in which they live. Developing critical thinking skills is another learning outcome of the course where students will be required to read, evaluate, and synthesize information and to draw their own conclusions. They will be tested on the information using writing as the means of communication.

#### HIST 3325 - History of Ancient Egypt (3)

The History of Ancient Egypt begins with its earliest beginning and concludes with what Egyptologists identify as the Late Period (767 B.C. - 525 B.C.). The course will concentrate on the political, social, economic and religious developments that transpired in Ancient Egypt.

Typically Offered: Demorest: When needed..

The purpose of the course is to help students gain greater knowledge of the history of the world's civilizations. This, in turn, should aid the students in understanding and appreciating various cultures and the society in which they live. It will also help the students in understanding better the contemporary events that are affecting and changing the world. The focus of attention in this course will be the civilization of Ancient Egypt. Developing critical thinking skills is another learning outcome of the course where students will be required to read, evaluate, and synthesize information and to draw their own conclusions. They will be tested on the information using writing as the means of communication.

#### HIST 3330 - History of Georgia (3)

Political, economic and social developments in Georgia; the relationship of these developments to those on the national level; a look at some of the outstanding personalities in Georgia's history and the structure of the state government.

Typically Offered: As needed.

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

1. A greater overview knowledge of significant people, places, and events that form a history of our state.
2. Advanced communication skills through reading, writing about, and discussing course materials and ideas.

#### HIST 3341 - Antebellum South (3)

History of the American South from the Federalist era to the election of 1860, with special emphasis on the institutions of the plantation and slavery.

Typically Offered: As needed.

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

1. Knowledge 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 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 3350 - Russia/Soviet Union (3)

History and culture of the peoples of Russia and the former U.S.S.R./Commonwealth of Independent States from the prehistorical period to the present.

Typically Offered: Demorest Campus: as needed.

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

1. Greater knowledge of the history of the World's civilizations.
2. Understanding and appreciating various cultures and the society in which they live.
3. Better understanding of contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating, and synthesizing information and drawing conclusions.

#### HIST 3360 - American Colonial History (3)

History of what is now the continental United States during the Colonial and Revolutionary period, from 1492 to 1789.

Typically Offered: As needed.

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

1. Increased knowledge of American Colonial History from 1492 to 1789.
2. Increased awareness of the interaction of historical events and personalities.
3. Improved ability in written and oral expression.
4. Improved reading ability.
5. Improved ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HIST 3390 - Modern Southeast Asia (3)

The modern transformation of Southeast Asia, focusing on the colonial encounter and its transformational impact on the Southeast Asians.

Typically Offered: As needed.

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

1. Ability to evaluate the impact of the major dynasties and personalities of Asian history.
2. Ability to analyze the evolution of Asia's traditional cultural, social, and political systems into modern entities.
3. Ability to apply knowledge of the West's impact on East Asia to explain the regions current "psyche."
4. Ability to synthesize into a coherent thesis the rise of the Communist state in modern China and North Korea.

#### HIST 4400 - History of the Ancient World (3)

Cultural, intellectual and institutional development of the ancient world to the fall of the Roman Empire.

Typically Offered: As needed.

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

1. Greater knowledge of the history of the world's civilizations.
2. Greater understanding and appreciating various cultures and the society in which they live.

3. Better understanding of contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating, and synthesize information and to draw their own conclusions.
5. They will be tested on the information using writing as the means of communication.

#### HIST 4425 - The Renaissance and Reformation (3)

Cultural, political, social and theological developments in Europe from about 1350 to 1650.

Typically Offered: Demorest Campus: odd fall day.

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

1. Greater knowledge of the events that took place during the Renaissance Era and the Protestant Reformation in Europe.
2. Awareness of the decisions made and the actions carried out by certain individuals who lived during the Renaissance and Reformation and how they affected the development of Western Civilization.
3. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
4. Improved writing as the means of communication.

#### HIST 4430 - History of Spain (3)

History and culture of the people of Spain from prehistory to the present.

Typically Offered: Demorest Campus: even fall day.

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

1. Greater knowledge of the history of Spain.
2. Greater understanding and appreciation of Spanish culture and the other cultures that existed on the Iberian Peninsula.
3. Better understanding of the contemporary events that are affecting and changing Spain and the European Continent.
4. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
5. Improved writing as the means of communication.

#### HIST 4440 - Hitler's Germany (3)

History and culture of Germany from 1858 to the present.

Typically Offered: Demorest Campus: even spring day.

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

1. Greater knowledge of the history of the world's civilizations.
2. Greater understanding and appreciation of various cultures and the society in which they live.
3. Better understanding of the contemporary events that are affecting and changing the world.
4. Knowledge of the civilization of Modern Germany.
5. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
6. Improved writing as the means of communication.

#### HIST 4480 - Historiography (3)

The writing of history, concentrating on the major historians and interpretations; philosophies of history and the relationship of history to other disciplines; directed research involving topic selection, source selection, and evaluation; and writing style and form. A formal research paper is a major component of this course. This is the capstone course for the history major and broad field social sciences major in secondary education.

Prerequisite: HIST 2280 Typically Offered: Demorest Campus: spring day.

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

1. Knowledge of the theories, methods, and debates relevant to modern historians.
2. Improved ability in written and oral expression.
3. Improved reading ability.
4. Enhanced ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HIST 4490 - Special Topics I (3)

An intensive study of a special topic not otherwise offered in the history curriculum. Topic, methodology, and instructor vary from semester to semester. Course content includes intensive reading, and/or research, and/or field experience.

Typically Offered: As needed.

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

1. Greater knowledge of the history of the world's civilizations.
2. Understanding and appreciation of various cultures and the society in which they live.
3. Better understanding of the contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
5. Improved writing as the means of communication.

#### HIST 4491 - Special Topics II (3)

This course may be a continuation of work done in HIST 4490 or may focus on an entirely different subject.

Prerequisite: HIST 4490 Typically Offered: As needed.

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

1. Greater knowledge of the history of the world's civilizations.
2. Understanding and appreciation of various cultures and the society in which they live.
3. Better understanding of the contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
5. Improved writing as the means of communication.

#### HIST 4930 - Internship in History (1-3)

A supervised learning experience in the area of history that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

Typically Offered: As needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.

4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## HSCS - HEALTH SCIENCE

### HSCS 1101 - Emergency Techniques (2)

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 the healthcare chain. Special consideration will be given to blood-borne and airborne pathogens and the prevention of disease transmission

Typically Offered: Demorest Campus: fall, spring.

#### Learning Outcomes:

Students will recognize when rescue breathing, CPR, AED, adjunct airways, and/or oxygen use is indicated and apply those skills according to current accepted practice protocols.

Students will explain the proper procedures and rationale for managing external hemorrhage (e.g., direct pressure, pressure points, tourniquets) and demonstrate procedures to manage it using aseptic or sterile techniques, approved sanitation methods, and universal precautions used in the cleaning, closure, and dressing of wounds.

Students will describe the hospital trauma level system and its role in the transportation decision-making process.

Students will select and apply appropriate splinting material to stabilize an injured body area (including spine boarding).

Students will describe and perform scene, primary, and secondary surveys, including assessment of vital signs and level of consciousness, activation of emergency action plan, and a medical history appropriate for the patient's ability to respond.

Students will instruct the patient in home care and self-treatment plans for acute conditions.

Students will explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part and demonstrate those skills.

Students will explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss, acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration, and environmental assessment.

Students will summarize current practice guidelines related to physical activity during extreme weather conditions (e.g., heat, cold, lightning, wind).

Students will obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.

Students will explain and discuss the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: Cardiac arrhythmia or arrest, Asthma, Traumatic brain injury, exertional heat stroke, hyponatremia, exertional sickling, anaphylactic shock, cervical spine injury, and lightning strike.

Students will explain and practice disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.

### HSCS 1105 - Medical Terminology (2)

Designed to familiarize the student with the language of medicine including the human body, medical conditions and processes. Focus is on root words, prefixes and suffixes for word building.

Typically Offered: Online: summer, fall, spring.

#### Learning Outcomes:

Explain why understanding medical terms are important.

Describe how words are put together to make a term.

Define terms related to body structures and regions, directions and positions, and colors.

Explain terms used in medical records and case studies.

Utilize common abbreviations used in health care.

Define combining forms, prefixes, and suffixes related to each body system.

### HSCS 1110 - Introduction to Health Sciences (3)

This course introduces the basic components of health science professions, including the roles, responsibilities, employment options, and skills used by athletic trainers and other allied healthcare professionals. Evidence-based practice principles, ethical decision making, basic medical terminology, and use of medical records are also included. A minimum of 25 hours of clinical observations are required for students applying to the Athletic Training Program.

Typically Offered: Demorest Campus: fall, spring.

#### Learning Outcomes:

Students will define the legal, moral, and ethical parameters that define the athletic trainer's 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.

Students will identify and explain the statutes that regulate the privacy and security of medical records.

Students will describe federal and state infection control regulations and guidelines, including universal precautions, for the prevention, exposure, and control of infectious diseases, and discuss how they apply to the practicing of athletic training.

Students will identify key regulatory agencies that impact healthcare facilities and describe their function in the regulation and overall delivery of healthcare.

Students will identify and explain the components of a pre-participation examination that allow identifying conditions that might predispose the athlete to injury or illness.

Students will describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.

Students will describe the role of strategic planning as a means to assess and promote organizational improvement and use its concepts as part of healthcare facility design.

Students will explain and practice components of the budgeting process including: purchasing, requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments.

Students will summarize the athletic training profession's history and interpret the roles and functions of the National Athletic Trainers' Association, the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.

Students will explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies and how to obtain and maintain those credentials.

Students will access, analyze, and differentiate between the essential documents of the national governing, credentialing and regulatory bodies.

Students will describe the role of exercise in maintaining a healthy lifestyle and preventing chronic disease.

Students will describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan to various mental healthcare providers for all parties affected by the event.

Students will identify injury/illness risk factors associated with participation in competitive athletics and related components of a comprehensive athletic injury and illness prevention program.

Students will describe signs and symptoms of injuries and illnesses commonly sustained by the competitive athlete and the steps taken to administer proper initial care and medial referral.

Students will locate injury evaluation and rehabilitation program components for injuries/illnesses sustained by athletes.

Students will identify health care information appropriate to give to athletes, parents and coaches on matters pertaining to the physical, psychological and emotional health and well being of the student-athlete and use it to create educational materials.

### HSCS 2200 - Introduction to Health Professions (3)

This course is an introduction to various health professions. It gives students a basic understanding of the U.S. healthcare system, current issues in healthcare, and how healthcare professionals interact within various settings. The course will also provide an overview of common professions and their related job and educational requirements/opportunities. Participants will also conduct a guided self-assessment to use their skills and interests to explore a future career path. Professions discussed will include the following: physicians, nurses, pharmacists, researchers, dietitians, rehabilitation specialists, emergency personnel, administrators, CAM practitioners and many others.

Typically Offered: Demorest Campus: fall.

#### Learning Outcomes:

Identify major events in the history of health care and/or health professions and use their perceived importance to compare and contrast past and current trends.

Compare (health care) work responsibilities, expectations, and challenges in community-based and facility-based institutions.

Summarize basic professional standards and characteristics of healthcare workers, and use that information to compare different careers' duties, educational requirements, and employment opportunities.

Describe health care professionals' legal and ethical responsibilities.

Describe how computers are being used in today's health care environment.

Reflect on personal skill set and interests, and discuss ways to research and pursue future career paths in health care using tools like the internet.

Identify what skills, attitudes, and behaviors are needed to obtain employment in the health care field, keep that job, and become a professional leader.

Describe examples of how health professionals ensure respect for patient and co-worker cultural diversity and respond to potential challenges.

Compare and contrast the different roles and responsibilities of members/functional units of the health care team.

### HSCS 2202 - Care and Prevention (3)

This course explores functional anatomy, the five principles of conditioning, and the basic recognition, care, and prevention of common sports injuries. Sphygmomanometer, stethoscope, ophthalmoscope, and otoscope use will also be introduced.

Prerequisite: HSCS 1110 or Instructor permission. Typically Offered: Demorest Campus: fall, spring.

#### Learning Outcomes:

Students will assess weight loss and hydration status using weight charts, urine color charts, or specific gravity measurements to determine an individual's ability to participate in physical activity in a hot, humid environment.

Students will collect, assess, and interpret findings from a physical examination that includes: Observation/inspection, palpation, muscle function assessment, osteokinematic joint motion, cardiovascular function, pulmonary function, gastrointestinal function, genitourinary function, ocular function, EENT function, and dermatological function.

Students will describe body systems' structures, their functional inter-relation, and how they change through the lifespan.

Students will describe components of a pre-participation physical examination as recommended by contemporary guidelines and its role in identifying modifiable and non-modifiable risk factors related to injury and illness.

Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating and devise appropriate management and referral strategies that are consistent with current practice guidelines.

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

Students will explain and discuss the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: Cardiac arrhythmia or arrest, Asthma, Traumatic brain injury, exertional heat stroke, hyponatremia, exertional sickling, anaphylactic shock, cervical spine injury, and lightning strike.

Students will explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss, acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration, and environmental assessment.

Students will explain the role of core body temperature as part of a differential diagnosis and its use during treatment (CWI) for exertional heat stroke and practice validated methods for obtaining accurate measurements in real-time.

Students will identify and explain the components of a pre-participation examination that allow identifying conditions that might predispose the athlete to injury or illness.

Students will identify the signs, symptoms, interventions, and when appropriate, the return-to-participation criteria for: sudden cardiac arrest, environmental illnesses, exertional sickling, rhabdomyolysis, internal bleeding, diabetic emergencies, asthma, anaphylaxis, local allergic reactions, epilepsy and other seizure disorders, shock, and toxic drug overdoses.

Students will identify which therapeutic drugs, supplements, and performance-enhancing substances are banned by sport and/or workplace organizations, explain the usage patterns and effects, and advise patients about possible disqualification and other consequences.

Students will explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the body, describe the principles and validated methods to measure body composition, and assess a patient's body composition in relation to their health status or to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density.

Students will obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.

Students will recognize when auto-injectable epinephrine is necessary based on the patient's condition and demonstrate its use (epi-pen).

Students will recognize potentially dangerous conditions related to the environment, field, or playing surface and devise appropriate communication strategies to approach coaches, athletes, parents, administrators, and other relevant personnel to rectify the situation.

Students will summarize current practice guidelines related to physical activity during extreme weather conditions (e.g., heat, cold, lightning, wind).

Students will summarize the general principles of health maintenance and personal hygiene (skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control) and apply them to their daily class/clinical attendance.

Students will use evidence to determine the necessary precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases that influence participation across the lifespan.

Students will use otoscopes, urinalysis strips, glucometers, peak flow meters, and ophthalmoscopes as part of a clinical examination and determine if observed results are within normal limits or require referral.

Students will use standard techniques to measure vital signs and other physiologic functions (pulse, blood pressure, respiration, oxygen saturation, pain, core temperature, heart/lung/abdominal sounds, peak flow, and differentiate between normal and abnormal findings to discern any associated pathophysiology.



Students will use standard techniques to assess neurological function and differentiate between normal and abnormal findings to discern any associated pathophysiology.

Students will recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral and physician return-to-play clearance following a brain injury (concussion, subdural and epidural hematomas, second impact syndrome, and skull fracture).

Students will recognize the signs and symptoms of catastrophic and emergent cervical, thoracic, and lumbar spine trauma and demonstrate appropriate referral and physician return-to-play decisions.

### HSCS 2210 - Basic Nutrition (3)

The role of food and nutrition in the health and well-being of the individual and family is examined. Sources of nutrients, nutritional requirements and dietary recommendations are studied as well as fundamentals of digestion, absorption, transport, function and metabolism, nutrient deficiency and toxicity.

Prerequisite: BIOL 2100 and BLAB 2100 Typically Offered: Demorest Campus: fall — Online: fall, spring, summer.

#### Learning Outcomes:

Utilize findings from the arts and sciences in determining the role of food and nutrition in clients' lives.

Demonstrate relationships between nutrients, their metabolism and nutrition

Analyze the changing role of nutrition throughout the life-cycle.

Explain the role of the nurse in nutritional based interventions in patient care.

Utilize evidence-based practices to determine nutritional interventions.

Collaborate and communicate with the dietitian to ensure patient's needs are met.

### HSCS 2220 - Introduction to Health Processes (3)

Focus is on common diseases and disorders of each body system. Topics include etiology, signs and symptoms, diagnostic procedures, treatment, management, and prevention. Epidemiology and the role of social and environmental health determinants will also be introduced.

Prerequisite: BIOL 2100 and BLAB 2100 (HSCS 1105 recommended). Typically Offered: Demorest campus: Spring.

Describe the basic functions of inflammation and the pathogenesis of immune deficiencies and allergies.

Describe the character of modern pathology and its link to societies in the developed and underdeveloped nations.

Determine disease processes according to predisposing factors, pathology, and etiology and determine diagnostic, therapeutic procedures, and medications for the disease process they indicate.

Gather epidemiological evidence to understand causes of human disease at the population level and describe the relevance or impact to human development and wellbeing.

Explain the basic components of how the immune system fights invading pathogens and the role of antibiotics.

Explain the basic functions of most of human body systems and describe the pathogenesis of common diseases of those systems, including: Normal structure and function, Pathogenesis and etiology, Signs and symptoms, Common diagnostic tests, General treatment, and Outcomes of diseases.

Explain the difference between diagnosis and prognosis and between patient and disease oriented outcomes.

Explain the process of malignant transformation, invasion and metastases as well as the pathogenesis of cancer.

Explain the role of nutrition in health and disease.

Explain what genes are and the role they can play in human disease, including the pathogenesis of genetic and hereditary diseases.

List the characteristics of transmissible agents of disease, including: the basic mechanisms of pathogenesis in prion-, virus-, bacteria-, fungus-, and parasite-mediated diseases, common tests used to diagnose disease states, and standard precaution guidelines for disease prevention.

Summarize key features and differences of global patterns of disease with a focus on social aspects of health, health inequalities, and environmental exposures can damage health.

### HSCS 2221 - Kinesiology and Biomechanics (3)

This course applies the physical laws of motion to human performance. Students will learn how the muscles and joints function to produce movement through changes in external and internal forces, how to calculate projectile and body kinematics, and how to evaluate sports skills to improve performance.

Prerequisite: BIOL 2100 and BLAB 2100 or instructor permission. Typically Offered: Demorest Campus: fall.

#### Learning Outcomes:

Students will describe the principles of osteokinematics and arthrokinematics and their influence on body movement and assess a patient's function for pathomechanical motion.

Students will analyze sport skills/movements in the context of the body's mechanical system (body segments) and resulting functional performance.

Demonstrate knowledge of the normal anatomical structures of the human body systems and their biomechanical function.

Students will use directional terms and cardinal planes used to describe the body and the relationship of its parts.

Students will define and apply the principles and concepts of body movement including functional classification of joints, joint biomechanics, normal ranges of motion, joint action terminology, muscular structures responsible for joint movements, skeletal muscle contraction, and kinesthesia/proprioception.

Students will apply the laws of motion to sports skills/movements and use those laws to enhance learning or performance.

Students will calculate projectile and body kinematic data.

### HSCS 2270 - Clinical Nutrition (3)

This course covers issues in modern nutrition, public health and chronic disease. We will focus on the major non-infectious diseases present in Western countries that are caused by modifiable lifestyle choices and the role that diet plays in maintenance of health and the risk of chronic diseases. The effects of prescription medications, chemotherapy, and radiation treatments as related to the disease process and nutritional needs will also be explored.

Prerequisite: HSCS 2210 Typically Offered: Online: spring.

Learning Outcomes	How Students Will Practice Each Outcome	How Student Achievement of Each Outcome is Assessed
Describe metabolic processes of diseases and disorders in relation to nutrition.	Discussion Boards Quizzes	Exams Research Paper Public Service Announcement Educational Brochure
Explain dietary and lifestyle modifications necessary during various disease states and disorders.	Discussion Boards Quizzes	Exams Research Paper Public Service Announcement Educational Brochure
Obtain knowledge of the effect of an assortment of diseases and disorders on nutritional status and nutrient requirements.	Discussion Boards Quizzes	Exams Research Paper Public Service Announcement Educational Brochure
Recognize possible drug-nutrient interactions and the effects on nutrient utilization.	Discussion Boards Quizzes	Exams Research Paper Public Service Announcement

Educational Brochure

Identify the recommended medical nutrition therapy during a variety of diseases and disorders.

Discussion Boards Quizzes

Exams Research Paper  
Public Service Announcement  
Educational Brochure

### HSCS 2301 - Health Promotion, Physical Activity, and Wellness (3)

This class is an introduction to the theory of health and wellness promotion. It is designed to provide students with the conceptual foundation necessary to develop, promote, and assess health promotion programs and interventions. Current trends in health promotion for adults and children will be discussed and public health policy and prevention programs evaluated.

Typically Offered: Demorest Campus: spring.

Learning Outcomes:

Analyze the impact of culture on health promotion.

Articulate a personal philosophy of health and health promotion.

Assess public policy for its health promotion and disease prevention implications.

Describe local, national, and global trends affecting health and health promotion.

Identify and compare models/theories of health promotion.

Describe and apply concepts of problem identification, assessment, planning, implementation, and evaluation as pertinent to health promotion.

Identify major scientific, societal, communal, and ethical issues in health promotion.

Identify the leading causes of illness, disease, and death by gender, age, and population groupings.

Plan a health promotion intervention specific to a chosen population.

### HSCS 2321 - Principles of Athletic Coaching (3)

This course emphasizes a comprehensive approach to the foundations and theories of coaching and will provide an overview of concepts that are essential in the preparation of coaching at various skill and academic levels. Topics include developing a coaching philosophy and leadership style, understanding the psychology aspects in areas such as team cohesion, motivation, and improving player performance, and the physical attributes such as sport nutrition and physical training.

Typically Offered: Demorest Campus: fall.

Learning Outcomes:

Develop a coaching philosophy and understand the importance and value of having one

Understand objectives and factors involved in selecting a coaching style

Recognize principles for coaching with character and developing good sportsmanship in athletes while understanding how to coach and relate to athletes with diverse backgrounds, characteristics, and abilities

Know psychological principles for communicating effectively and motivating athletes

Develop methods to teach both technical and tactical skills

Develop practical evaluation system taking into consideration ones strengths

Recognize the issues related to planning, organizing, and directing daily task as a coach and how to manage and delegate things to staff

Have knowledge of methods for effective team management as it relates to interpersonal relationships in coaching and how to protect athletes and coaches from risk and liability problems

### HSCS 3301 - Physiology of Exercise (4)

This course explores how the human body functions during the increased demands of exercise. Students will study the metabolic integration of the neuromuscular, cardiovascular, and pulmonary systems. Students will practice physiological evaluation techniques during the laboratory component.

Prerequisite: BIOL 2100, BLAB 2100, and HSCS 3321. Typically Offered: Demorest Campus: fall.

#### Learning Outcomes:

Students will define exercise physiology and its importance in the field.

Students will appropriately apply the principles and skills for exercise testing safely and demonstrate evidence-based decision making in planning exercise/training programs for various populations based on data collected.

Students will demonstrate appropriate test selection for assessing physiological responses and adaptations to aerobic, anaerobic, and resistance exercise/training.

Students will identify and explain age, gender, and other individual differences that may exist and/or affect physiological training adaptations, and performance abilities in various sports and activities.

Students will identify and explain the principles and their application of fitness programs by applying clinical reasoning skills to formulate goals and develop plans to improve performance and overall health.

Students will collect, analyze, and interpret physiological data collected from various tests and procedures.

Students will improve their interpersonal skills by interacting with others in meaningful ways.

Students will improve their reading and writing abilities by editing and providing peer feedback on weekly assignments.

Students will learn how to read research critically and evaluate it on its merits and impact on society and the field.

Students will learn how to write professionally and critique the literature identify relevant information and convey that information through scientific writing.

### HSCS 3321 - Fitness Assessment and Prescription (3)

This course explores the basic theories and application of physical activity testing and measurement. Students will practice fitness evaluation, exercise prescription for healthy and special populations, and elementary statistical analysis procedures.

Prerequisite: HSCS 2202 and HSCS 2221 or Instructor permission. Typically Offered: Demorest Campus: fall..

#### Learning Outcomes:

Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases.

Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.

Students will compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards, and contraindications and design a fitness program to meet an individual patient's needs.

Students will describe contemporary weight management methods and strategies needed to support activities of daily life and physical activity.

Students will describe the role of physical fitness in maintaining a healthy lifestyle and preventing chronic disease and administer standard tests, testing equipment, and testing protocols (body composition, posture, flexibility, muscular strength, muscular endurance, power, speed, agility, and cardiorespiratory endurance) to assess their physical status and readiness for activity.

Students will explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the body, describe the principles and validated methods to measure body composition, and assess a patient's body composition in relation

to their health status or to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density.

Students will instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting and/or spotting techniques.

### HSCS 3330 - Health Care Finance (3)

Provides an understanding of financial information, revenue streams, and stakeholder (providers, consumers, and policy makers) needs to analyze financial position and make management decisions in a health care setting.

Prerequisite: BUSA 1210 (required); ACCT 2010 and ACCT 2020 (recommended); or instructor permission Typically Offered: Demorest Campus: spring.

#### Learning Outcomes:

Discuss the importance of financial information in the health care process.

Analyze the relationship between coding, reimbursement and financial processes in health care.

Assess methods of health care delivery and the financial implications of each.

Evaluate basic health care pricing formulas and determine whether prices are defensible.

Examine the major types of asset valuation.

Summarize the kind of decisions that are made in capital investment decision analysis.

### HSCS 3331 - Nutrition Through the Life Cycle (3)

This class includes nutrition assessment, individual growth and development, nutrient needs through pregnancy, infancy, childhood, adolescence, adulthood, and older adulthood. Dietary recommendations and disease prevention will be covered.

Prerequisite: HSCS 2210 Typically Offered: Demorest Campus: fall.

#### Learning Outcomes

Discuss varying nutrition requirements and recommendations from pre-conception through older adulthood

Understand the role nutrition plays in each stage of the life cycle

Identify areas of nutritional concern throughout the life cycle

Recognize nutrition risk factors that may lead to chronic disease in various stages of life

Demonstrate the ability to implement nutrition interventions to improve nutrition and food-related behaviors.

### HSCS 3395 - Cross-Cultural Health (3)

The focus of the course is on health care practices and beliefs in a variety of cultures, which interact with the United States health care system. The course explores cultural diversity and expands awareness of cultures. The purpose is to benefit the health care worker's ability to interact with the American population.

Prerequisite: 6 hours of ANTH, SOCI, and/or PSYC or instructor permission Typically Offered: Demorest Campus: fall.

#### Learning Outcomes:

Compare and contrast awareness and knowledge about differences in values and beliefs that can influence health care.

Demonstrate awareness of ethnocultural attributes that determines health and disease in specific population.

Recognize the impact of global determinants of health status, health needs and methods of providing health services upon health care expectations of selected populations.

Analyze selected important health care delivery issues within the context of different ethnic and cultural communities.

Evaluate high risk behaviors, nutrition habits and bicultural ecology related to a specific population.

#### HSCS 3430 - Athletic Administration (3)

This course introduces the internal and external components of athletic administration from macro and micro perspectives. Topics include sport management, athletic budgeting, game operations, travel administration, risk management, leadership in sport, and facility management. Case studies involving current issues in athletic administration will also be discussed.

Typically Offered: Demorest Campus: spring.

Learning Outcomes:

Discuss in detail the various components of athletic administration.

Identify and evaluate career paths in athletic and coaching administration.

Develop and implement strategies for successfully organizing and leading an athletic program.

Critically evaluate current events in athletics.

Develop a mission statement and set of core values for an athletic program.

Create documents that can be used in a coaching portfolio.

#### HSCS 3440 - Sport Psychology (3)

This course includes the scientific study of how individuals behave in sport and exercise and the practical application of that knowledge to performance enhancement strategies. Topics include behavior management strategies, aggression, and group dynamic models in sport and exercise settings, biological and psychological models of personality structure, motivational orientations, psychological interventions, and social dynamics in sport.

Prerequisite: PSYC 1101, or SOCI 1101, or Instructor Permission Typically Offered: Demorest Campus: spring.

Learning Outcomes:

Use the origins of sport and exercise psychology research to describe personality structure and the corresponding behavior.

Analyze the relationship between learning and motivation.

Distinguish the difference between intrinsic and extrinsic rewards, and demonstrate how mental training can be used for performance enhancement.

Design a comprehensive goal-setting program for individuals and teams.

Create solutions to challenges sport participants experience with stress, anxiety, and arousal.

Demonstrate the process of implementing a psychological skills training program.

Describe how gender, race, and cultural stereotypes interact with behavior and team building in sport.

Relate theories of health and well-being to contemporary sport behavior and suggest prevention and resolution strategies.

#### HSCS 4301 - Applied Exercise Physiology (3)

This course will continue to build on the concepts found in HSCS-3301, focusing on understanding the biochemical response to exercise, interpreting and applying graded exercise test findings, and developing exercise prescriptions for health, fitness, disease prevention, and treatment. Content will connect dietary fueling for activity and physiologic exercise responses for healthy and at-risk populations.

Prerequisite: HSCS-3301 or Instructor Permission Typically Offered: Demorest Campus: spring.

Learning Outcomes:

Students will define and describe basic and advanced bioenergetics and physiological processes involved in the body's response to exercise.

Students will demonstrate an understanding of bioenergetics, recognizing the different metabolic systems, their interactions, regulation, fuel sources, limitations, and how they apply to exercise and fatigue.

Interpret and integrate explanations for the physiological systems responses to exercise in health and fitness, disease prevention and treatment, and environmental challenges.

Students will demonstrate appropriate test selection and exercise prescription for health and fitness, disease prevention and treatment challenges in varied populations.

Students will identify and explain the principles and their application of fitness programs by applying clinical reasoning skills to formulate goals and develop plans to improve performance and overall health.

Students will learn how to read research critically and evaluate it on its merits and impact on society and the field of exercise physiology.

Students will learn how to write professionally and critique the literature, identify relevant information, and convey that information through scientific writing.

Students will improve their interpersonal skills by interacting with others in meaningful ways.

Students will demonstrate an understanding of the structure, function, mechanics, control, limitations, and fatigue of the neuromuscular system to include synaptic transmission, proprioception, muscle contraction, and fiber typing during rest and various modes of exercise.

Students will recognize the differences in the physiological response to exercise because of sex and as one progresses through the lifespan.

#### HSCS 4410 - 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: MATH 1300 and junior standing. Typically Offered: Demorest Campus: fall.

#### Learning Outcomes:

Students will describe and contrast research and literature resources including databases, online critical appraisal libraries, and other resources and conduct relevant searches to answer a specific clinical question.

Students will describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence and use a systematic approach to create and answer a clinical question through review and application of existing research.

Students will describe the concepts (case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance and outcome measures relevant to athletic training and use the resulting data to assess an injury/illness prevention strategy.

Students will describe the differences between narrative reviews, systematic reviews, and meta-analyses.

Students will improve their interpersonal skills by interacting with others in meaningful ways.

Students will improve their reading and writing abilities by editing and providing peers feedback on weekly assignments.

Students will learn how to conduct their own research, including: searching the literature, developing a research plan, selecting subjects, and data analysis.

Students will learn how to read research critically and evaluate it on its merits and impact on society and the field.

Students will learn how to write professionally; specifically, they will learn how to write a formal research proposal and report.

Students will use standard criteria or developed scales (PEDro, CAT) to critically appraise the structure, rigor, and overall quality of research studies.

### HSCS 4411 - Health Policy, Law, and Issues (3)

Focus is on the politics, laws and economics related to the delivery of health care. Issues such as managed care competition and legislation, barrier to and benefits of integration, the role of government in medical care and national health insurance, the increase in medical expenditures, prescription drugs and the pharmaceutical industry.

Typically Offered: Demorest Campus: fall — Online: summer.

#### Learning Outcomes:

Students will describe the policymaking process and the legal system that underpin individual (private) and public health care systems.

Students will describe and analyze the fundamental problems and contemporary issues in health policy and law and apply an understanding of economics and financial systems to generate possible solutions.

Students will describe federal health insurance programs and their connection to access to health care, the uninsured, and health reform.

Students will identify the basic legal concepts that underlie the public and private health care systems, including the legal rights and responsibilities of various stakeholders in the health care system and the extensive and complex role played by federal and state law in the protection of the public's health.

Students will examine public health preparedness policy to determine its strengths and weaknesses.

Students will use systematic reasoning skills to discuss contemporary issues and devise potential policy and/or societal solutions.

Students will write a concise and effective policy analysis.

### HSCS 4420 - Exercise for Special Populations (3)

This course is designed to increase the understanding and practical application of exercise to special populations. The students will learn and apply knowledge on how to modify exercise for individuals and groups based on age, medical conditions, and special needs. The areas covered will include, but are not limited to: coronary heart disease, diabetes, asthma, obesity, pregnancy, and the physically and mentally challenged.

Prerequisite: HSCS 3321 and HSCS 4301 or instructor permission. Typically Offered: Demorest Campus: fall.

#### Learning Outcomes:

Students will describe and evaluate the merits of exercise as medicine.

Students will compare evidence-based guidelines and problem-oriented management to previous medical treatment philosophies.

Students will describe and analyze the differences in treating patients with multiple chronic conditions and effects on exercise response.

Students will determine appropriate physical activity levels for children and adolescents to prevent future health conditions.

Students will describe and differentiate the most common cardiovascular, pulmonary, metabolic, Immunological, orthopedic, neurological, and cognitive diseases.

Students will describe exercise testing methods, prescription, management, and goals for individual diseases.

Students will improve their interpersonal skills by interacting with others in meaningful ways.

Students will improve their reading and writing abilities by editing and providing peers feedback on weekly assignments.

Students will learn how to read research critically and evaluate it on its merits and impact on society and the field.

Students will learn how to write professionally; specifically, they will learn how to write a formal case report.

### HSCS 4440 - Sport Nutrition (3)

An advanced study of the role of nutrition during sport training, competition/performance, and recovery. Topics include the metabolic and physiologic basis for macronutrient and micronutrient recommendations for activity and their relationship to body composition in an athletic population. The validity and safety of dietetic ergogenic aids are also explored.

Prerequisite: HSCS 2210 and HSCS 3301 Typically Offered: Demorest Campus: spring.

#### Learning Outcomes:



Students will describe macro- and micronutrients and rate the importance of each to optimal athletic performance.

Students will compare how each type of nutrient (macro- and micro-nutrient) affects the body and assess recommended daily requirements for adults and athletes.

Students will analyze how various types of fluids impact the body's hydration status and describe the stages of hydration, warning signs of heat stress/illness and recommend treatments to prevent heat illness.

Students will describe prevention strategies and recommended fluid intakes for athletes.

Students will describe and compare the categories of ergogenic aids and banned substance by IOC, NCAA, and USOC.

Students will evaluate effectiveness and any side effects of the ergogenic aids; this includes assessing components of a supplement label and identifying any precautions to ingesting that supplement.

Students will examine how foods are digested by the GI tract and identify factors that influence food consumption, absorption, and any GI concerns athletes may have.

Students will appraise various factors (food's glycemic index level, nutrition timing, and sleep pattern/cycle) and determine if those factors are beneficial or hinder athletic performance.

Students will describe factors (travel, altitude, gender, and age) that affect nutritional needs and determine effective strategies when sports teams travel.

Students will examine possible benefits of high-altitude training and any health risks associated with various altitude sicknesses; as well as, assess how gender and age affect the body's response to sport and training.

Students will describe oxygen transport/utilization, compare how iron and B vitamins affect the body and assess the oxygen-nutrient performance relationship and strategies to improve fitness/training status.

Students will inspect strategies for anti-inflammation and muscular health by addressing the training phenomena of delayed-onset muscle soreness (DOMS) and recommend nutrition agents; as well as, other treatments such as cryotherapy, pharmacological aids, PNF stretching, and proper warm-up and cool-down to ameliorate muscle pain.

Students will describe body composition/weight and assessment methods such as strength-to-weight ratio, BMI, BMR, fat-free mass, and body fat percentage.

Students will determine how bodyweight impacts performance level, identify various eating disorders (anorexia and bulimia), and formulate strategies to avoid those mental health issues.

Students will assess nutrition intake, calculate components of total daily energy expenditure (Basal Metabolic Rate (BMR), thermogenic effect of food, NEAT, and calories expended from exercise) to comprehend the complexity of sports nutrition, meal planning, and weight.

Students will describe the three energy systems (ATP-PC, anaerobic glycolytic, and aerobic), the sports that predominate those systems; and, evaluate various nutrition strategies for those specific energy systems.

Students will analyze the metabolic demands of various sports and create a personalized meal plan.

#### HSCS 4450 - Health Sciences Capstone (Capstone Course) (3)

Designed to provide students interested in careers in health sciences with the opportunity to understand and learn how to develop important professional competencies as a foundation for practice. The capstone process will emphasize finding the best available current research and applying EBP principles. Furthermore, the capstone experience will involve researching an approved topic from the major core courses and to enhance knowledge and skills in that area. Students are expected to present their findings as part of the requirement for graduation during this course.

Prerequisite: HSCS 4410; Spring semester senior year (other terms with instructor permission) Typically Offered: Demorest Campus: spring.

1. Students will conduct their own original research project, including: searching the literature, developing a research plan, selecting subjects, and data analysis.
2. Students will define evidence-based practice as it relates to allied health professions and explain the role of evidence in the decision-making process.
3. Students will develop educational healthcare programming specific to a target audience that uses appropriate multimedia tools to create a professional product.

4. Students will identify and implement strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers.
5. Students will improve their interpersonal skills by interacting with others in meaningful ways.
6. Students will improve their reading and writing abilities by editing and providing peers feedback on weekly assignments.
7. Students will learn how to read research critically and evaluate it on its merits and impact on society and the field.
8. Students will systematically use databases, online critical appraisal libraries, and other resources to create and answer a relevant allied health question of interest.
9. Students will use standard criteria or developed scales (PEDro, CAT) to critically appraise the structure, rigor, and overall quality of research studies.
10. Students will write professionally; specifically, they will write and present a formal research report.

#### HSCS 4499 - Internship in Health Sciences (1-6)

Supervised internship in an approved setting. Students must complete 75 hours on-site per academic credit hour. Internship application and proof of site agreement, memo of supervisor understanding, and signed internship agreement are required no later than 14 days before the first day of the internship. Can be repeated for a total of 6 hours.

Prerequisite: Instructor permission. Typically Offered: Demorest Campus: fall, spring, summer.

#### Learning Outcomes:

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

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

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

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

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).

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

Students will demonstrate professional communication and technical writing ability.

## **IDIS - INTERDISCIPLINARY STUDIES**

#### IDIS 2000 - Intro to Online Learning (1)

This course provides a foundation for success in an online learning environment. To meet this goal, this course will provide practice in the various Canvas features that you are likely to use in your online coursework. In this course you will complete a number of assignments through which you will cultivate the skills to be applied to your Leadership Studies courses.

Typically Offered: Hybrid: as needed.

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

1. Successfully navigate a Piedmont University online course as part of the Leadership Studies program.
2. Know whether possess the necessary and appropriate technological devices to adequately participate in a Piedmont University hybrid course.
3. Comfortably use the various Canvas online learning tools, including opening documents, uploading documents, taking quizzes, checking gradebook, participating in message board discussions, online chat, uploading images, and linking to streaming video.

### IDIS 2050 - Prior Learning Portfolio Construction (1)

This course provides a structure for students to document prior learning experiences for the purpose of requesting experiential/prior learning credit. In this course, students will construct a portfolio to demonstrate college-level knowledge acquired through work, volunteer, community, or other experiences prior to arriving at Piedmont University. At the conclusion of this course, this portfolio will be submitted for review to assess whether the learning outcomes of proposed Piedmont courses have been adequately met.

Typically Offered: Online: as needed.

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

1. Understand what constitutes prior learning credit (the differences between experience and learning).
2. Compile and maintain a portfolio supporting a request for experiential/prior learning credit.
3. Reflect on experiences prior to arriving at Piedmont and integrate these experiences with their coursework at Piedmont University to help clarify educational goals.
4. Successfully submit a request for experiential/prior learning credit.

### IDIS 2210 - Lessons for Great Leaders: An Introduction to Leadership and Leadership Studies (3)

This course serves as a foundational course for the leadership studies program. Students will glean key insights about leadership by exploring some exemplary historical examples of leadership. By studying these figures with their contexts, students will be introduced to important principles of successful leadership.

Typically Offered: Online: spring first session.

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

1. Describe key historical examples of excellent leaders and the attributes that made them excellent leaders.
2. Begin to understand their leadership strengths/weaknesses and leadership styles.
3. Demonstrate competence in participating in online class discussions.

### IDIS 3300 - Cultural Creativity (3)

Examines the political, economic, spiritual, psychological, and cultural views of twentieth and twenty-first century Americans. Piedmont faculty as well as guest experts will teach the class.

