CONTACT INFORMATION

DEMOREST CAMPUS
Admissions ................................................................. 706-776-0103
1-800-277-7020
Automatic switchboard .................................................. 706-778-8500
Admissions Fax ............................................................... 706-776-6635
Financial Aid ................................................................. 706-776-0114
Security/After hours, emergencies .................................... 706-776-0105
School of Arts and Sciences ............................................ 706-776-0113
School of Education ...................................................... 706-776-0117
School of Business ......................................................... 706-776-0115
School of Nursing and Health Sciences ......................... 706-776-0116
Graduate Studies/Off-Campus Programs ....................... 706-776-0118
Alumni Affairs .............................................................. 706-776-0104
1-800-868-1641
Business Office ............................................................ 706-776-0101
College Bookstore ......................................................... 706-776-0013
Library ........................................................................... 706-776-0111
Human Resources .......................................................... 706-776-0108
Institutional Advancement .............................................. 706-776-0104
1-800-868-1641
Registrar ....................................................................... 706-776-0112
Student Affairs ............................................................. 706-776-0119
President ...................................................................... 706-776-0100
Executive Vice President for Institutional Resources ........... 706-776-0115
Vice President, Academic Affairs .................................... 706-778-0110
Assistant Vice President, Administrative Services .......... 706-776-0102
Associate Vice President, Institutional Advancement ........ 706-776-0104

ATHENS CAMPUS ............................................................ 706-548-8505
1-800-331-2021
Admissions ................................................................. 706-548-8102
Bookstore ..................................................................... 706-433-1793
Financial Aid ................................................................. 706-776-0114
Graduate Admissions ...................................................... 706-776-0109
Library ........................................................................... 706-433-0728
Registrar ....................................................................... 706-776-0112
Vice President Athens Campus ........................................ 706-548-8806

MAILING ADDRESS:

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

Athens Campus
Piedmont College Athens Center • 595 Prince Ave. • Athens GA 30601
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ABOUT PIEDMONT COLLEGE

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

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

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

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

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

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

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

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

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

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

**ACADEMIC CALENDAR**
This catalog describes an academic calendar for Piedmont College that consists of two 16-week semesters and one 8-week summer semester. The requirements in this catalog apply to students entering Piedmont in the 2015-2016 academic year. An official copy of the academic calendar can be found on the Piedmont College website at www.piedmont.edu/registrar.

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

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

**Discrimination and Harassment:** Piedmont College is committed to creating and sustaining an educational and working environment free of discrimination and harassment of all types. Any complaints or grievances regarding discrimination or harassment should be reported to the Assistant Vice-President for Finance and Human Resources/Title IX Coordinator. A confidential tip line is also provided on the Campus Safety website as a means by which students, faculty, staff or community members may relay information anonymously for investigation.

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

Traditional Freshmen
A traditional student is defined as an individual who has been out of high school for less than five years and has not taken any college courses with the exception of dual enrollment courses. Traditional freshmen should submit the following items in order to be considered for admission:

1. An application for admission with the required essay;

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:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 (recommended)</td>
</tr>
</tbody>
</table>

3. An official score report of the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Programs; and

4. An official transcript of all dual enrollment credits from each college or university attended, if applicable.

5. If an applicant satisfied the requirements for a General Equivalency Diploma (GED), the official assessment scores report.

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 above.

Non-Traditional Freshmen
A non-traditional student is defined as an individual who graduated from high school or would have graduated from high school at least five years before the requested application term. Applicants must have graduated from high school or satisfied requirements for the General Equivalence Diploma (GED). Non-traditional students are exempt from submission of official SAT or ACT scores.

Non-traditional freshmen should submit the following items in order to be considered for admission:

1. An application for admission with the required essay; and

2. An official transcript of all high school diploma course work or if a General Equivalence Diploma (GED) was obtained, the official assessment scores report.
Transfer Students
A transfer student is defined as an individual who, having attended another institution of higher learning, is applying for admission to Piedmont.

A TRADITIONAL Transfer student is one who has earned at least 30 hours of transferable semester hours (45 transferable quarter hours) from a previous institution. A NON-TRADITIONAL Transfer student is a student that has been out of high school at least five years and has earned at least 30 transferable semester hours (45 transferable quarter hours) from a previous institution.

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

1. An application for admission with the required essay;
2. Official transcripts from every college, university, or technical school 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. Official score report of the ACT or SAT is required for traditional transfer students. Non-traditional transfer students are exempt from submission of official SAT or ACT score reports.

Other policies applicable to transfer students include the following:

- Only courses from regionally accredited institutions and foreign institutions approved for semester abroad will be accepted for credit.
- Courses from regionally accredited technical colleges in the State of Georgia may be accepted pursuant to Articulation Agreements between Piedmont College and the specific technical college.
- Only grades of “C” or higher are transferred in all courses.
- Developmental, orientation, student-assembly, and cultural-events credits are non-transferable.

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

Admission to Piedmont College 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 College granted by the Office of Admissions.

Transient Students
A transient (visiting) student is defined as a student that is still currently enrolled at another regionally accredited college or university in the United States, and intends to apply their Piedmont College 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, 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 College. Non-disclosure of previous attendance can compromise the ability to qualify for financial aid.

Dual Enrollment
A Dual Credit Enrollment (DCE) student is a high school student who is allowed to register for college courses while attending high school or home school. DCE students may take a maximum of two courses per semester. DCE students are not eligible to take evening, hybrid or online courses.

To be eligible for the DCE program at Piedmont College the student must:

• Be enrolled as a 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.

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

• Application for admission with the required essay

• Official high school or home study transcripts

• Official copy of the SAT or ACT score report

• Completed Teacher Recommendation Form signed by the principal, one high school teacher and a college/guidance counselor or home school administrator.

International Students
An international student is defined as a student who is a non-U.S. citizen. Piedmont College welcomes international students as active members of the College.

In addition to the application requirements for the degree 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. 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 College Entrance Examination Board or the American College Test (ACT) of the American College Testing Programs is required. Non-native English speakers must also provide a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A satisfactory TOEFL score is 550 or higher on the paper-based version, 213 or higher on the computer-based version, or 79 or higher on the Internet-based version. A TOEFL score more than two years old will not be accepted. A satisfactory IELTS band score is 6 or higher. Scanned score reports of the above examinations are not acceptable for admissions consideration.

3. A completed health form, along with proof of health insurance and immunizations.

4. A financial statement showing sufficient availability of funds and the source of these funds for the first year of college.

5. When all of the items listed above are received and if the student has been accepted to the college, 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 nine semester hours may be taken as a non-degree student. Applicants who wish to enroll in more than nine semester hours as a non-degree student must apply for permission from the Dean of the appropriate school.

Students applying for non-degree status who have not earned any degree will apply through Undergraduate Admissions as a special 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 in order to be considered for admission:

1. An application for admission with the required essay; and

2. Official transcripts from the College or university where the student attended or completed an undergraduate degree.
Readmission (Undergraduate)
(Note: Graduate Students see Page 24)
Undergraduate students who have been away from Piedmont College for less than two 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.