Typically Offered: Demorest Campus: as needed.

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

1. Think critically about the quality of information confronted with.
2. Think creatively about new approaches to address challenges and other innovations in professional life.
3. Reflect on the process of thinking and become more aware of how this process unfolds.
4. Apply thinking techniques and strategies learned in this course to new situations.

### IDIS 3305 - Cultural Explorations (3)

This course will familiarize students with the educational, political, spiritual, psychological, and cultural aspects of various nations.

Typically Offered: Demorest Campus: as needed.

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

1. Become aware of the complexity of culture in the country of study.
2. Come to understand the intersection of art, history, and politics in the country of study.

3. Analyze US assumptions of the country of study.
4. Analyze the country of study's assumptions of the US.
5. Analyze own assumptions of the US from the vantage point of distance.

#### IDIS 3398 - Internship (1-6)

The internship is a supervised volunteer learning experience in an agency that links academic knowledge with practice experience. In addition to the volunteer work performed as an intern, the student may be assigned readings related to the internship.

Prerequisite: Permission of instructor. Typically Offered: Demorest Campus: as needed.

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

1. Understand internship site in the context of knowledge gained through previous coursework.
2. Think critically about the forces and factors that shape the behavior of internship site.
3. Reflect about the relationship between the individual objectives and the outcomes of the internship.
4. Gain knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.

#### IDIS 3500 - Lillian E. Smith Studies (3)

Lillian E. Smith was a key figure on the forefront of the movement to end racial segregation in the U.S. A writer from the South, she used her work as a platform to advocate on behalf of social justice, diversity, and equality. This course invites students to explore the work of Lillian Smith and consider how it relates to contemporary U.S. and global society.

Prerequisite: ENGL 1102 Typically Offered: Demorest Campus: spring.

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

1. Articulate knowledge about the work of Lillian Smith and its significance.
2. Think critically about injustice in the context of both contemporary American society and the world and understand the multidimensional ways in which society's structure simultaneously privileges and oppresses members of various social groups.
3. Develop empathy towards and an understanding of the diverse life situations which characterize the human experience.
4. Engage the "what can we do?" question, reflect on own agency as an individual, and consider role in addressing social justice and creating a more just, equitable society.

#### IDIS 3600 - Community Development (3)

This is an introduction to community and economic development. We will cover a variety of topics including the history and organizational context of community development; factors influencing successful community building; forms of community capital; sustainability; community development in the international context; the relationship between community and economic development; social indicators; best practices; benchmarking; and leadership. Grading will be based on a final exam and a research paper.

Typically Offered: Online: as needed.

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

1. A basic understanding of the broad field of community and economic development.
2. Knowledge of how to proceed with further studies in the field.
3. Ability to apply this understanding within the student's own environment – community, work, family.

#### IDIS 4475 - Special Topics (in Leadership) (3)

This course examines special topics related to leadership which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Typically Offered: Online: Occasionally.

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

1. Describe a developing understanding and application of leadership.
2. Understand the implications of the course topic on leadership.
3. Demonstrate competence in participating in online class discussions.

#### IDIS 4499 - Interdisciplinary Capstone Course (3)

Synthesizes the various aspects of the major designed by the student. The student will reflect upon the material from the various disciplines and integrate the experiences with personal goals.

Typically Offered: Online: fall, spring, summer.

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

1. Competently review and interpret research appropriate to field of study.
2. Articulate the various complexities and issues associated with conducting research in their field of study.
3. Display knowledge of the key concepts, theories, approaches, and issues in their field of study.
4. Comfortably and competently engage in an independent research project and present their work before an academic audience.

#### IDIS 4930 - Internship in Interdisciplinary Studies (1-3)

A supervised learning experience in the area of interdisciplinary studies that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

Typically Offered: Online: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## JPNS - JAPANESE

### JPNS 1101 - Elementary Japanese I (3)

Essentials of Japanese, with special emphasis upon oral-aural training in the language. Practice in pronunciation and simple conversation and writing. (Open only to students without equivalent credit in Japanese.)

Typically Offered: Demorest Campus: fall day.

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:  
Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, and high-frequency commands about topics that refer to basic personal information or the immediate physical setting.

Reading:  
Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and phrases including cognates and borrowed words.

Writing:  
Novice-Low

1. Students can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
2. Students are able to copy or transcribe familiar words or phrases

Culture:

1. Students will develop a basic knowledge and understanding of Japanese culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Japanese language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Japanese language, cultures and customs to appropriately address the differences of multilingual communities.

### JPNS 1102 - Elementary Japanese II (3)

Continuation of JPNS 1101 with addition of learning kanji and simple composition.

Prerequisite: JPNS 1101 or equivalent entrance credit. Typically Offered: Demorest Campus: spring day.

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:

## Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.

## Reading:

## Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

## Writing:

## Novice-Mid

1. Students can reproduce from a memory a modest number of words and phrases in context
2. Students can supply limited information on simple forms and documents, and other basic biographical information
3. Students exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language

## Culture:

1. Students will develop a basic knowledge and understanding of Japanese cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Japanese language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Japanese language, cultures and customs to appropriately address the differences of multilingual communities.

## JPNS 2201 - Intermediate Japanese I (3)

A course designed to help students express themselves with ease in oral and written Japanese.

Prerequisite: JPNS 1102 or equivalent entrance credit. Typically Offered: Demorest Campus: as needed.

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

## Speaking:

## Intermediate Low

1. Students are able to handle successfully a limited number of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

## Listening:

## Intermediate Low

1. Students are able to understand some information from sentence-length speech in basic personal and social contexts.
2. Comprehend words and phrases in questions, and statements about topics that explain simple situations.

Reading:  
Intermediate Low

1. Students are able to understand some information from simple connected texts.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:  
Intermediate Low

1. Recognize the symbols of the syllabic writing system and at least 500 characters (kanji).
2. Students are able to create statements and formulate questions based on familiar material using a vocabulary adequate to express elementary needs.

Culture:

1. Students will develop a basic knowledge and understanding of Japanese culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Japanese language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Japanese language, cultures and customs to appropriately address the differences of multilingual communities.

JPNS 2202 - Intermediate Japanese II (3)

A continuation of JPNS 2201

Prerequisite: JPNS 2201 or permission of instructor. Typically Offered: Demorest Campus: as needed.

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

Speaking:  
Intermediate Mid

1. Students are able to handle successfully a variety of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

Listening:  
Intermediate Mid

1. Students are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts.
2. Students comprehend words and phrases in questions, and statements about topics that explain complex situations.

Reading:  
Intermediate Mid



1. Students are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Intermediate Mid

1. Students are able to write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics.

Culture:

1. Students will develop a basic knowledge and understanding of Japanese cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Japanese language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Japanese language, cultures and customs to appropriately address the differences of multilingual communities.

JPNS 3360 - Introductory International Business: Language and Culture (3)

This language and culture course will prepare business and language majors for successful communication in the international business world by building upon their existing knowledge and emphasizing practical, real-life use of oral and written foreign language. This course will introduce the student to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in foreign countries or with foreigners/nationals in the United States.

Prerequisite: JPNS 2202 or permission of instructor. Typically Offered: Demorest Campus: as needed.

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

1. Effectively communicate in the formal business setting with professional and focused vocabulary.
2. Understand situations and vocabulary needs of someone working in a Japanese business environment.
3. Understand, participate, and communicate in the Japanese business environment.
4. Comprehend the differences and commonalities of the Japanese and American business environment.

## MATH - MATHEMATICS

MATH 1000 - Mathematics for the Liberal Arts (3)

Topics will be chosen from logic, graph theory, combinatorics, probability and statistics, linear programming, game theory, number theory, sets and Venn diagrams, conceptual problem solving and proofs, and selected applications of geometry and algebra.

Typically Offered: Athens Campus: even fall day — Demorest Campus: fall day, spring day.

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

1. Be introduced a wide variety of mathematics beyond the usual algebra-based curriculum often encountered in high school.
2. Understand how to model and solve problems related to real-world situations using the mathematics encountered in this course.

3. Develop thinking skills through mathematical investigation and discovery.
4. Communicate mathematics effectively through neat organized work that outlines each step of the process and may be easily understood by others.

#### MATH 1005 - Intermediate Algebra (3)

This course is designed to help equip students with the skills necessary for MATH 1100, University Algebra. Topics will include the real numbers, exponents, functions, linear equations and inequalities, systems of linear equations, polynomials, factoring, rational expressions, quadratic functions and equations, and radical expressions.

Typically Offered: Athens Campus: fall night — Demorest Campus: fall day.

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

1. Determine solutions of linear, quadratic, rational, and absolute value equations and inequalities; and equations with radicals.
2. Sketch graphs of equations and functions.
3. Locate zeros for polynomial functions of varying degree.
4. Apply properties of inverse functions to verify and find inverses of functions.
5. Demonstrate knowledge of the properties of exponential and logarithmic functions.
6. Solve related applications.

#### MATH 1100 - University Algebra (3)

Analysis and problem-solving in the areas of algebraic operations and inequalities, graphs and functions, polynomial functions (graphs and zeroes), exponential and logarithmic functions. This course does not count toward a mathematics major.

Prerequisite: Minimum Math ACT score of 17 OR Minimum Math SAT score of 510 OR "C" or better in MATH 1005. Typically Offered: Athens Campus: spring day — Demorest Campus: spring day.

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

1. Determine solutions of linear, quadratic, rational, and absolute value equations and inequalities; and equations with radicals.
2. Sketch graphs of equations and functions.
3. Locate zeros for polynomial functions of varying degree.
4. Apply properties of inverse functions to verify and find inverses of functions.
5. Demonstrate knowledge of the properties of exponential and logarithmic functions.
6. Solve related applications.

#### MATH 1113 - Precalculus (3)

Preparation for calculus: fundamentals of algebra, functions and graphs, exponential, logarithmic, and trigonometric functions and introduction to analytical geometry.

Prerequisite: Minimum Math ACT score of 17 OR Minimum Math SAT score of 510 OR "C" or better in MATH 1005. Typically Offered: Athens Campus: fall night — Demorest Campus: fall day, spring day — Online: spring.

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

1. Develop a strong understanding of the definitions of the various elementary functions found in mathematics and their properties, in particular polynomial, rational, exponential, logarithmic, and trigonometric functions.
2. Be able to represent a function using a graph or make interpretations about a function from its graph.
3. Develop a large "toolbox" of calculation techniques and algorithms and be able to recognize when each of these is to be applied to solve a particular problem.

4. Understand how to model and solve problems related to real-world situations using the mathematics encountered in this course.
5. Communicate mathematics effectively through neat organized work that outlines each step of the process and may be easily understood by others.

#### MATH 1300 - Elementary Statistics (3)

An elementary study of quantitative data, frequency distributions, graphical representations of data, mean and variance of the sample and population, probability distributions, including the binomial and normal distributions, sampling, and hypothesis testing.

Prerequisite: Minimum Math ACT score of 17 OR Minimum Math SAT score of 510 OR "C" or better in MATH 1005. Typically Offered: Athens Campus: spring night — Demorest Campus: fall day, spring day — Online: fall, summer.

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

1. Develop a strong understanding of how to work with and interpret data, and in particular how probability plays in role in constructing confidence intervals and performing hypothesis tests and regression.
2. Be able to represent the results of a study effectively using graphs and sample statistics.
3. Understand when and how to use the various formulas encountered in this course.
4. Understand how to design and conduct a statistical study to answer a particular question.
5. Communicate the results of a study effectively.

#### MATH 1600 - Mathematics for Teachers (3)

This content course is designed for teachers at the elementary school level; topics included are numerical systems, sets and relations, primes and divisors, binary operations and properties, rational numbers, real numbers, problem solving, elementary algebra, geometry, statistics and probability, decimal/fraction/ratio, and proportion/percent operations. This course will not be accepted as part of the requirements of a major in mathematics or as a general education requirement.

Typically Offered: Athens Campus: spring night — Demorest Campus: fall night.

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

1. Know mathematics concepts through the use of various models.
2. Model arithmetic problems using several visual and/or tactile modeling techniques.
3. Internalize these modeling techniques and use them to do mental calculations with agility.
4. Appreciate at a basic level some of the internal structure of the number system and the appropriate use of that structure in problem solving.
5. Know the mental processes required to develop a strong foundation in mathematics.
6. Know the pitfalls associated with learning arithmetic, and will reflect upon the student's own insecurities with the subject.
7. Know fundamental concepts of geometry through experiential activities.
8. Work together to solve mathematical challenges.
9. Demonstrate the student's mathematical abilities to others.

#### MATH 1700 - Geometry for Middle Grades Teachers (3)

Review and extensions of Euclidian geometry, with an emphasis on constructions, practical applications, and fundamental proofs.

Prerequisite: Successful completion of at least one mathematics course numbered 2000 or above; familiarity with high school level geometry. Typically Offered: Athens Campus: odd fall night — Demorest Campus: odd spring night.

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

1. Perform proper geometric constructions with a compass and straightedge.

2. Perform proper geometric constructions on The Geometer's Sketchpad dynamic geometry software.
3. Generate informal geometric proofs.
4. Know the relationship of geometry to artistic forms of the mandala and perspective drawing.
5. Know the classic geometrical constructions such as the regular polygons, the golden rectangle, and related spirals.
6. Know the relationship of geometry to number through the relationships of mean proportional, square root, squared length.
7. Know the projections and alternative approximate constructions of the conic sections.

#### MATH 2300 - Discrete Mathematics (3)

Set theory, logic, logic circuits, number systems, proof techniques, combinatorics, probability, recurrence relations and difference equations and modern algebra.

Prerequisite: MATH 2450 Typically Offered: Demorest Campus: spring day.

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

1. Proficient in the basic methods of mathematical logic and proof.
2. Adept in basic mathematical argument techniques.
3. Familiar with the basics of graph theory, recurrence relations, combinatorics, and probability.

#### MATH 2350 - 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.

Typically Offered: Demorest Campus: as needed.

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 2450 - Calculus I (4)

Derivatives of rational, trigonometric, exponential, and logarithmic functions, applications of differential calculus, functions and graphs, elementary integration theory, and applications to real-world problems. Lecture and laboratory.

Prerequisite: Minimum Math ACT score of 22 OR Minimum Math SAT score of 580 OR "C" or better in MATH 1113. Corequisite: MLAB-2450 Typically Offered: Demorest Campus: fall day, spring day.

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

1. Develop a strong understanding of the limit of a function and how we may use limits to define derivatives as the slopes of tangent lines and integrals as areas underneath curves.
2. Be able to use the derivatives of functions to describe their rates of change and how they may be used to describe the functions' graphs and to solve optimization problems.
3. Further develop a large "toolbox" of calculation techniques and algorithms and be able to recognize when each of these is to be applied to solve a particular problem.
4. Understand how to model and solve problems related to real-world situations using the mathematics encountered in this course.
5. Communicate mathematics effectively through neat organized work that outlines each step of the process and may be easily understood by others.

6. Use technology to solve problems and build intuition about the concepts encountered in this course.

#### MATH 2460 - Calculus II (4)

Integration of rational, trigonometric, exponential, and logarithmic functions, area and volume, techniques of integration, sequences and series, improper integrals, and applications to real-world problems. Lecture and laboratory.

Prerequisite: MATH 2450 Corequisite: MLAB 2460 Typically Offered: Demorest Campus: spring day.

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

1. Have a strong grasp of the fundamentals of calculus.
2. Understand how to apply calculus to various applications.
3. Enhance the student's understanding of calculus concepts using technology.
4. Be able to identify when a function has an elementary integral, and if so, how to find it.
5. Understand convergence of infinite series and the relationship between power series and functions.
6. Be familiar with describing curves using parametric equations and polar coordinates, and how to use the tools of calculus in these situations.

#### MATH 2470 - Calculus III (4)

Vector-valued functions, differentiation and integration in 3-dimensional space, partial derivatives, maxima and minima of 2 and 3 variable functions, line and surface integrals, Green's theorem (multidimensional), Stokes' Theorem, conic sections, and applications to real-world problems. Lecture and laboratory.

Prerequisite: MATH 2460 Corequisite: MLAB-2470 Typically Offered: Demorest Campus: fall day.

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

1. Work with the partial derivatives of functions of several variables.
2. Work with integrals of functions of several variables.
3. Understand these concepts both analytically and geometrically.

#### MATH 2480 - Introduction to Differential Equations (3)

Solution techniques for first-order ordinary differential equations and higher-order linear differential equations, existence and uniqueness theorem, series solutions, Bessel equations, Laplace transforms, systems of first-order linear equations, and applications to real-world problems.

Prerequisite: MATH 2460 Typically Offered: Demorest Campus: spring day.

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

1. Solve first-order separable and linear differential equations and use these methods to solve applied problems.
2. Solve higher-order constant-coefficient linear differential equations and systems of differential equations and use these methods to solve applied problems.
3. Find Laplace transforms and inverse transforms and apply these to solve differential equations.

#### MATH 2600 - Linear Algebra (3)

Vectors, matrices, determinants, linear transformations, vector spaces, systems of linear equations. A basic course with a variety of applications in linear modeling, graph theory, linear programming and economic modeling.

Prerequisite: MATH 2450. Typically Offered: Demorest Campus: fall day.

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

1. Compute with and recognize properties of particular matrices.
2. Formulate, solve, apply, and interpret properties of linear systems.
3. Recognize and use basic properties of subspaces and vector spaces.
4. Determine a basis and the dimension of a finite-dimensional space.
5. Find the eigenvalues and eigenvectors of a matrix and use them to represent a linear transformation.
6. Recognize and use equivalent forms to identify matrices and solve linear systems/
7. Read proofs with understanding.
8. Use definitions and theorems to prove basic results in core topics.
9. Recognize and use equivalent statements regarding invertible matrices, pivot positions, and solutions of homogeneous systems.
10. Decide whether a linear transformation is one-to-one or onto and how these questions are related to matrices.

#### MATH 3100 - Financial Mathematics (3)

The mathematical foundations of finance, including the time value of money, annuities, loans, bonds, portfolios, immunization, and interest rate.

Prerequisite: MATH 2460

Students should:

1. understand and perform calculations related to the present, current, and accumulated values of money,
2. understand and perform calculations related to annuities and cash flows with non-contingent payments,
3. understand and perform calculations related loans,
4. understand and perform calculations related bonds,
5. understand and perform calculations related to general cash flows and portfolios,
6. understand and perform calculations related to immunization,
7. understand and perform calculations related to interest rate swaps,
8. understand and perform calculations related determinants of interest rates, and
9. be prepared to take SOA/CAS Exam FM/2.

#### MATH 3110 - Investment and Financial Markets I (3)

This course serves as an introduction to derivative contracts and option combinations. It also covers Arbitrage-free options bounds & early exercise of American options. Arbitrage-free valuation and risk-neutral pricing are used to price vanilla and exotic contracts using the binomial asset pricing model in discrete time, and the quantitative strategies to hedge portfolios consisting of such assets are also discussed.

Prerequisite: MATH 2450 MATH 2460 MATH 2600 MATH 3300 Typically Offered: Athens Campus: Fall as requested..

- Describe and fairly price forward contracts on assets with or without dividend payments
- Describe and quantify the payoff and profits for a wide variety of options including puts, calls, strangles, spreads, collars, and floors
- Quantitatively relate option prices, risk-free lending rates, dividend rates, and asset prices via the principles of put-call parity.
- Use no-arbitrage principles to quantitatively bound fair prices of both European and American options as well as understand when early exercise of American options is optimal
- Employ the binomial asset pricing model to fairly price European and American options in discrete time
- Apply the concept of random walks to understand binomial trees and historical volatility of asset prices
- Describe and price exotic derivatives including Asian, barrier, and lookback options;

- Model and hedge multi-asset portfolios in discrete time.
- Solve a wide variety of IFM/3F exam questions, as administered by SOA/CAS.

#### MATH 3120 - Investment and Financial Markets II (3)

This course covers the rational valuation of stock and currency option and the application of option "Greeks" to solve a range of problems. It also serves as an introduction to lognormal pricing, Monte-Carlo simulations, and Brownian motion. Finally, it explores the interest rate models of Vasicek, Cox-Ross-Ingersoll, and Black-Derman-Toy to model and price derivatives on bonds.

Prerequisite: MATH 2450 MATH 2460 MATH2470 MATH 3300 Typically Offered: Athens Campus: Spring as requested.

- Use the Black-Scholes-Merton (BSM) model to price European options on stocks, currency, and futures
- Describe, compute, and apply option "Greeks" to explain and model differential behavior in option prices
- Apply "Greeks" to understand options elasticity, volatility, risk-premiums, and the Sharpe ratio
- Compute implied volatility from the BSM model
- Apply "Greeks" to  $\Delta$ - and  $\Delta$ -  $\Gamma$  hedge asset portfolios containing one or more options
- Use lognormal models to represent the price of stocks over time and compute option payoff probabilities
- Use Monte Carlo methods to simulate lognormal stock prices and approximate the price of vanilla and exotic options
- Explain the role of Brownian motion in modeling asset and option prices
- Use the Vašíček, Cox-Ross-Ingersoll, and Black-Derman-Toy models to understand and price options on bonds & interest rates
- Solve a wide variety of IFM/3f exam questions, as administered by SOA/CAS.

#### MATH 3300 - Probability (3)

Sample space, events, axioms of probability distributions, special distributions, independence, central limit theorem, mathematical expectation and moment-generating functions.

Prerequisite: MATH 2300 and MATH 2460 Typically Offered: Demorest Campus: odd fall day.

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

1. Be able to think systematically about uncertainty and randomness.
2. Build skill in looking for multiple strategies for solving a problem.
3. Create proofs and defend their solutions.
4. Master an extensive tool kit in order to solve many problems.
5. Be prepared to take the first actuarial exam (SOA Exam P).

#### MATH 3310 - Mathematical Statistics (3)

A mathematical foundation for the study of statistics. Topics include sampling, estimators, methods of estimation, confidence intervals, hypothesis testing, and analysis of variance.

Prerequisite: MATH 3300 Typically Offered: Demorest Campus: even spring day.

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

1. Explain the concepts of random sampling, statistical inference and sampling distribution, and state and use basic sampling distributions.
2. Describe the main methods of estimation and the main properties of estimators, and apply them. Methods include matching moments, percentile matching, and maximum likelihood, and properties include bias, variance, mean squared error, consistency, efficiency, and UMVUE.

3. Construct confidence intervals for unknown parameters, including the mean, differences of two means, variances, and proportions,
4. Test hypotheses. Concepts to be covered include Neyman-Pearson lemma, significance and power, likelihood ratio test, and information criteria. Tests should include for mean, variance, contingency tables, and goodness-of-fit.

#### MATH 3400 - Number Theory (3)

Induction, congruencies, Chinese Remainder Theorem, prime numbers, set-theoretic functions, and cryptology.

Prerequisite: MATH 2300 Typically Offered: Demorest Campus: odd fall day.

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

1. Proficient in the basic methods of mathematical logic and proof.
2. Skilled in working with standard number theory concepts including, but not limited to, congruence arithmetic, Gaussian integers, quadratic integers, the four square theorem, and quadratic reciprocity.
3. Familiar with elementary examples of cryptography.

#### MATH 3500 - Numerical Methods (3)

Round-off errors, computer arithmetic with algorithm and convergence, solutions of equations in one variable with polynomial approximation, numerical differential equations and linear systems of equations.

Prerequisite: MATH 2300 and MATH 2460 and either CSCI 1301 or CSCI 1371 Typically Offered: Demorest Campus: odd spring day.

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

1. Know a wide variety of techniques for approximating solutions to various mathematical problems.
2. Evaluate when a particular technique is effective for a given problem.
3. Be able to creatively modify a technique if needed to better solve a given problem.
4. Develop mathematical curiosity in a quest to improve results.
5. Be able effectively communicate findings to peers.

#### MATH 3600 - Abstract Algebra (3)

Properties of real and complex numbers, algebraic structures (groups, ring and fields). Use of set theory, mappings, relations and logical methods to analyze the algebraic structure of problems and proof techniques.

Prerequisite: MATH 2300 and MATH 3550. Typically Offered: Demorest Campus: even spring day.

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

1. Develop mathematical proof writing abilities.
2. Use technology to perform mathematical computations.
3. Use technology to communicate written mathematics.
4. Understand the essentials of abstract algebra, including groups, rings, and fields.

#### MATH 3700 - Geometry (3)

A review of Euclidean geometry, axiomatic method of learning geometry. Examines the flaw in Euclidean geometry, neutral geometry, and introduces non-Euclidean geometry (Riemann and Lobachevski).

Prerequisite: MATH 2300 Typically Offered: Demorest Campus: even fall day.



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

1. Effectively write mathematical solutions in a clear and concise manner.
2. Effectively locate and use the information needed to prove theorems and establish mathematical results.
3. Demonstrate the ability to integrate knowledge and ideas of Geometry in a coherent and meaningful manner and use appropriate techniques for solving related problems and for establishing theoretical results.
4. Demonstrate ability to think critically by proving mathematical conjectures and establishing theorems from Geometry.

#### MATH 4350 - Advanced Studies in Mathematics (1-3)

This course examines special topics related to mathematics or statistics appropriate for students majoring in mathematics, mathematics education, or physics, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Prerequisite: At least 12 hours of mathematics. Typically Offered: Demorest Campus: as needed.

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

1. Students will be able to identify and use appropriate mathematical proof techniques.
2. Students will be able to select the appropriate solution method for problems.
3. Students will be able to communicate mathematical information.

#### MATH 4500 - History and Development of Mathematics (3)

Historical development of mathematical systems and concepts, significant applications of mathematics from early times to the present.

Prerequisite: MATH 2450 or MATH 3700. Typically Offered: Demorest Campus: even spring day.

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

1. Deepen the understanding of mathematics through exploring its historical and cultural roots.
2. Deepen the appreciation of the historical and cultural foundations of mathematics.
3. Explore how to teach mathematics to include attention to historical and cultural foundations of mathematics.

#### MATH 4600 - Real Analysis (3)

Real and complex number systems, limits and continuity, sequence and series, metric spaces and topology, differentiation and integration of real and vector functions, and Riemann-Stieltjes integrals.

Prerequisite: MATH 2300 and MATH 2470 Typically Offered: Demorest Campus: even fall day.

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

1. Understand the definitions of analytical concepts (e.g. uniform convergence, Lebesgue integral, and Fourier series).
2. Write proofs of analytic statements.
3. Apply the notions of a metric space and a topological space to the real numbers.

#### MATH 4700 - Complex Analysis (3)

Includes basic facts about the complex number system, limits and functions of a complex variable, power series and analytical functions, integration in the complex plane, singularities and residues, harmonic functions and boundary value problems.

Prerequisite: MATH 2300 and MATH 2470. Typically Offered: Demorest Campus: odd spring day.

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

1. Effectively write mathematical solutions in a clear and concise manner. This will be assessed through class assignments and exams.
2. Effectively locate and use the information needed to prove theorems and establish mathematical results. This will be assessed through assignments and exams.
3. Demonstrate the ability to integrate knowledge and ideas of complex differentiation and complex integration in a coherent and meaningful manner and use appropriate techniques for solving related problems and for establishing theoretical results. This will be assessed through assignments and exams.
4. Demonstrate ability to think critically by proving mathematical conjectures and establishing theorems from complex analysis. This will be assessed through tests and a final exam.
5. Operate with complex numbers, use the complex derivatives function, use and operate analytic functions, demonstrate knowledge of integration in the complex plane, use the Cauchy integral theorem and Cauchy integral formula, manipulate and use power series.

#### MATH 4930 - Internship in Mathematics (1-3)

A supervised learning experience in the area of mathematics that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

Typically Offered: Demorest Campus: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. Expand on the student's critical analysis skill.

#### MATH 4950 - Directed Independent Research (3)

Directed independent research projects can be selected in the area of mathematics, statistics, mathematical education, or computational mathematics. Results must be presented in writing or orally to the department.

Prerequisite: Senior standing. Typically Offered: Demorest Campus: fall day.

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

1. Demonstrate proficiency in a new area of mathematics.
2. Demonstrate proficiency in utilizing technology to aid in a research project.
3. Propose a research project of interest to the student, and apply the methods learned in the first half of the course to complete the project.

#### MATH 4960 - Senior Seminar (2)

As a capstone experience, students will prepare and present results from MATH 4950 orally and in writing.

Prerequisite: MATH 4950 and Senior standing in mathematics. Typically Offered: Demorest Campus: spring day.

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

1. Demonstrate proficiency in a new area of mathematics.
2. Demonstrate proficiency in utilizing technology to aid in a research project.
3. Propose a research project of interest to the student, and apply the methods learned in the first half of the course to complete the project.

MATH 4990 - Directed Independent Study (3)

Independent study of various mathematical topics.

Prerequisite: MATH 2470. Typically Offered: Demorest Campus: as needed.

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

1. Students will be able to identify and use appropriate mathematical proof techniques.
2. Students will be able to select the appropriate solution method for problems.
3. Students will be able to communicate mathematical information.

## **MCOM - MASS COMMUNICATIONS**

MCOM 1110 - Public Speaking (3)

This course prepares students for formal and informal speaking, including informative, persuasive, demonstration, visual aid and impromptu speeches, as well as exploring nonverbal, group dynamics and different styles of propaganda.

Typically Offered: Athens Campus: fall day, summer night — Demorest Campus, fall day/night, spring day/night, summer night.

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

1. The ability to give speeches on an agreed upon topic that contain accurate, verifiable, and current knowledge of the subject matter.
2. Demonstrate an awareness of an identified audience and purpose through the use of familiar, appropriate examples, word choice, and clear, logical organization.
3. Participate in small group debates and discussions of current issues.
4. Create slideshows and other visual aids to accompany their speeches.

MCOM 1500 - Mass Media Globalization (3)

This course examines the structure, responsibilities, and influence of mass media with an overview of the development and current status of global media systems, emerging technologies and the current status of converging media industries.

Typically Offered: Demorest Campus: fall day.

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

1. Demonstrate knowledge of the fundamental history and development of mass media.
2. Critically analyze and discuss media message content.
3. Identify economic, political, technological, and cultural influences affecting mass media messages.
4. Understand the effects of globalization, convergence, and consolidation on the media.

MCOM 1600 - Sports Communications and Society (3)

This course examines the relationship between sports and society, as produced through the lens of mass media. Students will analyze how mass media has covered athletes and sports organizations, examine the still-growing multi-billion dollar sports industry, and understand how media and sports have impacted society.

Typically Offered: Demorest Campus: spring day.

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

1. Understand the impact sports has had and can have on society.
2. Recognize different elements of sports communication, and how sports media can shape narratives to influence society.
3. Understand how sports communication has evolved, allowing athletes and organizations to bypass traditional media to shape the message desired.
4. Use social media to realize how athletes, organizations and media outlets provide instant access to sports-related news.
5. Stay up to date with current sports news.
6. Recognize the multiple opportunities available in the sports media industry.

#### MCOM 2000 - Media Writing I (3)

In this course, students learn the principles of journalistic writing, including reporting, AP Style and objective storytelling.

Prerequisite: ENGL 1101 Typically Offered: Demorest Campus: spring day.

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

1. Learn the fundamentals of grammar and AP Style for journalistic writing.
2. Learn to write journalistic stories that are accurate, objective, fair, clear, concise and creative.
3. Learn the fundamentals of interviewing.
4. Develop the news judgment to choose stories that inform the audience about important issues and events in the community.
5. Learn to discriminate among sources and research stories thoroughly.
6. Apply critical thinking skills by analyzing important news issues of the day and recognizing key points.

#### MCOM 2050 - Media Writing II (3)

This course explores journalistic writing across multiple platforms, including public relations, blogs, social media, and radio and TV news. Students are also introduced to basic concepts of visual storytelling.

Prerequisite: MCOM 2000 Typically Offered: Demorest Campus: fall day.

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

1. Cultivate the skills of reporting and writing necessary to meet the demands of 21st century journalism.
2. Develop the news judgment to choose stories that inform the audience about important issues and events in the community.
3. Determine appropriate sources, identify potential biases and research stories thoroughly.
4. Write accurate, fair and compelling news stories for web, social media, television and radio.
5. Develop a basic understanding of photojournalism and how to utilize visual tools to present stories.
6. Compare the strengths and weaknesses of the various media platforms to determine most appropriate presentation of a story.
7. Understand events and issues of the day.

#### MCOM 2060 - Sports Media Writing (3)

This course explores sports writing across multiple platforms, including sports media relations, opinion blogs, game coverage, social media, radio and video. Students are also introduced to basic concepts of visual storytelling.

Prerequisite: MCOM 2000 Typically Offered: Demorest: fall day..

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

1. Cultivate the skills of reporting and writing necessary to meet the demands of 21st century sports journalism.
2. Develop the news judgment to choose stories that inform the audience about important issues and events in in sports.
3. Determine appropriate sources, identify potential biases and research stories thoroughly.
4. Write accurate, fair and compelling sports stories for web, social media, television and radio.
5. Develop a basic understanding of visual tools to present stories.
6. Compare the strengths and weaknesses of the various media platforms to determine most appropriate presentation of a story.
7. Understand sports-related events and issues of the day.

#### MCOM 2110 - Professional Communication & Effective Decision-Making (3)

This course introduces professional communication, its components, practices, and theories across multiple contexts. Students will explore culture, identity, organizations, and relationships in intrapersonal, interpersonal, intercultural, small group, and public settings. Students will also engage in self-assessment of communication competence and learn strategies for enhancing their decision-making abilities.

Typically Offered: Online: Fall.

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

1. Identify, demonstrate, and apply current professional communication theories as they relate to a variety of contexts (e.g. intrapersonal, interpersonal, intercultural, small group, and public settings).
2. An increased communication competence by identifying, explaining, and applying effective professional communication skills in a variety of contexts (e.g. intrapersonal, interpersonal, intercultural, small group, and public settings).
3. Identify and develop a repertoire of strategies for improved communication effectiveness and effective decision-making.
4. Critical thinking by identifying, analyzing, and evaluating the communication behaviors of others and themselves in a variety of contexts (e.g. intrapersonal, interpersonal, intercultural, small group, and public settings).

#### MCOM 2275 - Photojournalism (3)

This course examines principles of visual journalism, focusing on telling journalistic stories through still photography.

Typically Offered: Demorest Campus: even fall day.

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

1. Distinguish the difference between photography and photojournalism.
2. Develop a basic understanding of the different features and technical aspects of an SLR camera and a smartphone camera.
3. Understand the basic principles of photojournalism.
4. Recognize different facets of photojournalism and gain practical experience in each area.
5. Understand how media law and ethics is incorporated into photojournalism practice.
6. Understand the basics of photo editing, specifically in a journalistic practice.
7. Recognize appropriate moments of photojournalism, and the type of shots required.

#### MCOM 2400 - Video Production I (3)

This course examines the methods of pre-production, production, and post-production for television. It includes active management of TV Piedmont.

Typically Offered: Demorest Campus: fall day, spring day.

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

1. Demonstrate initial storytelling skills using video equipment across a variety of platforms.
2. Some topics covered will include:
  - a. Components of narrative storytelling
  - b. Interviewing protocol
  - c. Pre-production routines
  - d. Types of video cameras, tripods, lenses, lights, and microphones
  - e. White balance, exposure, and focusing guidelines
  - f. Studio vs. field lighting
  - g. Shot composition
  - h. Shooting B-roll & interviews
  - i. Audio usage and recording sound
  - j. Importing and exporting in Premiere Pro
  - k. Basic editing principles and practice

#### MCOM 2500 - Audio Production I (3)

Introduction course to audio production and announcing, including on-air experience on WPCZ, the student-run radio station.

Typically Offered: Demorest Campus: fall day, spring day.

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

1. Be able to define the major radio production terms and understand their meaning.
2. Have a basic understanding of how to produce radio commercials and PSA's.
3. Be able to plan, organize, and produce an "on-air" show of at least one hour's duration.
4. Understand ethical behavior and social responsibility as it applies to radio production.
5. Be able to produce a "demo" featuring their radio production capabilities.

#### MCOM 2600 - Foundations of Web Design (3)

In this course, students develop and learn best practices for website development in mass media, and learn to develop their social media presence online.

Prerequisite: GRDS 2200 Typically Offered: Demorest Campus: fall day and spring day.

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

1. Read and write basic HTML and CSS code.
2. Create a full functioning website.
3. Understand how to upload websites to a web server.
4. Be familiar with different web design theories and understand web terminology.
5. Promote organizations, products, personal brands and services using social media tools and platforms such as WordPress blogs, Facebook, LinkedIn, YouTube, Pinterest, Instagram and Twitter.

6. Know best practices for adhering to the rules of online etiquette, learn how to build a community, and curate content that is relevant to their audience.
7. Build and customize a website (using Wix, Weebly, or Dreamweaver) as well as various social media pages.
8. Publish SEO-optimized content on their website and a developed content calendar to keep the blog and social media pages active with consistently published content even beyond the semester.
9. Understand who the target audience is and how to effectively communicate with them.

#### MCOM 2991 - Film Pro. Development I (1)

This course will help film production majors develop professional relationships with industry professionals.

Prerequisite: MCOM 2400

1. Learn best practices to establish professional relationships with industry professionals.
2. Understand the nuances of professional networking within the film industry.
3. Recognize potential opportunities for career advancement.

#### MCOM 3000 - Advanced Writing, Reporting, and Editing (3)

This course examines multiple areas of journalistic writing, including: opinion, review, feature, sports and enterprise. Students also learn how to incorporate in-depth reporting into their writing.

Prerequisite: MCOM 2000 Typically Offered: Demorest Campus: even spring day.

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

1. Expand your understanding of journalistic writing.
2. Learn to write the following types of journalistic styles:
  - a. Autobiographical/Opinion
  - b. Editorial
  - c. Reviews
  - d. Features
  - e. Sports
  - f. Enterprise
  - g. Investigative Reporting
  - h. Advance Story
3. Learn to discriminate among sources, research and fact check thoroughly.
4. Improve your interviewing skills.
5. Learn how to analyze data and present research in an understandable manner.
6. Analyze issues of the day in order to understand the importance of context.

#### MCOM 3001 - Web Design Practicum (1)

In this practicum, students expand skill sets gained in the mass communication web design course (MCOM 3200) to design, produce, and manage a web-based professional portfolio. In addition to identifying, articulating, and executing coherent design goals, they will develop practical content management skills, as well as prepare and execute a web analytics plan to evaluate portfolio effectiveness among intended audiences.

Typically Offered: Demorest: Fall and Spring.

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

1. Improve writing, editing, and web design skills.
2. Develop an online portfolio.
3. Improve organization and management skills.

#### MCOM 3002 - Yearbook Practicum (1)

Students enrolled in this practicum will serve as an editor for one section of the Yonahian yearbook. Requirements include: Attending all weekly Student Leadership Council and biweekly Yonahian staff meetings; Maintaining a repository on eDesign of any work produced over the course of the semester; Meeting all deadlines as established by the yearbook editor and advisor; Writing a 2-3 page reflection based on experiences at the end of the semester that analyzes strengths and weaknesses as a manager/editor.

Typically Offered: Demorest: Fall and Spring.

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

1. Enhance research, reporting, writing, fact checking, editing, layout and design techniques.
2. Develop a clip file.
3. Gain journalism experience.
4. Assess and analyze managerial and organizational strengths and weaknesses and develop ways to utilize improved techniques in your academic and professional responsibilities.

#### MCOM 3003 - Newspaper Practicum (1)

This practicum involves the essentials of journalistic writing, editing, graphic design, and promotion and distribution, specifically in the production of The Roar newspaper and [www.piedmontroar.com](http://www.piedmontroar.com) website. Students will be required to contribute in some manner to at least six editions of The Roar published during the semester.

Typically Offered: Demorest: Fall and Spring.

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

1. Enhance research, reporting, writing, fact checking, editing, layout and design techniques.
2. Develop a clip file.
3. Gain journalism experience.
4. Assess and analyze managerial and organizational strengths and weaknesses and develop ways to utilize improved techniques in your academic and professional responsibilities.

#### MCOM 3004 - TV Practicum (1)

This practicum focuses on visual storytelling using writing, producing, directing, videotaping, and/or editing skills. Students produce independent video projects geared toward their eventual career choices or participate in the production of the online television component of The Roar newspaper, Roar TV.

Typically Offered: Demorest: Fall and Spring.

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

1. Develop video and editing skills.
2. Further develop digital and graphic skills for business purposes.
3. Develop material for a video resume reel.
4. Provide on-camera experience as host.



5. Enhance narration expertise.

#### MCOM 3005 - Film Practicum (1)

This practicum is geared toward students who are interested in the film or television entertainment field. Students produce short films on various topics with a concentration on quality storytelling and video production.

Typically Offered: Demorest: Fall and Spring.

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

1. Improved video production skills.
2. Develop a portfolio.
3. Gain production experience.
4. Improve organization and management skills.

#### MCOM 3006 - Magazine Practicum (1)

This practicum involves the essentials of journalistic writing, editing, graphic design, and promotion and distribution, in the production of a special issue of The Roar – a magazine-style publication. The practicum has an emphasis on editing and graphic design. Students are required to take a major role in the production of the magazine.