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

Students who are readmitted may follow the program of study outlined in the current Piedmont College 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 school 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 Dean of Admissions. The appeal to the Dean must be made in writing and submitted electronically. Once this is submitted to the Dean of Admissions, the original file and the letter of appeal will be submitted to the Admissions Committee for a decision.
ADMISSION TO PIEDMONT - GRADUATE

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

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

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

GRADUATE APPLICATION REQUIREMENTS

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

1. Doctor of Education (Ed.D.): In order to be eligible to apply, the applicant must have at least a Master’s degree with a 3.5 cumulative GPA from a regionally accredited college or university, and five or more years of verified teaching experience at a public or private school accredited by the Southern Association of Colleges and Schools (SACS) or the Georgia Accrediting Commission Inc. (GAC.) at the Accredited with Quality (AWQ) or Accredited (ACC) level.*

Applicants with an Ed.S. degree from Piedmont College must also submit:

   a. Completed Graduate Application
   b. Two current professional references from the applicant’s Piedmont College Ed.S. instructors (References from previous degree programs not acceptable)
   c. Five annual teaching evaluations which will verify five years of professional experience.
   d. Professional Activities Resume
   e. Copy of valid, current professional Georgia teaching certificate at the appropriate level

   (Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)
   f. Current official test score within the last five years from the GRE General Test. The target GRE score is the 60th percentile for the combined Verbal and Quantitative
Sections, and a 4.0 on the Analytic Writing section. Test scores are not the sole criteria. Applicants with scores lower than the target score are eligible to apply.

g. Personal Affirmation Form

h. Official final transcript (Piedmont College transcripts are on file.)

i. Letter of Intent

Applicants with an Ed.S. degree from an institution other than Piedmont College must also submit:

a. Completed Graduate Application

b. Three Professional References (references from previous degree programs not acceptable), one each from
   1. supervising administrator
   2. former professor or instructor
   3. professional colleague

c. Five annual teaching evaluations which will verify five years of professional experience

d. Professional Activities Resume

e. Copy of valid, current professional Georgia teaching certificate at the appropriate level

(Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)

f. Current official test score within the last five years from the GRE General Test

The target GRE score is the 60th percentile for the combined Verbal and Quantitative Sections, and a 4.0 on the Analytic Writing section. Test scores are not the sole criteria. Applicants with scores lower than the target score are eligible to apply.

g. Personal Affirmation Form

h. Official final transcript (Piedmont College transcripts are on file.)

i. Letter of Intent

Applicants with a Master’s degree must submit:

a. Completed Graduate Application

b. All official, final transcripts from all colleges and universities attended. (Piedmont College transcripts are on file.)

c. Three Professional References (references from previous degree programs not acceptable), one each from
   1. supervising administrator
2. former professor or instructor

3. professional colleague

d. Five annual teaching evaluations which will verify five years of professional experience

e. Professional Activities Resume

f. Letter of Intent

g. Copy of valid, current professional Georgia teaching certificate at the appropriate level

(Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)

h. Current official test score within the last five years from the GRE General Test

The target GRE score is the 60th percentile for the combined Verbal and Quantitative Sections, and a 4.0 on the Analytic Writing section. Test scores are not the sole criteria; applicants with scores lower than the target score are eligible to apply.

i. Personal Affirmation Form

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

Applicants must also submit:

a. Graduate Admissions Application

b. All official, final transcripts from all colleges and universities attended. (Piedmont College transcripts are on file.)

c. Three professional references, one each from:

1. supervising administrator

2. former professor or instructor

3. professional colleague

d. Test score from either the GRE General Test (GRE) or Miller Analogies Test (MAT).

However, if you earned your Master’s degree from Piedmont College you are exempt from providing a test score.

e. Copy of valid, current professional certificate at the appropriate level for Georgia educators seeking certificate upgrade. Alternatively, candidates from independent
schools should submit a letter from the principal or head of school verifying full-time employment as a teacher or educational administrator. (Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)

f. Letter of Intent

g. Professional Activities Resume

h. Verification of Professional Experience (two years)

i. Personal Affirmation Form

3. **Master of Arts in Teaching (M.A.T.):** Eligibility for application requires a bachelor’s degree with a 2.5 cumulative GPA from a regionally accredited college or university.

   Applicants must also submit:

   a. Graduate Admissions Application

   b. All official, final transcripts from every college attended

   c. Three professional references

   d. Official Test score from either the GRE General Test (35th percentile on the GRE verbal and quantitative sections) or Miller Analogies Test (minimum —35th percentile.) Test should have been taken within the past five years.

   e. Personal Affirmation Form

   f. Certified Background check

   g. For Art Education, applicants must have completed an art degree at the undergraduate level. Any exceptions must be approved by the Art Department Chair. Applicant must provide a portfolio for review.

   h. For Music Education, applicants must have completed a music degree at the undergraduate level. Any exceptions must be approved by the Music Department Chair. Applicant must have an approved audition with the music department.

4. **Master of Arts (M.A.):** Master of Arts (M.A.) degrees in education are designed for teachers and/or individuals who hold a valid teaching certificate or who are currently teaching in a private school accredited by the Southern Association of Colleges and Schools (SACS) or the Georgia Accrediting Commission Inc. (GAC) at the Accredited With Quality (AWQ) or Accredited (ACC) level. Eligibility for application requires a bachelor’s degree with a 2.5 cumulative GPA from a regionally accredited college or university and a copy of a valid teaching certificate or letter from the principal or head of school verifying full-time employment as a teacher or educational administrator.* Teachers holding a provisional certificate will be reviewed on a case-by-case basis to determine if acceptance into the M.A. program is appropriate.
Applicants must also submit:

a. Graduate Admissions Application

b. All official, final transcripts from all colleges and universities attended. (Piedmont College transcripts are on file.)

c. Three Professional References, one each from
   1. Supervising administrator
   2. Former professor or instructor
   3. Professional colleague

d. Official Test score from either the GRE General Test (minimum 35th percentile) on verbal and quantitative or 35th percentile on the Miller Analogies test (Test should have been taken within the last five years). OR completed Professional Admissions Option.

e. Copy of valid, current professional Georgia teaching certificate at the appropriate level or letter from the principal or head of school verifying full-time employment as a teacher or educational administrator. For those holding provisional certificates a copy of the current certificate and a copy of the PSC letter outlining requirements for updating to a clear-renewable certificate

(Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)

f. For Art Education, the art department chair must approve a portfolio of past work before acceptance

g. For Music Education, the music department chair must approve a videotaped or live audition before acceptance.

h. Personal Affirmation Form

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

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

5. **Master of Business Administration (M.B.A.):** Eligibility for application requires a bachelor’s degree with a 2.75 cumulative GPA from a regionally accredited college or university. The bachelor’s degree may be in any field, including business.

Applicants must also submit:

a. Graduate Admissions Application;
b. All official, final transcripts from the college or university awarding the Bachelor’s degree showing all coursework from all colleges and universities attended;

c. Three professional references

d. Official, current test score on the GRE or GMAT; (Target test score is the 50th percentile) Test must have been taken within the last five years.

e. Professional resume;

f. Current job description

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

6. **Master of Science in Nursing (M.S.N.):** Eligibility for application requires a Bachelor of Science Degree in Nursing (BSN) with a 2.5 cumulative GPA from a regionally accredited college or university.

   a. Graduate Admissions Application

   b. All official, final transcripts from all colleges and universities attended.

   c. 3 semester credit hours of undergraduate research

   d. 3 semester credit hours of undergraduate statistics

   e. An unencumbered Georgia nursing license

   f. Three Professional References

   g. Official, current test score on the GRE or MAT; (target test score is the 35th percentile). Test must have been take within the last five years. However, if you earned your BSN degree from Piedmont College you are exempt from the testing requirement.

   h. Successful completion of a background check and drug screen by a School of Nursing and Health Sciences approved vendor.*

* School of Nursing Requirement

7. **Master of Arts (M.A.) degree in Instructional Technology:** Design, Integration and Administration (Advanced Certification): Eligibility for application requires a bachelor’s degree with a 2.5. Cumulative GPA from a regionally accredited college or university and a valid professional teaching certificate.

   a. Graduate Admissions Application

   b. Official, final transcripts from all colleges and universities attended.

   c. Three Professional References, one each from:

      a. Supervising administrator

      b. Former professor or instructor

      c. Professional colleague
d. Current (taken within the last 5 years) official test score from either the GRE General Test (minimum 35th percentile) on verbal and quantitative or 35th percentile on the Miller Analogies Test. OR completed Professional Admissions Option.**

e. Copy of valid current professional Georgia teaching certificate at the appropriate level. (Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission (PSC).)

f. Personal Affirmation Form

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

8. **Master of Arts (M.A.) in Instructional Technology**: Instructional Design, and Development (Non-Certification): Eligibility for application requires a bachelor’s degree with a 2.5. Cumulative GPA from a regionally accredited college or university and a valid professional teaching certificate.

   a. Graduate Admissions Application
   b. Official, final transcripts from all colleges and universities attended.
   c. Three Professional References.
   d. Current (taken within the last 5 years) official test score from either the GRE General Test (minimum 35th percentile) on verbal and quantitative or 35th percentile on the Miller Analogies Test.