Typically Offered: Demorest: Fall and Spring.

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

1. Enhanced research, reporting, writing, fact checking, editing, layout and design techniques in the production of a magazine.
2. Develop a clip file.
3. Gain journalism experience.
4. Assess and analyze managerial and organizational strengths and weaknesses and develop ways to utilize improved techniques in your academic and professional responsibilities.

#### MCOM 3007 - Radio Practicum (1)

This practicum involves the essentials of radio production/broadcasting including writing, editing, audio production, and on-air performance. Students will be required to produce content that will air on WPCZ on a regularly scheduled basis as determined by the instructor.

Typically Offered: Demorest: Fall and Spring.

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

1. Improved writing, editing, and production skills.
2. Develop a portfolio.
3. Gain radio production experience.
4. Improve organization and management skills.

#### MCOM 3008 - Debate Practicum (1)

This practicum is designed to provide students with the basic fundamentals of intercollegiate debate and speech forensics. Included are analysis of argumentation strategies, persuasion, burden of proof, resolutions, reasoning, and fallacies.

Typically Offered: Demorest: Fall and Spring.

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

1. Construct and present parliamentary debate arguments on questions of fact, value, and policy. Also organize and deliver speeches at a competitive level.
2. Become active members of the Piedmont University debate and speech forensics team, and compete in state, regional, national debate and speech tournaments.
3. Develop a solid background in the principles and techniques of various types of debate and public speaking events.

MCOM 3009 - Sportcasting Practicum (1)

This practicum involves the essentials of sports broadcasting including writing, editing, audio/video production, and on-air performance. Students will be required to produce sports content that will air on WPCZ or appear on The Roar website on a regularly scheduled basis as determined by the instructor.

Typically Offered: Demorest: Fall and Spring.

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

1. Improved writing, editing, and production skills.
2. Develop a portfolio.
3. Gain sportscasting production experience.
4. Improve organization and management skills.

MCOM 3010 - Advertising & PR Practicum (1)

This practicum involves the essentials of advertising/public relations including writing, editing, audio/video production, and website development. Students will be required to produce advertising/P.R. content that will appear on various media outlets.

Typically Offered: Demorest: Fall and Spring.

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

1. Improved writing, editing, and production skills.
2. Develop a portfolio.
3. Gain applied advertising and/or public relations experience.
4. Improve organization and management skills.

MCOM 3050 - Mass Media Internship (2-9)

This course introduces students to the professional workplace and provides practical experience with organizations and companies in mass communications. Opportunities are available for sports communications majors to intern in the Piedmont Lions Sports Information Office.

Prerequisite: MCOM-1500 or MCOM-1600 Typically Offered: Demorest Campus: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

### MCOM 3100 - Special Topics in Mass Media (3)

This course covers selected topics in mass media, including Film Production, Screenwriting, Documentary Production, Podcasting, Advanced Public Speaking and Debate.

Typically Offered: Demorest Campus: as needed.

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

1. Think critically and engage in discussion on a specific topic within mass media.
2. Produce a final project specific to the medium and topic.

### MCOM 3120 - Special Topics in Film (3)

This course will focus on specific topic in film production reflecting industry trends, new technologies, and/or student interests.

Prerequisite: MCOM 2400

1. Understand the topic discussed and its relation to film production.
2. Recognize how the topic can be applied in practice.
3. Be aware of current industry trends and how to adapt.

### MCOM 3150 - Entertainment Television Screenwriting & Production (3)

History of the evolution of television as an art form and communication medium. Methods of preproduction, production, and post-production for episodic television. Students will produce several episodes for TV Piedmont/piedmontroar.com.

Typically Offered: Demorest Campus: spring day.

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

1. Display proficiency in advanced television production.
2. Synthesize knowledge to create original programming for TV Piedmont.
3. Apply organization and teamwork to solve problems and meet deadlines.
4. Analyze television as a storytelling medium.

### MCOM 3250 - Social Media & Mobile Applications (3)

In this advanced Web course, students will further their knowledge and skills in Web design using various software programs, including Adobe Dreamweaver. Also, students will apply their communication and Web design skills by working in conjunction with an outside client to produce a website for the client's use.

Prerequisite: MCOM 2600. Typically Offered: Demorest Campus: spring day.

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

1. Basic knowledge of emerging media.
2. Basic introductory experience with programs and technologies being experimented and/or used in the communications industry.
3. Developed skills in finding and teaching themselves new skills not only related to Emerging Media but also other tasks that are typically required in the workplace.

### MCOM 3300 - Media, Society, and Technology (3)

This course analyzes relationships among media, technology, and society in relation to economic, political, professional, institutional, and ethical dimensions within a global context.

Typically Offered: Demorest Campus: fall day — Hybrid: spring.

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

1. React critically to how technology and media effect our culture and society.
2. Demonstrate critical thinking skills in oral and written form.
3. Apply personal experiences to assigned readings.
4. Do additional research to support their opinions.
5. Analyze how each assignment augments or contradicts each
6. other and choose what they believe is the “truth.”
7. Demonstrate knowledge of the fundamentals of media, technology and how they affect society and apply this knowledge to broader cultural issues.

#### MCOM 3400 - Cinematography (3)

In this course, students produce weekly newscasts to be broadcast on TV Piedmont and/ or The Roar website. Students will become proficient in all aspects of news production, including reporting, producing and videography.

Prerequisite: MCOM 2400 Typically Offered: Demorest Campus: even fall day.

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

1. Learn news judgment.
2. Synthesize knowledge to create a weekly newscast on PC TV.
3. Develop news content and sources.
4. Use organization and teamwork to meet deadlines.

#### MCOM 3425 - Documentary Writing and Production (3)

This course will focus on the documentary side of the film industry. Student will learn production specific to documentary filmmaking, examine award-winning documentaries, and how to develop a documentary script.

Prerequisite: MCOM 2000 MCOM 2400

1. Recognize the characteristics of prominent documentaries.
2. Distinguish the different between documentary and entertainment products.
3. Learn elements of documentary script writing and storyboarding.
4. Learn production techniques specific to documentary filmmaking.

#### MCOM 3450 - Editing & Graphics for TV and Film (3)

In this course, students study methodologies and techniques of video and film editing. They utilize the latest digital editing software to produce programs to air on TV Piedmont.

Prerequisite: MCOM 2400 Typically Offered: Demorest Campus: odd fall day.

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

1. Understand basic video editing principles.
2. Be able to produce complete video segments advancing a story.
3. Some topics covered include:
  - a. An editor’s role and responsibility in storytelling
  - b. Shooting a video to edit versus not editing

- c. Setting up, organizing, and exporting video projects
- d. Three-point editing and basic trimming
- e. Video transitions and effects
- f. Editing and mixing basic audio
- g. Elementary color correction
- h. The role of pacing and rhythm
- i. Continuity editing
- j. Differences in film editing genres
- k. The future of film editing and careers

#### MCOM 3475 - Cinematography II (3)

This course will focus on advanced techniques of cinematography. Students will master techniques of lighting, framing, composition, camera motion, camera angles, lens choices, color and exposure.

1. Learn advanced techniques in producing high-quality on-screen visual elements.
2. Recognize elements of shooting the capture the precise emotion desired.
3. Understand proper lighting techniques for effective shooting.

#### MCOM 3500 - Audio Production II (3)

This course provides academic credit for active management of the University radio station, including student-produced radio programming, technical assistance, announcing and promotion.

Prerequisite: MCOM 2500 Typically Offered: Demorest Campus: fall day.

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

1. Have collaborated with other students to produce a weekly, one-hour, original radio program.
2. Have developed the ability to analyze the needs of the audience and develop a basic programming schedule to meet those needs.
3. Understand the basic functions needed to effectively operate a radio station and apply that knowledge in the daily operation of the student-run radio station.

#### MCOM 3600 - Announcing for Radio and TV (3)

This course will provide students an overview of the skills and techniques required to be a professional announcer for a radio or TV station. Oral communication techniques such as voice articulation and enunciation will be explored.

Prerequisite: MCOM 2400 and MCOM 2500 Typically Offered: Demorest Campus: odd spring day.

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

1. Define the major radio and TV announcing terms and understand their meaning.
2. Apply skills learned in class to produce and host either a one-hour radio show or a 15-minute TV show.
3. Produce and edit a "demo tape" featuring their radio and TV announcing capabilities.

## MCOM 3650 - Sportscasting (3)

This course will provide students an overview of the numerous tasks involved in producing a live, play-by-play sports broadcast. This course will also introduce students to the skills needed to produce a daily/weekly sports report.

Prerequisite: MCOM 2400 and MCOM 2500 Typically Offered: Demorest Campus: even spring day.

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

1. Produce a play-by-play sports broadcast.
2. Write, edit, and produce a sports report for radio and TV.
3. Produce a radio sports talk show.
4. Produce a “demo” featuring their sportscasting capability.

## MCOM 3700 - Advertising and Communications (3)

This course places emphasis on understanding advertising concepts, organization, and practice-including the economic and social effects-of advertising and promotion.

Typically Offered: Demorest Campus: spring day.

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

1. Define the major advertising terms and understand their meaning.
2. Analyze the advertising needs of an organization.
3. Identify and evaluate target markets and decide how best to reach those markets.
4. Draw conclusions as to the effectiveness of an advertising campaign.

## MCOM 3750 - Electronic Media Sales and Programming (3)

This course will provide students the opportunity to develop a basic understanding of the workings of professional electronic media programming and decision-making, along with a basic understanding of the broadcast sales function and how to best present a non-tangible product offering.

Typically Offered: Demorest Campus: odd fall day.

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

1. Define the major programming and sales terms and understand their meaning.
2. Analyze the advertising problems and needs of an organization.
3. Formulate and present solutions to meet those needs using electronic media.
4. Identify and evaluate target markets and decide how best to program to those markets.
5. Draw conclusions as to the effectiveness of a program.

## MCOM 3800 - Media Management (3)

This course examines the various departments within media organizations and how they integrate into an efficient business operation. This study includes an overview of the regulatory and technical landscapes that face today's media managers.

Prerequisite: MCOM 1500 or MCOM 1600 Typically Offered: Demorest Campus: fall day.

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

1. Understand the historical growth and challenges of modern media organizations. An emphasis is applied to how managers navigate the new competitive landscape.

2. Knowledge of the following topics:
  - a. Media market structures
  - b. Media ethics
  - c. Management theories & best practices
  - d. New and traditional roles of media managers
  - e. Media promotion, marketing, and programming challenges
  - f. Audience research & analysis
  - g. Federal and state government oversight
  - h. The future of new media
  - i. Media management careers

#### MCOM 3850 - Mass Communication Theory and Research (3)

This course focuses on the concepts, philosophies, principles, evolution and the practical application of mass communication theories.

Prerequisite: MCOM 1500 or MCOM 1600 Typically Offered: Demorest Campus: odd fall day.

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

1. Understand the importance of theory and the roots of mass communication theory.
2. Recognize different mass communication theoretical approaches and its appropriate use.
3. Understand the benefit of utilizing peer-reviewed studies as a foundation for media research, in preparation for capstone.
4. Grasp concepts of APA Style.
5. Recognize how the practical applications of media theory.

#### MCOM 3900 - Public Relations and Branding (3)

This course examines the methodologies for producing successful public relations campaigns for corporations, non-profits, community-based organizations and political campaigns.

Typically Offered: Demorest Campus: odd spring day.

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

1. Define the major public relations terms and understand their meaning.
2. Have a thorough understanding of how to communicate with the various stakeholders of an organization.
3. Understand how to “blend” the public relations efforts with the other parts of the promotional mix to create both efficient and effective communications.
4. Understand audience research, target marketing and market segmentation strategies.
5. Understand ethical behavior and social responsibility as it applies to the practice of public relations.
6. Develop a simple but effective public relations campaign.

#### MCOM 4000 - Directing for Film (3)

This course teaches students how the logistics of directing a film, documentary and entertainment TV production. Students will learn multiple elements of directing, including cinematography, setting, blocking, acting, and editing.

Prerequisite: MCOM 3400 Typically Offered: Demorest Campus: Even years.

1. Understand the elements involved in directing a production, including setting, blocking, and editing.

2. Learn interpersonal skills to lead a production comprised of actors, producers, editors, and support staff.
3. Practice directing skills in a student-produced project.

#### MCOM 4010 - Producing: The Business of Film (3)

This course focuses on the business aspects of the film industry. Students will learn what goes into the logistics of planning a major film, documentary and entertainment TV production, including project development and distribution.

Prerequisite: MCOM 3400 Typically Offered: Demorest Campus: Odd years.

1. Understand the elements involved in developing a production, including budgeting, site scouting, and casting.
2. Understand the elements involved in distribution, including promotion, premiere screenings, and public relations.
3. Develop a comprehensive production plan for a film, documentary, or entertainment TV production.

#### MCOM 4030 - Advanced Screenwriting (3)

This course focuses on film screenwriting. Students will learn nuances of writing professional-level movie and sitcom scripts while writing their own screenplay. Additionally, students will learn best practices for pitching their scripts to producers.

Prerequisite: ENGL 3395 Typically Offered: Demorest Campus: Even years.

1. Recognize the nuances of critically acclaimed film and sitcom scripts.
2. Understand set and budgetary limitations in screenwriting.
3. Produce a final script for a sitcom pilot or short film.
4. Learn how to pitch screenplays to professional producers.

#### MCOM 4040 - Advanced Editing and Sound for TV and Film (3)

This course focuses on methodologies and advanced techniques for video and film editing utilizing Adobe Premiere Pro, Adobe Audition and Adobe After Effects. Students also will learn the nuances of sound and microphone use during film production.

Prerequisite: MCOM 3450 Typically Offered: Demorest Campus: Odd years.

1. Enhance understanding of technology to master digital skills utilizing Adobe Premier Pro, Adobe Audition and Adobe After Effects.
2. Learn proper amplification techniques and microphone usage for various filming situations.
3. Develop a professional-level final project.

#### MCOM 4200 - Telecommunications & Globalization (3)

This course provides an overview of traditional and emerging global telecommunications technologies, including understanding traditional and emerging networks and the cultural, economic and political impact of these technologies on a global basis.

Prerequisite: MCOM 1500 or MCOM 1600 Typically Offered: Demorest Campus: spring day.

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

1. Learn about the past, present and future of telecommunications networks.
2. Analyze the effects of telecommunications domestically and globally.
3. Synthesize information to enhance their understanding of the technology used to create telecommunications networks.

#### MCOM 4300 - Communications Law and Ethics (3)

This course provides an overview of current and emerging communications law and public policy as it relates to the purpose and operation of public and private institutions, freedom of speech and the media, privacy, equal access, copyright, public opinion, monopoly, antitrust laws and media ethics.

Typically Offered: Demorest Campus: fall day.



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

1. Be able to define the major communication law terms and understand their meaning.
2. Be able to analyze and evaluate the communication law problems and opportunities facing media organizations in today's society.
3. Be able to identify, analyze and evaluate ethical situations facing media managers and decide how best to address those situations.
4. Be able to determine ways to balance the public's right to know with the individual's right to privacy.

#### MCOM 4801 - Film Capstone Project I (2)

This is the first part of a year-long capstone project for film production majors. Students will conceptualize and begin work on their senior project - either a short film, short documentary, or TV series pilot - including writing the script, securing shooting locations, planning the budget, recruiting personnel, storyboarding, and beginning shooting.

Prerequisite: Senior Standing Typically Offered: Demorest Campus: Fall.

1. Learn how to plan a film project in its beginning stages.
2. Understand all aspects of preproduction.
3. Recognize and overcome barriers to production.

#### MCOM 4802 - Film Capstone Project II (2)

This is the second part of a year-long capstone project for film production majors. Students will finalize work on their senior project - either a short film, short documentary, or TV series pilot -including shooting, editing, and staging a premiere screening of their project.

Prerequisite: MCOM 4801 Typically Offered: Demorest Campus: fall and spring.

1. Understand and complete all aspects of postproduction.
2. Recognize and overcome barriers to production.
3. Learn how to plan and host a screening premiere event.

#### MCOM 4900 - Professional Development in Mass Communications (1)

In this course, students will compile the best examples of their work in Mass Communications into a digital portfolio. Students will also write career objectives and personal statements. They will create resumes suitable for their chosen career path(s).

Typically Offered: Demorest Campus: as needed.

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

1. Improve writing, editing, and technology skills
2. Develop a portfolio including:
  - a. Resume
  - b. Six published or aired work examples
  - c. Capstone Deliverables
3. Develop website to house portfolio to include:
  - a. Resume
  - b. Six published or aired work examples
  - c. Five deliverables (Research paper does not have to, but can, be included in website)
  - d. Interactivity, audio and documentary
4. Improve organization and management skills

5. Understanding of the job market

#### MCOM 4991 - Film Professional Development II (1)

This course will help film production majors transition into the professional industry.

Prerequisite: MCOM 4991 Typically Offered: Demorest Campus: fall and spring.

1. Learn about different film festivals and professional competitions to enter produced work.
2. Attend at least one film industry professional networking event.
3. Prepare a professional resume, reel and website for potential employers.

#### MCOM 4999 - Advanced Studies in Mass Media (3)

This capstone seminar class is designed to synthesize and integrate the theories and skills of mass communications. Students are required to give both a written and oral presentation of their senior capstone project. This senior thesis project demonstrates the student's abilities in the following areas: technology, public speaking, content knowledge, creativity and organization. Students must score 85 percent or better on the capstone thesis and presentation to pass the course. Capstone projects are evaluated by all members of the mass communications faculty.

Prerequisite: MCOM 3850 and senior standing. Typically Offered: Demorest Campus: as needed.

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

1. Produce a major research project on a selected topic in mass media that:
  - a. Demonstrates comprehensive knowledge of content area as well as critical thinking skills, technology, presentation and writing skills.
  - b. Demonstrates integration of knowledge and skills developed in previous course-work.
  - c. Demonstrates problem-solving capabilities and decision-making skills.

## **MLAB - MATHEMATICS LAB**

#### MLAB 2450 - Calculus I Lab (0)

Corequisite: MATH-2450

#### MLAB 2460 - Calculus II Lab (0)

Corequisite: MATH-2460

#### MLAB 2470 - Calculus III Lab (0)

Corequisite: MATH-2470

## **MTHE - MUSICAL THEATRE**

#### MTHE 3000 - Music Theatre History (3)

This course traces the origin of American musical theater from its origins in the 19th century and its subsequent development both on Broadway and in Hollywood to the present.

Typically Offered: Demorest Campus: day as needed.

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

1. Express an appreciation of the Musical Theatre as the most popular genre of 20th Century American Theatre.
2. Demonstrate a working knowledge of the history and literature of the musical theatre as a production and personal resource.
3. Comprehend the continually changing relationship between book, music and lyrics through the history of the musical theatre.

4. Demonstrate familiarity with the book and music of several Broadway shows.
5. Discuss the relationship and importance of book, music and lyrics in the various periods of the Development of the Musical Theatre
6. Discuss the development of the American Musical from 1866 through the present, with an understanding of such terms as: Operetta, Review, book musical, integrated musical, and concept musical.
7. Identify and/or discuss the major periods, authors, composers, directors and other practitioners of the musical.

#### MTHE 4900 - Music Theatre Capstone (1)

This course is taken in conjunction with THTR 4414 and will allow the student to reflect on the journey and prepare for the future. Students will meet with the professor on a one-on-one basis, set specific goals for their future and develop a professional portfolio. The portfolio will include (but is not limited to) audition materials, a minimum of three resumes targeting various employment opportunities, a minimum of two headshots, digital recordings of personal work within the program and various other elements necessary for a smooth transition into the professional arena. The course will culminate in an exit audition/interview with the faculty.

Prerequisite: Senior standing. Corequisite: THTR 3314; MTHE 4900 is the final step in the Music Theatre degree.

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

1. Establish personal goals for the person and the professional in the world of music theatre.
2. Evaluate and utilize audition materials for the audition/interview process.
3. Create and perform a performance showcase that highlights the student's strength within the field.
4. Construct and create an audition reel.
5. Construct and create at least two specific resumes and headshots.
6. Develop and implement a plan of action for the first 3 years after the undergraduate career.

#### MTHE 4930 - Internship in Musical Theatre (1-3)

A supervised learning experience in the area of musical theatre that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## **MUED - MUSIC EDUCATION**

#### MUED 2500 - Explorations in Music Educations (2)

This exploratory course in music education will provide historical, philosophical, and practical foundations for the teaching of music. Initial field and classroom experiences with the methods, tools, language, and literature of the profession will be undertaken in an effort to help the student explore and confirm his or her decision to enter the field.

Typically Offered: Demorest Campus: odd spring day.

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

1. The ability to complete required observations and interviews with music educators/administrators and provide written and oral analyses of each.
2. Awareness and understanding of the National Standards for Music Education as well as historical perspectives and current issues through written reports, class presentations, reflective essays, and portfolio components.
3. The ability to establish a written philosophy of music education to be retained for refinement throughout the music education program.
4. The development of the foundations of good teaching habits, including completing assigned work competently and on time, attending class regularly, and preparing for teaching exercises and discussions.
5. Participation in activities of the department's collegiate chapter of the MENC: The National Association for Music Education.
6. An understanding of the qualities of critical thinking needed for reflective teaching.
7. The understanding of the necessary professional materials to build a teaching portfolio.
8. A knowledge of the sequential steps involved in lesson planning.

#### MUED 3500 - Instrumental Techniques (2)

Designed to acquaint students with knowledge of woodwind, brass, string and percussion instruments.

Typically Offered: Demorest Campus: odd spring day.

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

1. Perform on a variety of instruments accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
2. Perform with expression and technical accuracy on one string, 2 wind, 2 brass and 2 percussion instruments a repertoire of instrumental literature.
3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
4. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
5. Perform in small ensembles with one student on a part.
6. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
7. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of music and offer constructive suggestions for improvement.
8. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, composition, arrangements and improvisations and apply the criteria in their personal participation in music.
9. Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

#### MUED 4100 - Music Education Methods I (3)

Principles and theories of planning and teaching music. Emphasis is placed on traditional areas of instruction but also includes related arts and multicultural approaches to teaching at those age levels. Directed field-based experience is required. (Music majors only.)

Prerequisite: standing as music major Typically Offered: Demorest Campus: fall 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 4200 - Music Education Methods II (3)

Principles and theories of teaching music. Directed field-based experience is required. (Music majors only.)

Prerequisite: standing as music major Typically Offered: Demorest Campus: spring 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 middle school/high school 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 band and/or choral music classroom.
5. Utilize professional publications in identifying teaching trends and issues in the band and/or choral classroom.
6. Compare and contrast proven teaching methods in band and/or choral music.
7. Assess lessons taught by peers and colleagues and provide feedback regarding strengths and needed improvements.

#### MUED 4400 - Music Education Internship I (3)

A 16-week experience during which students in the undergraduate Music Education degree program work under the joint supervision of certified teachers and the University supervisor in a music classroom at all three levels, elementary, middle school, and high school. Students should be aware that prior to the internship they will undergo a criminal background check as part of the pre-service certification. Placements will be made within a 40-mile radius of the Demorest campus unless otherwise approved by the Music Department chair. Will be taken concurrently with EDUC 3151 Professional Practices III (1 hour credit).

Prerequisite: Pre-service Certificate Corequisite: EDUC 3151 Typically Offered: Demorest Campus: 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 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.
15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

#### MUED 4410 - Music Education Internship II (9)

This course is a continuation of the internship placement secured in MUED 4400, and is for students completing the requirements for the Bachelor of Arts in Music Education. This experience includes full days of teaching, Monday – Friday, in the host school. Students must complete an application for graduation when registering for this course. The certification exams in the content area must be completed and passed before registration for the course.

Prerequisite: MUED 4400 and Pre-service Certificate Corequisite: EDUC 4497, EDUC 4498, Admission to Teacher Education and hold a pre-service certificate Typically Offered: Demorest Campus: 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 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.
15. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

## MUSC - MUSIC

### MUSC 1000 - Introduction to Music (3)

A study of the basic materials of music and a survey of important examples of music literature, style periods, and representative composers of Western music. Emphasizes techniques for listening to music analytically and critically. Course does not count toward a major or minor in music.

Typically Offered: Demorest Campus: fall day, spring day.

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

1. Utilize practical strategies for listening to music.
2. Identify musical instruments by sight and sound.
3. Identify, compare and contrast various genres of music by listening.
4. Identify, compare and contrast stylistic periods in Western music.
5. Identify, compare and contrast composers as presented in listening examples.
6. Recognize and identify representative works of music literature.
7. Analyze and evaluate live and recorded music performances using appropriate musical terminology.
8. Construct and voice a definition of the term "music".

### MUSC 1050 - Music Fundamentals (3)

Concentrates on the fundamentals of reading and writing music as well as elementary harmony. Essential elements are covered such as staves, clefs, notes, note values, key signatures, scales, meter, intervals and triads. An introduction to the keyboard is included. Course does not count toward a major or minor in music.

Typically Offered: Demorest Campus: fall day.

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

1. An understanding of core music theory concepts including literacy of music notation, accidentals, enharmonic spellings, half and whole steps, rhythm, simple and compound meter, beat subdivision and syncopation, major and minor scales, melodic harmonization, intervals, triads, basic conducting patterns, and basic cadences.
2. A knowledge of scale degrees, solfeggio, and Curwen hand signs, in employing beginning sight singing and ear training exercises.
3. An ability to aurally identify major and minor scale types, meters, triplets, syncopation, major and minor modes, basic intervals, and triad qualities.
4. Critical thinking skills in the synthesis of knowledge gained, through an ability to identify, analyze, and apply specified concepts.

### MUSC 1100 - Music Theory I (3)

Fundamentals of music including pitch, notation, rhythm, scales, key, mode, intervals and triads. Further aspects of harmony, melody, melodic construction and voice leading are introduced, with emphasis upon the development of written music skills.

Prerequisite: MUSC 1050 or passing score on the Music Theory Placement exam. Corequisite: MUSC 1110. Typically Offered: Demorest Campus: spring day.

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

1. Identify and apply important concepts of music notation, scales, keys, intervals, triads, four-part harmony, voice leading, chordal analysis, figured bass, harmonic progression, cadences, and nonharmonic tones.
2. Employ correct music calligraphy.
3. Incorporate these elements and principles in SATB part writing.
4. Develop a vocabulary and critical thinking skills to analyze music, recognize, distinguish and integrate concepts, and form conclusions.

#### MUSC 1110 - Aural Skills I (1)

Melodic, harmonic and rhythmic dictation, sight singing, and keyboard harmony. Designed to be taken in conjunction with MUSC 1100.

Prerequisite: MUSC 1050 or passing score on the Music Theory Placement exam Corequisite: MUSC 1100 Typically Offered: Demorest Campus: spring day.

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

1. Hear, recognize, identify, and sing scale degrees, scales, melodic intervals, and rhythms.
2. Sight sing melodies using scale degrees and/or solfège syllables.
3. Hear, recognize, and identify chords (function, position, and quality), cadences, and nonharmonic tones.
4. Notate diatonic melodies, rhythms, and chorale phrases (bass line and chordal analysis) upon dictation.
5. Identify discrepancies between written and audible melodies and rhythms (error detection).
6. Transcribe sections of performed music, in specific notes and/or chordal analysis.
7. Think critically as it relates to score study and aural analysis of melodic, rhythmic, and harmonic aspects of music.

#### MUSC 1120 - Music Theory II (3)

Discussion of functional tonality, principles of harmonization, diatonic seventh chords, elementary modulation and secondary function of chords.

Prerequisite: MUSC 1100 and MUSC 1110 Corequisite: MUSC 1130. Typically Offered: Demorest Campus: fall day.

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

1. Identify and apply important concepts of scales, keys, intervals, triads, four-part harmony, voice leading, chordal analysis, figured bass, harmonic progression, cadences, nonharmonic tones, diatonic seventh chords, sequences, phrase structure, smaller forms, and beginning chromatic harmony.
2. Employ correct music calligraphy.
3. Incorporate these elements and principles in SATB part writing.
4. Develop a vocabulary and critical thinking skills to analyze music, recognize, distinguish and integrate concepts, and form conclusions.

#### MUSC 1130 - Aural Skills II (1)

Melodic, harmonic and rhythmic dictation, sight singing and keyboard harmony. Designed to be taken in conjunction with MUSC 1120.

Prerequisite: MUSC 1100 and MUSC 1110 Corequisite: MUSC 1120 Typically Offered: Demorest Campus: fall day.

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

1. Hear, recognize, identify, and sing scale degrees, scales, melodic intervals, and rhythms.
2. Sight sing melodies using scale degrees and/or solfège syllables.



3. Hear, recognize, and identify chords (function, position, and quality), cadences, phrase structure, harmonic rhythm, and nonharmonic tones.
4. Notate diatonic melodies, rhythms, and chorale phrases (bass line, soprano line, nonharmonic tones, and chordal analysis) upon dictation.
5. Identify discrepancies between written and audible melodies and rhythms (error detection).
6. Transcribe sections of performed music, in specific notes and/or chordal analysis.
7. Think critically as it relates to score study and aural analysis of melodic, rhythmic, harmonic, and structural aspects of music.

#### MUSC 1171 - Piano Class I (1)

Group lessons in piano for music majors only.

Typically Offered: Demorest Campus: fall day.

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

1. Demonstrate basic keyboard skills (proper posture and hand position, keyboard technique, fingering, and proficiency), literacy of music notation, and concepts of music theory, through the playing of five-finger patterns, scales, octave arpeggios, triads, chord qualities, inversions, and beginning chord progressions.
2. Coordinate critical thinking skills in the synthesis of knowledge gained, through harmonization, transposition, and playing of accompaniment patterns such as block and broken chords.
3. Have established effective daily practice strategies that will enable them to reach the specified performance goals.
4. Employ the sight-reading process, by showing the ability to sight read piano music appropriate to this class level of proficiency.

#### MUSC 1172 - Piano Class II (1)

Group lessons in piano for music majors only.

Prerequisite: MUSC 1171 or passing score on Piano Placement Exam Typically Offered: Demorest Campus: spring day.

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

1. Continue to demonstrate basic keyboard skills (proper posture and hand position, keyboard technique, fingering, and proficiency), literacy of music notation, and concepts of music theory, through the playing of scales, octave arpeggios, triads, chord qualities, inversions, and chord progressions.
2. Coordinate critical thinking skills in the synthesis of knowledge gained, through harmonization, transposition, and playing of accompaniment patterns such as block chords, broken chords, Alberti bass, and waltz bass.
3. Continue to develop effective daily practice strategies that will enable them to reach the specified performance goals.
4. Employ the sight-reading process, by showing the ability to sight read piano music appropriate to this class level of proficiency.

#### MUSC 1173 - Piano Class III (1)

Group lessons in piano for music majors only.

Prerequisite: MUSC 1172 or passing score on Piano Placement Exam Typically Offered: Demorest Campus: fall day.

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

1. Demonstrate continuing keyboard skills (technique, fingering, and proficiency), both in prepared and sight reading of solo repertoire, piano accompaniments, hymns, and choral scores.
2. Apply music theory concepts in the playing of scales, octave arpeggios, chord qualities, inversions, chord progressions, and instrumental transposition.
3. Coordinate critical thinking skills in the synthesis of knowledge gained, through harmonization, transposition, and accompaniment styles.

4. Continue to organize effective daily practice strategies that will enable them to reach the specified performance goals.
5. Employ the sight-reading process, by showing the ability to sight read piano music appropriate to this class level of proficiency.

#### MUSC 1174 - Piano Class IV (1)

Group lessons in piano for music majors only.

Prerequisite: MUSC 1173 or passing score on Piano Placement Exam Typically Offered: Demorest Campus: spring day.

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

1. Demonstrate continuing keyboard skills (technique, fingering, and proficiency), both in prepared and sight reading of solo repertoire, piano accompaniments, hymns, and choral scores.
2. Apply music theory concepts in the playing of scales, octave arpeggios, chord qualities, inversions, chord progressions, and instrumental transposition.
3. Coordinate critical thinking skills in the synthesis of knowledge gained, through harmonization, transposition, and accompaniment styles.
4. Continue to incorporate effective daily practice strategies that will enable them to reach the specified performance goals.
5. Employ the sight-reading process, by showing the ability to sight read piano music appropriate to this class level of proficiency.
6. Pass the Piano Proficiency exam required of all music majors.

#### MUSC 1175 - Piano Class V (1)

Group lesson designed to prepare keyboard majors for an advanced Piano Proficiency Exam.

Prerequisite: MUSC 1174 and passing score on the Piano Proficiency Exam, or standing as a piano major or organ major. Typically Offered: Demorest Campus: as needed.

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

1. Improvisation (possibly including, but not limited to, use of correct scale, ability to anticipate and react appropriately to chord changes, communicative instinct, rhythmic impulse, etc.).
2. Hymn playing (possibly including, but not limited to, appropriate introduction (including tempo, key, duration, etc.), ability to play appropriate improvisational filler when necessary, appropriate musicality, attention to melodic line, voicing, registration, emotional content, etc.).
3. Score reading (possibly including, but not limited to, correct transpositions if applicable, maintenance of tempo, appropriate emendations, etc.).
4. Sight reading (possibly including, but not limited to, maintenance of tempo, playing of correct notes and rhythms, attention to diacritical markings, etc.).
5. Accompanying (possibly including, but not limited to, following, maintenance of tempo, playing of correct notes and rhythms, etc.).

#### MUSC 1181 - Class Voice (1)

To give the student an understanding of the voice and its functions through readings, lectures, discussions, individual and masterclass lessons, and performances.

Typically Offered: Demorest: Yearly.

1. Demonstrate basic singing skills (posture, breathing, pitch) as gained through work in individual and group lessons.
2. Coordinate critical thinking skills in the synthesis of knowledge gained through applied work and lessons, effectively learning how to practice and apply the information to their own singing.
3. Have established effective daily practice strategies that will enable them to reach the specified performance goals, namely preparing the students for individual lessons as a majors.

4. Employ the sign reading process, by showing the ability to sight read basic vocal literature.

#### MUSC 1500 - Piedmont Chorale (0-1)

A non-auditioned choral organization open to students, staff and community members. The group performs concerts two times each year on campus. May be repeated for credit.

Typically Offered: Demorest Campus: fall evening, spring evening.

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

1. Correct vocal technique.
2. Choral blend and balance.
3. Dynamics, tempo, phrasing, cutoffs, and entrances, as they pertain to choral performance.
4. Performance practice traditions, conventions, and possibilities for the five major eras of music history in which choral music was written.

#### MUSC 1510 - Piedmont University Singers (0-1)

A select choir of mixed voices that performs concerts on campus and at churches and schools throughout the United States. May be repeated for credit.

Prerequisite: Audition Typically Offered: Demorest Campus: fall day, spring day.

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

1. Correct vocal technique.
2. Choral blend and balance.
3. Dynamics, tempo, phrasing, cutoffs, and entrances, as they pertain to choral performance.
4. Performance practice traditions, conventions, and possibilities choral music throughout history.
5. Choral music from non-Western cultures.
6. Working successfully within a group.

#### MUSC 1520 - Wind Ensemble (0-1)

A group of woodwind, brass, and percussion players from across campus that performs concerts during the academic year. Private instrumental instruction is strongly suggested and encouraged while a member of the Wind Ensemble. Auditions are required. May be repeated for credit.

Typically Offered: Demorest Campus: fall day/evening, spring day/evening.

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

1. Skills on their particular instrument appropriate for ensemble performance.
2. The ability to perform with appropriate technique and musical expression to concert literature.
3. Appropriate stage presence.
4. The ability to work successfully within a group.

#### MUSC 1530 - Opera Workshop (0-1)

Provides a laboratory for the study and performance of operas and scenes from operas. Open to all qualified students by audition. May be repeated for credit.

Typically Offered: Demorest Campus: fall day/evening, spring day/evening.

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

1. Knowledge on the information, skills and insight required by the profession of performing and/or teaching in the field of opera and musical theatre.
2. Their personal process of preparation, exploration, discovery, and delivery regarding their work as a communicative artist.

#### MUSC 1540 - Chamber Ensemble (0-1)

Available to all interested instrumentalists through audition. MUSC 1540 offers a variety of instrumental ensembles, such as woodwinds, brass, strings, percussion, and collaborative piano. Private instruction in an appropriate instrument is strongly suggested and encouraged while a member of one of the Chamber Ensembles. May be repeated for credit.

Typically Offered: Demorest Campus: fall day, spring day.

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

1. Application of 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. Develop 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. Qualitative and quantitative improvements in performance readiness, sight-reading, musicianship, use of musical style and pianistic technique.
5. Attention to ancillary details, possibly including, but not limited to, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. in the process of presenting a finished musical performance.
6. Develop appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) and degree program (non-major, minor, BA in music).

#### MUSC 1550 - Piedmont Cantabile (0-1)

An elite group of mixed voices chosen from the Piedmont University 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. May be repeated for credit

Prerequisite: membership in the Piedmont University Singers (MUSC 1510) and audition Typically Offered: Demorest Campus: fall day, spring day.

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

1. Correct vocal technique for singers, including the extended vocal techniques necessary for contemporary, jazz, and popular music.
2. Choral blend and balance.
3. Dynamics, tempos, phrasing, cutoffs, and entrances, as they pertain to choral performance.
4. Performance practice traditions, conventions, and possibilities for various choral styles, especially jazz and popular music.
5. Historical background on the pieces performed and the historical context in which they were composed.
6. Proper diction for singers.
7. Working within a group on a highly professional level.

### MUSC 1810 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

### MUSC 1820 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Music Department Handbook for additional information on applied music lessons.

Prerequisite: MUSC 1810 Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

### MUSC 1900 - Recital Attendance (0)

The Recital Attendance course is required of all music majors in order to develop their active listening skills as members of an audience. Students will use critical thinking skills in comparing, evaluating, and making informed, aesthetic decisions on their own performances.

Prerequisite: Standing as music major Typically Offered: Demorest Campus: fall day, spring day.

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

1. Attend music performances including a variety of performing forces.
2. An appreciation and understanding of performance etiquette and style through watching and listening to live performances that vary in style and performing forces.

3. An understanding, through performance attendance, of performances in multiple contexts of theory, history and applied studies.
4. A personal/professional philosophy of performance practice based on observations of other performers.

#### MUSC 1910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: standing as music major Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 1920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 1910, standing as music major Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 2000 - History of Jazz and Rock Music (3)

This course provides a history of American popular music from 1840 to the present, with concentration on jazz and rock music. The course presents the common roots of both styles and shows the evolution of these distinct musical styles during the 20th century.

Typically Offered: Demorest Campus: as needed.

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

1. Develop an appreciation for Jazz and Rock music by examining the historical, social and cultural factors that influenced the creation and shaped the development of the music through in depth listening.
2. Identify and effectively use vocabulary, terms, and concepts related to Rock and Roll music and history.
3. Identify the major genres of Jazz and Rock of the 20th and 21st centuries.
4. Recognize tools and techniques of various styles of Rock and Roll.
5. Understand the ways in which 20th century attitudes and perceptions about race, gender, class, social mores and war shaped and were shaped by Jazz and Rock development as a cultural phenomenon.

#### MUSC 2100 - Music Theory III (3)

Neapolitan and augmented sixth chords, borrowed chords, enharmonic function and chromatic modulation.

Prerequisite: MUSC 1120 and MUSC 1130. Corequisite: MUSC 2110. Typically Offered: Demorest Campus: spring day.

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

1. Identify and apply important concepts of scales, keys, intervals, triads, seventh chords, four-part harmony, voice leading, chordal analysis, figured bass, harmonic progression, cadences, nonharmonic tones, continuing chromatic harmony, borrowed chords, Neapolitan 6th chords, augmented 6th chords, and larger forms.
2. Employ correct music calligraphy.
3. Incorporate these elements and principles in SATB part writing.
4. Develop a vocabulary and critical thinking skills to analyze music, recognize, distinguish and integrate concepts, and form conclusions.

#### MUSC 2110 - Aural Skills III (1)

Melodic, harmonic and rhythmic dictation, sight singing and keyboard harmony. Designed to be taken in conjunction with MUSC 2100.

Prerequisite: MUSC 1120 and MUSC 1130 Corequisite: MUSC 2100 Typically Offered: Demorest Campus: spring day.

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

1. Hear, recognize, identify, and sing scale degrees, scales, melodic and harmonic intervals, two intervals in succession, and rhythms.
2. Sight sing melodies using scale degrees and/or solfège syllables.
3. Hear, recognize, and identify chords including diatonic seventh chords (function, position, and quality), cadences, phrase structure, simple forms, harmonic rhythm, and nonharmonic tones.
4. Notate diatonic melodies, two-voice melodies, modulating melodies, rhythms, and modulating chorale phrases (bass and soprano lines; alto or tenor line; nonharmonic tones and chordal analysis) upon dictation.
5. Identify discrepancies between written and audible melodies, rhythms, and in two-voice compositions (error detection).
6. Transcribe sections of performed music, in specific notes and/or chordal analysis.
7. Think critically as it relates to score study and aural analysis of melodic, rhythmic, harmonic, and structural aspects of music.