9. **Non-Degree Graduate (NDG)**: Eligibility for application requires a Bachelor’s degree from a regionally accredited college or university.

   Applicants must also submit:
   a. Graduate Admissions Application
   b. Official, final and sealed transcripts from most recent degree
   c. Personal Affirmation Form (education only)
   d. Certified Background check (education only)

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

   Non-degree status is available for applicants who wish to take undergraduate or graduate level courses for personal or professional enrichment. No more than nine semester hours may be taken as a non-degree graduate student. Applicants who wish to enroll in more than nine semester hours as a non-degree graduate student must apply for permission from the Vice President of Academic Affairs.
The non-degree graduate student must meet prerequisite course requirements for any course taken. Non-degree graduate students are not assigned an academic advisor and are allowed to register for courses on a space-available basis where size limitation is a concern.

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

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

10. **Certification Only (Post-Baccalaureate Non-Degree) in Education:** (prospective applicant holds a master’s degree from an accredited institution*) Eligibility for application requires a minimum of a master’s degree with a 2.5 cumulative GPA from a regionally accredited college or university.

   a. Graduate Admissions Application
   b. Official, final transcripts from all colleges and universities attended
   c. Three Professional References
   d. Certified Background Check
   e. Personal Affirmation Form

   *f. GACE Content Assessment Score Report (Candidates who received a B.A. or M.A. degree in Educational Studies at Piedmont College may apply to return to the College within five years as a certification-only student. A prerequisite for admission as a certification-only student is successful completion of the appropriate GACE content tests.)*

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

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

   a. Graduate Admissions Application
   b. Official, final and sealed transcripts from all colleges and universities attended
   c. Three professional references
   d. Certified background check
   e. Personal affirmation form

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

12. **Independent School Leadership Studies (Non-degree):** Eligibility for application requires a bachelor’s degree from a regionally accredited college or university.

Applicants must also submit:

a. Graduate admissions application

b. Official, final and sealed transcripts from most recent degree

c. Personal Affirmation Form

d. Verification of employment as a leader/administrator (head of school, principal, assistant principal, curriculum director, etc.) in an approved independent school

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

*Note:* Tuition for graduate courses taken as a non-degree student is charged at the graduate tuition rate and not eligible for federal financial aid.
FAST TRACK ADMISSIONS:
(ALL FAST TRACK ADMISSIONS OPTIONS ARE AT THE DISCRETION OF THE DEAN OF THE SCHOOL IN WHICH YOU ARE APPLYING)
Music Education; Art Education; and Dual-Degree Candidates in Secondary Education

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

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

The admissions test (GRE or MAT) is waived.

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

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

The admissions test (GRE or MAT) is waived.

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

1. Completed application
2. Minimum of a 3.5 cumulative GPA
3. Personal affirmation form
4. Reference from the undergraduate academic advisor as one of the three required professional references
5. Passing score on appropriate GACE examination
6. Verification that the candidate has applied for and been recommended for state certification

The admissions test (GRE or MAT) is waived.

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

The fast-track option for admission to the M.B.A. is available to an applicant who has completed the bachelor’s degree in business at Piedmont College no more than one semester prior to the application to the M.B.A.. The applicant must have the following:

1. Completed application
2. Evidence of a minimum of a 3.0 cumulative GPA
3. Submit a reference from the undergraduate academic advisor as one of the three required professional references
4. All other requirements for acceptance to the M.B.A. must be met.

The admissions test (GRE or GMAT) is waived.

**Transfer Applicants**

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

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

1. Applicants must have taken six or more graduate semester hours and earned a grade of “B” or better in each course;
2. All transfer applicants must submit transcripts demonstrating “good academic standing” at their previous institution.
Transfer Credit
An applicant enrolled in a recognized and regionally accredited graduate school may transfer a maximum of six semester hours to a degree or certification program with the approval of the Registrar and the appropriate program director, department chair, or dean. No transfer credit is allowed in the Ed.S program. Transfer credit is not automatic. The transfer credit must be appropriate to the applicant’s planned program and carry a grade of at least “B.” Credit for graduate course work at Piedmont College or any other institution will be honored for a period of six years from the date of course completion. However, no course may be older than six years at the time of graduation. Piedmont College does not accept transfers for Capstone or Orientation in the School of Education Program. No credit is allowed toward graduate degrees for courses taken by correspondence or through Professional Learning Units (PLUs).

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

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

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

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

   World Education Services, Inc. Josef Silny & Associates
   www.wes.org www.jsilny.com

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

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

3. International students must submit a financial statement showing sufficient availability of funds and the source of these funds to cover at least one year of college study, including educational and living expenses.
4. All tuition and charges must be paid in U.S. dollars. Students will be responsible for paying their balance through a wire transfer to Piedmont College or with a check from a U.S. bank. Please contact the Business Office for further details.

5. Copy of your Passport and Visa.

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

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

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

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

Admissions Appeal Masters and EDS Programs
An applicant who is denied admission may appeal to the Dean of the School of Education. The appeal must be made in writing to the Dean within 30 days from the date of refusal on the admissions letter. A form for appeal may be obtained from the Office of Graduate Admissions or on the Piedmont College website.

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

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

Application Deadlines
It is the applicant’s responsibility to complete the application process in a correct and timely manner and to determine whether materials have been received by the Office of Graduate Admissions. Incomplete applications will not be processed.
For Demorest and Athens M.A.T., M.A., M.B.A., Ed.S., Certification Only, and Non-Degree applications:

- **Fall semester**: July 1
- **Spring semester**: December 1
- **Summer semester**: April 15

For Ed.D applications:

- **Summer semester**: January 1

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

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

Piedmont’s 2015-2016 tuition, room and board charges support the College’s continued commitment to provide first-rate programs and facilities at an affordable rate.

TUITION CHARGES

The 2015-2016 tuition approved by the Piedmont College Board of Trustees is as follows.

Demorest Campus - Undergraduate Students

Fall 2015/Spring 2016: $10,995 per semester ($21,990 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 $917 per additional credit hour. The tuition for part-time students taking 11 credit hours or less per semester is $917 per credit hour.

Summer 2016: Summer tuition for undergraduate students is discounted regardless of the number of semester hours taken and will be posted by spring 2016. 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 - Undergraduate Students

Fall 2015/Spring 2016: $8,196 per semester ($16,392 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 $683 per additional credit hour. The tuition for part-time students taking 11 credit hours or less per semester is $683 per credit hour.

Summer 2016: Summer tuition rates for undergraduate students will be posted by spring semester 2016. 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 $10,995 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.

Leadership Studies

Students enrolled in Leadership Studies are charged the hybrid-online rate of $541 per credit hour regardless of campus of enrollment.

ROOM AND BOARD CHARGES

Charges for the 2015-2016 academic year are $2,516 per semester/$5,032 per academic year for a dorm (Piedmont Village charges are outlined in the following paragraph). Board charges will vary based on the meal plan chosen. Freshmen and sophomores are required to have the 19 meal plan which includes a $100 declining balance per semester, at the cost of $2,009 per semester/$4,018 per academic year. Juniors/Seniors may choose the 15 meal plan which includes a $50 declining balance per semester, at the cost of $1,676 per semes-
ter/$3,352 per academic year. This includes room expense and access to the cafeteria seven (7) days per week during normal operating hours. All resident students are required to enroll full-time and have a meal plan. Meal plan election may take place at any time prior to the beginning of a term and during the drop/add period. Students who are enrolled in clinicals or who are student teaching may elect to enroll in the 7 meal plan outlined in the Piedmont Village section below.

**PIEDMONT VILLAGE CHARGES**

Charges for the Piedmont Village for the 2015-2016 academic year are $3,024 per semester/$6,048 per academic year. A 7 meal plan per week which includes a $450 declining balance per semester at the cost of $1,576 per semester/$3,152 per academic year is available as an option for the residents of the Piedmont Village and/or boarding students enrolled in clinicals or student teaching.

**ADDITIONAL CHARGES**

- Applied music - private lessons: $100 per credit hour
- Returned check (first occurrence): $35
- Returned check (second occurrence): $50
- (No future checks accepted)
- 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 (paper copy): $8.25 each
- Transcript (electronic copy): $6.25 each
- Housing deposit (new student): $250
- Housing deposit (returning student): $50
- Application for graduation for undergraduate students: $75
- Late fee for graduation applications submitted past published deadlines: $100
- Replacement diploma: $100
- 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). Applications received after the posted deadline will be processed the following semester.

**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 School of Nursing, a deposit will be required to hold the student’s place in the school. The deposit will be specified by the School of Nursing. 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 section.

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

Terms of Payment
Tuition, Room/Board and other charges must be paid by published deadlines. Payment installment arrangements may be made using the Piedmont College Payment Plan (PPP). The charge for using PPP is $40 per semester during the fall and spring semesters. There is no payment plan fee for the summer semester. No interest charges will be incurred with the PPP; however a $15 late fee will be assessed on any payment received greater than five days beyond the payment due date. For additional information please visit the Business Office webpage at www.piedmont.edu. International students are responsible for paying their balance in U.S dollars using either a wire transfer to Piedmont College or by providing a check for payment from a U.S. Bank. Payments from international credit cards are also accepted through the student portal, PilgrimNet, or by using the online payment method at www.piedmont.edu. Please contact the Business Office for further details.

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

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

TUITION CHARGE ADJUSTMENTS
Drop, Add and Withdrawal from Course(s):
Tuition charges will be calculated based on hours of enrollment reported by the Registrar’s Office. Notify the Business Office before dropping, adding, or withdrawing from a course to determine the effect on your account and/or your financial aid. 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 catalog will have further information regarding these topics.

Adding a course(s) may result in a tuition increase and dropping a course(s) may result in your tuition being decreased. Undergraduate students enrolled 12-18 hours are considered full-time students; therefore, the student pays the same tuition rate and 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.

Withdrawals occur after the drop/add period has ended. Tuition for any withdrawn courses will be incurred. Please note: withdrawing from a course(s) and a total withdrawal will have
different effects on a student’s account/aid. For charging purposes, medical withdrawals are treated as a total withdrawal.

**Total Withdrawal from College:**
When a student withdraws from all classes, written notification must be given to the college Registrar. Depending on the withdrawal date, the college may adjust tuition charges according to the schedule below. A calendar with the appropriate tuition adjustment dates is published under the Business Office link at www.piedmont.edu. Dismissed students do not receive tuition adjustments. (Students who withdraw from all courses may fall under the Title IV Federal Aid Policy).

**Fall and spring semester:**
**Day studies**
- 60% of tuition charges will be refunded if a student totally withdraws during the second week of the term
- 40% of tuition charges will be refunded if a student totally withdraws during the third week of the term
- 20% of tuition charges will be refunded if a student totally withdraws during the fourth week of the term

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

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

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

**Summer semester:**
- 50% of tuition charges will be refunded if a student totally withdraws during the second week of the term

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

**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.

**Account Balance & Collection for Non-Payment**
Students must pay in full or make payment arrangements with the Business Office 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. Students agree to reimburse Piedmont College 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 Agreement, which is displayed during online registration and additionally can be provided by the Business Office as a hard copy upon request.

**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 unless there is a Parent Loan on the account in which case the excess aid is returned to the guarantor at the guarantor’s address. Piedmont College adheres to Title IV regulation which requires credit balances be refunded within 14 days of the credit appearing on the student account. Any federal or state aid that is disbursed but not accepted by the student, or parent in case of parent loans, will be returned to the appropriate department within 240 days from the time the refund was first issued. The term “not accepted” includes refund checks which are issued but are not cashed by the student or are returned by the postal service as undeliverable if no forwarding address can be obtained from the student.

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

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

**EXPENSES-GRADUATE**
Piedmont’s 2015-2016 tuition charges support the College’s continued commitment to provide first-rate programs and facilities at an affordable rate.

**Tuition Charges**
The 2015-2016 graduate tuition starting Fall semester 2015 approved by the Piedmont College Board of Trustees is as follows.

- $471 per credit hour for Master’s
- $471 per credit hour for Education Specialist
- $579 per credit hour for Doctor of Education

To qualify for student loans, graduate students must enroll in a minimum of five credit hours each semester and doctoral students must enroll in a minimum of three credit hours.
Non-Degree Students
Non-Degree students are charged undergraduate rates for undergraduate level courses and graduate rates for graduate level courses based on campus of enrollment.

Additional Charges
Applied music - private lessons ................................................. $100 per credit hour
Returned check (first occurrence) ................................................... $35
Returned check (second occurrence) .............................................. $50
(no future checks accepted)
Experiential credit (per credit hour) See Page 61 for more information .............. $50
Transcript (paper copy) .............................................................. $8.25 each
Transcript (electronic copy) ....................................................... $6.25 each
Application for graduation for doctoral students ................................ $150
Application for graduation for graduate students ........................... $100
Late fee for graduation applications submitted past published deadlines ...... $100
Replacement diploma ................................................................... $100
Dissertation editing fee - Doctoral Candidates ......................... $150-$250 depending on length
Replacement student ID .............................................................. $25
Fax Service ............................................................................... $2 first page, $1 additional pages

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

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

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

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

TUITION CHARGE ADJUSTMENTS
Drop, Add and Withdrawal from Course(s):
Tuition charges will be calculated based on hours of enrollment reported by the Registrar’s Office. Notify the Business Office before dropping, adding, or withdrawing from a course
to determine the effect on your account and/or your financial aid. 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 catalog will have further information regarding these topics.

Adding a course(s) may result in a tuition increase and dropping a course(s) may result in your tuition being decreased.

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.

Withdrawals occur after the drop/add period has ended. Tuition for any withdrawn courses will be incurred. Please note: withdrawing from a course(s) and a total withdrawal will have different effects on a student’s account/aid. For charging purposes, medical withdrawals are treated as a total withdrawal.

**Account Balance & Collection for Non-Payment**

Students must pay in full or make payment arrangements with the Business Office 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. Students agree to reimburse Piedmont College 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 Agreement, which is displayed during online registration and additionally can be provided by the Business Office as a hard copy upon request.