#### MUSC 2120 - Music Theory IV (3)

Linear chromaticism, nonfunctional harmony, ninth chords, eleventh chords, thirteenth chords, free tonality, set theory, serial procedures and indeterminacy.

Prerequisite: MUSC 2100 and MUSC 2110 Corequisite: MUSC 2130 Typically Offered: Demorest Campus: fall day.

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

1. Identify and apply important concepts of scales, keys, intervals, triads, seventh chords, four-part harmony, voice leading, chordal analysis, figured bass, harmonic progression, cadences, nonharmonic tones, continuing extended and chromatic harmonies, larger

forms, aspects of Romantic Period theory, Post-Romantic style, Impressionism and related styles, and considerations of contemporary theory.

2. Employ correct music calligraphy.
3. Incorporate these elements and principles in SATB part writing and/or original compositions.
4. Develop a vocabulary and critical thinking skills to analyze music, recognize, distinguish and integrate concepts, and form conclusions.

#### MUSC 2130 - Aural Skills IV (1)

Melodic, harmonic and rhythmic dictation, sight singing and keyboard harmony. Designed to be taken in conjunction with MUSC 2120.

Prerequisite: MUSC 2100 and MUSC 2110. Corequisite: MUSC 2120. Typically Offered: Demorest Campus: fall day.

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

1. Hear, recognize, identify, and sing scale degrees, scales, modes, melodic and harmonic intervals, three intervals in succession, and rhythms.
2. Sight sing melodies using scale degrees and/or solfège syllables.
3. Hear, recognize, and identify chords including diatonic seventh chords, secondary chromatic harmonies, Augmented 6th and Neapolitan 6th chords (function, position, and quality), cadences, phrase structure, simple forms, harmonic rhythm, and nonharmonic tones.
4. Notate diatonic melodies, two-voice melodies, modulating melodies, melodies with non-diatonic tones, rhythms, and modulating chorale phrases (all four SATB lines; nonharmonic tones and chordal analysis) upon dictation.
5. Identify discrepancies between written and audible melodies, rhythms, and in SATB (error detection).
6. Transcribe sections of performed music, in specific notes and/or chordal analysis.
7. Think critically as it relates to score study and aural analysis of melodic, rhythmic, harmonic, and structural aspects of music.

#### MUSC 2300 - Music in the Christian Church (3)

A historical survey of the philosophy and practice of church music and liturgies from the time of the early Christian church to the present.

Typically Offered: Demorest Campus: even spring day.

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

1. Demonstrate knowledge relating to music practices as described in the Old and New testaments.
2. Church music in the first centuries, before and after Charlemagne, the Reformation, after the Reformation, before and after the French and American Revolutions, and now.
3. Demonstrate the ability to analyze, synthesize, compare, and contrast information about various aspects of church music through critical thinking and clear writing skills.
4. Demonstrate the ability to select and/or write useful poetic texts for hymn setting.
5. Demonstrate the ability to compose a hymn with attention to meter, rhythm, text setting, melody and harmonic treatment.

#### MUSC 2810 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 1820 Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 2820 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 2810 Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 2910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 1920 Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 2920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a Sophomore Barrier performance are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 2910 Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3210 - Music History I (3)

The history of western music from the time of the ancient Greeks through the Renaissance and early Baroque periods. This is the first of a three-course sequence designed to provide a chronological perspective of the history of western music from the time of the ancient Greeks up to the present. Although courses are chronological, each component is self-contained and may be taken out of sequence.

Prerequisite: MUSC 1110 Typically Offered: Demorest Campus: even fall day.

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

1. Demonstrate a strong knowledge base relating to sacred, secular, vocal and instrumental music from antiquity through the rise of instrumental music in the late 16th century, including composers' names and titles of compositions.
2. Demonstrate an understanding of compositional style, performance practice, and historical context of music from antiquity through the late 16th and early 17th centuries through analysis, synthesis, comparison and contrast of compositional style.
3. Demonstrate the ability to perform music from antiquity through the late 16th and early 17th centuries in an informed, historically correct manner.
4. Demonstrate the ability to write about music from the course content through study, critical thinking and clear writing.

#### MUSC 3220 - Music History II (3)

The history of western music from the early 17th century through the mid- 19th century. This is the second in a three-course sequence designed to provide a chronological perspective of the history of western music from the time of the ancient Greeks up to the present. Although courses are chronological, each component is self-contained and may be taken out of sequence.

Prerequisite: MUSC 1110 Typically Offered: Demorest Campus: odd spring day.

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

1. Demonstrate a strong knowledge base relating to sacred, secular, vocal and instrumental from the early 17th century through the late 18th century.

2. Demonstrate an understanding of compositional style, performance practice, and historical context of music from the early 17th century through the late 18th century through analysis, synthesis, comparison and contrast of compositional style.
3. Demonstrate the ability to perform music from the early 17th century through the late 18th century in an informed, historically correct manner.
4. Demonstrate the ability to write about music from the course content through study, critical thinking and clear writing.

#### MUSC 3230 - Music History III (3)

The history of western music from the mid/late 19th century to the present. This is the third in a three-course sequence designed to provide a chronological perspective of the history of western music from the time of the ancient Greeks up to the present. Although courses are chronological, each component is self-contained and may be taken out of sequence.

Prerequisite: MUSC 1110 Typically Offered: Demorest Campus: odd fall day.

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

1. Demonstrate a strong knowledge base relating to sacred, secular, vocal and instrumental from the late 18th century to the present.
2. Demonstrate an understanding of compositional style, performance practice, and historical context of music from the late 18th century to the present through analysis, synthesis, comparison and contrast of compositional style.
3. Demonstrate the ability to perform music from the late 18th century to the present in an informed, historically correct manner.
4. Demonstrate the ability to write about music from the course content through study, critical thinking and clear writing.

#### MUSC 3240 - Arranging (2)

Basic techniques of arranging music for chorus, orchestra and band.

Prerequisite: MUSC 2120 and MUSC 2130 Typically Offered: Demorest Campus: day as needed.

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

1. Demonstrate a knowledge base including specifics regarding writing for the voice, keyboard instruments, orchestral string instruments, woodwind instruments, brass instruments, and percussion instruments.
2. Demonstrate the ability to synthesize knowledge in the production of short musical excerpts for various combinations of instruments and a term arranging project that will exhibit:
  - a. Theoretical/musical consistency (possibly including, but not limited to, formal coherence, melodic invention, appropriate harmonic language and dissonance usage, metrical understanding and rhythmic impulse, etc.).
  - b. Technical command (possibly including, but not limited to, idiomatic scoring, appropriate text setting (if applicable), etc.).
  - c. Attention to ancillary details (possibly including, but not limited to, complete and clear editing, production of parts, understanding of the notational program, etc.).
  - d. Appropriate length and complexity for the particular assignment.
3. Demonstrate the ability to produce of a more complex musical piece that will include various combinations of instrumentation and voicing.

#### MUSC 3400 - Collaborative Piano Seminar (2)

This course is designed to provide the advanced pianist with skills necessary to function in various collaborative venues. Emphasis is placed on sight reading, practical aspects of accompanying, choral score reading, rehearsal techniques, and score preparation.

Prerequisite: Piano majors or those students who have successfully passed the Piano Proficiency Exam. Typically Offered: Demorest Campus: day as needed.

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

1. Possess a broad knowledge and understanding of the fundamental elements and resources in the field of collaborative piano.

2. Develop and apply skills in accompanying/collaborative piano to the solving of specific musical challenges, including but not limited to, ensemble, balance, rehearsal technique, and score preparation.
3. Develop the ability to work well with others in a collegial, professional manner in the performance of significant chamber music repertoire.

#### MUSC 3430 - Choral Literature (2)

A survey of choral literature from the Renaissance to the present with particular emphasis on performance.

Prerequisite: MUSC 2120 and MUSC 2130 Typically Offered: Demorest Campus: day as needed.

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

1. Develop knowledge a strong knowledge base of choral music repertoire from the Renaissance to the present.
2. Understand the stylistic differences between choral music styles of the Renaissance, Baroque, Classic, Romantic, and 20th century and Contemporary periods.
3. Have experience in programming choral music for the church year, with particular attention given to the textual connection between the music and liturgy.
4. Have experience in programming sacred choral music for school settings, with the understanding of its integral artistic value.

#### MUSC 3440 - Diction I (2)

Fundamentals in English and Italian pronunciation for singers.

Prerequisite: standing as music and/or musical theatre major Typically Offered: Demorest Campus: even years fall day.

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

1. Possess a working knowledge of the International Phonetic Alphabet.
2. Demonstrate the ability to apply IPA to the Italian language for singing.
3. Demonstrate the ability to apply IPA to the English language for singing.

#### MUSC 3450 - Diction II (2)

Fundamentals in German and French pronunciation for singers.

Prerequisite: MUSC 3440 Typically Offered: Demorest Campus: odd years spring day.

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

1. Possess a working knowledge of the International Phonetic Alphabet.
2. Demonstrate the ability to apply IPA to the French language for singing.
3. Demonstrate the ability to apply IPA to the German language for singing.

#### MUSC 3480 - Beginning Conducting (2)

Development of skills in conducting choral and instrumental music. Special attention is given to learning basic conducting patterns and gestures.

Prerequisite: MUSC 1100 Typically Offered: Demorest Campus: odd years fall day.

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

1. Basic conducting patterns.
2. Use of the hands in showing tempo, dynamics, phrasing, cueing, fermatas, and any other gestures.
3. Conducting compound and asymmetrical meters

4. Common musical terms.
5. The use of a baton.

#### MUSC 3810 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 2820 Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3820 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 3810 Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 2920 and successful completion of the Sophomore Barrier. Typically Offered: Demorest Campus: 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 3910 Typically Offered: Demorest Campus: 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3990 - Junior Recital (3)

A junior-level performance course designed to integrate material studied throughout the music program in music theory, music history, and performance. While continuing lessons as a part of the 3-hour credit the student will present a final solo recital, in addition to the preparation of the printed program, detailed program notes (including texts and translations, if applicable), publicity materials, and other departmental documentation related to the recital.

Prerequisite: Junior standing (completion of 90 semester hours) and successful completion of MUSC 3910. Typically Offered: Demorest Campus: 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. The ability to perform a junior-level (approximately 30-minute) recital on their particular instrument.
2. An understanding of appropriate performance technique for the instrument.
3. An understanding of appropriate performance practice for the variety of music styles and/or genres presented.

4. Knowledge of the historical and theoretical context of the music through clearly written performance notes.

#### MUSC 4480 - Advanced Conducting (2)

Experience in conducting choral and instrumental ensembles, with special attention to score preparation, analysis and reading, and expressive gestures. Students conduct the Piedmont Chorale, Piedmont University Singers, and/or the Wind Ensemble in rehearsals.

Prerequisite: MUSC 3480. Typically Offered: Demorest Campus: even years spring day.

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. Devise a plan for correcting conducting style issues.

#### MUSC 4500 - Applied Pedagogy (3)

This course is designed to equip the student with the knowledge to teach beginning, intermediate, and advanced students through exposure to the traditional pedagogical techniques of the student's primary instrument. Emphasis will be placed on surveys of traditional methods and terminology, the operation of a professional studio, physiology, research, and new technological advances.

Prerequisite: MUSC 2910. Typically Offered: Demorest Campus: even years spring day, summer as needed.

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 4750 - Special Topics in Music (2)

This course is designed for the study of special music topics which are not part of the formal offerings within the music department. Topics offered include Piano Pedagogy, Piano Literature, Accompanying, Vocal Pedagogy, Vocal Literature, Women in Music, and other courses that may arise due to interest of students or professors.

Prerequisite: MUSC 1120 and MUSC 1130. Typically Offered: Demorest Campus: day as needed.

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 4810 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 3820 Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 4820 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 4810 Typically Offered: Demorest Campus: fall day, spring 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 (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 4900 - Music Capstone in Arts Administration (1)

A capstone course designed to integrate material studied throughout the music programs. Particularly designed for the Arts Administration degree student.

Prerequisite: Senior standing. Typically Offered: Demorest Campus: day as needed.

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

1. Design and implement a project reflecting an understanding of the creation and organization of fine arts-related endeavors such as concerts, concert schedules, fundraising and marketing.
2. Develop strategies that may be used in a fine arts setting that foster teamwork and critical thinking skills.
3. Reflect on their own strengths and weaknesses in the development of the capstone presentation
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.



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

#### MUSC 4910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 3920 Typically Offered: Demorest Campus: fall day, spring day, summer day.

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

- Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
- 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.
- Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
- 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.
- Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 4920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 4910 Typically Offered: Demorest Campus: fall day, spring day, summer day.

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

- Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
- 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.
- Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
- 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.
- Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 4930 - Church Music Internship I (1)

The Church Music Internship is designed for a music student with a concentration in Church Music who desires to make practical application of their skills and musical knowledge developed through their academic curriculum. This course provides the music student with the opportunity to gain practical experience in a Church Music environment by working in a large church music program as a pianist, organist, choir director, leader of any sort of ensemble, or as an assistant to the Music Director. Placement will be made by the department chair. The student is required to log a certain number of hours each week, which will be based on the interests of the student and the needs of the particular church in which the student is placed.

Prerequisite: A minimum of the completion of 90 credit hours and consent of Conservatory director. Typically Offered: Demorest Campus: fall day, spring day.

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

1. Work on the site of a sponsoring church under the supervision of the church administrator, minister, or director of music.
2. Keep a journal of activities pertinent to the projects assigned.
3. Keep a calendar of important church dates, events, and services.
4. Work with a church choir and other volunteer musicians in the development of a church music program.
5. Be reflective and self-aware of weaknesses and strengths through clear writing in daily/weekly journals and a final paper which summarizes the total internship experience in terms of anticipated and unanticipated learning outcomes in their practical performance.

#### MUSC 4940 - Church Music Internship II (1)

A continuation of the church music internship experience. May be repeated for credit.

Prerequisite: Satisfactory completion of MUSC 4800 and consent of Conservatory director Typically Offered: Demorest Campus: fall day, spring day.

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

1. Work on the site of a sponsoring church under the supervision of the church administrator, minister, or director of music.
2. Keep a journal of activities pertinent to the projects assigned.
3. Keep a calendar of important church dates, events, and services.
4. Work with a church choir and other volunteer musicians in the development of a church music program.
5. Be reflective and self-aware of weaknesses and strengths through clear writing in daily/weekly journals and a final paper which summarizes the total internship experience in terms of anticipated and unanticipated learning outcomes in their practical performance.

#### MUSC 4950 - Arts Administration Internship in Music I (1)

This course will provide students with the opportunity to gain practical experience by assisting in the administration of one or more performance venues. Students will work directly with the organizational leadership of the venue in concert series development, artist contract negotiations, audience development, budgets, and other areas based on the interests of the students and the needs of the organization, under the supervision of a member of the music faculty.

Prerequisite: Consent of Conservatory director. Typically Offered: Demorest Campus: fall day, spring day.

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

1. Work on the site of a sponsoring organization professionally under the supervision of a site manager.
2. Keep a journal of activities pertinent to the projects assigned.
3. Keep accurate records pertinent to the projects assigned.
4. Be reflective and self-aware of weaknesses and strengths through clear writing in daily/weekly journals and a final paper which summarizes the total internship experience in terms of anticipated and unanticipated learning outcomes in their practical performance.

#### MUSC 4960 - Arts Administration Internship in Music II (1)

A continuation of the arts administration internship in music. May be repeated for credit.

Prerequisite: MUSC 4820, and consent of Conservatory director Typically Offered: Demorest Campus: fall day, spring day.

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

1. Work on the site of a sponsoring organization professionally under the supervision of a site manager.
2. Keep a journal of activities pertinent to the projects assigned.
3. Keep accurate records pertinent to the projects assigned.
4. Be reflective and self-aware of weaknesses and strengths through clear writing in daily/weekly journals and a final paper which summarizes the total internship experience in terms of anticipated and unanticipated learning outcomes in their practical performance.

#### MUSC 4990 - Senior Recital (3)

A capstone course designed to integrate material studied throughout the music program in music theory, music history, and performance. While continuing lessons as a part of the 3-hour credit the student will present a final solo recital as part of the capstone, in addition to the preparation of the printed program, detailed program notes (including texts and translations, if applicable), publicity materials, and other departmental documentation related to the recital.

Prerequisite: Senior standing (completion of 90 semester hours) and successful completion of MUSC 3920. Typically Offered: Demorest Campus: 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. The ability to perform a full-length (approximately 1 hour) recital on their particular instrument.
2. An understanding of appropriate performance technique for the instrument.
3. An understanding of appropriate performance practice for the variety of music styles and/or genres presented.
4. Knowledge of the historical and theoretical context of the music through clearly written performance notes.

## NASC - NATURAL SCIENCES

#### NASC 2980 - Research I (3)

Independent of group research project conducted in close association with a faculty member. Includes attendance at department seminars.

Prerequisite: BIOL, CHEM, or GEOL 1101-1102 & respective BLAB, CLAB, or GLAB 1101-1102; permission of instructor Typically Offered: Demorest Campus: fall day.

#### NASC 2989 - Honors Research I (3)

Independent or group research project conducted in close association with a faculty member. Includes development of professional poster to be presented at Piedmont Symposium or other professional venue. Also includes attendance at departmental seminars.

Prerequisite: Membership in Natural Sciences Honors Program; BIOL, CHEM or GEOL 1101 & 1102 & respective BLAB, CLAB, or GLAB 1101-1102; permission of instructor Typically Offered: Demorest Campus: fall day.

#### NASC 3980 - Research II (3)

Independent of group research project conducted in close association with a faculty member. Includes attendance at department seminars.

Typically Offered: Demorest Campus: fall day.

#### NASC 3989 - Honors Research II (3)

Independent or group research project conducted in close association with a faculty member. Includes development of professional poster to be presented at Piedmont Symposium or other professional venue. Also includes attendance at departmental seminars.

Prerequisite: Membership in Natural Sciences Honors Program; NASC 2980 or 2989 and permission of instructor Typically Offered: Demorest Campus: fall day.

## NASC 3990 - Philosophy and Methodology of Science (3)

Overview of the history and philosophy of science; introduction to scientific research methods including concepts of statistical analyses, testing hypotheses, and experimental design. Requires development of prospectus for Senior Research NASC 4980 in consultation with thesis director. Lecture only.

Prerequisite: At least one course in a 3000/4000 level science Typically Offered: Demorest Campus: spring day.

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

1. Understand science as a discipline: what it is, how it functions, and its philosophic history.
2. Understand how to design an experiment.
3. Understand how to handle, analyze, and present data in an appropriately scientific manner.
4. Prepared to conduct an independent research project.

## NASC 42110 - Biochemistry (3)

Metabolic pathways involving carbohydrates, fats, proteins and other biologically important substances. Lecture only.

Prerequisite: CHEM 2351, BIOL 1101, and BLAB 1101 recommended Typically Offered: Demorest Campus: spring day.

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

- Demonstrate a basic understanding and appreciation of major anabolic and catabolic pathways involving carbohydrates, fats, amino acids and proteins, and other biologically important substances.

## NASC 4950 - Science Seminar (1)

This course is for majors and includes a seminar presentation of research.

Prerequisite: Senior standing in science major and NASC 4981. Typically Offered: Demorest Campus: spring day.

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

1. Demonstrate oral presentation and critical thinking skills.
2. Demonstrate their scientific writing and critical thinking skills.
3. Communicate comprehensive knowledge of Biology/ Chemistry/Environmental Science/Environmental Geology.

## NASC 4959 - Honors Science Seminar (1)

This course is for majors participating in the Honors Program. Seminar presentation of honors research.

Prerequisite: Senior standing in science major, membership in the Honors Program and NASC 4989. Typically Offered: Demorest Campus: spring day.

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

- Understand how to communicate the results of a research project in proper scientific format as an oral presentation and as professional poster.

## NASC 4980 - Senior Research (3)

Conduction of senior research under the direction of a faculty member.

Prerequisite: NASC 3990 and senior standing. Typically Offered: Demorest Campus: fall day.

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

1. Understand how to conduct hands-on, original research.

2. Understand how to properly conduct a research project.

#### NASC 4981 - Senior Library Research (2)

For science majors completing a B.S. degree but not taking a senior research course (NASC 4980 or NASC 4989). This is a capstone preparation course in which students learn the basics of science literature research, science writing, and oral presentation.

Prerequisite: NASC 3990 Typically Offered: Demorest Campus: fall day.

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

1. Recognize pertinent quality research related to topic of interest.
2. Develop ability to summarize and synthesize research appropriate to topic of interest.
3. Acquire written and oral presentation skills.

#### NASC 4989 - Honors Senior Research (3)

Honors research under the direction of the thesis director.

Prerequisite: NASC 3990, senior standing, and permission from director and member of the Honors Program. Typically Offered: Demorest Campus: fall day.

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

- Understand, through conducting hands-on, original research, how to properly conduct a research project.

#### NASC 4999 - Honors Thesis (2)

Writing and approval of a thesis on research project conducted in NASC 4989. Thesis must be in the format of a scientific article and be approved by the thesis director and one additional reader from within the natural sciences.

Prerequisite: NASC 4989. Corequisite: Must be taken simultaneously with BIOL 4959. Typically Offered: Demorest Campus: spring day.

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

- Understand how to communicate the results of a research project in proper scientific format as a senior thesis.

## NLAB - NEUROSCIENCE LAB

#### NLAB 4500 - Neuroscience Lab (1)

This course covers behavioral and neuroscientific methods commonly used in cognitive, perceptual, and neuroscientific studies. Students will have opportunities to take neurophysiological measures, such as EEG and EOG. Students interested in taking this course must take it at the same time as Cognitive Neuroscience.

Prerequisite: PSYC 1101 PSYC 2201 PSYC 2202 Typically Offered: Demorest Campus: when needed.

1. Describe methods commonly used in Cognitive Neuroscience
2. Demonstrate an ability take neurophysiological measurements
3. Analyze and interpret results of a cognitive neuroscience experiment

## NRSC - NEUROSCIENCE

#### NRSC 3000 - Neuroscience Foundations (3)

This course introduces students to the field of neuroscience, explores the cellular and molecular basis of neural systems, and discusses the neural basis of cognition. Students are expected to leverage their understanding of biology and chemistry to build a working knowledge of neuroscience fundamentals.

Prerequisite: BIOL-1101 BLAB-1101 BIOL-1102 BLAB-1102 CHEM-1101 CLAB-1101 CHEM-1102 CLAB-1102 or CHEM 2351  
Typically Offered: Online: when needed.

1. Discuss the history and purpose of neuroscience.
2. Display a basic understanding of the biological systems that underlie neurological phenomena.
3. Understand the fundamentals of cellular and molecular biology as they pertain to neuroscience.
4. Understand the process by which signals are transmitted between the neurons and from neurons to muscles.
5. Articulate the organization of the NCS (Central Nervous System) and its components.
6. Connect the functioning of neurons to the phenomenon of cognition.

#### NRSC 3800 - Readings in Neuroscience (1)

One-hour seminar class in which students discuss research articles published in recent editions of neuroscience-related journals. The purpose of the class is to introduce students to current issues in neuroscience, as well as to gain a deeper understanding of methods and topics in the field. Students will develop an annotated bibliography of current issues that they can use for their future research.

Prerequisite: PSYC 1101, PSYC 2201, PSYC 2202, NRSC 4300 Typically Offered: Demorest Campus: when needed.

1. Explain how changes in brain function relate to symptoms of common neurological conditions and mental disorders
2. Identify a disorder or disease based on a set of symptoms and by a description of a “disorder” brain function
3. Synthesize information into a larger understanding of the relationship of how brain and behavior inform our self-identity

#### NRSC 4000 - Clinical Neuropathology (3)

This course captures foundational concepts in modern psychiatric care and neuroscience and makes them clear and accessible. It provides students

with a broad knowledge base covering many of the latest developments in the field of neuroscience, including our most modern understanding of developmental disorders, various pathologies of neurological systems, the role of microbiology in neurological care and more. Upon completion, students will be well prepared to pursue graduate study or work in the sciences, armed with a strong understanding of the current state of both Neuroscience and Mental Health and the connections between both.

Prerequisite: BIOL-1101 BLAB-1101 BIOL-1102 BLAB-1102 CHEM-1101 CLAB-1101 CHEM-1102 CLAB-1102 NRSC-3000 PSYC-1101 Typically Offered: Online: when needed.

1. Understand the biological basis for various neuropathologies.
2. Understand the state of treatment for a range of developmental, degenerative, and other neurological disorders.
3. Display an understanding of neuroanatomy.
4. Articulate the importance and impact of brain imaging.
5. Understand how preconditions, biology and experience can combine to create complex issues and traumas.
6. Understand the problems caused by the legacy of the ‘mind-body duality’ and its impact on mental health stigma.

#### NRSC 4300 - Brain and Behavior (3)

The biological bases of human and nonhuman behavior. This course takes a functional approach to understanding the physiological mechanism underlying behavior. This course begins with an overview of basic neuroanatomy, neurophysiology, and development. Then the course builds on this foundation by discussing the role of the brain in perception, movement, sleep, stress, motivation, emotion, cognition, social behavior, and mental health.

Prerequisite: Required: PSYC 1101 Recommended: PSYC-2201 PSYC-3360 Typically Offered: Demorest Campus: when needed.

1. Describe the general anatomy, physiology, and functionality of the brain
2. Explain how the brain contributes to behavior
3. Relate symptoms of clinical disorders with brain function

#### NRSC 4500 - Cognitive Neuroscience (3)

The origins and principles of cognitive neuroscience and the methods of research conducted in the field. Classic, seminal, and current studies on how the brain performs various tasks. The course discusses the organization of the cerebral cortex and the cortex' role in cognitive processes such as attention, memory, decision making, social decisions, executive function, consciousness, and dementias. Neuroscience majors must take the accompanying Cognitive Neuroscience lab.

Prerequisite: PSYC 1101 NRSC 4300 Recommended: PSYC-2201 PSYC-2202 PSYC-3360 PSYC-4410 Typically Offered: Demorest Campus: when needed.

1. Describe the general anatomy, physiology, and functionality of the brain
2. Synthesize psychological and neuroscientific theories of cognition
3. Explain how cognitive and neuroscientific methods augment understanding of cognition and brain function

## NURS - NURSING

### NURS 3312 - Foundations: Basic Principles of Nursing (5)

Focus is on basic concepts and dimensions that support health and the profession of nursing. Introduces the basic cognitive and psychomotor skills essential for professional nursing practice. A practicum allows opportunity for application of learned skills. Basic human functions of sleep, stress, cognition, self-confidence, and sexuality are examined with emphasis on the nursing process to promote client movement toward optimal health and functioning.

Typically Offered: Demorest Campus: every summer — Athens Campus: every summer.

1. Utilize theories from the liberal arts and sciences in the determination of basic human needs.
2. Develop a basic understanding of the nursing process and critical thinking.
3. Explore the history of contemporary nursing and its impact on modern nursing.
4. Identify the qualities and roles of the nursing profession.
5. Utilize basic concepts of therapeutic communication appropriately with clients.
6. Describe the introductory legal, ethical, and value related issues that impact the practice of professional nursing.
7. Describe the nursing code of ethics and the concept of client's rights.
8. Integrate knowledge of sexuality into the nursing process.
9. Recognize the nurse's role in grief, loss, coping, and death and dying.
10. Discuss the physiological and psychological concepts of stress, nutrition, sleep, cognition, self-concept, and spirituality utilized in patient care from a holistic perspective.
11. Identify and maintain the elements of a safe environment for the client and the nurse including asepsis and infection control.
12. Utilize basic skills and understanding in gathering nursing data.
13. Demonstrate basic therapeutic organizational skills in providing care to clients and patient safety.
14. Promote wellness in the provision of nursing care with a focus on health promotion, activity, and exercise.
15. Recognize the nurse's role as healer, teacher, and advocate.
16. Explore basic nursing theory and conceptual frameworks
17. Explore concepts related to patient hygiene, urinary and fecal elimination, oxygenation, nutrition, mobility and positioning, and assessment of vital signs.
18. Demonstrate an understanding of aseptic, infection control, and personal protective safety concepts including sterile technique, gowns/mask, and handwashing.

### NURS 3313 - Pathophysiology and Pharmacology I (3)

An introduction to pathophysiological and pharmacological concepts using an integrated systems approach. This is the first of a two course sequence focusing on the clinical application of physiologic and pharmacologic principles necessary for safe nursing practice across the lifespan.

Typically Offered: Demorest Campus: every summer — Athens Campus: every summer.

1. Demonstrate understanding of pathophysiological and pharmacological concepts necessary for comprehensive evidence based clinical practice.
2. Identify the connection of pathophysiology and disease process on the impact of health.

3. Integrate the concepts of pharmacology with corresponding pathophysiologic alterations and the effect on clinical practice and across the lifespan.
4. Discuss the major concepts associated with pharmacology, including pharmacodynamics, pharmacokinetics, therapeutic effects, adverse effects, and factors affecting drug therapy.
5. Explain the mechanism of action, indications, contraindications, cautions, common adverse effects, and clinically important drug-drug interactions for each of the major drug groups.
6. Demonstrate an understanding of the legal, ethical, economic, and safety implications associated with pharmacologic intervention.

#### NURS 3314 - Pathophysiology and Pharmacology II (4)

An introduction to pathophysiological and pharmacological concepts using an integrated systems approach. This is the second of a two course sequence focusing on the clinical application of physiologic and pharmacologic principles necessary for safe nursing practice across the lifespan.

Prerequisite: NURS 3313 Typically Offered: Demorest Campus: every fall — Athens Campus: every fall.

1. Demonstrate understanding of pathophysiological and pharmacological concepts necessary for comprehensive evidence based clinical practice.
2. Identify the connection of pathophysiology and disease process on the impact of health.
3. Integrate the concepts of pharmacology with corresponding pathophysiologic alterations and the effect on clinical practice and across the lifespan.
4. Discuss the major concepts associated with pharmacology, including pharmacodynamics, pharmacokinetics, therapeutic effects, adverse effects, and factors affecting drug therapy.
5. Explain the mechanism of action, indications, contraindications, cautions, common adverse effects, and clinically important drug-drug interactions for each of the major drug groups.
6. Demonstrate an understanding of the legal, ethical, economic, and safety implications associated with pharmacologic intervention.

#### NURS 3322 - Fundamentals of Nursing Practice (6)

Focus is on the effects of health problems of adults. Problems and concepts specific to caring of older adults, surgical experience, movement and coordination, diabetes, cardiovascular, and respiratory assessment. Strategies that promote and maintain a healthy lifestyle are examined. The nurse's role in planning, implementing, and evaluating strategies toward optimal health is emphasized.

Prerequisite: NURS 3312, NURS 3313 Typically Offered: Demorest Campus: every fall — Athens Campus: every fall.

1. Demonstrate safe and competent skills in providing care to individual clients.
2. Implement a safe environment for the client.
3. Utilize critical thinking through the nursing process in developing plans of care and health promotion for diverse clients with problems with Hypertension, Cardiovascular Systems, Diabetes, Musculoskeletal Problems, Assessment of Respiratory, Oxygen Therapy, Genetics, Skin Integrity and Wound, Growth and Development.
4. Discuss nutrition with strategies that assist clients to meet specific diet therapy needs.
5. Discuss resources available to maintain the continuity of care of patients and/or families.
6. Utilize technological resources in nursing practice to enhance patient care.
7. Begin to utilize evidence based findings in nursing practice.

#### NURS 3323 - Health Assessment (4)

Presents a comprehensive approach to health assessment. Techniques for the assessment of individuals across the lifespan are addressed.

Prerequisite: Prerequisites or corequisites: NURS 3312 Typically Offered: Demorest Campus: every fall — Athens Campus: every fall.

1. Apply effective interview skills to formulate a comprehensive health history for adults.
2. Demonstrate foundational skills needed to perform a safe, complete, and accurate physical assessment on adults.



3. Perform a complete nursing physical assessment on an individual using systematic, safe, and accurate techniques.
4. Identify expected and unexpected health assessment findings for adults.
5. Categorize and document objective and subjective health assessment data.
6. Prepare legible, organized, and accurately written documentation of a comprehensive health assessment.
7. Utilize the nursing process and critical thinking skills to develop and begin formulating nursing care plans that promote the health of individuals.

#### NURS 3330 - Adult Health Care I (5)

Focus is on the effects of health problems of adults. Problems and concepts specific to fluid and electrolyte imbalance, sensory perception, inflammation, connective tissue disorders, hematological, and GI system are addressed. The nurse's role in planning, implementing, and evaluating strategies toward optimal health is emphasized.

Prerequisite: NURS 3322, NURS 3323 Typically Offered: Demorest Campus: every spring — Athens Campus: every spring.

1. Demonstrate safe and competent skills in providing care to individual clients.
2. Implement a safe environment for the client.
3. Utilize critical thinking through the nursing process in developing plans of care and health promotion for diverse clients with problems of fluid and electrolyte imbalances, problems with sensory perception, gastrointestinal disorders, inflammatory and connective tissue disorders and hematological disorders.
4. Discuss nutrition with strategies that assist clients to meet specific diet therapy needs.
5. Discuss resources available to maintain the continuity of care of patients and/or families.
6. Utilize technological resources in nursing practice to enhance patient care.
7. Begin to utilize evidence based findings in nursing practice.

#### NURS 3331 - Family Nursing (4)

Provides a comprehensive approach to the childbearing family. The nurse's role in assisting families toward optimal functioning is stressed.

Prerequisite: NURS 3322, NURS 3323 Typically Offered: Demorest Campus: every fall — Athens Campus: every spring.

1. Use critical thinking skills in the application of the nursing process for care of women, infants, and families.
2. Conduct comprehensive assessments of women, infants, and families that include physical, behavioral, psychological, spiritual, and cultural components.
3. Recognize the relationship of genetics to childbearing, disease prevention, and screening.
4. Deliver compassionate, patient-centered, evidence-based care that respects patient & family preferences.
5. Implement holistic patient care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management for women, infants, and families.
6. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
7. Explore resources/referrals to assist individuals and families to attain and maintain optimal functioning.
8. Practice within the ethical and legal scope of practice for nurses caring for the family.
9. Communicate effectively with the interprofessional health care team, the patient, and the family.
10. Demonstrate the application of psychomotor skills for the safe, competent, and compassionate delivery of patient care for women and infants.
11. Discuss common health care issues affecting women across the life span.
12. Utilize technology to assist in evidence-based patient care of diverse populations.

13. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients, families, and the health care team.

#### NURS 3332 - Population Focused Community Health Nursing (4)

Explores the concepts of and strategies for disease prevention and health promotion that are needed to improve the health of individuals, families, communities and selected populations. Addresses global factors impacting health care. The nurse's role in the promotion of population health is emphasized.

Prerequisite: NURS 3322, NURS 3323 Typically Offered: Demorest Campus: every spring — Athens Campus: every fall.

1. Apply conceptual frameworks of public health nursing practice.
2. Describe the organization and financing of the health care delivery system from a local, state, national, and global perspective.
3. Explain major influences on health care and the practice of community oriented nursing related to ethics, culture, health policy and the environment.
4. Utilize critical thinking skills to plan, organize, implement, and evaluate a population focused health promotion project.
5. Utilize technological resources to examine current population health data.
6. Apply evidence based findings to community nursing.
7. Describe vulnerable populations and the factors leading to vulnerability.
8. Explore the roles, function, and importance of community health nurses.
9. Demonstrate the role of nurse advocate.
10. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others and attention to professional boundaries with patients, families and the inter-professional health care team.
11. Understand the role of the nurse and other healthcare professionals in promoting conditions and healthy behaviors that improve population health.
12. Demonstrate the professional standards of moral, ethical and legal conduct in community health nursing.
13. Practice safe and competent community nursing care with individuals and families.

#### NURS 4420 - Research in Nursing (3)

Highlights the research process, the use of research in nursing, and the nurse as a consumer of research.

Prerequisite: MATH 1300 Typically Offered: Demorest Campus: every fall — Athens Campus: every fall.

1. Discuss the relationship between research, theory and evidence-based nursing practice.
2. Demonstrate an understanding of the basic elements of the research process.
3. Critically read, evaluate, and synthesize research in nursing.
4. Utilize appropriate technological resources available to nursing research.
5. Discuss ways that research findings are communicated.
6. Discuss ethical and legal issues pertaining to nursing research.
7. Interpret the role of the baccalaureate nurse in research.

#### NURS 4425 - Nursing of Acute and Chronic Mental Health Conditions (4)

Explores the foundational concepts of mental health nursing and examines acute and chronic mental health conditions in individuals across the lifespan. Focuses on strategies that promote an optimal level of functioning. The nurse's role in mental health nursing is emphasized.

Prerequisite: NURS 3322, NURS 3323 Typically Offered: Demorest Campus: every spring — Athens Campus: every fall.

1. Recognize the impact of one's attitudes, values and expectations when providing care for clients with mental health conditions.

2. Discuss and evaluate the roles of mental health nursing in various settings.
3. Explore the factors contributing to the development of mental health conditions.
4. Differentiate the characteristics of various acute and chronic mental health conditions.
5. Demonstrate responsibility and accountability in providing safe and competent nursing care to individuals with acute and chronic mental health conditions.
6. Utilize ethical/legal decision-making in providing nursing care for mental health clients.
7. Demonstrate knowledge of regulations that affect the ethical use of technology when caring for clients with mental health conditions.
8. Utilize critical thinking through application of the nursing process in planning and implementing nursing care for clients with acute and chronic mental health conditions.
9. Utilize therapeutic communication skills effectively with clients with mental health conditions.
10. Analyze the nurse's role and function as an effective member of the interprofessional health care team in the mental health setting through appropriate collaboration.
11. Demonstrate an understanding of the role of community-based mental health nursing in intervening with clients with mental health conditions living in the community.
12. Explore current research findings related to the care of individuals with acute and chronic mental health conditions.
13. Discuss the impact of genetics and the Human Genome Project on understanding mental illness and individual response to therapeutic interventions.
14. Utilize technological resources to facilitate the care of clients with mental health conditions.
15. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others and attention to professional boundaries with patients, families and the interprofessional health care team.

#### NURS 4426 - Adult Health Care II (4)

Focus is on the effects of health problems of adults. Problems and concepts specific to cardiac, peripheral vascular, cancer, neurological, and renal disorders are addressed. The nurse's role in planning, implementing, and evaluating strategies toward optimal health is emphasized.

Prerequisite: NURS 3330 Typically Offered: Demorest Campus: every fall — Athens Campus: every fall.

1. Demonstrate the ability to make legal and ethical nursing decisions.
2. Demonstrate effective organizational skills in providing care to patients.
3. Implement a safe environment for all patients.
4. Implement safe drug therapy in patient care.
5. Incorporate available community resources in planning for the continuity of care for patients.
6. Utilize evidence-based practice in planning holistic patient centered care.
7. Communicate and function effectively with the patient, families and interprofessional team.
8. Utilize critical thinking in the application of the nursing process.
9. Implement technology in providing patient care.
10. Synthesize knowledge of health promotion and disease management when planning care for patients experiencing problems of abnormal tumor growth, perfusion, and cognition, movement and coordination.
11. Integrate knowledge from health science courses when planning nursing care.
12. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others and attention to professional boundaries with patients, families and the interprofessional health care team.

#### NURS 4427 - Health Care of the Child (4)

Focuses on the utilization of critical thinking, communication, and clinical competence in meeting the special needs of children and their families.

Prerequisite: NURS 3322, NURS 3323 Typically Offered: Demorest Campus: every fall — Athens Campus: every spring.

1. Practice within the legal and ethical framework of nursing care
2. Discuss anticipatory guidance regarding safety for infant toddlers, preschoolers, school-aged, and adolescents
3. Use critical thinking skills in planning and implementation of safe, competent nursing care for infants, children & their families
4. Conduct comprehensive assessment and interpret findings of infants, children, and adolescents that include physical, behavioral, psychological, spiritual, and cultural components
5. Relate current research findings to the health care of children and their families
6. Discuss the ethical and legal scope of practice for nurses caring for the family
7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preference, and health literacy considerations
8. Utilize basic technological resources in nursing practice
9. Apply physical, cognitive and psychosocial theories when planning care of children from newborn thru adolescent age groups
10. Discuss the elements of physical assessment techniques and multi-system assessments according to the age developmental stage of the child
11. Recognize and discuss nursing management of common pediatric infectious and communicable diseases
12. Explore community resources available to maintain the continuity of care for clients and their families
13. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others and attention to professional boundaries with patients, families, and the interprofessional health care team.

#### NURS 4430 - Nursing Care of the Complex Client with Multiple Problems (4)

This course emphasizes synthesis of previous knowledge gained in the Adult Health Care courses. The nurse's role in the care of the critical complex client is emphasized. Utilization of critical thinking and problem solving skills are stressed.

Prerequisite: NURS 4426 Typically Offered: Demorest Campus: every spring — Athens Campus: every spring.

Upon completion of this course, students will be able to:

1. Demonstrate the ability to make legal and ethical nursing practice decisions.
2. Demonstrate effective organizational skills in providing care to patients.
3. Implement a safe environment for all patients.
4. Implement safe drug therapy for all patients.
5. Incorporate available community resources in planning for the continuity of care for patients.
6. Utilize evidence-based practice in planning holistic patient centered care for the complex client.
7. Communicate and function in the application of nursing practice for patients with complex health problems.
8. Utilize critical thinking in the application of nursing practice for patients with complex health problems.
9. Implement technology in providing patient care in the critical care setting.
10. Synthesize knowledge of health promotion and disease management when planning care for patients experiencing complex health problems and disease management when caring for patients across the life span experiencing complex problems of ventilation, perfusion, cognition, movement, coordination, and renal function.

11. Integrate knowledge from health science courses when planning nursing care.
12. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients, families, and inter-professional health care team.

#### NURS 4431 - Nursing Leadership and Management (3)

Examines selected theories, styles, roles, and functions in leadership and management. The role of the nurse as a leader/manager in the health care arena is analyzed.

Prerequisite: NURS 4420 Typically Offered: Demorest Campus: every spring — Athens Campus: every spring.

1. Utilize scholarly nursing literature searches to examine nursing theory and research related to management and leadership.
2. Demonstrate understanding of the current issues and trends affecting nursing and healthcare delivery and the role of a patient advocate.
3. Analyze the politics of health care and the impact on nursing.
4. Analyze ethical and legal issues in healthcare pertaining to leadership, management, and nursing practice.
5. Explore the evidence regarding effective strategies for planning and organizing groups to provide care.
6. Apply selected roles and functions of nursing leadership in a collaborative multi- disciplinary healthcare environment.
7. Incorporate cultural competence, congruence, respect, and sensitivity into the skills needed to communicate effectively, maximize employee performance, resolve conflicts, and improve outcomes.
8. Explore the development of a budget, quality improvement plans, finances, and policies in various healthcare settings.
9. Explores the concept of a healing environment and how health is impacted by the environment.
10. Understand the basic concepts to enable systems to change.
11. Develops a plan for life-long learning that promotes professionalism, scholarship, evidence-based practice, and continued skill acquisition.
12. Demonstrate effective verbal/non-verbal communication and writing skills.

#### NURS 4432 - Clinical Internship (4)

Allows for application of nursing knowledge in an approved clinical setting. Provides for synthesis and refinement of nursing skills required for entry into professional practice.

Prerequisite: NURS 3331, NURS 3332, NURS 4420, NURS 4425, NURS 4426, NURS 4427 Typically Offered: Demorest Campus: every spring — Athens Campus: every spring.

The student will be able to:

1. Demonstrate effective communication, collaboration, and leadership skills with patients, families, communities, and inter- and intra-professional healthcare teams.
2. Employ technology and evidence based practice to provide safe care for patients across the life span to improve health at the local, national, and global level.
3. Integrate theoretical knowledge from nursing and liberal art and sciences while analyzing and synthesizing multiple sources of information in the decision-making process.
4. Provide holistic patient centered care with a focus on health promotion and disease prevention and based on sensitivity and respect for diverse populations.
5. Uphold professional and ethical standards of nursing practice; promoting professional growth.
6. Analyze the effects of healthcare policy on the quality & safety of patient care in the practice environment.

## NURS 4434 - Capstone Seminar (1)

Application for graduation must be submitted when registering for this class. Allows for students to integrate and synthesize knowledge gained throughout the nursing program. Students will be expected to present their capstone project in writing and in an oral presentation.

Prerequisite: NURS 4420 Typically Offered: Demorest Campus: every spring — Athens Campus: every spring.

Upon completion of this course, the student will validate achievement of core / key concepts by demonstrating the ability to: (Nursing Program Core/Key Concepts are identified in parentheses):

1. Synthesize personal and professional development obtained throughout the nursing program that includes an understanding of the positive impact of collaboration, professional communication and commitment to learning in order to provide high quality, safe patient care. (Professional Values, Collaboration, Communication, Leadership, Safety in Health Care, Inquiry-Based Learning)
2. Critically evaluate theoretical concepts from nursing as related to current health care trends or nursing practice issues in diverse settings. (Critical Thinking)
3. Assess the health care environment to consider policy, education, resources, ethics, quality, and safety related to various nursing practice settings or patient populations. (Technology, Critical Thinking, Safety in Health Care, Inquiry-Based Learning)
4. Distinguish research gaps related to health promotion, disease prevention, or nursing policy through review of evidence-based nursing literature, corporate policy, or governmental regulations. (Inquiry-Based Learning, Critical Thinking, Technology)
5. Propose improvements to nursing practice related to a specific health care concept or professional issue utilizing a critical thinking and clinical reasoning framework. (Critical Thinking, Therapeutic Interventions)
6. Effectively communicate synthesized ideas and demonstrate general education capabilities through completion of oral and written Capstone Project requirements. (Leadership, Communication, Critical Thinking)

## NURS 4435 - Holistic Nursing (3)

Explores, examines, and analyzes the art and science of holistic nursing and the concept of nurse as healer. Students also will examine, body-mind-spirit modalities, research, and the American Holistic Nurses Association's Scope and Standards of Practice.

Prerequisite: Current student in the nursing program

## NURS 4436 - Palliative Care &amp; Hospice (3)

Analysis of the physiological, psychological, social, and spiritual issues as they relate to palliative care, hospice, and dying patients.

Prerequisite: Current student in the nursing program

## NURS 4490 - Special Topics in Healthcare (1-5)

Focuses on an in-depth exploration of a particular topic in nursing. Utilization of various methods of research will be employed.

Prerequisite: Permission of instructor

Upon completion of this course, students will be able to:

1. Understand the legal and ethical framework of healthcare in both the United States and Ireland.
2. Use critical thinking skills in planning and implementation of safe, competent health care for individuals and their families.
3. Conduct comprehensive windshield assessment and interpret findings include physical, behavioral, psychological, spiritual, and cultural components.
4. Relate current research findings to the health care of citizens in Ireland.
5. Identify health care practices that differ from those in the US.
6. Discuss the elements of healthcare and multi-system assessments with professionals from Ireland.
7. Recognize and discuss healthcare management of common communicable diseases, and areas that make the population high risk.
8. Explore community resources available.

9. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others and attention to professional boundaries with patients, families, and the inter-professional health care team.

## **PDMT - PIEDMONT**

### **PDMT 1101 - Intro to University Life and Liberal Arts Tradition (1)**

This discussion-oriented course will provide students entering Piedmont University with fewer than 24 hours of transfer credit the opportunity to engage in discussions and activities that will promote their understanding of college life and the purpose and content of a Liberal Arts education. Discussions of reading material will foster critical thinking and oral skills, while written assignments will promote the development of writing skills.

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

1. Identify resources on the Piedmont campus and surrounding community to succeed in academic, social and personal goals. The professors, advisor, faculty in the department, peers, and University staff will assist with growth.
2. Explore the path in pursuit of goals in the declared academic discipline. Learn about the range of academic and career opportunities afforded by the major. Be able to discern if a change of course of study to a different area is necessary. If the major is undeclared, explore the options and consider which academic program is the best fit.
3. Become part of the heritage of Piedmont University. By learning about the University, department and field, be able to better figure out how and where the individual belongs in the Piedmont family.

### **PDMT 2050 - Summer Travel Study Pre-Departure Orientation (1)**

This course prepares participants of a Summer Travel Study program at Piedmont University 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 Campus and Athens Campus: Annually.

## **PENG - PHYSICS, ENGINEERING**

### **PENG 2000 - Engineering Statics (3)**

This course is designed for the Pre-engineering/engineering physics major. It is not applicable for the Applied Physics Major. This course covers forces, moments, trusses, beams and cables, friction, centroids and moments of inertia.

Prerequisite: PHYS 2110 Typically Offered: Demorest Campus: spring day.

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

1. Calculate sums of forces, moments, and couples to maintain static equilibrium of many objects.
2. Apply new methods of adding vectors and solving static problems.
3. Integrate the knowledge of dry friction, centroids, and distributed loads to solve static engineering problems.

## **PHIL - PHILOSOPHY**

### **PHIL 1101 - Introduction to Philosophy (3)**

A survey of central philosophical issues and problems. Consideration is given to the nature, sources, and validity of knowledge; the relationship of philosophy to science; the nature of reality and the existence of God; and the meaning of moral and aesthetic values.

Typically Offered: Demorest Campus: fall and spring.

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

1. Understand something about the discipline of philosophy and the important terms, positions, arguments, and people that are part of it.
2. Begin the personal journey away from cocksure, vague, and self-contradictory ways of thinking and speaking and toward more tentative, precise, and self-consistent ways of thinking and speaking. (Compare this with the description of philosophy by Bertrand Russell.)
3. Learn the skill of independent and critical thinking: i.e., you should learn to philosophize!

#### PHIL 1102 - Critical Thinking (3)

A study of the methods and principles for analyzing and evaluating claims and arguments with particular attention to fallacies and deductive and inductive reasoning.

Typically Offered: Demorest Campus: fall.

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

1. Understand the importance of careful, critical thinking, not only in academic pursuits, but in all the activities of life.
2. Begin the personal journey away from cocksure, vague, and self-contradictory ways of thinking and speaking and toward more tentative, precise, and self-consistent ways of thinking and speaking.
3. Learn to evaluate unsupported claims, to analyze and evaluate arguments, and to recognize common fallacies.
4. Learn the skill of independent and critical thinking.

#### PHIL 2201 - History of Philosophy I - Ancient and Medieval (3)

A study of the development of Western philosophy from early Greek philosophy to the end of the Middle Ages.

Typically Offered: Demorest Campus: fall even years.

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

1. Understand and appreciate the major themes of Western philosophy from the time of the pre-Socratics to the Middle Ages.
2. Acquire substantial knowledge of the major philosophical figures of this time and their historical circumstances.
3. Continue to develop your independent and critical thinking skills.

#### PHIL 2202 - History of Philosophy II - Modern and Contemporary (3)

A study of the development of Western philosophy from the beginning of the Modern period to the Contemporary period.

Typically Offered: Demorest Campus: spring odd years.

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

1. Understand and appreciate the major themes of Western philosophy in the modern and contemporary periods.
2. Acquire substantial knowledge of the major philosophical figures of this time and their historical circumstances.
3. Demonstrate the ability to perform research into a philosophical topic relevant to the periods being studied.
4. Continue to develop your independent and critical thinking skills.

#### PHIL 2205 - The Good Life: A Global Perspective (3)

A study of conceptions of the "good life" in multiple religious and philosophical traditions.

Cross-Listed as: RELG 2205. Typically Offered: Demorest Campus - Spring.

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

1. Articulate key ethical theories as they pertain to the cultivation of good life.
2. Articulate their own conception of the good life using ideas from the history of philosophy and global religious traditions.



### PHIL 2210 - Symbolic Logic (3)

An introduction to deductive logic using contemporary logical notation. Students learn how to translate English claims into logical symbols and use them, along with valid rules of inference, to form a natural deductive system. Emphasis is placed on the construction of formal proofs of validity.

Typically Offered: Demorest Campus: spring even years.

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

1. Identify and analyze arguments.
2. Understand better the natural rules of deductive reasoning.
3. Symbolize English arguments in contemporary logical notation and perform various logical manipulations such as the construction of proofs of validity.

### PHIL 3301 - Metaphysics (3)

A study of the basic questions of reality theory; topics may include the existence and nature of God, human nature and philosophy of mind, time, cosmology, and ontology.

Prerequisite: PHIL 1101 Typically Offered: Demorest Campus: fall even years.

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

1. Understand and appreciate the major themes questions of metaphysics.
2. Acquire substantial knowledge of the major philosophical figures who have contributed to this field.
3. Continue to develop your independent and critical thinking skills.

### PHIL 3303 - Epistemology (3)

A study of the basic questions of knowledge theory; topics may include definitions of knowledge, truth, evidence, and the rational status of belief.

Prerequisite: PHIL 1101 Typically Offered: Demorest Campus: fall odd years.

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

1. Understand and appreciate the major questions of epistemology.
2. Acquire substantial knowledge of the major philosophical figures who have contributed to this field.
3. Understand the criteria for knowledge and the processes purported to enable one to gain it.
4. Continue to develop your independent and critical thinking skills.

### PHIL 3305 - Ethics (3)

An introductory study of the history, principles, and current state of ethical thought with special focus on selected contemporary problems.

Cross-Listed as: RELG 3305. Typically Offered: Demorest Campus: spring.

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

1. Understand something about the discipline of ethics and the important terms, positions, arguments, and people that are part of it.
2. Begin the personal journey away from cocksure, vague, and self-contradictory ways of thinking and acting and toward more tentative, precise, and self-consistent ways of thinking and acting.
3. Learn to apply the skills of independent and critical thinking to ethical issues: i.e., you ought to learn to take a philosophical approach to moral decisions.

## PHIL 3325 - Environmental Ethics (3)

This course provides a general knowledge of basic ethical theory; a general exposure to the ethical issues related to the environment and environmental issues; and an introduction to some of the important terms, positions, arguments, and people that are a part of that discipline.

Cross-Listed as: RELG 3325. Typically Offered: Demorest Campus: fall even years.

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

1. Critically analyze ethical issues related to the environment using a variety of methodologies.
2. Formulate ethical arguments using a variety of methodologies.
3. Create models for a sustainable environment/planet/ecology.
4. Discuss the various methodologies used in constructing ethical arguments.

## PHIL 4400 - Special Topics (3)

Course topics to be announced; offered on occasional basis. May be repeated for credit only if the topic changes.

Prerequisite: 15 hours of philosophy or permission of instructor. Typically Offered: Demorest Campus: as needed.

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

1. Understand and appreciate the major questions related to a special topic in philosophy or religion.
2. Acquire substantial knowledge of the major philosophical or religious figures who have contributed to this field, topic, or question.
3. Continue to develop your independent and critical thinking skills.

## PHIL 4425 - Philosophy of Religion (3)

A study of the interplay between philosophy and religion.

Prerequisite: PHIL 1101 or RELG 1101 Cross-Listed as: RELG 4425. Typically Offered: Demorest Campus: fall odd years.

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

1. Provide you with a general exposure to the philosophy of religion and some of the important terms, positions, arguments, and people that are part of that discipline.
2. Familiarize you with the basic epistemological and metaphysical issues in the philosophy of religion.
3. Contribute to your continued philosophical journey of rational inquiry and critical thinking.

## PHIL 4490 - Independent/Directed Study (3)

Independent study of a selected philosophical problem(s) or text(s); to be arranged as needed.

Prerequisite: Permission of department. Typically Offered: Demorest Campus: as needed.

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

1. Understand and appreciate the major questions related to a special topic in philosophy or religion.
2. Acquire substantial knowledge of the major philosophical or religious figures who have contributed to this field, topic, or question.
3. Continue to develop your independent and critical thinking skills.

## PHIL 4499 - Senior Seminar in Philosophy (3)

As a capstone experience, students will write and present a major research project that conforms to standards in the field.

Prerequisite: 15 hours of philosophy or permission of instructor. Typically Offered: Demorest Campus: spring.

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

1. Provide you with an opportunity to pursue independent research.

2. Enable you to prepare a final research paper according to the standards of your field.
3. Enable you to present your paper as a seminar presentation.
4. Help you to continue to develop your independent and critical thinking skills.

#### PHIL 4930 - Internship in Philosophy (1-3)

A supervised learning experience in the area of philosophy that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

Prerequisite: Demorest Campus: as needed

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## PHYS - PHYSICS

#### PHYS 1011 - Physical Science I (4)

Principles of the physical universe, including properties of force, motion, gravitation and energy. Introduction to characteristics of matter including atomic structure and behavior. Lecture and laboratory.

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

1. Acquire an understanding and knowledge of the nature of science, motion and various forms of energy, properties of matter and atomic structure, and chemical bonding and reactions.
2. Understand, utilize and perform calculations and the correct handling of numbers, measurements, and using mathematical equations, calculations and models.
3. Be familiar with the notation used for atomic structure and reactions.

#### PHYS 1012 - Physical Science II (4)

Fundamentals of chemical reactions and organic chemistry. Composition and behavior of the Earth and its atmosphere, the solar system and the universe. Lecture and laboratory.

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

1. Acquire an understanding and knowledge of the nature of science, motion and various forms of energy, properties of matter and atomic structure, and chemical bonding and reactions.
2. Understand, utilize and perform calculations and the correct handling of numbers, measurements, and using mathematical equations, calculations and models.
3. Be familiar with the notation used for atomic structure and reactions.

## PHYS 1110 - College Physics I (3)

An algebra and trigonometry-based introduction to the study of motion. Topics include force, energy, work, momentum, rotation, Newtonian gravitation, thermal physics, oscillations, and sound.

Prerequisite: MATH 1113 Corequisite: PLAB 1110 Typically Offered: Demorest Campus: fall semester.

- Apply the equations and concepts of work, energy, force and momentum to the motion of particles in space.
- Solve problems involving the motion and statistics of objects.
- Compare equations of force, energy and momentum.

## PHYS 1120 - College Physics II (3)

An algebra and trigonometry-based introduction to the study of electromagnetism. Topics include electrostatics and electric fields, electric current and circuits, magnetostatics and magnetic fields, electromagnetic waves, and optics.

Prerequisite: PHYS 1110 Corequisite: PLAB 1120 Typically Offered: Demorest Campus: spring.

Having successfully completed this module, you will be able to demonstrate knowledge and understanding of:

- the use of Coulomb's law and Gauss' law for the electrostatic force
- the relationship between electrostatic field and electrostatic potential
- the use of the Lorentz force law for the magnetic force
- the use of Ampere's law to calculate magnetic fields
- the use of Faraday's law in induction problems
- the basic laws that underlie the properties of electric circuit elements

## PHYS 2110 - University Physics I (4)

Introduction to the study of motion. Topics include force, energy, work, momentum, and rotation. Lecture and laboratory.

Prerequisite: MATH 2450 Corequisite: PLAB-2110 Typically Offered: Demorest Campus: fall day.

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

1. Apply the equations and concepts of work, energy, force and momentum to the motion of particles in space.
2. Solve problems involving the motion and statics of objects.
3. Compare equations of force, energy and momentum.

## PHYS 2120 - University Physics II (4)

Introduction to the study of electromagnetism. Topics include electrostatics and electric fields, electric current and circuits, magnetostatics and magnetic fields, and electromagnetic waves. Lecture and laboratory.

Prerequisite: PHYS 2110 Corequisite: PLAB-2120 Typically Offered: Demorest Campus: spring day.

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

1. Apply the equations and concepts of electricity and magnetism to the motion of particles in space.
2. Calculate voltages, currents, and equivalent resistances of both DC and alternating currents.
3. Compare the wave equations of sound and light.
4. Learn the equations of geometric optics.

### PHYS 2350 - Special Topics in Physics (3)

This course examines special topics related to physics appropriate for all students, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Typically Offered: Demorest Campus: As needed.

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

1. Apply critical and mathematical thinking to a given topic.
2. Develop mathematical models to describe the physical world.

### PHYS 3010 - Advanced Physics Lab I (1)

Students will perform experiments and simulations covering a variety of topics such as harmonic motion, sound waves, and air resistance. Specific focus is given to mathematical and theoretical analysis of experimental results.

Prerequisite: PHYS 2110 and PHYS 2120 Typically Offered: Demorest Campus: fall day.

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

1. Define and describe the basic ideas and physical concepts introduced in lecture and in the textbook, explaining what each term means and what it measures,
2. Demonstrate knowledge of the necessary vocabulary used to describe the concepts introduced in the course, including their units (energy, time, length, etc.), the associated MKS units (joules, seconds, meters, etc.), and their mathematical nature (scalar, vector, etc.),
3. Show qualitative comprehension of the mathematical principles and laws that relate physical quantities to one another by verbal or written description,
4. Apply the mathematical principles and laws to obtain quantitative solutions to problems,
5. Learn and apply problem solving methods to set up solutions to quantitative physics problems.

### PHYS 3020 - Advanced Physics Lab II (1)

Students will design and perform experiments in a variety of physical principles including electrostatics, electrodynamics, circuit design, and computer simulations.

Prerequisite: PHYS 2110 and PHYS 2120 and PHYS 3010 Typically Offered: Demorest Campus: spring day.

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

1. Design and perform experiments in circuit design, and computer simulations.
2. Work together to build microprocessor applications.
3. Research different fields of physics to decide upon a research topic for the following year.

### PHYS 3100 - Classical Mechanics (3)

Study of the motion of particles and systems of particles at a mathematically rigorous undergraduate level. Topics include Newtonian mechanics, translational and angular momentum, conservative forces and potential energy, oscillations, and rigid body motion.

Prerequisite: MATH 2470, PHYS 2110, and PHYS 2120 Typically Offered: Demorest Campus: odd fall day.

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

1. Solve problems of single and multi-particle dynamical systems.
2. Work problems with linear and nonlinear oscillations.

3. Use the calculus of variations to solve problems in dynamics and will be introduced to Hamilton's Principle and Hamiltonian Dynamics.

#### PHYS 3200 - Modern Physics (3)

Introduction to special relativity and quantum physics. Topics include Lorentz transformations, time dilation, length contraction, wave nature of matter, the Heisenberg uncertainty principle, the Schrödinger equation and selected solutions, and atomic structure.

Prerequisite: PHYS 2110 and PHYS 2120 Typically Offered: Demorest Campus: even fall day.

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

1. Solve problems in relativistic mechanics.
2. Learn of the wave-particle duality of matter.
3. Apply Schrodinger Equation solve problems.

#### PHYS 3300 - Thermal and Statistical Physics (3)

Study of thermal and statistical physics. Topics include heat and work, thermodynamic potentials, ideal gases, statistical ensembles, Maxwell-Boltzmann statistics, partition functions, and black-body radiation.

Prerequisite: PHYS 2110 and PHYS 2120 Typically Offered: Demorest Campus: odd spring day.

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

1. Understand the equations of basic macro-thermodynamics.
2. Apply the equations and concepts of statistics to the understanding of thermodynamic processes.
3. Solve problems in thermodynamics both from a statistical and a macro point of view.
4. Understand the concepts of entropy and enthalpy as compared from a macroscopic and a microscopic point of view.
5. Expand the basic knowledge of statistics by learning of Maxwell-Boltzmann statistics, partition functions, and the application of these to black body radiation.

#### PHYS 3990 - Philosophy and Methodology of Science (3)

Overview of the history and philosophy of science; introduction to scientific research methods including concepts of statistical analyses, testing alternative hypotheses, and experimental design. Requires development of prospectus for Senior Research PHYS 4980 (PHY 498) in consultation with thesis director. Lecture only.

Prerequisite: At least one course in a 3000/4000 level science. Typically Offered: Demorest Campus: as needed.

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

1. Develop an appreciation for science as a discipline: what it is, how it functions, and its philosophic history.
2. Develop such an understanding of designing experiments, analysis, and the presentation of data so as to prepare to conduct an independent research project.

#### PHYS 4100 - Materials (3)

Elasticity, stress, strain, plasticity, waves, and fractures in solids, liquids, gases and crystals.

Prerequisite: PHYS 2110 and PHYS 2120 Typically Offered: Demorest Campus: as needed..

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

1. Know how Hooke's law applies to material deformations and extended to viscoelastic, plastic, and composite materials models.
2. Apply concepts involving buckling, pressure vessels, shear and torsion to solve problems.

3. Apply stress and strain tensors to derive Mohr's circle and solve more complicated composite structure problems.
4. Understand free body diagrams, distributed loads, and the successive integration method of solving problems of cantilevered beams and plates.

#### PHYS 4350 - Advanced Topics in Physics (1-3)

This course examines advanced special topics related to physics which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Offered: Demorest : As needed.

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

1. Apply critical and mathematical thinking to a given topic.
2. Develop mathematical models to describe the physical world.

#### PHYS 4400 - Electricity and Magnetism (3)

Study of electric and magnetic phenomena at a mathematically rigorous undergraduate level. Topics include electrostatics and electric potential, solutions to Laplace's and Poisson's equations, multipole expansions, electrostatic fields in matter, magnetostatics, vector potential, magnetic fields in matter, and Maxwell's equations for static fields.

Prerequisite: MATH 2470, PHYS 2110, and PHYS 2120 Typically Offered: Demorest Campus: even spring day.

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

1. Build on the understanding of electric and magnetic fields.
2. Apply Laplace and Poisson equations and development Maxwell's equations.
3. Gain the tools necessary to describe electromagnetic waves.

#### PHYS 4500 - Fluids (3)

Study of fluid statics and dynamics. Topics include viscosity, incompressible and compressible fluids, stress/strain, and porous media fluid flow.

Prerequisite: MATH 2470, PHYS 2110, and PHYS 2120 Typically Offered: Demorest Campus: even fall day.

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

1. Solve problems in fluid statics, dynamics, viscosity, incompressible and compressible fluids and porous media fluid flow.
2. Understand the full development of the Navier Stokes equation.

#### PHYS 4600 - Circuits (3)

Circuit diagrams, measuring instruments, LRC circuits, semiconductors, diodes, transistors, and operational amplifiers.

Prerequisite: PHYS 2110 and PHYS 2120 Typically Offered: Demorest Campus: even spring day.

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

1. Understand circuit diagrams, measuring instruments, LRC circuits, semiconductors, diodes, transistors, and operational amplifiers.
2. Gain both a theoretical and hands on understanding of basic circuits.
3. Utilize technology to perform circuit analysis.

## PHYS 4800 - Quantum Mechanics (3)

Study of matter and energy at microscopic sizes. Topics include wave packets and wave functions, quantum observables, probability amplitudes, Heisenberg uncertainty relations, quantized angular momentum, and selected solutions to the one- and three-dimensional Schrödinger equation.

Prerequisite: PHYS 2110 and PHYS 2120 Typically Offered: Demorest Campus: as needed.

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

1. Define and describe the basic ideas and physical concepts introduced in lecture and in the textbook, explaining what each term means and what it measures.
2. Demonstrate knowledge of the necessary vocabulary used to describe the concepts introduced in the course, including their units (energy, time, length, etc.), the associated MKS units (joules, seconds, meters, etc.), and their mathematical nature (scalar, vector, etc.).
3. Show qualitative comprehension of the mathematical principles and laws that relate physical quantities to one another by verbal or written description.
4. Apply the mathematical principles and laws to obtain quantitative solutions to problems.
5. Learn and apply problem solving methods to set up solutions to quantitative physics problems.

## PHYS 4930 - Internship in Physics (1-3)

A supervised learning experience in the area of physics that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. Expand on the student's critical analysis skill.

## PHYS 4950 - Science Seminar (1)

Seminar presentation of a senior research project.

Prerequisite: Senior standing in science major. Typically Offered: Demorest: fall day.

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

1. Demonstrate proficiency in calculation of quantum electrodynamic particle interactions.
2. Demonstrate proficiency in using effective field theory to calculate hadronic particle interactions.
3. Compose a scholarly paper suitable for publication in a refereed physics journal.



**PHYS 4980 - Senior Research (1)**

Conduction of senior research under the direction of a research director.

Prerequisite: Senior standing in science major Typically Offered: Demorest: spring day.

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

1. Plan, construct, and execute an original laboratory experiment.
2. Log lab research time and activities.
3. Research background material on a chosen subject.

**PLAB - PHYSICS LAB****PLAB 1110 - College Physics I (1)**

College Physics I laboratory.

Corequisite: PHYS 1110 Typically Offered: Demorest Campus: fall.

Apply the equations and concepts of work, energy, force and momentum to the motion of particles in space. Solve problems involving the motion and statistics of objects. Compare equations of force, energy and momentum.

**PLAB 1120 - College Physics II Laboratory (1)**

College Physics II Laboratory.

Prerequisite: PHYS 1110 Corequisite: PLAB 1120 Typically Offered: Demorest Campus: spring.

Having successfully completed this module, you will be able to demonstrate knowledge and understanding of:

- the use of Coulomb's law and Gauss' law for the electrostatic force
- the relationship between electrostatic field and electrostatic potential
- the use of the Lorentz force law for the magnetic force
- the use of Ampere's law to calculate magnetic fields
- the use of Faraday's law in induction problems
- the basic laws that underlie the properties of electric circuit elements

**2110 2110 - General Physics I Lab (0)**

Corequisite: PHYS-2110

**2120 2120 - General Physics II (0)**

Prerequisite: PHYS-2110, PLAB-2110 Corequisite: PHYS-2120

**POSC - POLITICAL SCIENCE****POSC 1101 - American Government (3)**

A study of the origins, principles, processes and structures of U.S. government.

Typically Offered: Athens Campus: as needed - Demorest Campus: fall day spring, as needed, summer, online.

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

1. Greater civic knowledge of our government, its functions, and the contextual understanding of those who make policy in the U.S.
2. An in-depth understanding of the issues that impact American politics.

3. Ability to think critically and analytically about the forces and factors that shape the behavior of national government and other important actors in American politics.
4. Ability to interpret varying points of view as to the functions of American institutions and politics.
5. Expanded critical analysis skills through the readings in the book and lectures, in-class discussions, and writing assignment.

#### POSC 3300 - Comparative Politics (3)

This course is an introduction to the subfield of comparative politics, the systematic study and comparison of the world's political systems, encompassing a great variety of interesting phenomena. This includes, but is not exclusive to, democratization, national political economy, political institutions, and political culture.

Typically Offered: Demorest Campus: even fall day, summer, as needed online.

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

1. Ability to think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in the international system.
2. Promote critical thought and reflection about comparative politics in other societies (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. Gain a better knowledge of varying points of view and interpretations by other theorists and societies as to the best way in which to function in international society.
4. An in-depth understanding of the global issues, and political geography, that impacts our international society.
5. Ability to use the offered theories to analyze and critically assess the global issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and supplemental material, lectures, in-class discussions, and writing assignments.

#### POSC 3315 - Georgia Politics (3)

This course examines historic and contemporary Georgia, with special attention paid to the state's constitutional and political development. Georgia's 10 state constitutions are reviewed in their historical, political, and social contexts. Also, Georgia's current constitution and the operational system it establishes are discussed with special attention to the contemporary issues which confront Georgia state government and politics, including its relationship to the federal government and international politics.

Typically Offered: Athens Campus: as needed - Demorest Campus: odd fall day/online as needed; summer online.

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

1. Think critically and analytically about the forces and factors that shape the behavior of state government and other important actors in Georgia politics.
2. Promote critical thought and reflection about political parties and ideologies in Georgia at the local, municipal, county, and state level, as well as the role of state politics in the federal system.
3. A thorough knowledge of varying points of view and interpretations as to the functions of state institutions and politics.
4. An in-depth understanding of the issues that impact local and state politics.
5. The ability to use the offered theories to analyze and critically assess the local and state issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and lectures, in-class discussions, and writing assignments.

#### POSC 3330 - National Political Issues (3)

An examination of major contemporary national political issues, with an emphasis on developing understanding and analytical critical thinking skills for active citizenship. This course includes a focus on current debates over national problems and policy disputes.

Typically Offered: Demorest Campus: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national political issues and other important aspects in American politics.
2. 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 federal system.
3. Interpret varying points of view as to the functions of American institutions and politics.
4. Understand the issues that impact American politics
5. The ability to use the offered theories to analyze and critically assess national issues that will be covered in class.
6. Expanded critical analysis skills through the readings and lectures, in-class discussions, and writing assignments.

#### POSC 3340 - Political Ideologies (3)

Examines contemporary political ideologies, focusing on liberalism, conservatism, libertarianism, fascism, socialism and communism.

Typically Offered: Athens Campus: as needed - Demorest Campus: even spring day/online as needed; summer online.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in domestic and international politics.
2. Promote critical thought and reflection about political ideologies in other societies (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. A thorough knowledge of varying points of view and interpretations by other theorists and societies as to the best way in which to function in society.
4. An in-depth understanding of the domestic and international issues that impacts our society.
5. The ability to use the offered theories to analyze and critically assess the issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and supplemental material, lectures, in-class discussions, and writing assignment.

#### POSC 3350 - 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: Athens Campus: as needed - Demorest Campus: even spring day; summer as needed online.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national government and other important institutional actors in American politics.
2. 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
3. Interpret varying points of view and interpretations as to the functions of American political institutions.
4. An in-depth understanding of the issues that impact American political institutions.
5. 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.
6. Expanded critical analysis skills through the readings in the books and lectures, in-class discussions, and writing assignments.

## POSC 3360 - International Relations (3)

The structure and process of conflict and cooperation in the international community of states.

Typically Offered: Demorest Campus: odd spring day.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in the international system.
2. Promote critical thought and reflection about international relations (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. A thorough knowledge of varying points of view and interpretations by other theorists as to the best way in which to function within international society.
4. An in-depth understanding of the global issues that impact out international society.
5. The ability to use the offered theories to analyze and critically assess the global issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and supplemental material, lectures, in-class discussions, and writing assignments.

## POSC 3370 - Adjudication Processes (3)

This course is an in-depth examination of the structure and process of the judicial system in the United States, both at the federal and the state levels. Topics to be discussed include: roles and behavior of various actors within the judicial system, the process of civil and criminal law in the United States, and the relationship between law and politics and courts and society.

Typically Offered: Athens Campus: as needed - Demorest Campus: fall day, online.

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

1. Think critically and analytically about the forces and factors that shape the behavior of our judicial system and other important aspects in the adjudication process in the United States.
2. Promote critical thought and reflection about the role of law and politics in the Federal and State courts.
3. Interpret varying points of view as to the functions of the Courts and their effect on the U.S. Bill of Rights.
4. Understand the issues that impact our rights in the U.S. Constitution, the courts, and their daily application in the judicial system.
5. The ability to use the offered theories to analyze and critically assess issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and lectures and in-class discussions.

## POSC 3380 - International Law (3)

This course examines international law and international organizations as a subject area within the field of international relations. Topics include: approaches to the study of international law, the development of international law, and the nature and function of international law and institutions in the contemporary international system.

Typically Offered: Demorest Campus: even spring day.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in international law.
2. Promote critical thought and reflection about the perception and application of international law in other societies (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. Gain a thorough knowledge of varying points of view and interpretations by other theorists and societies as to the best way in which to function in international society.

4. An in-depth understanding of the global issues in international law, and how it impacts the global community.
5. The ability to use the offered theories to analyze and critically assess issues in international law that will be covered in class.
6. Expanded critical analysis skills through the readings in the text and supplemental material, lectures, in-class discussions, and writing assignments.

#### POSC 4405 - Global Issues (3)

An interdisciplinary course focusing on the interplay of cultural, economic, environmental, political and social factors in global issues and problems. Topics to be examined may include the present and future state of life on Earth, natural resource issues, economic and social development, and world conflict and peace.

Typically Offered: As needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in the international system.
2. Promote critical thought and reflection about international relations (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. A thorough knowledge of varying points of view and interpretations by other theorists and societies as to the best way in which to function in international society.
4. An in-depth understanding of the global issues that impact out international society.
5. The ability to use the offered theories to analyze and critically assess the global issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the books and other supplemental material and writing assignments for this course.

#### POSC 4415 - Criminal Law and Procedure (3)

An examination of the substantive and procedural law of major crimes against person and property. The focus of this course is to review the nature and origin of criminal law in the U.S., to critique the definition of legal and constitutional procedures governing arrest, and to examine the administration of the criminal sanction.

Typically Offered: Athens Campus: as needed - Demorest Campus: spring day/online.

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

1. Think critically and analytically about the forces and factors that shape the behavior of our criminal justice system and other important aspects in American judicial process.
2. Promote critical thought and reflection about criminal law and procedures in the American criminal justice system, as well as the role of politics in the federal system.
3. Interpret varying points of view as to the functions of the U.S. Constitution and its effect on rights.
4. Understand the issues that impact our rights in the U.S. Constitution, the courts, and their daily application in the criminal justice system.
5. The ability to use the offered theories to analyze and critically assess issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and lectures and in-class discussions.

#### POSC 4475 - Selected Topics (3)

This course examines topics related to culture, politics, criminal justice and society which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Typically Offered: As needed.

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

1. Think critically and analytically about the forces and factors that shape the agents involved in the processes covered in class.
2. Promote critical thought and reflection about the consequences of the material.
3. Gain a thorough knowledge of varying points of view and interpretations by other theorists.
4. An in-depth understanding of the theories and be able to analyze the issues covered in class.
5. Expanded critical analysis skills through the course readings and supplemental material, lectures, in-class discussions, and other coursework.

#### POSC 4500 - Constitutional Law (3)

This course will help a student gain a better understanding of the United States Constitution, its foundational documents, as well as the common law legal system that has developed over the past two centuries. This course considers the role of the courts in using judicial review to interpret the law, and promote reflection about the court system (state and federal) and the prevailing schools of Constitutional thought that the courts use to make law. A thorough knowledge of varying points of view and interpretations as to the functions of the law, rights, and how those rights are exercised.

Typically Offered: Demorest Campus: spring day.

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

1. Better understanding of the United States Constitution, its foundational documents, as well as the common law legal system that has developed over the past two centuries.
2. Think critically and analytically about the forces and factors that shape the behavior of the United States Supreme Court.
3. Promote critical thought and reflection about the court system (state and federal), and the prevailing schools of Constitutional thought that the courts use to justify its rulings and rule of law.
4. A thorough knowledge of varying points of view and interpretations as to the functions of the law, rights, and how those rights are exercised.
5. An in-depth understanding of the issues that impact local and state politics.
6. Preparation for legal writing and how to use court cases (through stare decisis) to enable varying interpretations from the prevailing schools of Constitutional thought.

## PSYC - PSYCHOLOGY

#### PSYC 1101 - General Psychology (3)

Covers the main and sub areas of psychology: development, learning, motivation, tests and measures, biological foundations, and disorder identification and treatment.

Typically Offered: Demorest Campus: fall/spring day; summer online.

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

1. Demonstrate basic understanding of psychological theories.
2. Analyze theories and perspectives on human behavior and mental processes.
3. Understand research related to topics such as sensation, perception, memory, thinking, learning, intelligence, stress and health, and personality.
4. Demonstrate knowledge of research methodology.
5. Evaluate psychological disorders and therapies.
6. Analyze behavior from different theoretical viewpoints.

7. Apply psychological concepts and principles to daily life.

#### PSYC 2201 - Psychological Inquiry and Writing (1)

This course provides students with foundational skills necessary to review scholarly literature and write scientific research reports, following APA-style. The course will cover topics such as proper citing procedures, avoiding improper paraphrasing, and developing and formatting each section of an APA-style research report.

Prerequisite: PSYC 1101 Typically Offered: Athens Campus: fall day - Demorest Campus: fall day.

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

1. How to find and critically evaluate scientific sources.
2. Understand the difference between appropriate and inappropriate sources.
3. How to write the different parts of an APA-style paper.
4. Become better scientific writers.
5. Be aware of academic integrity issues related to writing scientific papers.

#### PSYC 2202 - Introduction to Research Methods and Statistics (3)

An introduction to research methodology and analysis of data, with an emphasis on observational techniques, correlation, and laboratory methods. The importance of reading research articles is included, as well as an introduction to descriptive and inferential statistics.

Prerequisite: PSYC 1101; Must have a cumulative grade point average (CGPA) of 2.5. Corequisite: PSYC 2201 Typically Offered: Athens Campus: fall day - Demorest Campus: fall day.

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

1. Differentiate between the different research methods used in psychological research.
2. Demonstrate understanding of the scientific method and the logic of hypothesis testing
3. Learn how to recognize confounding variables and how to control them.
4. Understand issues of causality and the limits of correlational research.
5. Discuss the role of experimenter bias and the need for experimentally blind testing.
6. Understand the basic principles underlying the statistics involved in hypothesis testing.
7. Understand the role of measurement and variability in research and statistics.
8. Learn how to translate psychological questions into actual experimental research.
9. Learn how to organize data in SPSS and conduct basic statistical analyses
10. Interpret statistical results from SPSS and interpret your findings.
11. Learn how to think critically about research in the media and examine journal articles.
12. Create your own experiment proposal for use in your senior capstone seminar.

#### PSYC 2204 - Human Sexuality (3)

Theoretical and empirical analysis of human sexual behavior, including an overview of the biological and sociological perspectives, with emphasis on the psychological foundations of sexual behavior.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Demonstrate understanding of research methods used in research on human sexuality.

2. Discuss similarities and differences in sexual behavior across various animal species.
3. Understand the biological factors involved in sexual differentiation and sexual orientation.
4. Describe the relevant biological and cultural influences on sexual behavior in humans.
5. Discuss the interaction between sexuality and emotional intimacy in forming attachments.
6. Understand how biology, genetics and environmental factors influence one's sexuality.
7. Discuss the role of culture in establishing/maintaining norms about gender and sexuality.

#### PSYC 2240 - Psychology of Childhood and Early Adolescence (3)

This course will address theories, methods of inquiry, and the interaction of the physical, cognitive/language, and social domains of childhood and early adolescence. Issues related to development and behavior during these epochs will be examined.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Explain the various methods employed to study human behavior during the early epochs of life.
2. Name and describe the domains of development and explain how these domains operate interactively.
3. Explain theories of cognitive, moral, intellectual, and psychosocial development.
4. Describe important biological development marked by milestones, particular issues, and crises within each period of childhood and early adolescence.
5. Familiarity with the process of critical thinking through reading current research articles and development of a position on an important topic related to childhood development.