**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. Piedmont College adheres to Title IV regulation which requires credit balances be refunded within 14 days of the credit appearing on the student account. Any federal or state aid that is disbursed but not accepted by the student 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 not cashed by the student or are returned by the postal service as undeliverable if no forwarding address can be obtained from the student.
Title IV Federal Aid Policy
(Federal Government Refunds)
Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds with each day of class attendance. When a student receiving federal financial aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal law may require Piedmont College to return funds. Piedmont College is required to calculate the percentage and amount of “unearned” financial aid funds (including loans) that must be returned to the federal government. Once a student has completed more than 60% of the enrollment period, a student is considered to have earned all funding awarded. This calculation may require the student to repay funds that have already been disbursed. Students are encouraged to meet with the Financial Aid Office and Business Office prior to making the decision to withdraw from school.

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

The Piedmont College 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. The Vice President for Academic Affairs supervises and approves the awarding of all institutional aid.

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.

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.fafsa.ed.gov. Contact the Piedmont College 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 College. The Piedmont College 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 assigned to it an Expected Family Contribution (EFC) number 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 College participates in the Federal Direct Student Loan Program. These loans may be either subsidized or unsubsidized, based upon financial need and dependency status. 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 College. Repayment begins after the student is enrolled less than half time or graduates. Visit www.studentloans.gov for more information. Parents can also apply for a 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.studentloans.gov for additional parent loan information.

SATISFACTORY ACADEMIC PROGRESS FOR UNDERGRADUATE STUDENTS

All types of financial aid require that a student make satisfactory academic progress (SAP) toward a degree. To be viewed as making satisfactory academic progress a student must (a)
have a minimum 2.0 institutional grade point average (GPA), (b) successfully complete 67% of all college-level coursework attempted at Piedmont College, and (c) finish his or her educational program before attempting 150% of the number of hours required for the program.

Financial Aid Standards of Satisfactory Academic Progress
The U.S. Department of Education mandates that institutions of higher education establish minimum standards of “satisfactory academic progress” for students receiving financial aid. Piedmont College applies these standards to all applicants for Federal Grants (Pell, FSEOG, and Teach Grant), Federal Stafford loans, Federal Work Study, state scholarships/grants (HOPE, GTEG, et al.), and Piedmont College Scholarships.

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

A. QUALITATIVE CRITERIA - To be eligible for financial aid any current or former student of Piedmont College must have a minimum institutional grade point average (GPA) required for his or her grade level. The GPA scale can be found in the college catalog under academic exclusion.

B. QUANTITATIVE CRITERIA - Financial aid recipients must show measurable progress toward earning a degree by successfully completing at least sixty-seven percent (67%) of all college-level courses they attempt at Piedmont College. This standard will be applied to current students, former students, and transfer students. Semester hours completed will be those college level courses in which a student has received a grade of A, B, C, D or P. Semester hours attempted will include all college level courses for which a student has received a grade of A, B, C, D, F, P, I, NP, W, WF, or NR. Hours and grades for repeated courses will be used in this determination.

C. MAXIMUM LENGTH OF STUDY AT PIEDMONT COLLEGE Federal regulations prohibit a student from receiving aid after attempting 150% of the hours required for the educational program. A student accepted into a degree program may attempt no more than 150% of the required hours in required courses for the degree. (Hours for repeated courses will be included in the total number of attempted hours.) Once a student exceeds the maximum length of study, he or she will no longer be considered making satisfactory academic progress and will not be eligible for financial aid.

D. FINANCIAL AID Warning - Failure by the student to attain the minimum GPA and a 67% completion rate of all college level courses attempted at Piedmont College will indicate the student is not making SAP. In most cases, the first time it is established that a student is not making SAP, the student will be placed on financial aid warning and will be eligible for financial aid for an additional semester.

E. Financial Aid Probation – A student, who fails to meet SAP two semesters in a row will be placed on Financial Aid Probation. He or she will not be eligible to receive financial aid while under financial aid probation.

F. APPEALS PROCESS - A student, who has lost his or her eligibility and feels there were unusual circumstances that prevented the student from meeting the SAP requirements, may submit an appeal to Financial Aid. This appeal must include the reason SAP was not met and steps the student plans on taking to meet SAP. An SAP Appeal Committee will review each appeal. Denial of an appeal indicates that the student will not be considered
eligible for financial aid until he or she attains at least the minimum GPA required by grade level and a 67% completion rate of all college level courses attempted at Piedmont College.

G. REESTABLISHING ELIGIBILITY - In the event of termination of financial aid, a student will again be considered making SAP once the student has attain the minimum GPA and a 67% completion rate of all college level courses attempted at Piedmont College. When this occurs, the student should contact Financial Aid to request a review of the student’s SAP. Classes taken after losing eligibility will be at the student’s expense, using funds other than Federal Grants (Pell, FSEOG, and Teach Grant), Federal Stafford loans, Federal Work Study, state scholarships/grants (HOPE, GTEG, et al.), and Piedmont College Scholarships. A student who re-establishes eligibility and then subsequently falls below minimum SAP requirements will be denied financial aid. A student who exceeds the maximum length of study at Piedmont College (item C) cannot re-establish eligibility.

FEDERAL TEACH GRANTS
Piedmont College 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 College Financial Aid Office. The Federal TEACH Program is available to first baccalaureate and first post-baccalaureate degree students only. At Piedmont College, students enrolled in the Education Specialist or Doctoral Program are ineligible for this program.

- The TEACH Grant Program was created by Congress in the College Cost Reduction and Access Act. For more information call the Federal Information Student Center: 1-800-4-FEDAID or view the website www.teachgrant.ed.gov

- In exchange for receiving the TEACH Grant, students must be a highly-qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students. For a list of low income schools please see list at: www.teachgrant.ed.gov

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.

STATE ASSISTANCE
The State of Georgia has several aid programs available to students who meet eligibility requirements.

To apply for any type of state assistance, students must complete a FAFSA for the year they wish to receive aid or complete a GSFAApp online at www.gacollege411.org.

HOPE/Zell Miller for Students Attending Private Colleges
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.gacollege411.org.

ACCEL Program
The ACCEL 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. In order to be eligible for ACCEL funds, a student must be enrolled in college degree-level courses.
The purpose of the ACCEL 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 ACCEL Program are provided at www.gacolleges411.org.

Veterans Administration Education Benefits
Piedmont College is an approved Institution of Higher Learning with the Veterans Administration with many approved programs. The college 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.

Students receiving benefits under any Veterans Administration program are not eligible for Piedmont’s Neighborhood Grant Program and are not be eligible for Piedmont scholarship grants that are credited towards tuition.

Scholastic Achievement Awards
(For Demorest Undergraduate Students Only)

Institutional Scholarship Programs
(For Demorest Undergraduate Students Only)
The scholarship and grant program at Piedmont College 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

Academic Major Scholarships
The School of Arts and Science, Education, Business and Nursing offer scholarships based on academic performance and dedication to the field of study. All Demorest undergraduate students can apply for these scholarships after they have declared a major. Full-time enrollment is required. A scholarship committee within each school will determine recipients upon the approval of the Vice President for Academic Affairs.

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 College. 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.

Upshaw Bentley Grant
Named in honor of the Former Athens Mayor Upshaw Bentley, this grant covers tuition and provides an additional stipend for books at the college book store once other scholarships and grants are applied. To qualify for the Upshaw Bentley Grant students must be a graduate from a high school located in Athens-Clark County, have a graduating high school GPA
of 2.5 or higher, qualify for the Federal Pell Grant, be a first time student and attend the Piedmont College Athens Campus. To maintain the grant a student must carry a cumulative Piedmont College GPA of a 2.5 or higher. Those who think they may qualify for the Upshaw Bentley grant are encouraged to contact the Piedmont College Athens Admission Office.

**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 College. 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 College’s 117-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 College.

**Lion Grant**
Students who enroll at Piedmont College 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 College 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. The scholarship 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.

**Neighborhood Grant Program**
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,
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, federal, and STEP financial aid, but are ineligible for other institutional scholarships and grants. Students receiving benefits under the Post-9/11 and/or Yellow Ribbon Veterans Administration programs or students admitted into the R.H. Daniel School of Nursing and Health Sciences Nursing program and Leadership Studies are not eligible for the Neighborhood Grant Program.

**Piedmont College Need-Based Grant**
This grant was established by the administration of Piedmont College 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 college.

**Piedmont Premier Scholarship**
This scholarship was established by the President of Piedmont College. Recipients are chosen from first-time freshmen applicants who are the valedictorian of their graduating high school class. 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 attending the Demorest Campus are required to live in campus housing.

**Presidential Scholarship**
This scholarship was established by the Board of Trustees of Piedmont College. The number of recipients varies from year to year. Recipients are required to live in College 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 College. The number of recipients varies from year to year. Recipients are required to live in College 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 and Health Sciences 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.

**Piedmont College Summer Tuition Enhancement Program Grant (STEP)**
Students who are undergraduates enrolled full time in fall and/or spring semesters may earn hours toward a summer hours bank. The number of attempted credit hours per term will be subtracted from 18 to determine the number of summer bank hours a student has earned (full time enrollment is defined as 12 credit hours per term).

A student will receive the Summer Tuition Enhancement Program Grant (STEP) to pay for summer tuition charges up to the number of hours a student has in the bank after all other gift aid is applied to the student’s account. Students must maintain Satisfactory Academic Progress to receive this grant.
Students enrolled in the Leadership Studies program, courses that have a NURS or CVTE prefix, courses that are part of a Maymester trip experience or students who qualify for certain Veterans benefits will not qualify for the STEP grant. Students enrolling in both STEP-eligible course work and non-STEP eligible course work will have other gift aid applied to the non-eligible course work first.

For more information about the Summer Tuition Enhancement Program, contact the Registrar’s Office or Financial Aid.

**Trustee Scholarship**
This scholarship was established by the Board of Trustees of Piedmont College 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 college 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 colleges 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.

**Named and Alumni Scholarship Program**
Piedmont College and its students are fortunate to have alumni and friends of the College who contribute to various scholarship funds that are awarded annually. The following is the present list of scholarships with a brief description and any requirements stipulated. The value of the awards varies. Unless otherwise noted, these scholarships are awarded for one year and may be renewable for no more than six (6) additional semesters. They are awarded to both new and returning students as selected by the scholarship committee.

**Alumni Memorial Scholarship**
Established as a general fund for donations in honor of alumni. The number of awards and amount of this scholarship vary from year to year.

**Thomas A. (Gus) Arrendale, III Scholarship**
Established by friends to honor the leadership and dedication of Gus Arrendale to Piedmont College, Habersham County, and future leaders of the state, as exemplified by his participation on, and leadership of the Board of Trustees of the College. This scholarship is designed to assist young people in their desire to attain a college degree. The successful candidate will have a 3.0 GPA or the equivalent high school average, financial need, and outstanding personal character.

**Seaborn Ashley and Dana Smith Ashley Scholarship**
Established with a gift from Caroline Ashley in loving memory of her parents. The recipient will be chosen with consideration first to students who are pursuing a career in primary or elementary education and who are from either Greene or Oconee counties in the State of Georgia. Awards will be made on the basis of merit as defined by having an SAT score of 1100 or above, a 3.0 college GPA, outstanding personal character, leadership qualities, and demonstrated financial need.
Evelyn R. and Robert E. Bowman Jr. Scholarship
Established by Evelyn R. and Robert E. Bowman to help students pursuing a degree in chemistry who demonstrate both financial need and the ability to complete the degree requirements.

E.L. and Mildred Brooking Memorial Scholarship
Established by Dr. Emerson Brooking and Mrs. Virginia Brooking to honor his parents. The recipient is chosen by the Admissions and Scholarships Committee and the psychology department liaison. The recipient should be a top psychology major with consideration for need.

Grace McGahee and Earl Clement Brown Endowed Scholarship
Established by Dr. Barbara Brown Taylor in honor of her parents. Recipients of this scholarship will major in psychology, nursing, or philosophy/religion, have outstanding character, an above average GPA or equivalent high school average, and demonstrate financial need.

Louise Ellison Callam Scholarship
Established to honor Louise Ellison Callam by her family and designed to aid students seeking a degree in Education with demonstrated financial need.

Thomas Winford Carlan Scholarship
Established by the estate of Celeste Carlan Farmer, Class of 1968, in memory of her father. Awards will be made to students with a minimum 3.0 GPA, outstanding character, and at least one parent employed in law enforcement.

Coach O’Neal Cave Scholarship
Established in honor of Coach O’Neal Cave, former Piedmont athletic director and coach of baseball, basketball, and golf, to help defray expenses for students who demonstrate leadership and financial need.

Mildred Cain Chambers Scholarship
Established in 1993 in memory of Mildred Cain Chambers to assist deserving students.

T. Hoyt and Lucile Addison Chambers Scholarship
Established to honor T. Hoyt and Lucile Addison Chambers by their children. The recipient will be chosen with consideration first to students who are residents of Banks or Franklin counties, have a college GPA of 3.0 or higher or the equivalent high school average of “B,” and have demonstrated financial need.

George Elton and Helen Cowen Clark Scholarship
Established by George Elton and Helen Cowen Clark, both Piedmont graduates, to help students who demonstrate financial need.

Jack H. Clarke Scholarship
Established by Jack H. Clarke, a trustee of the College.

Clarence A. and Lilian W. Coddington Scholarship
Established by the estate of Clarence and Lilian Coddington of Winter Park, Fla.

Pemberton Cooley Scholarship
Established by H.A. Stephens Jr. in memory of Pemberton Cooley, his mentor and a trustee of the College.
Coach Charles Cooper Scholarship
Established by his family to honor his life as head coach of women’s basketball at Piedmont college from 1997 through 2005 and to carry on his work of aiding and assisting young women in their desire to attend college.

Dana-Carter Scholarship
Established by Mrs. Ruby Lott Lockerman to honor Malcolm Boyd Dana and Earl Kendall Carter. This is awarded each year to a female student who demonstrates both need and the ability to complete the degree requirements. The student must demonstrate outstanding personal character and have a college GPA of at least 3.0.

Louise Kidder Davis Endowed Grant
Established by John V. Davis upon his retirement from Piedmont in honor of his mother, Louise Kidder Davis. Awards will be made to a full-time student on the basis of academic merit as defined by having a 3.0 GPA, ability as demonstrated in English classes, interpersonal skills, and outstanding personal character. Preference goes to a student who is pursuing a major in English. The grantee will tutor students one-on-one or in groups under the supervision of English faculty members.

Glenn W. and Edna R. Ellard Scholarship
Established to honor Glenn A. (Jack) Ellard for his service as Clerk of the Georgia House of Representatives for 33 years by his many friends and colleagues, and later greatly enhanced by his wife, Edna R. Ellard. Mr. Ellard was a Piedmont alumnus. Awards will be made on the basis of academic merit as defined by having a minimum 3.0 GPA, outstanding personal character, and demonstrated financial need.