#### PSYC 2260 - Psychology of Women (3)

Covers the study of female behavior from historical and current perspectives in psychology including theories, research issues, and the place of women in psychology.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Critically examine psychological theories with regard to propositions about female behavior.
2. Critically examine research concerning females.
3. Understand the course of psychological development of females.
4. Critically examine specific issues currently relevant to women.
5. Challenge unsupported assumptions about women.

#### PSYC 2290 - Human Growth and Development (3)

Basic psychological and social theories of development applied to the life span. Emphasis is on development through adolescence to include sensorimotor, cognitive, socio-emotional, physical, and moral development.

Typically Offered: Athens Campus: fall/spring day - Demorest Campus: fall/spring day; summer online.

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

1. Explain the various methods employed to study human behavior across the lifespan
2. Name and describe the domains of development across the human lifespan and explain how these domains operate interactively.
3. Explain theories of cognitive, moral, intellectual, and psychosocial development.



4. Describe important biological development within each period of development and relate this improvement to learning.
5. Apply theoretical knowledge in discussions of current issues of importance to human development such as the use of medical advancements, discipline of children, the pushdown of curriculum, controversies surrounding genetic and environmental contributions to intelligence, etc.
6. Demonstrate skills in observing, recording, and assessing children's behavior.
7. Understand the ongoing developmental processes involved throughout the life span.
8. Analyze the possibilities of predicting later outcomes from different types of early experience.
9. Describe the changes in growth, strength, and overall health that occur during adulthood.

#### PSYC 3303 - Social Psychology (3)

Mutual interactions of individuals, groups and social structures including a focus on self, attitudes, prejudice, roles and norms, groups and leadership.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Understand the impact that the presence, attitudes, and actions of persons has on the attitudes and actions of other individuals.
2. Generalize social psychological research findings to "real world" problems.
3. Describe patterns of interaction which develop when two or more people come together.
4. Evaluate social behavior.

#### PSYC 3311 - Psychology of Adolescence (3)

Physiological, sociocultural and psychological factors influencing humans during transition from childhood to adulthood including a focus on reactions to physiological changes, development of values and identity, parent-child-peer relationships, cognitive development, developmental tasks of adolescence and current issues facing adolescents (drugs, alienation, alcohol and delinquency). 10 hours field experience required for secondary education majors.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer 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 the development of a period of adolescence.
2. Understand the various psychological theories of adolescent development and research methodologies employed to study adolescence.
3. Understand the interplay of biology, cognition and emotion, and cultural contributions to adolescent behavior.
4. Discuss the relevance of psychological theories to the understanding of adolescent behavior.
5. Familiarity with current issues related to adolescent life.

#### PSYC 3312 - Psychology of Adulthood (3)

Theoretical and empirical examination of the physical, cognitive and psychosocial changes that occur during the adult years. Emphasis on the life span aspects of psychological development including gerontology.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Describe the physical changes that occur in adults from the age of 18 – 80+.
2. Describe the cognitive changes that develop from the age of 18 – 80+.

3. Discuss the social and emotional changes that occur between the ages of 18 – 80+.
4. Describe the interaction of the three domains of development (biological-psychological- social) during the adult years.
5. Understand current research findings and relate the findings to individual life circumstances.

#### PSYC 3357 - Special Topics in Psychology (3)

This course explores special areas in psychology. Selected topics are announced in advance.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Think critically and analytically about the forces and factors that shape the agents involved in the processes covered in class.
2. Promote critical thought and reflection about the consequences of the material.
3. Gain a thorough knowledge of varying points of view and interpretations by other theorists.
4. An in-depth understanding of the theories and be able to analyze the issues covered in class.
5. Expanded critical analysis skills through the course readings and supplemental material, lectures, in-class discussions, and other coursework.

#### PSYC 3360 - Sensation and Perception (3)

An introduction to the study of the human senses and perceptual processes. Sensory coding, information processing, perceptual development, perceptual illusions, and psychophysical methods will be discussed.

Prerequisite: PSYC 1101 and PSYC 2201 Typically Offered: Athens Campus: fall day - Demorest Campus: spring day; summer as needed online.

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

1. Examine, discuss, and understand the phenomena and theories in sensation and perception.
2. Think critically about the phenomena, theories, and research in sensation and perception.
3. Gain an understanding of the methods used to study sensation and perception in the laboratory.
4. Identify and understand perceptual phenomena from everyday life experiences.

#### PSYC 3380 - Psychology of Learning (3)

An introduction to the theory and application of principles of conditioning and complex learning, including principles of reinforcement and stimulus control, the function and limits of learning, and forgetting.

Prerequisite: PSYC 1101 and PSYC 2201 Typically Offered: Athens Campus: fall day - Demorest Campus: spring day; summer as needed online.

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

1. Make distinctions between the basic principles of classical and operant conditioning and factors that govern acquisition and extinction in these two types of learning.
2. Analyze the processes of aversive conditioning and stimulus control of behavior and factors that influence the effectiveness of these forms of behavior control.
3. Utilize principles of conditioning and stimulus control (appetitive and aversive) in the development of programs to solve learning and behavioral problems.
4. Critique classical and operant research methods including their design, data analysis, and interpretation.
5. Critically think about how the theories and concepts of this course apply to issues of everyday life.

6. Demonstrate effective writing skills in the context of APA style.

#### PSYC 3381 - Theories of Personality (3)

Major personality theories influencing psychology, historical roots and early theories, personality assessment, current theories, and approaches to normal and abnormal personality development.

Prerequisite: PSYC 1101 and PSYC 2201 Typically Offered: Athens Campus: fall day - Demorest Campus: spring day; summer as needed online.

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

1. Make distinctions between the major theories of personality
2. Critically evaluate existing personality theories from a variety of perspectives.
3. Understand the different ways of measuring and testing personality.
4. Apply personality theories to better understand the personalities and experiences of others.
5. Relate personality theories to one's own development, characteristics, and behaviors.

#### PSYC 3382 - Introduction to Counseling (3)

Major theories of counseling and development of counselor skills including a focus on the therapeutic relationship, communication procedures, theoretical orientations and counselor assessment tools.

Typically Offered: Athens Campus: fall day - Demorest Campus: spring day.

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

1. Explore the foundation and history of the counseling profession.
2. Examine and implement counseling skills.
3. Explore counseling practices and the various settings in which counseling is practiced.
4. Analyze the implications of counseling within society.

#### PSYC 3383 - Tests and Measurements (3)

An introductory course on the principles and practices of assessment, including the topics of reliability, validity, test development, intelligence and test interpretation. The history, legalities, and ethics of assessment are also discussed.

Typically Offered: Athens Campus: fall day - Demorest Campus: spring day.

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

1. Understand the history of the testing movement.
2. Discuss the important issues related to psychological testing, such as bias in testing, ongoing issues of the validity of intelligence and personality tests, and the importance of including more than test results in clinical or educational assessments of clients.
3. Be able to discuss currently used measurements in educational, clinical, and business settings.

#### PSYC 4401 - History and Systems (3)

Overview of the history of psychology with emphasis on its philosophical background. Attention is directed to the historical antecedents of contemporary theories of perception, learning, motivation and personality.

Prerequisite: PSYC 1101 and PSYC 2201 Typically Offered: Athens Campus: spring day - Demorest Campus: fall day.

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

1. Analyze the historical background of contemporary systems of psychology.

2. Understand that each of the schools of thought within psychology grows out of its historical context and not as an independent or isolated entity.
3. Investigate how schools of thought evolved from or revolted against the existing order.
4. Trace the historical “roots” of prominent psychologists.
5. Synthesize current trends in psychology and show how they require an understanding of the history of psychology.

#### PSYC 4410 - Cognitive Psychology (3)

This course examines cognitive processes, including perception, attention, memory, comprehension, reasoning, decision-making, and problem-solving. The course will give an understanding of the methods used to gather and evaluate evidence about cognitive processes, and an understanding of the ways in which knowledge of these processes has been applied to solve problems and improve the quality of life.

Prerequisite: PSYC 1101 and PSYC 2201 Typically Offered: Athens Campus: fall day - Demorest Campus: fall day; summer as needed online.

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

1. Demonstrate knowledge of constructs and theories in cognitive psychology.
2. Discuss, analyze and think critically about contemporary research, as it applies to classical theories in cognitive psychology.
3. Understand the methods used for examining cognitive phenomena in the laboratory.
4. Consider the applications of cognitive phenomena to everyday experiences in real life and the lab.
5. Be able to think critically and evaluate the methodologies, results and implications of psychological studies (i.e., to become an informed consumer of scientific research).

#### PSYC 4415 - Abnormal Psychology (3)

Psychological models as applied to normal and abnormal behavior including identification, etiology, and treatment of anxiety, somatoform, dissociative, affective, schizophrenic and personality disorders.

Prerequisite: PSYC 1101 and PSYC 2201 Typically Offered: Athens Campus: fall day - Demorest Campus: fall day; summer as needed online.

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

1. Demonstrate knowledge of constructs and theories in cognitive psychology.
2. Discuss, analyze and think critically about contemporary research, as it applies to classical theories in cognitive psychology.
3. Understand the methods used for examining cognitive phenomena in the laboratory.
4. Consider the applications of cognitive phenomena to everyday experiences in real life and the lab.
5. Be able to think critically and evaluate the methodologies, results and implications of psychological studies (i.e., to become an informed consumer of scientific research).

#### PSYC 4430 - Environmental Psychology (3)

This course will familiarize students with the ways in which people interact with the environment and relate to the environment. Theories, methodologies, elements of built and natural environments, as well as personality characteristics will be addressed.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Familiarity with theories and concepts related to understanding the interaction and impact of the built and natural environment on human behavior.
2. Familiarity with methodologies employed to study built and natural environments.

3. Apply theories and concepts to evaluations of existing built and natural environments.

#### PSYC 4441 - Internship in Human Services (1-3)

The internship is a supervised, unpaid, service-learning experience for 40 hours of required time for each hour of credit. Students may register for up to 3 credits. The setting must allow the student to acquire knowledge and practice skills in the application of psychology. The student maintains a daily journal and discusses the experiences of working in an applied setting.

Prerequisite: Consent of instructor. Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Put into practice skills learned during academic training.
2. Receive supervision by a trained professional.
3. Become aware of the goals and practices of the agency.
4. Become sensitized to areas where further training and education are needed.

#### PSYC 4490 - Independent Research Project (3)

Special project involving original research in some area of psychology. Written report and seminar presentation of findings are required.

Prerequisite: PSYC 2202 and junior standing and written prospectus approved by a psychology faculty member. Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Design an original research project.
2. Conduct a literature search.
3. Critically analyze literature.
4. Form hypothesis and test it.
5. Collect and analyze data.
6. Write a report of research project in APA format.
7. Present research findings.

#### PSYC 4491 - Independent Research Project (3)

Continuation of PSYC 4490. Written report and seminar presentation are required. (Does not count toward major or minor requirements in psychology.)

Prerequisite: PSYC 4490 Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Design an original research project.
2. Conduct a literature search.
3. Critically analyze literature.
4. Form hypothesis and test it.
5. Collect and analyze data.
6. Write a report of research project in APA format.

7. Present research findings.

#### PSYC 4492 - Honors Practicum (3)

This course is designed to provide students with an opportunity to understand work they will encounter as graduate students and professional psychologists. Students will assist a psychology faculty member in carrying out their professional duties. This will provide the student with the opportunity to observe the day-to-day work life of a psychologist in an academic setting.

Prerequisite: Permission of psychology faculty member, must apply in preceding semester, and senior standing. Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Design and carry out an original research project.
2. Assist with group and individual tutoring and study sessions.

#### PSYC 4495 - Advanced Experimental Psychology (Senior Seminar) (3)

This course is designed to give students a thorough grounding in the empirical research techniques used in psychology. All types of research will be covered, including surveys, naturalistic observations, true experiments, and quasi-experiments. Students will develop and design individual research projects, collect data, and use statistics to determine results. Students will write an APA-paper of their findings and present their findings in a seminar format.

Prerequisite: PSYC 2202, MATH 1300 Typically Offered: Athens Campus: spring day - Demorest Campus: spring day.

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

1. Design an original research project.
2. Conduct a background literature search of research related to project.
3. Collect and analyze data.
4. Write a report of research project in appropriate APA format.
5. Present research findings in a scientific setting.
6. Critically analyze research.

## RELG - RELIGION

#### RELG 1101 - Religions of the World (3)

Major living religions, with emphasis on the attempts of each to deal with the problems which confront humanity.

Typically Offered: Demorest Campus: fall and spring.

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

1. Understand A) the differences and similarities of some major religions of the world, including the histories of these similarities and differences, and B) some of the key concepts used in religious studies.
2. Be able to see how one's personal life is improved by a sophisticated understanding of religion(s).
3. Be able to analyze religious traditions using some of the conceptual tools of religious studies.
4. Be able to identify a religious tradition from the cultural phenomena used to express it (such as text, symbol, speech, or ritual).
5. Be able to identify the interrelationship between religion and other realms of cultural production, such as philosophy, politics, and literature.
6. Demonstrate an interest in religions and want to continue learning more about them.
7. Be able to use the tools of religious studies to integrate new perspectives into one's life in the future.

## RELG 2201 - Religious Movements in North America (3)

A survey of diverse religious traditions and movements that have played a significant role in the history of the United States from Native American beginnings to the present.

Typically Offered: Demorest Campus: fall even years.

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

1. Recognize the historical background and distinctive qualities of several religious traditions in North America.
2. Identify and evaluate arguments in texts from North American religious traditions.
3. Analyze the role and use of affect in at least two religious communities.

## RELG 2205 - The Good Life: A Global Perspective (3)

A study of conceptions of "the good life" in multiple religious and philosophical traditions.

Cross-Listed as: PHIL 2205. Typically Offered: Demorest Campus - Spring.

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

1. Articulate key ethical theories as they pertain to the cultivation of good life.
2. Articulate their own conception of the good life using ideas from the history of philosophy and global religious traditions.

## RELG 2221 - Introduction to the Old Testament (3)

An introduction to the history, literature, and theology of the Old Testament.

Typically Offered: Demorest Campus: fall odd years.

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

1. Discuss the parallels between narratives found in the Old Testament and those found in other Ancient Near Eastern Societies.
2. Describe major transitions in the relationship between Yahweh and the proto-Israelites and Israelites, for example the Exodus story or the shift from rule by judges to rule by kings.
3. Critically analyze authorship of Old Testament texts.
4. Understand the Old Testament in the context as Hebrew Bible & part of the Christian Bible.

## RELG 2222 - Introduction to the New Testament (3)

An introduction to the history, literature, and theology of the New Testament

Typically Offered: Demorest Campus: spring even years.

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

1. Identify their own approaches to biblical interpretation & compare it to others.
2. Distinguish between the four kinds of literature present in the New Testament.
3. Evaluate the differences between the portraits of Jesus found in Paul & the four gospels.
4. Form their own scholarly conclusions about the formation of the New Testament.
5. Perform basic biblical exegesis on any New Testament text.

## RELG 2254 - History of Christianity (3)

Survey of vital periods in the life of Christianity, from Jewish sect to imperial religion to global network of diverse Christian communities.

Typically Offered: Demorest Campus: fall odd years.

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

1. Discuss the significant turning points in the history of Christianity.
2. Critically analyze the role that individuals played in significant turning points in the history of Christianity.
3. Describe the three major branches of the Christian Tradition and highlight the controversies that led to schism and reformation movement.
4. Connect one's personal religious tradition and/or worldview to a historical expression/line of the Christian tradition.
5. Identify and explain the origins of contemporary Christian controversies.

#### RELG 2260 - Faith and Film (3)

In 21st century America, movie theatres draw higher attendance, produce better income, and generate more discussion every weekend than most houses of worship do, leading some observers of American culture to say that moviemakers have taken the lead in shaping/reflecting/challenging America's values. This class explores the use of religious themes, symbols, images and scripture in contemporary cinema, especially as they relate to the role of savior figures in various film genres. After a brief introduction to the ways Jesus has been portrayed in film over the past forty years, students will acquire the skills to evaluate the use of Jesus or Christ figures in relatively recent dramas, comedies, westerns, fantasies, and sci-fi flicks, with the goal of becoming better able to recognize and respond to a film's implicit or explicit message about how human beings act redemptively in one another's lives. (The content and subject matter may vary based on the person teaching the course, for example movies that explore the nature of evil or social injustice or theodicy may be required viewing for the course, and therefore required textbooks might well change.)

Typically Offered: Demorest Campus: fall odd years.

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

1. Use the basic vocabulary of film and filmmaking.
2. Identify a film's genre, theme, moral vision and social context.
3. Contrast and compare the approaches of different writers on film.
4. Examine film as a visual theological text & respond to a film theologically.
5. Discuss a filmmaker's implicit or explicit use of religious themes, myths, symbols, images and/or scripture as they appear and function in a particular film.
6. Enter into dialogue with a film's religious world view even if it is different from their own.
7. Think critically about how film shapes, challenges, disturbs and transforms their beliefs about the world.
8. Be able to distinguish between popular and scholarly sources of film criticism.

#### RELG 2501 - Celtic Christianity (3)

This course provides an introduction to Celtic Christianity. It may be repeated for credit if the course content changes significantly.

Typically Offered: Demorest Campus: as needed and Study Travel.

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

1. The following themes in Celtic Christianity: The goodness of creation.
  - a. The goodness of humankind.
  - b. The theological and religious implications of incarnation theology.
  - c. The importance of imagination in spiritual life.
  - d. The reality of unseen things.
  - e. The Celtic understanding and appreciation of cycles in daily life, life in general, and the natural world.
2. Something of the historical impact of Celtic Christianity on the Church, as a whole and our culture, in general.



3. Celtic Christian religious practice through opportunities to observe and/or participate in religious services.

#### RELG 3301 - Introduction to Theology (3)

A systematic study of such fundamental Christian concepts as revelation, creation, God, Christ, human nature, the Church, and salvation.

Prerequisite: RELG 1101 or PHIL 1101 or permission of instructor. Typically Offered: Demorest Campus: fall even years.

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

1. To articulate objectively some fundamental theological concepts and their interrelationship.
2. To identify the contemporary relevance of a sophisticated understanding of theology.
3. To demonstrate interest in theological concepts and a desire to learn more about the field.
4. To begin to use the conceptual tools of theological inquiry to put into conversation the theologies of multiple traditions.

#### RELG 3303 - Public Theology (3)

This course studies the intersection of theology with matters of public importance. Topics may vary but could include globalization, politics and religion, environmentalism, fundamentalism, or interfaith dialogue. May be repeated with permission of instructor if the topic changes.

Prerequisite: RELG 1101 or PHIL 1101 or permission of instructor. Typically Offered: Demorest Campus: spring odd years.

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

1. Acquire a working knowledge of the themes of and resources for public theology. (This will be demonstrated in Reading Responses and in Projects 1 and 2.)
2. Engage thoughtfully with either a public theological event or with a public theologian. (This will be demonstrated in Project 1.)
3. Construct an informed theological response to at least one matter of public importance. (This will be demonstrated in Project 2.)

#### RELG 3305 - Ethics (3)

An introductory study of the history, principles, and current state of ethical thought with special focus on selected contemporary problems.

Prerequisite: Sophomore standing or permission of instructor. Cross-Listed as: PHIL 3305. Typically Offered: Demorest Campus: spring.

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

1. Understand something about the discipline of ethics and the important terms, positions, arguments, and people that are part of it.
2. Begin the personal journey away from cocksure, vague, and self-contradictory ways of thinking and acting and toward more tentative, precise, and self-consistent ways of thinking and acting.
3. Learn to apply the skills of independent and critical thinking to ethical issues: i.e., you ought to learn to take a philosophical approach to moral decisions.

#### RELG 3312 - Hebrew Prophets (3)

Origin and development of the prophetic movement in Israel and its literature.

Prerequisite: RELG 2221 or permission of instructor. Typically Offered: Demorest Campus: fall odd years.

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

1. Implement methods and tools for studying the Old Testament.
2. Gain familiarity with the cultural and political milieus that shaped Hebrew prophecy.
3. Develop knowledge of concerns and messages of canonical prophets.
4. Apply selected prophetic messages to current events.

## RELG 3313 - Life of Jesus (3)

Life and teachings of Jesus as reflected in the Gospels. Attention is given to critical problems related to the Gospels.

Prerequisite: RELG 2222 or permission of instructor. Typically Offered: Demorest Campus: fall even years.

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

1. Critically analyze the Biblical and historical evidence of Jesus' life.
2. Engage in deep study and analysis of Christology that grew out of the early Church Creeds regarding Jesus and the Church's understanding of Jesus.
3. Explore the counter-narratives and Christologies that compete with, complete and supplant "traditional" Christology.
4. Articulate one's own understanding of who Jesus was and is.

## RELG 3314 - Life and Teachings of Paul (3)

Life and teachings of the Apostle Paul as reflected in the Book of Acts and Pauline letters.

Prerequisite: RELG 2222 or permission of instructor. Typically Offered: Demorest Campus: spring even years.

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

1. Critically analyze Paul's life as seen through the lens of Scripture.
2. Engage in deep study and analysis of Paul's teachings.
3. Develop an understanding of how Paul's teachings shaped the Church.
4. Articulate the basic theology of Paul as presented in his writings.

## RELG 3325 - Environmental Ethics (3)

This course provides a general knowledge of basic ethical theory; a general exposure to the ethical issues related to the environment and environmental issues; and an introduction to some of the important terms, positions, arguments, and people that are a part of that discipline.

Cross-Listed as: PHIL 3325. Typically Offered: Demorest Campus: fall even years.

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

1. Critically analyze ethical issues related to the environment using a variety of methodologies.
2. Formulate ethical arguments using a variety of methodologies.
3. Create models for a sustainable environment/planet/ecology.
4. Discuss the various methodologies used in constructing ethical arguments.

## RELG 4400 - Special Topics (3)

Course topics to be announced; offered on occasional basis; may be repeated for credit only if the topic changes.

Prerequisite: 15 hours of religion or permission of instructor. Typically Offered: Demorest Campus: as needed.

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

1. Understand and appreciate the major questions related to a special topic in philosophy or religion.
2. Acquire substantial knowledge of the major philosophical or religious figures who have contributed to this field, topic, or question.
3. Continue to develop your independent and critical thinking skills.

## RELG 4425 - Philosophy of Religion (3)

A study of the interplay between philosophy and religion.

Prerequisite: PHIL 1101 or RELG 1101 Cross-Listed as: PHIL 4425. Typically Offered: Demorest Campus: fall odd years.

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

1. Provide you with a general exposure to the philosophy of religion and some of the important terms, positions, arguments, and people that are part of that discipline.
2. Familiarize you with the basic epistemological and metaphysical issues in the philosophy of religion.
3. Contribute to your continued philosophical journey of rational inquiry and critical thinking.

#### RELG 4490 - Independent/Directed Study (3)

Independent study of a selected problem(s) or text(s) in religion; to be arranged as needed.

Prerequisite: Permission of department. Typically Offered: Demorest Campus: as needed.

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

1. Understand and appreciate the major questions related to a special topic in philosophy or religion.
2. Acquire substantial knowledge of the major philosophical or religious figures who have contributed to this field, topic, or question.
3. Continue to develop your independent and critical thinking skills.

#### RELG 4499 - Senior Seminar in Religion (3)

As a capstone experience, students will write and present a major research project that conforms to standards in the field.

Prerequisite: 15 hours of religion or permission of instructor. Typically Offered: Demorest Campus: spring.

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

1. Provide you with an opportunity to pursue independent research.
2. Enable you to prepare a final research paper according to the standards of your field.
3. Enable you to present your paper as a seminar presentation.
4. Help you to continue to develop your independent and critical thinking skills.

#### RELG 4930 - Internship in Religion (1-3)

A supervised learning experience in the area of religion that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

Typically Offered: Demorest Campus: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## SOCI - SOCIOLOGY

### SOCI 1101 - Introduction to Sociology (3)

Introduction to the sociological approach to understanding social life. An examination of the basic theories, concepts and methods for analyzing society, and an overview of social processes and social structures.

Typically Offered: Athens Campus: as needed - Demorest Campus: fall/spring day/online; summer online.

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

1. Understand sociology as an academic discipline including what it is that sociologists focus on and knowledge of key themes, theories, approaches, and debates in contemporary sociology.
2. Cultivate and use a sociological imagination. Know what it means to critically engage social life sociologically. Sociology is a distinct perspective. Consider both macro-level social structures and micro-level facets of everyday life through the lens of sociology. Social life is complex. By connecting sociological insights to everyday experiences, examine social life a more nuanced, enlightened way.
3. Possess honed critical thinking skills. Sharpen critical thinking to assist in a life-long journey of separating truth from conventional wisdom and knowledge from sophistry.
4. More comfortably articulate and defend their positions on several controversial social issues in front of an audience of peers. Cultivate a public voice to the subject matter of this course.
5. Maintain increased comfort with the practice of simultaneously considering multiple, contrasting views.
6. "Know thyself" a bit better. Ability to reflect on some of the "big" questions in life. Who are you? Why do you do what you do? What is your life about?

### SOCI 2210 - Social Problems (3)

Focus on cultural, institutional and structural problems of society and major causes of and solutions to such problems as discrimination, prejudice, social inequalities, environment, crime and domestic violence.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Understand the nature of social problems in current American society in the context of
2. sociological perspectives, concepts, and theories.
3. Demonstrate an understanding of the major sociological theoretical perspectives used to study social problems.
4. Identify and apply various research approaches to the study of social problems.
5. Demonstrate an understanding of cultural context, cross-cultural differences, social structure and social inequality as relates to the study of social problems-engage in critical thinking, defined as the ability to analyze and evaluate information.

### SOCI 3200 - Social Theory (3)

This course examines the origins of the discipline of sociology and the early theoretical perspectives that accompanied the scientific study of society and human groups. The course begins with a discussion of the Enlightenment and Enlightenment thinkers although the primary focus of the course will be on the development of sociology in the latter part of the 18th century up until the first few decades of the 20th century.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Understand the development of social theory from the Enlightenment to postmodernity.
2. Connect and apply social theories with historic and contemporary events and social trends.
3. Critically discuss, analyze, and apply basic arguments and significance of the readings and ideas.

4. Demonstrate proficiency in reading and writing skills as they relate to the subject.
5. Engage in critical thinking, defined as the ability to analyze and evaluate information; to synthesize information into coherent forms; and to apply and extend knowledge.

#### SOCI 3304 - Feminist Theories (3)

An introduction to women studies through feminist theories. Exploring the importance of theories in understanding the various roles (and changing roles) played by women in society, as well as exploring the various issues women face in modern society.

Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor. Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Understand the development of feminist theory from modernity to postmodernity.
2. Critically discuss basic lines of feminist debate.
3. Connect and apply feminist theories with historic and contemporary events and social trends related to gender inequality.
4. Demonstrate proficiency in reading and writing skills as they relate to the subject.
5. Engage in critical thinking, defined as the ability to analyze and evaluate information.
6. Synthesize information into coherent forms.
7. Apply and extend knowledge.

#### SOCI 3320 - Structured Social Inequality (3)

Study of structured social inequality (class, gender, and ethnic/racial) with reference to the unequal production and distribution of societal reward (wealth, status and power). Topics include the nature, types and theories of social stratification and their consequences; and changes in structured social inequalities in advanced industrial and post-industrial societies.

Prerequisite: Either SOCI 1101, SOCI 2210, or ANTH 2250 Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Understand and explain the processes and institutions related to inequality and the characteristics of class, race, and gender.
2. Use theoretical and methodological approaches to studying social stratification and apply them to current social events.
3. Demonstrate understanding of various classical ethical arguments regarding society and apply them to the issues of social inequality.
4. Demonstrate proficiency in writing, speaking, and critical thinking skills.

#### SOCI 3350 - Marriage and Families (3)

An examination of the structures and functions of marriage and the family including the varieties of family life. The relationships between families and other social institutions are discussed.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Identify various types of families, marriage, relationships, and household formations.
2. Understand how historic and cultural forces influence families along with their functions and perceptions.
3. Discuss contemporary social problems related to marriage and families in connection with the broader society.

#### SOCI 3355 - Film as Sociology (3)

A sociological study of the relationships among society, politics, and films.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Critically view and analyze films from a sociological perspective.
2. Understand the relationship between politics, society, and films; what we may learn from films when we contextualize them within the social realities of their productions; how sociological arguments may be embedded within films; and the political potential of films.
3. Feel more comfortable about using a 'public voice.' Hone the crucial skill of articulating and defending positions to an audience of peers, rationally defending views, and critiquing others' positions.

#### SOCI 3357 - Sociology of Gender and Sexuality (3)

The course will examine the way gender differences operate and influence individuals' everyday lives and how gender relations influence and are influenced by social structures and social processes. Areas to be explored may include gender relations in the workplace, gender and body image, gender and identity, and the various ways in which people of different genders are victimized or oppressed on the basis of gender.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Discuss gender and sexuality and its roles in contemporary social life.
2. Identify the ways that gender and sexuality intersect with other important areas of social identity and differentiation, such as race, ethnicity, social class, and nationality.
3. Understand diverse theories that address issues of gender and sexuality.
4. Discuss the ways in which gender and sexuality influence social life and social organization within major social institutions such as family, workplaces, schools, religion, politics, and popular culture.

#### SOCI 3375 - Technology, Social Movements and Social Change (3)

Enhances critical understanding of the dynamics of, reasons for, and the consequences of social and cultural change.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Think critically about the rapidly changing world in which we live and consider the primary significant ways in which our society and culture are changing.
2. Evaluate the key social forces responsible for social and cultural change.
3. Cultivate a "public voice" through dialogue. Hone the crucial skill of articulating and defending positions on controversial social issues to an audience of peers, rationally defending views, and critiquing others' positions.
4. Engage the "what can we do?" question. Think about your own agency as an individual and your relationship to social/cultural change.

#### SOCI 3390 - Deviance and Social Control (3)

Examines the various theories and the varieties of deviant behavior with special emphasis placed on the social construction of deviance.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Articulate contemporary theories of deviance and norms, especially the social construction of deviance.
2. Explain why certain behaviors and actions are deviant.
3. Describe the various types of behavior and actions that are considered to be deviant.
4. Demonstrate proficiency in writing, speaking skills, and critical thinking.

#### SOCI 4410 - Race and Ethnic Relations (3)

Examines the various relations among minority groups, and between minority groups and dominant groups, focusing on colonialism and assimilation models, the migrant experience, patterns of discrimination and prejudice, and the varieties of ethnic minorities.

Typically Offered: Athens Campus: as needed - Demorest Campus: as needed; summer as needed online.

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

1. Think critically about race and ethnicity in the context of contemporary American society including the ability to articulate the multidimensional ways in which society's structure privileges and oppresses members of various social groups.
2. Evaluate the key social forces that structure contemporary relations among various racial and ethnic groups.
3. Experience empathy towards and understanding of the diverse life situations which characterize the human experience.
4. Cultivate a "public voice" through computer-mediated communication. Hone the crucial skill of articulating and defending positions on controversial social issues to an audience of peers, rationally defending views, and critiquing others' positions in an online environment.
5. Engage the "what can we do?" question. Think about your own agency as an individual and your relationship to social/cultural change.

#### SOCI 4420 - Sports and Society (3)

This course is a sociological exploration of sports within the context of U.S. society. Though sports may be dismissed as a mere recreational escape, this course will illustrate how sports can illuminate key sociological concepts such as socialization, culture, power, inequality, and commodification. This course will provide students with conceptual tools to understand the complexities and paradoxes of sports in a deeper way.

Typically Offered: Demorest: Spring semester even years.

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

1. Understand the sports through the lens of the sociological perspective.
2. Think critically about sports in the context of contemporary American society.
3. Understand the various ways in which sports may be considered a microcosm of society and broad social issues.
4. Cultivate a "public voice" with respect to controversial social issues.

#### SOCI 4475 - Selected Topics (3)

This course examines special topics related to culture, politics and society which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Typically Offered: As needed; summer as needed online.

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

1. Readily identify contemporary and scholarly sociological research.
2. Confidently assess contemporary and scholarly sociological research, being critical of research methodology.

3. Critically analyze the strengths and weaknesses of other scholars' research and apply this criticism to their own research project.
4. Produce an original research project that creatively addresses an appropriate research question through data collection and analysis.
5. Profess a working knowledge of the Institutional Review Board process and be able to navigate its requirements.

## **SOSC - SOCIAL SCIENCE**

### **SOSC 3310 - Research Methods (3)**

Basic processes of scientific inquiry in the social sciences, problem formation, research design, measurement, data collection, data analysis, and interpretation.

Typically Offered: Athens Campus: fall day/night - Demorest Campus: fall day.

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

1. Competently review and interpret social science research.
2. Comprehend various quantitative and qualitative approaches to social science research.
3. Articulate the various complexities and issues associated with conducting social science research.

### **SOSC 3398 - Internship (1-6)**

The internship is a supervised volunteer learning experience in an agency that links academic knowledge with practice experience. In addition to the volunteer work performed as an intern, the student may be assigned readings related to the internship.

Typically Offered: Fall/spring online; summer online.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

### **SOSC 4480 - Senior Seminar (3)**

Integrates the student's knowledge through reading, writing, and discussion concerning current developments in the social science disciplines. This is the capstone experience for social science majors.

Typically Offered: Athens Campus: spring day/night - Demorest Campus: spring day.

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

1. Demonstrate a sufficient level of knowledge of political science.
2. Utilize their understanding of disciplinary concepts and ideas by applying them to
3. appropriate research methodologies.
4. Produce a research project using the quantitative and/or qualitative method of social
5. analysis.



## SPAN - SPANISH

### SPAN 1101 - Elementary Spanish I (3)

Involvement at the elementary level in spoken and written use of Spanish through class experience and language laboratory. Introduction to the peoples and cultures of Spain and Spanish America. One hour of language lab per week is required.

Typically Offered: fall.

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:  
Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, and high-frequency commands about topics that refer to basic personal information or the immediate physical setting.

Reading:  
Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and phrases including cognates and borrowed words.

Writing:  
Novice-Low

1. Students can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
2. Students are able to copy or transcribe familiar words or phrases.

Culture:

1. Students will develop a basic knowledge and understanding of Latin American and Spanish cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

### SPAN 1102 - Elementary Spanish II (3)

Continuation of SPAN 1101. One hour of language lab per week is required.

Prerequisite: SPAN 1101 or equivalent credit. Typically Offered: spring.

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:  
Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.

Reading:  
Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:  
Novice-Mid

1. Students can reproduce from a memory a modest number of words and phrases in context.
2. Students can supply limited information on simple forms and documents, and other basic biographical information.
3. Students exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.

Culture:

1. Students will develop a basic knowledge and understanding of Latin American and Spanish cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

SPAN 2201 - Intermediate Spanish I (3)

Involvement at an intermediate level in spoken and written use of Spanish. Emphasis is on a thorough review of grammar, reading, composition and conversation in Spanish.

Prerequisite: SPAN 1102, equivalent credit, or permission of department. Typically Offered: as needed.

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

Speaking:  
Intermediate Low

1. Successfully handle a limited number of uncomplicated communicative tasks.
2. Communicate on predictable topics necessary for survival in the target-language culture.

## Listening:

## Intermediate Low

1. Understand some information from sentence-length speech in basic personal and social contexts.
2. Comprehend words and phrases in questions, and statements about topics that explain simple situations.

## Reading:

## Intermediate Low

1. Understand some information from simple connected texts.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

## Writing:

## Intermediate Low

1. Create statements and formulate questions based on familiar material using a vocabulary adequate to express elementary needs.

## Culture:

1. Develop a basic knowledge and understanding of Latin American and Spanish cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

## SPAN 2202 - Intermediate Spanish II (3)

A continuation of SPAN 2201.

Prerequisite: SPAN 2201 or permission of department. Typically Offered: as needed.

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

## Speaking:

## Intermediate Mid

1. Students are able to handle successfully a variety of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

## Listening:

## Intermediate Mid

1. Students are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts.
2. Students comprehend words and phrases in questions, and statements about topics that explain complex situations.

## Reading:

## Intermediate Mid

1. Students are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.

2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Intermediate Mid

1. Students are able to write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics.

Culture:

1. Students will develop a basic knowledge and understanding of Latin American and Spanish cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

SPAN 2205 - Spanish Conversation (3)

Designed to improve pronunciation and to increase proficiency in the practical use of Spanish in conversation.

Prerequisite: SPAN 2202 or permission of department. Typically Offered: as needed.

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

1. Analyze the Spanish language, its dialects in their social, cultural, and historical contexts.
2. Communicate at a Spanish intermediate mid-level with native speakers and classmates. They will be able to listen, read and write intermediate mid passages in intermediate Spanish.
3. Gain a strong knowledge and understanding of Spanish Language and its dialects and make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
4. Compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
5. Integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

SPAN 3300 - Spanish Culture and Civilization (3)

A study of Spanish civilization through its literature, art, history and its political and social institutions.

Prerequisite: SPAN 2202 or permission of department. Typically Offered: as needed.

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

1. Discuss, identify and reflect on the history, customs, values and other cultural aspects of Spain.
2. Compare analytically the role of Christianity, Islam and Judaism in the development of Spanish culture.
3. Analyze the various regional, linguistic, political, and immigrant cultures of Spain and their contributions to Spanish culture through its literature, art, and history.

4. Describe and analyze the perceptions, viewpoints, and life experiences of people in Spain. Compare and contrast cultural aspects (including morals, biases, social norms, and world views) of Spain with those of the United States.
5. Contextualize current events and experiences in relation to the historical and current context between Spain and the US, including issues of race, gender, and equality.
6. Demonstrate how local and global contexts of ideas or events result in nuanced understandings of contemporary and/or historical ideas, events, or experiences.

#### SPAN 3305 - Spanish-American Culture and Civilization (3)

A study of Spanish-American civilization through its literature, art, history and its political and social institutions.

Prerequisite: SPAN 2202 or permission of department. Typically Offered: as needed.

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

1. Discuss, identify and reflect on the history, customs, values and other cultural aspects of Spanish America.
2. Compare analytically the role of Christianity and the Native cultures in the development of Spanish-American culture.
3. Analyze the various regional, linguistic, political, and native and immigrant cultures of Spanish America and their contributions to Spanish-American culture through its literature, art, and history.
4. Describe and analyze the perceptions, viewpoints, and life experiences of people in Spanish America. Compare and contrast cultural aspects (including morals, biases, social norms, and world views) of Spain with those of the United States.
5. Contextualize current events and experiences in relation to the historical and current context between Spain and the US, including issues of race, gender, and equality.
6. Demonstrate how local and global contexts of ideas or events result in nuanced understandings of contemporary and/or historical ideas, events, or experiences.

#### SPAN 3340 - Survey of Spanish Literature I (3)

Readings from representative literary works from the origins of Spanish literature through the Golden Age.

Prerequisite: SPAN 2205 or permission of department. Typically Offered: as needed.

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

1. Read materials and analyze the authors of representative literary works from the origins of Spanish literature through the Golden Age.
2. Relate social, political, and literary currents of this time period to gain a more plenary understanding of Spain and its literary productions.
3. Discuss in the target language and analyze literary works as they relate to content, style, theme, and structure.
4. Demonstrate knowledge and understanding of the literary works within a historical and cultural context through written expression.

#### SPAN 3341 - Survey of Spanish Literature II (3)

Readings from representative literary works from the Golden Age to the present.

Prerequisite: SPAN 2205 or permission of department. Typically Offered: as needed.

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

1. Read materials and analyze the authors of representative literary works from the Golden Age to the present.

2. Relate social, political, and literary currents of this time period to gain a more plenary understanding of Spain and its literary productions.
3. Discuss in the target language and analyze literary works as they relate to content, style, theme, and structure.
4. Demonstrate knowledge and understanding of the literary works within a historical and cultural context through written expression.

SPAN 3350 - Survey of Spanish-American Literature I (3)

Readings from representative literary masterpieces of Spanish America from conquest to Modernism.

Prerequisite: SPAN 2205 or permission of department. Typically Offered: as needed.

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

1. Read materials and analyze the literature and the authors of representative literary works of Spanish America from conquest to Modernism.
2. Relate social, political, and literary currents of this time period to gain a more plenary understanding of Spanish America and its literary productions.
3. Discuss in the target language and analyze literary works as they relate to content, style, theme, and structure.
4. Demonstrate knowledge and understanding of the literary works within a historical and cultural context through written expression.

SPAN 3351 - Survey of Spanish-American Literature II (3)

Readings from representative literary masterpieces of Spanish America from Modernism to the present.

Prerequisite: SPAN 2205 or permission of department. Typically Offered: as needed.

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

1. Read materials and analyze the literature and the authors of representative literary works of Spanish America from Modernism to the present.
2. Relate social, political, and literary currents of this time period to gain a more plenary understanding of Spanish America and its literary productions.
3. Discuss in the target language and analyze literary works as they relate to content, style, theme, and structure.
4. Demonstrate knowledge and understanding of the literary works within a historical and cultural context through written expression.

SPAN 3360 - Introductory International Business: Language and Culture (3)

This language and culture course will prepare business and language majors for successful communication in the international business world by building upon their existing knowledge and emphasizing practical, real-life use of oral and written foreign language. This course will introduce the student to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in foreign countries or with foreigners/nationals in the United States.

Prerequisite: SPAN 2202 or permission of department Typically Offered: as needed.

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

1. Effectively communicate in the formal business setting with professional and focused vocabulary.
2. Understand situations and vocabulary needs of someone working in a Spanish or Latin American business environment.
3. Understand, participate, and communicate in the Spanish business environment.
4. Comprehend the differences and commonalities of the Spanish, Latin American, and American business environments.

## SPAN 3380 - Spanish for the Professions (3)

This course helps professionals communicate effectively in Spanish. Assignments are built around practical situations, and instruction is based on sound principles of foreign language instruction. Instruction emphasizes high frequency vocabulary, drill and practice, as well as opportunity for immediate application.

Prerequisite: SPAN 2202 or permission of department Typically Offered: as needed.

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

1. Build proficiency in the Spanish language with emphasis upon speaking and listening within the context of the many cultures of the Spanish-speaking world.
2. Speak Spanish in professional situations that require knowledge of the specialized vocabulary and task-based protocols needed within a specific profession.
3. Achieve at least an intermediate mid to intermediate high ACTFL proficiency level.

## SPAN 4435 - Spanish Cinema (3)

A survey of Spanish film; may include a focus on particular directors, periods, and styles. The course will be taught in English; proficiency in Spanish is helpful but not required.

Typically Offered: as needed.

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

1. Recognize the major directors and works in Spanish language cinematic history through representative films.
2. Acquire the vocabulary and skills to understand and interpret the aesthetic and formal elements of visual and film texts.
3. Provide a historical and cultural framework in which to contextualize the discussion of individual films and directors.
4. Understand the conditions of production and reception throughout various periods in the history of moving pictures.
5. Gain the analytical skills necessary for the use of film media in future studies, research, and/or teaching.

## SPAN 4930 - Internship in Spanish (1-3)

A supervised learning experience in the area of Spanish that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

Typically Offered: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## THED - THEATRE ARTS EDUCATION

### THED 3360 - Internship I, P-12 (3)

A 120-semester-hour practicum for one semester, at the P-8 grade level, performed under the combined supervision of a certified teacher and the University supervisor. Applications must be completed by the posted deadline the semester prior to placement. Please note: THED 3360 is designed for prospective student teachers who would like to be placed in 9-12 level Drama Education classroom for their student teaching.

Prerequisite: One methodology course

During Internship I the 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 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.

### THED 3400 - Drama Education (3)

This course is designed to exercise the skills necessary to teach theatre activities to students in grades P-12, including using theatre as a teaching method in a variety of subject areas in grades B-8. To that end, students will become familiar with Georgia Department of Education requirements for theatre arts; develop strategies for locating the resources and volunteers necessary for play productions; and explore the goals, needs, benefits, problems and issues of coordinating a theatre program in the secondary education environment.

Prerequisite: THTR 2230

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

1. Identify, evaluate, and manage resources such as curriculum, budget, and volunteers necessary for a Theatre Education program at the secondary level.
2. Be familiar with and use the Understanding By Design model of curriculum development.
3. Describe the assessment process.
4. Plan and evaluate drama lessons using the approved lesson plan format.
5. Identify and assess effectiveness of teaching techniques in the classroom.
6. Identify and respond to ethical issues in education and theatre.
7. Understand and use the latest Common Core Georgia Performance Standards for teaching theatre.



8. Create curriculum guides for typical secondary education theatre courses.

#### THED 4499 - Internship II (9)

Drama Education majors, as a part of their professional semester, will be complete a semester- long assignment in a theatre classroom. The student participating in the internship will be assigned a host teacher and a University supervisor. Both individuals will provide regular observations and assessments on the student's growth as a Theatre instructor. Responsibilities are outlined in the Internship Handbook.

During Internship II the 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 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.

## THTR - THEATRE ARTS

#### THTR 1100 - Introduction to Theatre (3)

Structured for the non-major, this course promotes the appreciation and understanding of theatre across a broad-range of topics including acting, play reading, script analysis, theatre history, design, performance viewing, production processes, and others. Structured to be entertaining and hands-on, this course depends highly on class participation.

Typically Offered: Demorest Campus: fall day, spring day, summer evening.

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

1. Identify and describe the people and processes required to produce a theatrical performance.
2. Critique theatre performances according to established criteria.
3. Describe the influence history and cultures have had upon the art of theatre and theorize how theatre has influenced history and popular culture.
4. Apply basic knowledge of theatrical design in the creation of theoretical sets and costumes for a play.

5. Create a personal theatre aesthetic through exposure to a variety of theatrical styles and periods.

#### THTR 1110 - Ballet (1)

A study in the basics of ballet. While utilizing a hands-on approach to the art form, the students will examine Ballet through a structured dance class environment while also gaining a strong understanding of the history and the pioneers within the industry who have allowed the art form to evolve. The class will culminate in a dance showcase for the public; this showcase may or may not be in conjunction with the other classes.

Typically Offered: Demorest Campus: fall day.

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

1. Explore the historical connections of ballet.
2. Establish and utilize the language of ballet.
3. Understand the demand that ballet dancing has on the physical body.
4. Collaborate with fellow classmates in constructing ballet dance sequences.
5. Perform and self-evaluate their performance in a dance showcase.

#### THTR 1111 - Tap (1)

A study in the basics of tap dancing. While utilizing a hands-on approach to the art form, the students will examine tap through a structured dance class environment while also gaining a strong understanding of the multicultural history and the pioneers within the industry who have allowed the art form to evolve. The class will culminate in a dance showcase for the public; this showcase may or may not be in conjunction with the other classes.

Typically Offered: Demorest Campus: fall day.

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

1. Explore the historical connections of tap dance.
2. Establish and utilize the language of tap dance.
3. Understand the demand that tap dancing has on the physical body.
4. Collaborate with fellow classmates in constructing tap dance sequences.
5. Perform and self-evaluate their performance in a dance showcase.

#### THTR 1112 - Jazz Dance (1)

A study in the basics of jazz dance. While utilizing a hands-on approach to the art form, the students will examine jazz dance through a structured dance class environment while also gaining a strong understanding of the history and the pioneers within the industry who have allowed the art form to evolve. As the most utilized form of dance in Musical Theatre, students will learn combinations dating from the early style to combinations currently being used on the Broadway stage. The class will culminate in a dance showcase for the public; this showcase may or may not be in conjunction with the other classes.

Typically Offered: Demorest Campus: spring day.

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

1. Explore the historical connections of jazz dance.
2. Establish and utilize the language of jazz dance.
3. Understand the demand that jazz dance has on the physical body.
4. Collaborate with fellow classmates in constructing jazz dance sequences.
5. Perform and self-evaluate their performance in a dance showcase.

### THTR 1113 - Modern Dance (1)

A study in the basics of modern dance. While utilizing a hands-on approach to the art form, the students will work within the varying styles of modern dance. As one of the youngest forms of dance, students will experience the art form in its earliest form and likewise in its cutting edge, contemporary style. Likewise, students will learn the basics of hand-to-hand stage combat and basic weaponry, useful tools in both the worlds of classical and contemporary theatre. The class will culminate in a dance/performance showcase for the public; this showcase may or may not be in conjunction with the other classes.

Typically Offered: Demorest Campus: spring day.

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

1. Explore the historical connections of modern dance.
2. Establish and utilize the language of modern and lyrical dance.
3. Understand the demand that modern dance has on the physical body.
4. Collaborate with fellow classmates in constructing modern dance sequences.
5. Perform and self-evaluate their performance in a dance showcase.

### THTR 1150 - Technical/Production Practicum (1)

By working on department theatre productions, students gain practical experience in set and costume construction; lighting and sound design and operation; hair and makeup design and application; stage, house, and box office management; properties, publicity, and technical direction. This course may be repeated for credit. This course is divided into two eight-week sections, allowing the student more flexibility in regard to their casting and technical assignments on a particular production.

Typically Offered: Demorest Campus: fall day, spring day.

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

1. Identify and manage the various components involved in theatrical construction and production.
2. Complete a minimum of 40 work hours during a production.
3. Apply their skills in a production during the Season.

### THTR 1151 - Acting/Directing Practicum (1)

By working on department theatre productions, students gain practical experience in acting, directing, or dramaturgy. Written analysis required. This course may be repeated for credit. This course is divided into two eight-week sections, allowing the student more flexibility in regard to their casting and technical assignments on a particular production.

Typically Offered: Demorest Campus: fall day, spring day.

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

1. Learn through experiential education the formal process of acting.
2. Explore critical thinking through self-critique.
3. Refine their time management skills with an eye on final deadlines.
4. Develop their group building skills through performance.

### THTR 2205 - Fundamentals of Technical Theatre (3)

A foundation course that provides study in set, sound, and lighting design, carpentry and technical direction, shop and stage equipment, and theatre safety. The course provides hands-on focus through class projects and assistance on departmental productions.

Typically Offered: Demorest Campus: fall day.

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

1. Identify and describe the various components involved in theatrical design and production.
2. Gain a firm understanding of the various tools used in construction.
3. Explore elements of lighting, prop design and costume design.
4. Apply their skills in a production during the Season.

#### THTR 2210 - Fundamentals of Acting (3)

This course is an introduction to the skills necessary to build a character and play specific circumstances as well as an overview of the major acting teachers (Stanislavski, Hagan, Meisner, etc.) and their methods. It includes stage movement exercises, and scene study, and monologue work. Written analysis required. This course is suitable for majors and non- majors. Written analysis required.

Typically Offered: Demorest Campus: fall day.

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

1. Identify and develop the three tools of the actor: voice, body and mind.
2. Understand and utilize the process of script analysis for the actor.
3. Uncover the varying forms of character construction.
4. Identify and utilize differing approach to scene and monologue work.
5. Evaluate and assess performances within the classroom setting and in the outside world.
6. Define and compare the personal approach to acting regarding the approach of others.

#### THTR 2215 - Script Analysis (3)

Script analysis is the core activity for any theatre practitioner. This course will create a common methodology, language, and approach for all theatre artists. Although actors, directors, and designers all explore scripts through their individual lenses, many core elements remain the same. This course will educate the practitioner to understand each method and style for better communication throughout the creative process.

Typically Offered: Demorest Campus: spring day.

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

1. Develop an individual approach to effective script analysis through study and discussion.
2. Learn the application of a variety of techniques and skills for script analysis.
3. Learn how to read a play for the first time.
4. Be familiar with various ways to attack and understand scripts.
5. Explore some of the ways plays are approached by actors, directors, and designers.

#### THTR 2220 - Stage Movement and Dance (3)

This is a participatory course that develops basic dance and stage movement skills centered on yoga, tai chi, and mime. Major movement theories include, but are not limited to, Laban Movement Analysis and the Alexander technique. Students are also introduced to the basic elements of ballet, tap, jazz and modern dance. Written analysis required. This course is suitable for majors and non-majors.

Typically Offered: Demorest Campus: spring day.

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

1. Identify and describe the various movement techniques used by stage actors.
2. Compare and contrast the movement of the actor throughout the historical time frame (i.e., Greek to Shakespearean to Restoration to Modern).
3. Identify and describe the benefits of yoga and physical training for the actor.
4. Identify and evaluate original choreography and the choreography of other students.
5. Engage in scholarly research regarding diverse inspirations for major choreographers within the four major disciplines (Ballet, Jazz, Tap and Modern).
6. Develop a creative presentation using scholarly historical research, interpersonal, presentation, and performance skills.

#### THTR 2230 - Children's Theater (3)

This is a participatory course that emphasizes the importance of theatre for children. Students have the opportunity to analyze and create theatre for audience member of all ages. Interaction with children through class projects both on and off campus provide hands-on experience throughout the semester for the student.

Typically Offered: Demorest Campus: fall day.

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

1. Explore the nature and structure of Theatre for Young Audiences (TYA) including connections to curriculum in Georgia.
2. Plan, lead, and evaluate drama sessions with K-12 students.
3. Critique a TYA production.
4. Research and produce a study guide for a TYA production.
5. Understand the connection between drama in education and children's theatre.
6. Explore 20th and 21st century dramatic literature for children.
7. Work collaboratively with a production team to design a comprehensive children's theatre experience for K-12 students including introductory drama activities, a children's theatre production, and extension activities for the classroom.

#### THTR 2235 - Puppetry Arts (3)

Students will learn and develop the ability to both create and work with differing types of puppets. Throughout the creation process, students will study this history of the art form, develop scripts and ultimately perform varying styles of puppetry. Structured for educators and performers, this course promotes the appreciation and understanding of puppet theatre across a broad-range of styles including wayang, bunraku, foam, bread and puppet, and others. Structured to be entertaining and hands-on, this course depends highly on class participation.

Typically Offered: Demorest Campus: as needed.

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

1. Develop the abilities to both create and work with varying puppets.
2. Research the history of the art form.
3. Develop scripts and perform varying styles of puppetry.
4. Strengthen existing skill in vocal performance, creativity and construction.

#### THTR 2240 - Theatre for Youth Production I (3)

Structured for educators and performers, this course promotes the appreciation and understanding of theatre for youth. Structured to be entertaining, and hands-on, this course depends highly on class participation. The compressed time schedule and small budget teaches students that theatre can be created with minimal resources.

Typically Offered: Demorest Campus: summer day.

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

1. Be more comfortable performing publicly through repeated performances.
2. Know the processes required to produce a theatre for youth performance.
3. Skilled in the processes required to create a play with minimal resources.
4. Know the myriad ways to construct and design technical elements for the stage.
5. Skilled in the processes required to create a play within a shortened time frame.

#### THTR 2265 - Makeup Design (3)

A study of the design and application of makeup for the theatrical stage, students will gain hands-on experience with corrective, character, fantasy, and specialty make-up designs. Students will compile a professional makeup portfolio displaying their working knowledge of the variety of makeup techniques and applications.

Typically Offered: Demorest Campus: fall day.

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

1. Identify and describe the various components and stages involved in makeup design and its execution.
2. Improve artistic skills and design skills based in a studio setting.
3. Build a makeup portfolio highlighting their design and application.
4. Apply their skills in a production during the upcoming theatrical Season.

#### THTR 2420 - Selected Topics in Theatre (3)

This course is the study of theatre topics ranging from dramatic literature to specialized production skills. Previous topics include Portfolio development, Playwriting, Audition Techniques, Theatre for Social Change, Scene Painting, Advanced Set Design, Special Effects & Pyrotechnics for the Stage, as well as Puppetry Arts. May be repeated for credit with each new topic.

Typically Offered: Demorest Campus: as needed.

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

1. Identify and describe the various components and stages involved in scene painting and its execution.
2. Identify and describe types of paints, brushes, and tools used in scene painting.
3. Select the proper tools and paints for a project.
4. Improve artistic skills and design skills based in a studio setting.
5. Apply their skills in a production during the upcoming theatrical season.

#### THTR 3301 - Theatre History I (3)

A historical survey of theatrical practice and artists, dramatic literature, and major cultural movements in theatre from prehistory to the Renaissance, including both World and European-American theatre topics. Emphasis on reading, exploration, research, lecture, oral presentation, and writing skills. Written analysis and research are required.

Typically Offered: Demorest campus: fall day.

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

1. Understand the function of theatre in history.
2. Develop a theatre aesthetic through exposure to a variety of theatrical style and period.
3. Know the processes required to produce a theatrical performance throughout different periods of history.

4. Through evaluation of period scripts, develop critical thinking and evaluation skills.
5. Know the influence theatre has had upon history as well as how history has affected theatre.

#### THTR 3302 - Theatre History II (3)

A historical survey of theatrical practice and artists, dramatic literature, and major cultural movements in theatre from the Renaissance to the present, including both World and Euro- American theatre topics. Emphasis on reading, exploration, research, lecture, oral presentation, and writing skills. Written analysis and research are required.

Typically Offered: Demorest campus: spring day.

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

1. Develop a theatre aesthetic through exposure to a variety of theatrical style and period.
2. Know the processes required to produce a theatrical performance throughout different periods of history.
3. Through evaluation of period scripts, develop critical thinking and evaluation skills.
4. Know the influence theatre has had upon history as well as how history has affected theatre.

#### THTR 3305 - Introduction to Scenic Design (3)

A focus on the conceptual and analytical side of theatrical design rather than the technical. Course emphasis is on observation, script analysis, sketching, and the evolution of students' design concepts through various stages. Visual and written analysis required.

Typically Offered: Demorest campus: fall day.

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

1. Identify and describe the various components involved in scenic design and drafting.
2. Manually draft and digitally draft in various programs.
3. Program and design in Google Sketchup.
4. Apply their skills in a production during the current theatrical season.

#### THTR 3310 - Advanced Acting (3)

Building up the skills acquired in Fundamentals of Acting, this course is a scene and monologue study of periods and styles of acting, from Greek Theatre to Contemporary Theatre, including verse scansion, character analysis, and script analysis. Students will build upon existing knowledge including but not limited to Alexander, Laban, Stanislavski and Meisner. Written analysis required.

Prerequisite: THTR 2210 Typically Offered: Demorest campus: spring day.

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

1. Identify and characterize scansion in period plays.
2. Understand what classical texts demand in regard to the acting style.
3. Construct characters based upon textual and research elements within the script.
4. Identify classical dramatic structure and elements within period texts.
5. Evaluate and assess performances based on knowledge of the time period.
6. Work successfully with other actors in period plays.

#### THTR 3312 - Voice and Diction for the Stage (3)

A comprehensive study and application of the actor's voice in the performance arena. Utilizing the vocal techniques of Linklater, Lessac and Berry, students will explore both contemporary and classical texts. In addition to proper vocal production, students will also

participate in an intensive dialect/accent workshop in the last 4 weeks of the semester. The semester culminates with a performance showcase featuring the vocal instrument.

Typically Offered: Demorest campus: fall day.

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

1. Identify and characterize the differing approaches to voices & diction.
2. Understand what classical texts demand in regard to vocal production, range and dynamics.
3. Utilize various techniques for noting scansion, dynamics and linkage (flow).
4. Identify and utilize characteristics or various dialects and accents.
5. Evaluate and assess performances based on knowledge of vocal production and diction.

#### THTR 3314 - Audition Techniques and Professional Development (3)

This course is designed to provide the Theatre student with the necessary tools for guidance in the world of professional Theatre. Students will become familiar with a wide variety of audition requirements; construct audition packages, and research theatrical unions and various professional Theaters throughout the United States. The semester will culminate in an Audition Portfolio and a professional audition for directors and casting directors.

Typically Offered: Demorest campus: spring day.

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

1. Create effective and applicable audition packages aimed at a wide variety of audition types.
2. Clearly illustrate the structure of the acting/directing/design and stage management unions.
3. Establish a firm understanding of the cold reading and apply different techniques to create a successful call-back situation.
4. Build the necessary tool box of business elements within the professional theatrical world.
5. Uncover and utilize a wide information base of regional theaters, audition trade papers and agent listings.

#### THTR 3315 - Sound Design (3)

Sound Design traces the entire process of sound design from initial concept through closing night. The course will focus on the design and its ability to support the play whether as effect or as reinforcement. The student will learn to organize the construction of the sound design elements, how the designer functions in a rehearsal, and how to set up and train an operator to run sound equipment for a theatrical production

Typically Offered: Demorest campus: fall day.

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

1. Develop an individual approach to sound design through study and discussion.
2. Know the application of a variety of techniques and skills for sound design.
3. Know how to develop and create sound effects.
4. Be familiar with various methods for running audio equipment.
5. Explore the many ways sound reinforcement can be used to enhance productions.



### THTR 3317 - Lighting Design (3)

After a comprehensive understanding and analysis of lighting instruments, lighting plots, electricity, and elements of design, students will receive hands-on experience while assisting in designing lights for mainstage and/or black box productions.

Typically Offered: Demorest campus: spring day.

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

1. Identify and describe the various components and stages involved in theatrical lighting and design.
2. Recognize and define through their purpose all lighting instruments used in theatrical lighting.
3. Demonstrate their knowledge of dimmers, blades and light board programming.
4. Create a detailed lighting plot and "magic sheet."
5. Apply their skills in the current theatrical season.

### THTR 3318 - Properties Design (3)

Combining both properties design and creation, students will receive practical properties design experience in the historical, modern, and contemporary theatre. Students will receive hands-on experience in designing and construction of properties for a mainstage and/or black box production.

Typically Offered: Demorest campus: as needed.

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

1. Develop an understanding of the function of Properties design.
2. Develop a theatre aesthetic through exposure to a variety of theatrical style and period.
3. Know the processes required to produce props for different periods of history and styles.
4. Through evaluation of their own work, develop critical thinking and evaluation skills.
5. Know techniques used in the realization of their designs with the ability to reproduce multiple of each item.

### THTR 3319 - Costume Design (3)

Combining both costume history and the mechanics of design, students will receive practical costume design experience in the historical, modern and contemporary theatre. Students will receive hands-on experience while assisting in designing and construction of costumes for a mainstage and/or black box production.

Typically Offered: Demorest campus: fall day.

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

1. Develop an understanding of the function of costume design.
2. Develop a theatre aesthetic through exposure to a variety of theatrical style and period.
3. Know the processes required to produce costumes for different periods of history and styles.
4. Through evaluation of their own work, develop critical thinking and evaluation skills.
5. Know techniques used in the realization of their costume designs.

### THTR 3320 - Stage Management (3)

Stage Management will teach basic to advanced training in stage management. Designed to prepare the student for work in a variety of performance venues as a stage manager, all aspects of management will be explored: from auditions to strike. This course has a special emphasis on theatre safety and communication.

Typically Offered: Demorest campus: as needed.

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

1. Develop an individual approach to stage management through study and discussion.
2. Know the application of a variety of techniques and skills for stage managers.
3. Know how to develop and create a prompt book.
4. Be familiar with various ways to run rehearsals and to call shows.
5. Explore some of the ways plays are approached by actors, directors, and designers so that the stage manager can be a more effective communicator.

### THTR 3325 - Theatre Management (3)

This class is an introduction to theatrical management and production, with an emphasis on practices and leadership. No prior knowledge of management is necessary for the successful completion of this class. This course will provide students with a working knowledge of theatrical management while utilizing hands-on experience within the three performance spaces (Mainstage Theatre, the Black Box Theatre, and Arrendale Amphitheater). The course will include a variety of learning and teaching techniques including lecture, readings, and in-class activities.

Prerequisite: THTR 2205 and THTR 2210 Typically Offered: Demorest campus: spring day.

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

1. Describe the administrative structure and managerial positions of a non-profit theatre, charting how artists, administrators, and board members relate to one another to accomplish various organizational and artistic goals.
2. Research and analyze common non-profit financial strategies for best practice and formulate a series of revenue-generating opportunities for performing arts organizations.
3. Define and assess the management decisions necessary for an organization's on-going financial and artistic health.
4. Analyze marketing and public relations efforts as they relate to theatre organizations and create a strategic and tactical marketing and public relations plan for a theatre production.
5. Appraise and debate fundraising efforts as they relate to non-profit theatre organizations.
6. Create, present and justify a viable management theory through the creation of a non-profit theatre company, from mission statement to production.

### THTR 3335 - Theatre for Social Change (3)

Theatre for Social Change will offer the student a chance to truly broaden their personal, political and religious values by examining the values of other individuals and cultures. Within a world of political unrest and cultural diversity, the theatre has become a "mouth-piece" for social change. This experience will not only strengthen the student as an actor, director or designer but also as an individual with a personal and unique voice.

Prerequisite: THTR 2205 AND THTR 2210 Typically Offered: Demorest campus: as needed.

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

1. Increase self-confidence and poise.
2. Develop critical thinking skills on societal factors.
3. Understand the creation of theatre for social change.
4. Gain knowledge of the roles and responsibilities in theatrical production.
5. Develop a personal aesthetic of theatrical performance.

#### THTR 3340 - Theatre for Youth Production II (3)

Structured for upper class educators and performers, this course develops leadership skills required to create theatre and understanding of theatre for youth. Structured to be entertaining, and hands-on, this course depends highly on class participation. The compressed time schedule and small budget teaches students that theatre can be created with minimal resources.

Typically Offered: Demorest campus: summer day.

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

1. Become more comfortable performing publicly.
2. Learn the processes required to produce a theatre for youth performance.
3. Become skilled in the processes required to create a play with minimal resources.
4. Learn the myriad ways to construct and design technical elements for the stage.
5. Become skilled in the processes required to create a play within a shortened time frame.

#### THTR 3350 - Playwriting (3)

Students will learn and develop the ability to create a script. By evaluating these scripts, the students will also develop critical thinking and evaluation skills. They will also learn how the production team influences the script as well as the playwright. Students will gain and apply this knowledge to a variety of different scripts and styles and how they function in a theatrical performance.

Typically Offered: Demorest campus: spring as needed.

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

1. Through study and class discussion, gain an understanding of the fundamental elements of playwriting.
2. Using Aristotle's fundamental elements of theatre, practice identifying and using these elements in their own original works.
3. Gain a deeper understanding of what makes theatre real to an audience, what keeps an audience interested, and what it means to write for a live audience.
4. During workshops, recognize their interests and goals for crafting a play, as well as areas that need fine-tuning.
5. Through workshoping, practice revision, explore new ideas, and improve analysis skills in their writing and the works of peers and professionals.
6. By organizing and seeing their work performed, obtain confidence in their abilities as writers, directors, and entertainers.

#### THTR 3426 - Special Effects and Pyrotechnics for the Stage (3)

This class is an introduction and overview into the world of special effects and pyrotechnics. No prior knowledge of special effects or experience is necessary for the successful completion of this class. This course will provide students with a working knowledge of various components of special effects and pyrotechnics as well as an overview of the historical development of special effects, so that they may become well rounded within their craft. The course will include a variety of learning and teaching techniques including lecture, readings, group projects, and in-class activities. Students wishing to do so may work towards pyrotechnic licensing in the state of Georgia.

Typically Offered: Demorest campus: spring day.

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

1. Identify and describe the various components involved in special effects and pyrotechnics.
2. Perform basic magic skills.
3. Apply all safety standards necessary for special effect and close proximity pyrotechnics.
4. Apply their skills in a production during the current theatrical season.

#### THTR 4410 - Fundamentals of Directing (3)

This course is a study of the techniques of stage direction, including practical exercises in script analysis, blocking techniques and staging selected or improvisational scenes. After in depth play analysis, each student stages a scene or a short play. Written analysis required.

Prerequisite: THTR 2205 AND THTR 2210 Typically Offered: Demorest campus: fall day.

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

1. Through research, analysis and reflection, gain confidence in their ability to make justified choices onstage.
2. Have a firm understanding of the process of directing a play based on textual and research information.
3. Fully utilize directing techniques (picturization, rhythmic beats, visual perception, communicating through ground plans, etc.).
4. Achieve a comprehensive understanding of text analysis, play structure and dramaturgical research.
5. Through self-assessment, actor feedback and a faculty review, identify and enhance their developing skills as a director.
6. Document their growth and directing process as an avenue for developing their unique directing style.

#### THTR 4420 - Creative Dramatics (3)

This course is an introduction to the process of educating through drama. Knowledge will be acquired in practice by observing, participating in, leading, and evaluating the use of creative drama to teach both elementary-level content and basic theatre skills. Students will also read, discuss, analyze, and write about current drama in education theory and practice. An important part of this course is an After-School Drama Workshop with elementary children. For a portion of the semester students will meet at a local elementary school during our regularly scheduled class time when we will engage in drama with children. Students will have an opportunity to observe, lead, and evaluate drama lessons in a school setting.

Prerequisite: THTR 2205 and THTR 2210 Typically Offered: Demorest campus: spring day.

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

1. Observe and explain the learning which occurs during children's play and extrapolate the use of unstructured play in the elementary classroom.
2. Explain the nature and structure of drama in education and evaluate its value in the process of learning.
3. Research and summarize current trends in drama in education both nationally and in the state of Georgia.
4. Apply the educational aspects of drama in education to elementary curriculum in Georgia.
5. Evaluate children's literature for dramatic potential and adapt this literature for use in drama in education sessions.
6. Create and perform a dramatic presentation using puppets which focuses on common themes in character education.
7. Create, implement, and evaluate drama in education sessions with elementary students in an after-school setting.

### THTR 4425 - Advanced Technical Theatre (3)

Building upon skills developed in THTR 2205 (THE 205), Basic Technical Theatre, students will address special issues inherent in various forms of set construction, lighting and sound design. Students will also act as a technical director or assistant director of a mainstage production.

Typically Offered: Demorest campus: spring day.

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

1. Identify and manage the various components involved in theatrical production.
2. Enhance existing skills in leadership, technical knowledge and team-building.
3. Create a portfolio of their work to take to conferences and employment interviews.
4. Interview professionals working in the industry.
5. Apply their skills in a production during the current theatrical season.

### THTR 4430 - Advanced Directing (3)

Building upon the skills developed in THTR 4410 (THE 410), this course is an analysis and understanding of historical, contemporary and experimental styles, thus allowing the students directing experience in a variety of performance spaces (arena theatre, performance art, alley theatre, etc.)

Prerequisite: THTR 2205, THTR 2210, and THTR 4410 Typically Offered: Demorest campus: fall day.

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

1. Have working knowledge of a wide variety of directing styles.
2. Conquer the challenges of period play directing.
3. Develop critical thinking skills in relation to direction and problem solving.
4. Expand their ability to work with actors.

### THTR 4431 - Arts Administration Internship in Theatre I (1)

This course will provide students with the opportunity to gain practical experience by assisting in the administration of three performance venues (Swanson Mainstage, The Black Box Theatre and Arrendale Amphitheater). Students will work directly with the organizational leadership of the venue in season development, advertising, audience development, budgets, and other areas based on the interests of the students and the needs of the organization.

Typically Offered: Demorest Campus: 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. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## THTR 4432 - Arts Administration Internship in Theatre II (1)

A continuation of the arts administration internship in theatre. May be repeated for credit.

Prerequisite: THTR 4431 Typically Offered: Demorest Campus: 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. Create and implement a tactical marketing plan based on given strategic decisions.
2. Work cooperatively with the Theatre Marketing Team on the design, creation, and implementation of print-based marketing activities such as posters and direct-mail postcards.
3. Write and distribute an effective press release for a given theatrical production.
4. Engage in dramaturgical research including production history, playwright's background, and content influences for a given theatrical production and write articles for use in email marketing campaigns.
5. Work cooperatively with the Theatre Marketing Team to create and implement public relations events focused on a given theatrical production.
6. Assist with the creation, development, and distribution of all video marketing initiatives.
7. Create and implement a social media campaign for a given theatrical production.
8. Work in the Theatre Marketing Office according to a set schedule and complete marketing tasks as assigned.
9. Assist in the development of an audience program for a given theatrical event.

## THTR 4441 - Capstone in Arts Administration (1)

This is a capstone course focusing on the knowledge and experience gained in Arts administration and emphasizing professional experiences and career achievement. Written project and a public presentation will tie together information gained throughout the student's career at Piedmont and present issues important to emerging arts administrators.

Prerequisite: Senior Standing Typically Offered: Demorest Campus: as needed.

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

1. Demonstrate effective oral and written communication skills.
2. Design and present an effective presentation using appropriate presentation technologies, such as Power Point.
3. Synthesize the various elements comprising the breadth and depth of the collegiate experience.
4. Discover and refine personal post-baccalaureate career/educational goals and make necessary preparations toward those goals.

## THTR 4444 - Internship (5)

As a part of the Post-Baccalaureate Certification-Only program in Drama Education, students will complete two semesters of an internship while teaching theatre in the classroom setting. The student participating in the internship will be assigned a University supervisor who will perform regular observations and assessments on the student's growth as a Theatre instructor. Responsibilities are outlined in the Internship syllabus/handbook.

Typically Offered: Demorest Campus: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.

3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

#### THTR 4445 - Internship (5)

As a part of the Post-Baccalaureate Certification-Only program in Drama Education, students will complete two semesters of an internship while teaching theatre in the classroom setting. The student participating in the internship will be assigned a University supervisor who will perform regular observations and assessments on the student's growth as a Theatre instructor. Responsibilities are outlined in the Internship syllabus/handbook.

Typically Offered: Demorest campus: as needed.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

#### THTR 4460 - Senior Project (3)

Cumulative and capstone exercise in theatre scholarship, acting, directing, dramaturgy, design, playwriting, stage management, or technical production followed by a written account of the experience. May be pursued on-or-off campus, provided that project has faculty approval.

Prerequisite: Senior standing Typically Offered: Demorest Campus: fall day, spring day.

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

1. Demonstrate effective oral and written communication skills.
2. Design and present an effective presentation using appropriate presentation technologies, such as PowerPoint.
3. Synthesize the various elements comprising the breadth and depth of your collegiate education.
4. Discover and refine personal post-baccalaureate career/educational goals and make necessary preparations toward those goals.

#### THTR 4930 - Internship in Theatre Arts (1-3)

The overall purpose of the internship is three-fold, to:

1. assist the student in acquiring knowledge in a field of study new to the student,
2. advance the student professionally through the development of job-related social and professional work skills, and
3. provide the student with a real world "laboratory" in which new and former knowledge can be combined, synthesized, and applied.

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

- Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
- Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
- Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
- An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
- The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
- To expand on your critical analysis skills.



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Judge  
United States District Court  
Atlanta, Georgia

Shirley Meeks  
Principal, Cornelia  
Elementary School (Retired)  
Homer, Georgia

Paul C. Rosser  
U.S. Navy RADM (Retired)  
Rosser International, Inc.  
Atlanta, Georgia

H. Milton Stewart Jr. '89  
Chairman of the Board and Chief Executive Officer (Retired)  
Standard Telephone Company  
Lecanto, Florida

## ADMINISTRATIVE OFFICERS

James F. Mellichamp  
President  
B.Mus., Huntingdon College  
Diploma, Hochschule fuer Musik, Herford, Germany  
D.Mus., Indiana University

Daniel K. Silber  
Senior Vice President for Academic Affairs & Provost  
B.A., The George Washington University  
M.A., Ph.D., Vanderbilt University

Brant Wright  
Senior Vice President for Administration and Finance  
B.S., Oakland University  
M.S., Walsh College

Craig Rogers  
Vice President for Institutional Advancement  
B.A., University of North Carolina at Chapel Hill  
M.Ed., Averett University

## **PRESIDENT EMERITUS**

D. Garen Simmons  
Baldwin, Georgia

## FACULTY

Francis Adams ('19)  
Assistant Professor of Mathematics  
B.A., Carleton College  
M.S., Ph.D., University of Florida

Tabatha P. Anderson ('11)  
Associate Dean, College of Nursing  
and Health Sciences  
Associate Professor of Nursing  
B.S.N., Georgia Baptist College of  
Nursing  
M.S.N., Medical College of Georgia  
Ph.D., Mercer University

Benjamin Andrews ('20)  
Assistant Professor of Education  
Quantitative Research  
Methodologist  
B.A., Ohio Wesleyan University  
M.A., Ph.D., The Ohio State  
University

Anthonia "Toni" Anukam ('21)  
Assistant Professor of Nursing  
B.S.N., Florida A&M University  
M.S.N., Emory University  
D.N.P., Georgia College & State  
University

Richard M. Austin ('97)  
Professor of Biology  
B.S., Piedmont University  
M.S., Auburn University  
Ph.D., University of Mississippi

Elaine LeCreurer Bailey ('11)  
Associate Professor of Chemistry  
Chair, Natural Sciences Department  
B.S., Armstrong Atlantic State  
University  
Ph.D., Auburn University

Toni Bailey ('21)  
Assistant Professor of Education  
B.A. & M.A.T., Xavier University  
of Louisiana  
Ph.D., Mercer University

Elizabeth Baugus-Wellmeier ('13)  
Associate Professor of Nursing  
Diploma in Nursing, Georgia Baptist  
School of Nursing  
M.S.N., Walden University

Julia Behr ('16)  
Dean, College of Nursing and  
Health Sciences  
Professor of Nursing  
B.S.N., Medical College of Georgia

M.S.N., Augusta University  
D.N.P., University of Alabama at  
Birmingham

Michael W. Berglund ('14)  
Chair, Mathematical Sciences  
Department  
Associate Professor of Mathematics  
B.S., University of West Georgia  
M.A., Ph.D. University of Georgia

Marilyn Berrong ('01)  
Professor of Education  
Manager, Online Graduate Studies  
Advisor, Online  
A.A., Gainesville Junior College  
B.A., Piedmont University  
M.Ed., Ed.D., University of Georgia

Kathy Blandin ('12)  
Chair, Theatre & Drama Education  
Department  
Director, Theatrical Productions  
Associate Professor of Theatre  
B.A., Case Western Reserve  
University  
M.F.A., University of Texas  
Ph.D., University of Wisconsin

Jefferson B. Bowers ('18)  
Assistant Professor of Spanish  
B.A., Presbyterian College  
M.A., Appalachian State University

Rebecca Brantley ('16)  
Associate Professor of Art  
B.A., B.F.A, M.A., University of  
Georgia

Katherine Breithaupt ('10)  
Professor of Education  
Coordinator, Regional Programs  
B.A., Berry College  
M.Ed., Ph.D., Clemson University

Joseph C. Brenes-Dawsey ('04)  
Senior Librarian  
A.F.A., Brevard College  
B.Mus., University of Georgia  
M.L.I.S., University of South  
Carolina  
M.B.A., Piedmont University  
Ph.D., University of Georgia

Savannah Brookshire ('21)  
Assistant Professor of Accounting  
B.B.A, M.S., University of Georgia

Angela H. Brown ('97)  
Professor of Education

Coordinator, Secondary Education-  
Athens  
B.S., M.Ed., Ed.S., Ed.D.,  
University of Georgia

Jeff W. Bruns ('17)  
Associate Dean, Walker College of  
Business  
Professor of Business  
M.S., Southeast Missouri State  
University  
B.S., M.S., M.B.A., Ph.D., Illinois  
State University

Carlos D. Camp ('83)  
Professor of Biology  
B.S., Georgia Southwestern College  
M.S., Auburn University  
Ph.D., University of Georgia

Stephen C. Carlson ('06)  
Professor of Business  
B.A., Jacksonville State University  
M.S., Georgia State University  
D.B.A., Nova Southeastern  
University

John E. Carmack ('85)  
Professor of Business  
B.S., Colorado State University  
M.S., Georgia Institute of  
Technology

Sean W. Carrigan ('97)  
Professor of Chemistry  
B.S., Rhode Island College  
Ph.D., University of Georgia

R. Windy Charles ('89)  
Professor of English  
B.A., M.A., Ph.D., University of  
Georgia

Jonathan Elias Clinton ('17)  
Chair, Exceptional Child Education  
Department  
Associate Professor of Education  
M.A., Piedmont University  
B.S., Ph.D., University of Georgia

Isabelle Crowder ('11)  
Associate Professor of Education  
Coordinator, Gifted Education  
B.A., University of Virginia  
M.Ed., Ph.D., University of Georgia

Laura Pitts Darby ('20)  
Assistant Professor of Nursing  
B.S.N., M.S.N., D.N.P., Georgia  
College and State University

Hugh Davis ('08)  
Chair, Humanities Department  
Professor of English  
B.A., Belhaven College  
M.A., University of Alabama  
Ph.D., University of Tennessee

Marcella Davies ('19)  
Assistant Professor of Nursing  
B.S.N., Old Dominion University  
M.S.N., M.B.A., University of  
Phoenix  
Ph.D., Walden University

Joseph Dennis ('16)  
Chair, Mass Communications  
Department  
Associate Professor of Mass  
Communications  
Advisor, The ROAR, Student  
Newspaper  
B.A., North Central College  
M.A., Ph.D., University of Georgia

Jaydn Dewald ('19)  
Director of Creative Writing  
Assistant Professor of English  
A.A., Sacramento City College  
B.A., San Francisco State University  
M.F.A., Pacific University  
Ph.D., University of Georgia

Abbey Dondanville ('14)  
Associate Dean, College of Nursing  
and Health Sciences  
Professor of Health Sciences  
Director, Athletic Training  
B.A., St. Andrews Presbyterian  
College  
M.S., Indiana State University  
Ed.D., University of North Carolina-  
Greensboro

Debra F. Dooley ('96)  
Professor of Earth Science  
Coordinator, Science Education  
Faculty Athletics Representative  
B.S., Indiana University  
Ph.D., University of Georgia

James Drake ('21)  
Assistant Professor of Business  
Director, Hospitality & Tourism  
B.S., M.B.A., Ph.D., University of  
Nevada

Jessica A. Wooten Eagle ('17)  
Associate Professor of Biology  
B.S., M.S., Marshall University  
Ph.D., University of Alabama