Henry M. Enterline Scholarship
Established by the estate of Henry Enterline, a resident of Florida and a Congregationalist. The successful candidate will be a junior or senior and have a minimum GPA of 3.5 or higher. The recipient is required to live in College housing.

Flint Scholarships
Established by Dr. Sam Hall Flint, a trustee of the College, and Dr. Mary Jane Appleby Flint, both Piedmont alumni. A successful candidate will be female and have a minimum SAT score of 1,180 and be a U.S citizen. The scholarship amount and the number of awards vary from year to year.

H.B. Forester Scholarship
Established to honor Harry Bible Forester, a professor of biology and a coach of baseball, basketball and football, by the H.B. Forester Metro Atlanta Alumni Club. The scholarship is given to a deserving student who exhibits leadership.

Mary L. Griggs Mathematics Scholarship
Established to honor a former Piedmont College math professor by family members and colleagues. The recipient should be a math major with demonstrated financial need.

Harold S. Hannum Scholarship
Established in memory of Harold Hannum by his wife Anna Hannum to assist students studying for careers either in music or nursing. Recipients must have a 3.0 GPA, outstanding character and demonstrated financial need.
The Harold and Anna Hannum Scholarship
Established in memory of two longtime friends of the College and Congregationalists by their estate. Successful candidates will be pursuing a career in education or the ministry, have a college 3.0 GPA, be of outstanding character, and have demonstrated financial need.

J. Edward Harp Memorial Scholarship
Established in his honor by friends and family in 1986. Mr. Harp was a trustee of the College and an active Congregationalist.

Heaton-McBrayer Scholarship
Established to honor two graduates of Piedmont College, Patricia McBrayer Heaton and Flay Heaton, also a trustee of the College for many years. The recipient should be from Stephens, Habersham, Franklin or Rabun counties and pursue a degree in education or business.

C.W. and Flora B. Henderson Scholarship
Established to honor Dr. Charles W. Henderson, a Georgia Baptist pastor and school administrator, and his wife, Flora Elsworth Bowden Henderson, a musician and co-worker with him in Christian service.

Lee Heuson Scholarship
Established by Dr. William G. Heuson in honor of his son, Lee Heuson.

Earl D. and Nelle Hood Higdon Scholarship
Established by Earl and Nelle Higdon, who were business leaders in Hendersonville, N.C., and both graduates of Piedmont.

Frank and Mary Holcomb Scholarship
Established in their honor by their daughter, L. Gladys Holcomb, a Piedmont graduate.

L. Gladys Holcomb Scholarship
Established in 1992 by Gladys Holcomb to assist students at Piedmont College. Recipients must be Georgia residents with demonstrated financial need.

Imogene T. Johnson Graduate Education Scholarship
Established by Imogene T. Johnson to place emphasis on excellence in graduate education through the encouragement of study and research of reading or the pursuit of national board certification within the School of Education. Recipients must have a 3.0 undergraduate GPA and at least a 3.5 graduate GPA, be willing to carry out reading research using the National Reading Panel recommendations or be pursuing national board certification.

Marvin L. and Mildred L. Johnson Scholarship
Established in 1986 by Marvin L. and Mildred L. Johnson to assist deserving students.

Weldon and Betty Keckley Mathematics Scholarship
Established by Weldon and Betty Keckley in memory of Arthur Carl Keckley, his father, and Carl Pierpont Keckley, his brother, who were both mathematics teachers. Recipients of this scholarship will either major or minor in mathematics, have a 3.0 GPA and have demonstrated financial need.

King Scholarship
Established to assist deserving students who show the ability to complete the degree requirements.
Knight Scholarship
Established to assist deserving students who show the ability to complete the degree requirements.

Mary C. Lane Scholarship
Established in honor of Dr. Mary C. Lane, former professor of education and Dean Emerita of the College, and her mother, Mary Cole Lane. The scholarship will be awarded to a top student in education.

Mary C. Lane Scholarship for Graduate Teacher Education
Established in honor of Dean Emerita Dr. Mary C. Lane and her mother. The award will be made to a student who is studying education on a graduate level.

Atos D. “Joe” Lattanzi Scholarship
Established to honor the life of Atos D. Lattanzi, a 1951 graduate, and to carry on his work of aiding and assisting young people in their desire to attend college. Recipients of this scholarship will have a 3.0 GPA or equivalent high school average, outstanding personal character, and demonstrated financial need.

The Reverend Dr. and Mrs. W.R. Lesser Scholarship
Established in honor of Mrs. Lesser, an honorary graduate, and Dr. Lesser, a Congregational minister.

Theodore Leverett Scholarship
Established by James C. Brooks, a 1938 graduate, in memory of Mr. Leverett, pastor of the Congregational church in Jefferson, Ga.

Vera S. Lindgren Scholarship
Established to honor Vera Lindgren, this scholarship is given to students who demonstrate both financial need and the ability to complete the degree requirements.

James Lord Jr. and Ruby K. Lord Scholarship
Established by the estate of Ruby K. Lord, a friend of the College. Successful candidates will be students either on the undergraduate or graduate level who are defined as non-traditional, having worked full time for a substantial period, and who will continue to work throughout their academic career.

Carroll Love Scholarship
Established by Carroll Love, a 1936 graduate. It is awarded to students who plan a career in public education.

Lowe-Black Scholarship
Established by Louise Aiken Lowe to honor her husband, Arthur D. Lowe, and to recognize the extreme generosity and compassion shown by Mr. Ray H. Black, treasurer at the time the donor attended Piedmont. The successful candidate will have a 3.0 GPA or the equivalent high school average, and financial need.

Corian Stambaugh Lundquist Book Scholarship
Established by her nephew, James L. Lundquist, in her memory, this scholarship is awarded to students with demonstrated financial need and the ability to complete the degree requirements.
Archibald and Helen McPheeters Scholarship
Established by the estates of Archibald and Helen McPheeters, who received honorary degrees in 1990.

Dr. Maud E. McPherson Scholarship
Established in memory of Dr. McPherson, who was a beloved educator in the Washington, D.C., area and an active Congregationalist. The recipient will be a student majoring in English.

J. Louis and Helen J. Martens Scholarship
Established by the estates of J. Louis Martens, a former coach and faculty member of the College, and Helen J. Martens, a graduate. This scholarship will be awarded to a student who has demonstrated financial need and is making satisfactory progress toward graduation.

Dr. Bill H. Mason Scholarship
Established by Dr. Mason, a 1957 graduate, in memory of fellow classmates T. Alan Wansley and J. David Lecroy, and in honor of Nancy L. Singer, a long time-employee of the College. Successful candidates will have a 3.0 GPA, be of outstanding character, and have demonstrated financial need.

James F. Mellichamp Music Scholarship
Established by friends to honor the dedication and accomplishments of Dr. James F. Mellichamp as chair of the Music Department at Piedmont College. Recipients of the scholarship must have an above-average college GPA, demonstrated financial need and outstanding personal character.

Dr. Thomas B. Musser and Dorothy B. Musser Scholarship
Established by the estate of Dr. Thomas B. Musser of Mifflinburg, Pennsylvania, who was a longtime friend of the College. Awards will be made with first preference to students from Pennsylvania who have demonstrated financial need.

Nickerson Congregational Heritage Scholarship
Established in 1994, the Nickerson Congregational Heritage Scholarship Fund was created by a gift from the estate of Lucille Nickerson. In 2000, the scholarship received additional funding from the estate of William Nickerson.