Jackie Ellett ('18)  
Associate Professor of Art  
Education  
Coordinator, Art Education  
B.S.Ed., M.A.Ed., Ed.S., Ph.D.,  
University of Georgia

Mark Evans ('19)  
Specialist, Academic Technology  
Academic Affairs  
A.A., New Mexico Military Institute  
B.A., University of Maryland,  
Baltimore County  
M.Ed., University of North Georgia  
Ed.S., University of Georgia

Jeremy Fouts ('14)  
Associate Professor of Athletic  
Training  
U.S. Army Licensed Practical Nurse  
B.S., M.S., California University of  
Pennsylvania  
Ed.S., Piedmont University

Ryan Franklin ('14)  
Associate Professor of History  
Coordinator, History Education  
B.A. North Georgia College & State  
University  
M.A. University of West Georgia

Laszlo Frazer ('21)  
Assistant Professor of Physics  
A.A., Bard College  
A.B., The university of Chicago  
M.S., Ph.D., Ohio University

John Michael Friedline ('18)  
Assistant Professor of Psychology  
A.B., M.S., M.P.H., Ph.D.,  
University of Georgia

Tony Frye ('08)  
Chair, Social Sciences Department  
Professor of Political Science  
B.A., Ohio State  
M.A., University of Akron  
Ph.D., Miami University

William Gabelhausen ('06)  
Professor of Theatre  
Director, Theatrical Production  
B.F.A., Illinois Wesleyan University  
M.F.A., Pennsylvania State  
University  
M.Ed., University of Georgia

Kenyon Gannon ('11)  
Associate Professor of Education  
B.A., M.A.T., Winthrop University

M.A., Ph.D., University of Georgia

Timothy Garvin-Leighton ('16)  
Assistant Professor of Religion  
B.A., Heidelberg University  
M.Div., Andover Newton  
Theological School

Chanda Gastley ('15)  
Associate Professor of Nursing  
A.S.N., North Georgia College and  
State University  
M.S.N., Walden University

Ann Gazell ('18)  
Professor of Education  
Coordinator, Online Programs  
A.A., Georgia State University  
B.S., Kennesaw State University  
M.Ed., University of West Georgia  
Ed.S., Ed.D., Piedmont University

David Gibbs ('11)  
Associate Librarian for Collection  
Development  
B.A., University of Georgia  
M.L.I.S., University of Alabama

Jennifer Gilstrap ('18)  
Assistant Professor of English  
B.F.A., Brenau University  
M.A., Ph.D., Georgia State  
University

Bob Glass ('95)  
Dean of Libraries & University  
Librarian  
B.A., Delta State University  
M.M., Louisiana State University  
M.L.S., University of Southern  
Mississippi

Rebecca Godwin ('20)  
Assistant Professor of Biology  
B.S., M.S., Auburn University  
Ph.D., University of California  
Davis

Karen Greulich ('13)  
Associate Professor of Nursing  
B.S.N., Saginaw Valley State  
University  
M.S.N., Western Carolina  
University

Kimberly Griffin ('14)  
Associate Professor of Education  
Coordinator, Online Programs  
B.S., Georgia State University  
M.Ed., DePaul University  
Ed.S., Ed.D., Piedmont University

Kate Guthrie ('19)  
Assistant Professor of Doctoral  
Studies  
Qualitative Research Methodologist  
B.S.Ed., M.Ed., Ph.D., University of  
Georgia

Monica Harn ('21)  
Professor & Director, Speech  
Language Pathology  
B.S., McNeese State University  
Ph.D., Louisiana State University

Christine Havens-Hafer ('21)  
Assistant Professor of Education  
B.A., Pennsylvania State University  
M.A.T., & Ph.D., Binghamton  
University

Shahryar Heydari ('92, '94)  
Professor of Mathematics  
B.S., M.S., University of South  
Carolina  
Ph.D., Florida State University

Bryon Hines ('21)  
Assistant Professor of Psychology  
B.A., Hampden-Sydney College  
M.S., & Ph.D., Ohio University

C. Wallace Hinson ('93)  
Associate Dean, College of Arts and  
Sciences  
Director, Conservatory of Music  
Professor of Music  
B.M.E., M.M.E., University of  
Central Arkansas  
D.M.A., University of Illinois

Nathan Holt ('17)  
Assistant Professor of Physics  
B.S., Middle Tennessee University  
Ph.D., Texas A&M University

Melissa Jackson ('18)  
Associate Professor of Mass  
Communications  
Advisor, Student Publication (TV  
Station)  
B.A., University of South Alabama  
M.F.A., University of Georgia

Steven Jacobs ('12)  
Associate Dean, College of Arts and  
Sciences  
Chair, Interdisciplinary Studies  
Department  
Associate Professor of Sociology  
B.A., Pennsylvania State University  
M.A., Ph.D., University of Florida

Scarlet Jernigan ('21)  
Assistant Professor of History  
B.A., M.S. Pensacola Christian  
College  
M.A., Ph.D. Texas Christian  
University

J. Henry Johnson ('06)  
Associate Professor of Theatre  
Technical Director, Theatre  
Productions  
A.A., Gainesville College  
B.A., Brenau University  
M.F.A., University of Georgia

Jaime Johnson-Huff ('07)  
Associate Dean, College of Nursing  
and Health Sciences  
Professor of Nursing  
B.S.N., Medical College of Georgia  
M.S.N., Georgia State University  
D.N.P., Medical College of Georgia

Leslie Jones ('15)  
Assistant Professor of Education  
B.S., M.Ed., Ed.S., University of  
Georgia

Christine Kaiser ('17)  
Assistant Professor of Nursing  
Coordinator, AceMapp &  
Credentialing  
B.S.N., South Dakota State  
University  
M.S.N., University of West Georgia

Jennifer Kelley ('13)  
Associate Professor of Nursing  
B.S.N., Brenau University  
M.S.N., Mercer University

Christopher M. Kelly ('08)  
Chair, Art Department  
Associate Professor of Art  
B.F.A., University of Montevallo  
M.F.A., Rochester Institute of  
Technology

Areatha Ketch ('18)  
Assistant Professor of Chemistry  
Accompanist, Conservatory of  
Music  
B.S., North Georgia College and  
State University  
Ph.D., University of Georgia

Kelly Land ('15)  
Associate Dean, College of  
Education  
Associate Professor of Education

B.S., ECE, Mercer University  
M.Ed., Troy University  
Ed.S., Ed.D. Piedmont University

Jay Long  
Assistant Professor of Business  
B.B.A., University of North Georgia  
M.Acc., University of Georgia

Kimberly Lovell ('92)  
Associate Professor of Business  
B.A., Piedmont University  
M.B.A., Brenau College  
Ed.S., Valdosta State University

Beth Lovern ('12)  
Associate Professor of Sociology &  
Anthropology  
B.S., Georgetown University  
Ph.D., University of Georgia

Timothy F. Lytle ('95)  
Professor of Philosophy and  
Religion  
B.A., Toccoa Falls College  
M.A., Western Kentucky University  
Ph.D., University of Georgia

Tad MacMillan ('19)  
Assistant Professor of Education  
B.A., M.Ed., University of Georgia

Sandra Maughon ('15)  
Professor of Business  
B.A., Georgia State University  
M.S., George Washington  
University

Courtney McDaniel ('20)  
Assistant Professor of Biology  
B.S., Centre College  
M.S., Auburn University  
Ph.D., University of Georgia

Erika McKinney ('13)  
Associate Professor of Health  
Sciences  
Coordinator, Athletic Training  
Clinical  
B.A., Otterbein University  
M.S., Marshall University  
Ed.S., Piedmont University

Kris McWhite ('20)  
Associate Professor of Economics  
B.S., Francis Marion University  
M.A., Ph.D., Clemson University

James F. Mellichamp ('82)  
Professor of Music  
B.Mus., Huntingdon College

Diploma, Hochschule fuer Musik,  
Herford, Germany  
D.Mus., Indiana University

Hope Menzel ('08)  
Associate Professor of Mathematics  
Coordinator, Math Education  
B.A., Mississippi State University  
M.S., Mississippi State University

Timothy Menzel ('08)  
Professor of Biology  
B.A., Rowan University  
B.S., Richard Stockton College  
M.S., Southeastern Louisiana  
University  
Ph.D., Mississippi State University

Phillip W. Moery ('14)  
Teaching Fellow in Business  
B.S., University of Arkansas  
M.Phil., Ph.D., The George  
Washington University

K. Michael Moody ('20)  
Chair, Education Leadership  
Department  
Professor of Education  
B.A., M.Ed., Ed.S., Georgia State  
University  
Ed.D., University of Georgia

Janice W. Moss ('94)  
Professor of Mass Communications  
Advisor, Debate Team  
B.A., Shaw University  
M.A., University of Louisiana-  
Monroe  
D.A., Clark Atlanta University

Keith R. Nelms ('98)  
Professor of Business  
B.S., M.S., Georgia Institute of  
Technology  
Ph.D., Georgia State University

Steven D. Nimmo ('09)  
Dean, College of Arts and Sciences  
Professor of Mathematics  
B.A., Monmouth College  
M.S., Ph.D., Iowa State University

William Nye ('18)  
Associate Professor of Education  
Chair, Secondary Education  
Department  
Coordinator, Field Placement  
B.S., Georgia Institute of  
Technology  
M.Ed., Georgia State University  
Ph.D., University of Georgia

Albert J. Pleysier ('82)  
Professor of History  
B.A., Calvin College  
M.A., Western Michigan University  
Ph.D., West Virginia University

Andrea Price ('08)  
Professor of Music  
Coordinator, Voice & Applied  
Music  
B.M., Meredith College  
M.M., Appalachian State University  
D.M.A., University of South  
Carolina

Lillian Reeves ('20)  
Chair, Elementary Education  
Department  
Associate Professor of Education  
B.A., M.A., Middlebury College  
Ph.D., University of South Carolina

Perry Rettig ('13)  
Distinguished University Professor  
of Education  
B.S.Ed., University of Wisconsin-  
Whitewater  
M.S., University of Wisconsin-  
Milwaukee  
Ph.D., Marquette University

James "Brandon" Reynolds ('21)  
Assistant Professor of Health  
Sciences  
B.S., Bridgewater College  
M.Ed., Northwestern State  
University

Brandon Roberts ('16)  
Associate Professor of Criminal  
Justice  
B.A., Mount Saint Mary College  
M.A., City University of New York  
Ph.D., Walden University

Kathy Robinson ('21)  
Associate Professor & Program  
Coordinator, M.S. in Clinical Mental  
Health, Counseling  
B.S., Liberty University  
M.S., Mercer University  
Ph.D., Auburn University

Elizabeth C. Rogers ('89)  
Professor of Education  
B.S., M.S., University of Mississippi  
Ed.D., University of Georgia

Greg Ryan ('21)  
Associate Professor of Health

Sciences  
B.S.E., Georgia Southwestern State  
University  
M.S., Indiana University of  
Pennsylvania  
Ph.D., University of Alabama

Margaret Ryder ('13)  
Associate Dean, Walker College of  
Business  
Associate Professor of Business  
B.A., University of Georgia  
M.B.A., Piedmont University  
J.D., Cumberland School of Law  
D.B.A., Keiser University

Morgan Sales ('18)  
Assistant Professor of Business  
B.S., M.B.A., Appalachian State  
University

Julia M. Schmitz ('11)  
Associate Professor of Biology  
Director, QEP  
B.S., Sweet Briar College  
Ph.D., University of Alabama at  
Birmingham

Katrina Short ('12)  
Associate Professor of Education  
Coordinator, Middle Grades  
Education  
B.A., M.Ed., University of North  
Florida  
Ed.S., Ed.D., University of Florida

Karen Sigers ('17)  
Assistant Professor of Music  
B.Mus., Brenau University  
M.Mus., University of Georgia  
D.M.A., University of Nebraska-  
Lincoln

Daniel K. Silber ('18)  
Professor of Philosophy  
B.A., The George Washington  
University  
M.A., Ph.D., Vanderbilt University

Daniel J. Smith ('15)  
Professor of Education  
Assessment Director  
A.A., Truett-McConnell College  
B.A., M.A., Ed.D., University of  
Georgia

Tina Smith (21')  
Assistant Professor of Nursing  
B.S.N., Brenau University  
M.S.N., Kennesaw State University  
D.N.P., Wilkes University



Candice Southall ('11)  
Associate Professor of Education  
B.S., M.A., Ph.D., University of  
Georgia

John Spiegel ('09)  
Associate Professor of Theatre  
Director, Theatre Productions  
B.A., Davidson College  
M.F.A., University of North  
Carolina

Laura Starrett ('04)  
Professor of Nursing  
B.S.N., Brenau University  
M.S.N., Georgia State University

Nancy Sharpe Strawbridge ('18)  
Associate Dean, College of  
Education  
Professor of Education  
M.Mus., Temple University  
Ed.S., Georgia State University  
B.MEd. Ed.D., Vanderbilt  
University

Anand Sukumaran ('20)  
Assistant Professor of Music  
Facilitator, Fine Arts  
B.M.Ed., Ph.D., Michigan State  
University  
M.M.Ed., VanderCook College of  
Music

Gerald F. Sullivan ('13)  
Professor of Business  
B.B.A., University of Georgia  
M.B.A., Georgia State University  
D.B.A., Nova Southeastern  
University

Sarah Sumners ('21)  
Associate Professor of Education  
B.S., M.A.T., Mississippi University  
for Women  
Ph.D., Mississippi State University

Lilla Szekely ('21)  
Associate Instructor of Art  
B.F.A., Lesley University  
M.F.A., Rhode Island School of  
Design

Mark Tavernier ('17)  
Dean, College of Education  
Professor of Education  
B.A., Olivet College  
M.S.Ed., Old Dominion University  
Ed.S., The George Washington  
University

Ed.D., Virginia Polytechnic Institute  
& State University

Melissa Tingle ('18)  
Assistant Professor of Mass  
Communications, News Media  
Instructional Designer, Academic  
Technology  
B.L.S., Mercer University  
M.A., Marist College  
Ph.D., Regent University

Douglas Torrance ('15)  
Associate Professor of Mathematics  
B.A., Northwestern University  
M.S., Ph.D., University of Idaho

Dale Van Cantfort ('02)  
Professor of Mass Communications  
Advisor, Student Publication  
(Radio)  
B.B.A., Stetson University  
M.B.A., Georgia College & State  
University  
Ph.D., University of Georgia

Cynthia L. Vance ('93)  
Professor of Psychology  
Coordinator, Human Subjects  
Research  
B.S., University of Oregon  
M.S., Ph.D., University of  
Wisconsin-Milwaukee

J. Kerry Waller ('11)  
Dean, Walker College of Business  
Professor of Business  
B.A., Dickinson College  
Ph.D., Clemson University

Susanna Warnock ('14)  
Associate Professor of Business  
B.A., Berry College  
Ph.D., University of Dublin

Carson Webb ('17)  
Butman Associate Professor of  
Religion and Philosophy  
B.A., Pepperdine University  
M.A., University of Nottingham  
M.Phil., Ph.D., Syracuse University

Elizabeth "Betsy" Weinrich ('19)  
Instructor of English  
B.A., Oral Roberts University  
M.A., Auburn University  
Ph.D., University of Georgia

Jennifer Weyant-Betz ('10)  
Associate Professor of Education  
B.F.A., Pratt Institute

M.Ed., Ed.D., University of Central  
Florida

Stephen R. Whited ('93)  
Professor of English  
B.A., M.A., Georgia State  
University  
Ph.D., University of Kentucky

Bruce Willis ('19)  
Professor of Forensic Science &  
Criminal Justice  
B.S., Ed.S., Valdosta State  
University  
M.P.A., Columbus State University

Susan Winstead ('20)  
Assistant Professor of Education  
M.Ed., Georgia State University  
B.S.Ed., Ph.D., University of  
Georgia

Jan Witherington ('18)  
Associate Professor of Education  
B.S.Ed., Georgia State University  
M.Ed., Georgia College and State  
University  
Ed.S. Ed.D., Piedmont University

## FACULTY EMERITI

Donna G. Andrews ('96)  
Professor Emerita of Education  
A.S., Young Harris College  
B.S., North Georgia College  
M.Ed., Ph.D., Georgia State  
University

Barbara E. Benson ('05)  
Professor Emerita of Education  
B.A., University of Maryland  
M.A., West Virginia University  
Ed.D., University of Georgia

Ellen C. Briggs ('91)  
Professor Emerita of Education  
B.S., Coker College  
M.A., Appalachian State University  
D.A., Middle Tennessee State  
University

William M. Brown ('94)  
Professor Emeritus of Education  
B.A., San Jose State University  
M.A., Ph.D., University of Florida

Viviane L. Daigle ('95)  
Professor Emerita of Psychology  
B.S., State University of New York  
at Oneonta  
M.A., Ph.D., Syracuse University

Anna Maria Dye ('02)  
Professor Emerita of Nursing  
B.S.N., M.S.N., D.N.P., Medical  
College of Georgia

Lisa Hodgens ('88)  
Professor Emerita of English  
A.B., M.A., Samford University  
Ph.D., University of Alabama

Randall J. Hollandsworth ('07)  
Professor Emeritus of Education  
A.S., Virginia Western Community  
College  
B.S., University of North Carolina-

Charlotte  
M.S., Georgia State University  
Ph.D., Virginia Polytechnic Institute  
and State University

Madge H. Kibler ('94)  
Professor Emerita of Education  
B.A., M.A.Ed., Ed.S., Ed.D.,  
University of Georgia

Charles H. Lucado, Jr. ('95)  
Professor Emeritus of Education  
B.A., M.A., Ed.D., Virginia  
Polytechnic Institute and State  
University

Patricia H. Mapp ('03)  
Professor Emerita of Education  
B.S., M.Ed., University of Georgia

Patricia M. McCollum ('02)  
Professor Emerita of Education  
B.A., University of Georgia  
M.Ed., Georgia State University  
Ed.S., Ed.D., University of Georgia

A. Jane McFerrin ('81)  
Professor Emerita of Education  
B.Ed., Kent State University  
M.Ed., Georgia State University  
Ed.D., University of Georgia

Julie R. Palmour ('99)  
Professor Emerita of Education  
B.S., Georgia State University  
M.S.Ed., Butler University  
Ph.D., Bowling Green State  
University

Teresa Secules ('00)  
Professor Emerita of Education  
B.A., Antioch College  
M.A., Ph.D., Emory University

Patricia S. Sherrer ('02)  
Professor Emerita of Business  
B.S., M.S.Ed., Ph.D. Georgia State

University

J. Michael Shirley ('10)  
Professor Emeritus of Education  
A.A., Truett-McConnell College  
B.A., Piedmont College  
M.Ed., University of Georgia  
Ph.D., Georgia State University

Ralph B. Singer, Jr. ('72)  
Professor Emeritus of History  
B.A., Millersville University of  
Pennsylvania  
M.A. University of Delaware  
Ph.D., Georgia State University

H. Hilton Smith ('95)  
Professor Emeritus of Education  
B.A., M.Ed., Emory University  
Ph.D., Georgia State University

Susan C. Smith-Patrick ('02)  
Professor Emerita of Education  
B.S., West Georgia College  
M.Ed., North Georgia College  
Ed.S., University of Georgia

Barbara Brown Taylor ('98)  
Professor Emerita of Religion  
B.A., Emory University  
M.Div., Yale Divinity School  
D.Div., Piedmont University,  
Honoris Causa

Edward C. Taylor ('99)  
Professor Emeritus of Business  
B.S., M.B.A., Morehead State  
University  
Ph.D., University of Kentucky

Antoinette Willsea ('02)  
Professor Emerita of Nursing  
B.S.N., Harding University  
M.S.N., University of Central  
Arkansas

## ADMINISTRATION AND STAFF

Rose Marice Allison ('17)  
Assistant Vice President, Human  
Resources

A.A., Truett McConnell College  
B.B.A., Accounting, North Georgia  
College

Jody Anderson ('09)  
Director, Institutional Research  
B.A., Piedmont University  
M.Div., Mercer University

Jim Andrews ('19)  
Chief, Campus Police

Ada Arrowood ('12)  
Administrative Assistant, Facilities  
Management

Jeri-Mae Astolfi ('20)  
Senior Artist-in-Residence, Music  
B.M., University of Alberta  
M.M., McGill University  
D.M.A., University of Minnesota

Stephanie Austin-Campbell ('13)  
Associate Director, Graduate  
Admissions  
A.A., Gainesville College  
B.S., M.B.A., Piedmont University

Alicia A. Barton ('07)  
Administrative Assistant,  
College of Arts and Sciences

Kyle Beaman ('21)  
Assistant Director, Residential  
Living  
Student Affairs  
B.S., Reinhardt University

Victoria Beck ('21)  
Advisor, Admissions, Out of State  
Undergraduate Admissions  
B.A., Young Harris College

Julia Behr ('16)  
Dean, College of Nursing & Health  
Sciences  
B.S.N., M.S.N., Medical College of  
Georgia  
D.N.P., University of Alabama

Kara Blalock ('20)  
Manager, Payroll

Nikki Blanchard ('17)  
Recruiter/Coordinator, Enrollment

Communications  
Undergraduate Admissions  
B.A., Piedmont University

Brenda Boonstra ('11)  
Director, Undergraduate Admissions  
B.S., Calvin College

Rebecca Brantley ('15)  
Director, Mason-Scharfenstein  
Museum of Art  
B.A., B.F.A., M.A., University of  
Georgia

Joseph C. Brenes-Dawsey ('04)  
Senior Librarian  
A.F.A., Brevard College  
B.Mus., University of Georgia  
M.L.I.S., University of South  
Carolina  
M.B.A., Piedmont University  
Ph.D., University of Georgia

Laura Briggs ('17)  
Manager, Development  
Data/Coordinator, Gifts  
Institutional Advancement  
B.A., Piedmont University

John S. Brooks ('06)  
Administrator, Ellucian  
Information and Technology  
Services  
B.A., Piedmont University

Lisa Brookshire ('99)  
Manager, Faculty Services and  
Budget  
College of Education  
B.A., M.P.A., Piedmont University

Alex Buchman ('18)  
Assistant Coach, Men's Soccer  
B.B.A., M.S.E., University of  
Wisconsin-Whitewater

Elizabeth E. Butikofer ('94)  
Director, Daily Operations  
Athletics  
A.A., Keystone Junior College  
B.S., Slippery Rock University of  
Pennsylvania  
M.S., Austin Peay State University

Ed Carmack, Jr. ('85)  
Director, Data Resource  
Management,  
Information and Technology  
Services

B.S., Colorado State University  
M.S., Georgia Institute of  
Technology

James Carney ('16)  
Head Coach, Men's & Women's  
Cycling  
B.A., Fort Lewis College

Kathleen Carter ('00)  
Associate Vice President, Graduate  
Enrollment  
B.S., M.A., Hood College

John Cavin ('20)  
Assistant Coach, Men's Basketball  
Athletics  
B.S., Columbia International  
University  
M.A., Charleston Southern  
University

Ashley Clouatre ('12)  
Coordinator, Graduate Services  
B.A., M.A.I.T., Piedmont University

Bradley Cochran ('15)  
Assistant Coach, Women's  
Basketball  
B.A., Shorter College

Sarah Cochran ('17)  
Advisor, Financial Aid: Level II  
B.A., Piedmont University

Katy Coker ('09)  
Administrative Assistant,  
Walker College of Business

Jeremy Cooper ('18)  
Technician, Help Desk  
Information Technology Services

Christal Craig ('20)  
Financial Analyst I/Accountant  
Business Office  
A.A., Gainesville State College  
B.A., University of North Georgia

Hayden Craig ('19)  
Assistant Coach, Baseball  
Athletics  
B.Ed., Adrian College

Kimberly Crawford ('15)  
Dean, Student Life and Leadership  
B.A., Reinhardt College  
M.A.T., Georgia College & State  
University  
Ed.D., University of Texas Rio

## Grande Valley

Cody Crowder ('20)  
Financial Analyst II,  
Business Office  
B.S.B.A., Appalachian State  
University

Stephen Dague ('09)  
Administrator, Network Systems  
Information and Technology  
Services

Katie Deal Comeau ('20)  
Director, Alumni Engagement and  
Development  
Institutional Advancement  
B.A., Piedmont University

Mark Dial ('21)  
Assistant, Maintenance  
Facilities Management

Kimberly Downs ('17)  
Associate Director, Student  
Accounts  
Business Office  
B.A., M.B.A., Piedmont University

Timothy Dunton ('15)  
Head Coach, Men's Lacrosse  
B.S., Endicott College  
M.S., Lasell College

Ineke Dyer ('21)  
Director, Transition and Student  
Success  
Student Affairs  
B.S., University of Maine  
M.S., California Lutheran University

Laura Dyer ('18)  
Specialist, Data and  
Communications  
Undergraduate Admissions  
B.S., University of North Georgia

Scott Eagle ('18)  
Lab Coordinator  
College of Arts and Sciences  
B.S., M.A., Marshall University

Mark Elam ('18)  
Assistant Vice President,  
Development and Alumni Relations  
Institutional Advancement  
B.F.A., University of Georgia

Terrie Ellerbee ('20)  
Specialist, Admissions and Parent  
Communications Specialist

Institutional Advancement  
B.A., Piedmont University

Tanya Elrod ('19)  
Assistant, Maintenance Fleet  
Facilities Management

Melissa Evans ('20)  
Instructional Designer  
Academic Affairs  
B.A., Emmanuel College  
M.Ed., University of Georgia

Chris Falck ('01)  
Assistant, Maintenance  
Facilities Management

Marlee Fleming ('11)  
Generalist, Human Resources  
B.A., M.B.A., Piedmont University

David Floyd ('18)  
Programmer, SQL & Analyst BI  
Information and Technology  
Services, Athens Campus  
B.M.E., Florida State University  
M.F.A., University of Georgia

Erin Forester ('19)  
Executive Assistant to the President  
B.A., M.B.A., Piedmont University

Pam Fountain ('18)  
Director, Annual Giving  
Institutional Advancement  
A.B.J., University of Georgia

Karis Fowler ('16)  
Advisor, Admissions  
A.A., Truett McConnell College  
B.S., North Georgia College & State  
University

Shane Free ('06)  
Officer, Campus Security

Mat Fried ('20)  
Technician, Help Desk  
Information and Technology  
Services  
B.A., Piedmont University

Kenyon Gannon ('11)  
Director, Academic Technology  
B.A., M.A.T., Winthrop University  
M.A., Ph.D., University of Georgia

Timothy Garvin-Leighton ('16)  
Campus Minister, President's Office  
B.A., Heidelberg University  
M.Div., Andover Newton

## Theological School

Joseph Garwood ('18)  
Assistant Director, Athletic  
Communications  
Athletics  
B.S., Appalachian State University

Brian J. Gawne ('18)  
Assistant Coach, Men's and  
Women's Track and Field  
B.S., M.S., The State University of  
New York - Brockport

David A. Gibbs ('11)  
Associate Librarian for Collection  
Development & Information  
Services  
B.A., University of Georgia  
M.L.I.S., University of Alabama

Bob Glass ('95)  
Dean of Libraries  
University Librarian  
B.A., Delta State University  
M.Mus., Louisiana State University  
M.L.S., University of Southern  
Mississippi

Adam Graham ('20)  
Associate Head, Athletic Trainer  
Athletics  
B.S., Western Carolina University  
M.S., West Virginia University

Kaitlin Griffin ('20)  
Operator/Clerk,  
Switchboard/Mailroom & Specialist,  
Data Entry  
Human Resources

Gabe Lopez Gutierrez ('18)  
Coordinator, Enrollment Systems &  
Hispanic Recruiter  
Undergraduate Admissions  
B.S., Piedmont University

Teddy Guyer ('19)  
Head Coach, Men's and Women's  
Swimming  
Athletics  
B.S., Western Carolina University

Natalie Hale ('19)  
Assistant, Admissions and Student  
Services  
Admissions, Athens Campus  
B.A., Piedmont University

Larry Hall ('20)  
Technician, Help Desk, IT  
A.S., Florida Technical College

A.S., ITT Technical Institute

Kay Hamilton ('03)  
Assistant, Janitorial  
Facilities Management

Luke Harris ('18)  
Associate Coach, Varsity Baseball  
B.A., Adrian College

Janice Hartsoe ('21)  
Executive Assistant to the Provost  
B.S., Appalachian State University  
M.Ed., University of South Carolina

Mitzi Heck ('10)  
Director, Administrative Services  
Athens Campus  
A.S., Henry Ford Community  
College  
B.A., Piedmont University

Shahryar Heydari ('93)  
Assistant to the President and Board  
of Trustees  
B.S., M.S., University of South  
Carolina  
Ph.D., Florida State University

Thomas Hill ('18)  
Assistant, Maintenance-  
Plumbing/Electrical  
Facilities Management

Tiffany Hines ('21)  
Advisor, Admissions  
Undergraduate Admissions  
A.S., B.S., Ohio University

Zackary Hoopaugh ('21)  
Manager, Digital Marketing  
B.S., Kennesaw State University

Stephanie Hudgens ('12)  
Administrative Assistant, Office of  
Student Affairs

Keri Hurney ('20)  
Certification Officer and  
Administrator, TMPS, College of  
Education  
B.S., Bowling Green State  
University  
M.B.A., University of Toledo

Michelle Irvin ('18)  
Administrative Assistant, QEP  
Operator/Clerk,  
Switchboard/Mailroom  
A.A., B.S., Emmanuel College

Jamie Jimison ('19)  
Director, Men's and Women's Cross  
Country and Track and Field  
Athletics  
B.A., Berea College  
M.A., Union College

Amber Jones ('19)  
Administrative Assistant,  
Graduate Admissions

Colleen Kearney ('15)  
Evening Public Services Specialist,  
Library  
A.A., Gainesville State College  
B.A., Piedmont University

JP Kircher ('16)  
Director, Golf  
Head Coach, Men's Golf  
B.A., Huntingdon College

Henry "Hank" Knight ('21)  
Assistant Vice President, Facilities  
Management & Safety  
B.S., Southern College of  
Technology

Christopher Lawson ('17)  
Associate Administrator, System  
and Engineer  
Information and Technology  
Services

Michelle Leach ('16)  
Associate Director, Admissions,  
Athens Campus  
A.A.S., Athens Technical College  
B.A., Piedmont University

Tiffany Long ('19)  
Coordinator, Development  
Institutional Advancement

Jim C. Love ('14)  
Assistant, Maintenance/Plumbing  
Facilities Management

Walter Lovisek ('17)  
Officer, Campus Security

Gary Lumsden ('19)  
Assistant, Maintenance/ and  
Plumbing  
Facilities Management

David Lynn ('19)  
Officer, Campus Security

Lisa Mann ('18)  
Director, Career Services

B.B.A., Freed Hardeman University  
M.B.A., M.A.Ed., Bethel University

Adam Martin ('18)  
Manager, Projects  
Institutional Advancement  
B.A., Emory University

Susan Martin ('16)  
Head Coach, Women's Golf  
B.A., Methodist University

Terry Martin ('98)  
Head Coach, Women's Softball  
B.S., Nyack College  
M.S., United States Sports Academy

Trey Martin ('17)  
Head Coach, Women Tennis and  
Assistant Coach, Men's Tennis  
B.A., M.A., Piedmont University

Kale Mason ('21)  
Assistant, Maintenance  
Facilities Management

Jamie McCormack ('16)  
Head Coach, Volleyball  
B.A., Huntingdon College

Tim McCormack ('13)  
Head Coach, Women's Soccer  
Assistant Director, Intercollegiate  
Athletics  
B.A., Huntingdon College  
M.A.T., Piedmont University

Regina McCormick ('12)  
Director, Admission Marketing  
Recruitment and Retention  
Institutional Advancement  
B.A., Piedmont University

Ryan McKay ('17)  
Assistant Coach, Men's Lacrosse  
B.A.Ed., Millsaps College

Matthew McKinney ('13)  
Head Athletic Trainer  
B.S., High Point University  
M.S., Marshall University  
Ed.D., East Tennessee State  
University

Chris McVay ('19)  
Assistant, Maintenance Assistant  
Facilities Management

Chad Mealor ('19)  
Officer, Campus Security

Vicky Mealor ('20) Officer, Campus Security	Student Affairs	A.S., Chattanooga State Technical College
James F. Mellichamp ('82) President B.Mus., Huntingdon College Diploma, Hochschule fuer Musik, Herford, Germany D.Mus., Indiana University	Hannah Parham ('20) Advisor, Financial Aid: Level I B.A., University of Georgia	Jamie Purdy ('05) Head Coach, Women's Basketball Assistant Director, Intercollegiate Athletics & Senior Woman Administrator B.A., Piedmont University M.S., Georgia Southern University
Ben Menard ('20) Assistant Coach, Men's Lacrosse B.S., Springfield College M.S., Western New England University	Hazel Park ('18) Assistant Director, Student Accounts Business Office	Cristen Rabern ('21) Head Coach, Cheerleading Athletics B.S., University of Georgia
Kathleen Mirgon ('20) Assistant Coach, Women's Lacrosse B.A., Shippensburg University M.S., Bloomsburg University	Sheena Patrick ('14) Associate Registrar B.S., Truett McConnell College M.B.A., Piedmont University	Megan Ramsey ('16) Coordinator, Compass Program B.A., Emory University
Zac Moore ('18) Coordinator, Student Life & Leadership Student Affairs B.S., Austin Peay State University M.A., Ball State University	Emily Paulk Recruiter, Graduate-Regional, Graduate Enrollment B.S., University of North Georgia	Gayle Robbins ('19) Director, Counseling Services Student Affairs B.A., Pacific Lutheran University M.A., Ph.D., University of North Dakota
Melissa Scuderi ('18) Assistant Director, Residential Living, Student Affairs B.A., Texas Christian University M.A., Ed Geneva College	Chris Pearce ('15) Director, Foundation Relations & Advancement Services Institutional Advancement B.S., Auburn University M.S., Georgia State University	Dan Roberts ('17) Officer, Campus Security
Greg Neeley ('13) Head Coach, Men's Basketball B.S., Ohio Northern University M.B.A., Piedmont University	James A. Peebles ('01) Director, Intercollegiate Athletics B. A., Westminster College M.Ed., Slippery Rock University	Adrienne Robinson ('18) Office Manager, College of Nursing and Health Sciences B.S.Ed., Brenau University
Dennis Nichols Assistant, Maintenance Facilities Management A.A.S North Georgia Technical College	Danielle Percival ('14) Assistant Athletic Director, Athletic Communications B.S., Troy University	Craig Rogers ('19) Vice President, Advancement B.A., University of North Carolina at Chapel Hill M.Ed., Averett University
Steven D. Nimmo ('09) Dean, College of Arts and Sciences B.A., Monmouth College M.S., Ph.D., Iowa State University	Cynthia L. Peterson ('01) Associate Vice President, Undergraduate Enrollment B.S., James Madison University M.Ed., Auburn University	Tracie Rogers ('21) Administrative Assistant, Enrollment Management A.A., Macomb Community College
Catherine Nix ('12) Assistant Director, Financial Aid B.A., M.B.A., Piedmont University	Rachel Pleasant ('21) Director, Marketing & Communications Advancement B.A., M.A., Ph.D., University of South Florida	Letitia Roller ('21) Analyst, Human Resources B.A., University of South Carolina M.B.A., Piedmont University
Linda O'Sullivan ('97) Director, Financial Aid B.A., M.B.A., Piedmont University	Gary Preston ('21) Advisor, Student Success, Student Affairs B.S., M.Ed., Auburn University D.A. Middle Tennessee State University	Suzanne Rose ('20) Assistant Director, Residential Living Student Affairs B.S.F.A., M.Ed., Western Carolina University
Maurilia Oldham ('20) Coordinator, Learning Center	Brenda Pruitt ('19) Specialist, Accounts Payable Specialist Business Office	Justin M. Scali ('06) Head Coach, Baseball Director, P-Club

B.S., Methodist University  
M.B.A., Piedmont University

Casey Sellars ('11)  
Assistant, Maintenance  
Facilities Management

Rachel Selmore ('18)  
Assistant Coach, Women's  
Volleyball  
B.A., Ramapo College

Joshua Shephard ('16)  
Assistant, Maintenance Ball Fields  
Facilities Management

Cassie Shirley ('12)  
Director, Student Accounts  
B.B.A., North Georgia College and  
State University

David Shirley ('09)  
Director, Maintenance,  
Facilities Management

Daniel K. Silber ('18)  
Senior Vice President, Academic  
Affairs and Provost  
B.A., The George Washington  
University  
M.A., Ph.D., Vanderbilt University

William Simmons ('12)  
Officer, Campus Security

Stephanie Smart ('19)  
Assistant, Athletic Trainer, Athletics  
B.S., Louisiana Tech University  
M.S., Marshall University

Daniel J. Smith ('17)  
Assessment Director  
A.A., Truett-McConnell College  
B.A., M.A., Ed.D., University of  
Georgia

Ivy Smith ('21)  
Administrative Assistant, College of  
Nursing & Health Sciences  
B.A., University of North Georgia

Kirsten Smith ('19)  
Head Coach, Women's Lacrosse  
Athletics  
B.S., Lenoir-Rhyne University  
M.A., Wingate University

Madison Smith ('21)  
Director, Residential Living  
Student Affairs  
B.S., Kennesaw State University

M.S., University of Alabama

Sue Smith ('19)  
OARS Coordinator, Student Affairs  
B.A., Piedmont University  
M.Ed., North Georgia College  
Ed. S, Ed.D., University of Georgia

Wendy L. Stanley ('06)  
Coordinator, Regional Admissions  
B.A., M.B.A., Wesleyan College

James W. Stephens, III ('05)  
Head Coach, Men's Soccer  
B.A., Piedmont University

Ann Sutton ('10)  
Executive Assistant for  
Administration and Finance/Special  
Projects Management  
A.A., Gainesville State College  
B.A., M.B.A., Piedmont University

Rhonda Sutton ('97)  
Coordinator, Facilities Management

Mark Tavernier ('17)  
Dean, College of Education  
B.A., Olivet College  
M.S.Ed., Old Dominion University  
Ed.S., The Georgia Washington  
University  
Ed.D., Virginia Polytechnic Institute  
and State University

Matthew Teutsch ('19)  
Director, The Lillian E. Smith  
Center  
B.S.Ed., M.A., University of  
Louisiana-Monroe  
Ph.D., University of Louisiana  
Lafayette

Courtney Thomas ('13)  
Registrar  
B.A., Brenau University  
M.B.A., Piedmont University

Ty Thomaswick ('19)  
Advisor, Financial Aid: Level II  
B.A., M.B.A., Piedmont University

Cindy Tinius ('17)  
Coordinator, COE Student Services  
and Faculty Support,  
Manager, Office of Woodrow  
Wilson,  
College of Education

Vickie Turner ('09)  
Senior Director, Strategic Initiatives,

Effectiveness, and Assessment  
B.A., M.P.A., Piedmont University

Wendell Vonier ('12)  
Advisor, Graduate Admissions  
B.A., Piedmont University

Rainen Wade ('21)  
Advisor, Student Success  
Student Affairs  
B.S., University of North Georgia

Taylor Waldrop ('19)  
Assistant Coach, Women's Softball  
Athletics  
B.S., Tennessee Tech University

Brittany Walker ('21)  
Assistant, Athletic Trainer  
Athletics  
B.A., Piedmont University

J. Kerry Waller ('11)  
Dean, Walker College of Business  
B.A., Dickinson College  
Ph.D., Clemson University

Troy Weiman ('20)  
Assistant Director, Athletic  
Communications  
Athletics  
B.S., University of Ohio  
M.S., Midland University

Denise Welch ('13)  
Administrative Assistant  
Registrars' Office

Jenna Wendell ('21)  
Specialist, Digital Marketing  
Institutional Advancement  
B.F.A., Piedmont University

Catherine Simpson Wiles ('15)  
Assistant Director, Career Services  
& Personal Development  
B.S., Anderson College  
M.B.A., Brenau University

Chelsea Wilkes ('13)  
Director, Campus Experiences &  
Operations  
Undergraduate Admissions  
B.A., Piedmont University

Kristi Williams ('19)  
Associate Vice President,  
Finance/Controller  
Administration and Finance  
B.A., M.B.A., Piedmont University

Matt Williams ('21)  
Head Coach, Men's Tennis  
Athletics  
B.S., Mercer University  
M.S., University of Georgia

Pamela J. Williams ('07)  
Manager, Help Desk  
Information and Technology  
Services  
B.S., Western Carolina University  
M.A.T., Piedmont University

Remel Williams ('20)  
Assistant Coach, Men's and  
Women's Track and Field  
Athletics  
B.S., Shorter University  
M.Ed., Lincoln Memorial University

John Winters ('18)  
Assistant Coach, Women's Softball  
Head Coach, Junior Varsity  
Women's Softball  
B.S., University of Georgia  
M.S., University of West Georgia

Brant Wright ('19)  
Senior Vice President,  
Administration and Finance  
B.S., Oakland University  
M.S., Walsh College

Courtney Ziemba ('19)  
Assistant Athletic Trainer  
Athletics  
B.S., Michigan State University  
M.S., Texas State University





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