Students with a high school GPA of 3.4 or higher will be awarded scholarships in the amount of $22,000 for 2015-16. Students with a high school GPA of 3.0-3.399 will be eligible to receive scholarships in the amount of $17,000 for 2015-2016. Transfer students are eligible to apply; award amounts will be determined based on an evaluation of both high school and post-secondary transcripts.

Recipients must be 25 years of age or younger, and be an active member of a congregation of the United Church of Christ or the National Association of Congregational Christian Churches. A letter signed by the minister and an officer of the student’s local church stating that he or she is a member in good standing must be submitted to the Director of Church Relations. Congregational Heritage Scholarships are available for eight (8) semesters. Recipients are required to maintain a minimum 3.0 GPA at Piedmont, and live in campus housing. They may apply for additional need and merit-based financial aid.
Dr. Pearl Nix Scholarship  
Established in honor of Dr. Nix, a graduate of Piedmont and retired professor of library science at North Georgia College. Recipients must be pursuing a career in education, have at least a 3.0 GPA, and be either a junior or senior.

Charles C. and Lillian A. Parkhurst Scholarship  
Established by Charles and Lillian Parkhurst for the benefit of those undergraduates who would derive the greatest benefit from a college education.

Walter G. and Jerush Montez Paskowsky Scholarship  
Established to honor Walter G. Paskowsky and his wife, Jerush Montez Paskowsky, a Piedmont graduate.

C. Lisle and Mabel S. Percy Scholarship  
Established in memory of C. Lisle Percy, who taught sociology, religion and history, and his wife, Mabel Percy, who taught foreign languages.

Phillip J. Prescott Scholarship  
Established by Phillip J. Prescott of San Jose, Calif., an engineer, Congregationalist, and friend of the College.

Dr. Claude and Mrs. Merle Purcell Scholarship  
Established to honor Dr. Purcell, a graduate and trustee of the College, and his wife Merle. The Purcells were educators in Georgia for their entire careers. Dr. Purcell served as State Superintendent of Schools in Georgia.

Thurmon Wiley Purcell Scholarship  
Established to honor Mr. Purcell, a lifetime educator, by his wife, Clementine L. Purcell. The award will be made with first preference to students of good character who are pursuing a career in education either on the undergraduate or graduate level.

Jesse W. and Minnie S. Randall Scholarship  
Established by the estate of Jesse and Minnie Randall. The successful applicant must be a first-time freshman with demonstrated financial need and typically will have an SAT score of at least 1,180. The amount of the award and number of recipients vary from year to year.

Dr. W. Silas Roberts Scholarship  
Established in honor of Dr. Roberts, a 1908 graduate and professor of chemistry at Piedmont for 36 years.

Jonathan C. Rogers Scholarship  
Established in honor of Dr. Rogers, a 1906 graduate, professor of math, former dean of Piedmont College, and former president of North Georgia College and State University.

Mary Barrett Roper Scholarship  
Established by the Mary Barrett Roper Trust, this scholarship will be awarded to students who are deemed worthy.

Alice J. Russell Scholarship  
Established by the estate of Alice J. Russell, a friend of the College, to assist deserving students who show the ability to complete the degree requirements.
The Howard Sanders Optimist Scholarship
Established by the Optimist Club of Athens, Georgia, Inc., to honor the memory of Howard A. Sanders, respected Athens businessman and loyal Optimist, to aid deserving students in their effort to obtain a college degree. The scholarship is awarded to students from Athens, Georgia, or the greater Athens area who demonstrate outstanding character, scholastic ability and financial need.

Elizabeth Sawyer Scholarship
Established by Dr. Billy Mason, a graduate of Piedmont, in honor of Dr. Sawyer, a professor of biology in the 1950s. It is awarded to a top biology student.

W. Ben and Nelle F. Singleton Scholarship
Established by Ben, who served as a trustee, and Nelle, who is a 1929 graduate.

Dr. W. Baxter and Fannie H. Smith Scholarship
Established in memory of Dr. Baxter and Fannie H. Smith. He taught math and physics and served as registrar, dean and trustee. She taught in the departments of chemistry and business.

William Henkel Smith Scholarship
Established by Virginia Smith Williams, a graduate of Piedmont, in memory of her brother, Henkel Smith, who was also a graduate, member of the faculty, and trustee.

W.O. Spaeth Science Scholarship
Established by Susan Spaeth Kyle, a 1995 graduate, to honor the life and work of W. O. Spaeth. This scholarship will be awarded to a student majoring in one of the sciences, having a 3.0 GPA or equivalent high school average, and demonstrated financial need.

Homer W. Stevens Scholarship
Established to honor Dr. Stevens, a beloved teacher and friend, who served as head of the social science department for 21 years and as dean of the College in 1952.

Ralph L. and Helen Schuenemann Strucher Scholarship
Established to honor Mr. Strucher, former trustee, and his wife Helen.

Horace W. Sturgis Scholarship
Established in honor of Dr. Sturgis, an alumnus of Piedmont College and noted educator who was the founding president of Kennesaw State University.

Eva Tuttle Scholarship
Established by the estate of Eva Tuttle to help students who demonstrate both need and ability to complete their degree in speech or theatre arts. The award is granted on the basis of academic merit to include outstanding personal character and a college GPA of at least 3.0.

Dr. James E. and Elizabeth Perry Walter Scholarship for International Students
This scholarship was established with a lead gift from Dr. Charles Cho, a Piedmont College graduate and trustee, in honor of the late Dr. James E. Walter and his wife, Elizabeth. The purpose of this scholarship is to assist in diversifying the cultural make-up of the student body by offsetting some of the expenses incurred by international students. The scholarship amount and the number of awards available vary from year to year. The successful candidate will have an overall 3.0 GPA or its equivalent from a high school or institution of higher education and a cumulative 3.0 GPA must be maintained.
T. Alan Wansley Scholarship
Established by his family and the Samuel F. and Emma J. Bagwell Memorial Fund this scholarship will be given with first consideration to residents of Franklin County with a 3.0 GPA and demonstrated financial need.

Lettie Pate Whitehead Scholarships
Funded by the Lettie Pate Whitehead Foundation, these scholarships are awarded to Southern women with high financial needs. The amount of the award and number may vary from year to year.

Wallace Roy Wood Scholarship
Established by the estate of Wallace Roy Wood, Class of 1951 and long-time supporter of Piedmont College. Recipients of this scholarship will major in art or music, have a minimum 3.0 GPA, be of outstanding personal character, and demonstrate financial need.

C. Paul Worley Sr. Scholarship
Established to honor C. Paul Worley Sr., a dedicated alumnus who served many years as a trustee. The award is made annually to a sophomore or junior with a high grade-point average who demonstrates leadership.

Ernest D. Wright Scholarship
Established in 1984 in honor of Ernest D. Wright, who served as a trustee. He was a business, civic, and church leader in Toccoa, Georgia.
FINANCIAL AID FOR GRADUATE STUDENTS
The Piedmont College financial aid office will assist students who seek financial resources for attendance at this institution. It is strongly recommended Graduate students should apply for financial aid at least 60 days prior to the term seeking aid. Students receiving financial aid must maintain satisfactory academic progress as outlined in the Student Handbook in order to continue to receive financial assistance.

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

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

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

SATISFACTORY ACADEMIC PROGRESS FOR GRADUATE STUDENTS
Financial Aid Standards of Satisfactory Academic Progress
The U. S. Department of Education mandates that institutions of higher education establish minimum standards of “satisfactory academic progress” for students receiving financial aid. Piedmont College applies these standards to all applicants for Federal Grants (Teach Grant), Federal Stafford loans, and Piedmont College Scholarships.

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

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

B. QUANTITATIVE CRITERIA - 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 students, former students, and transfer students. Semester hours completed will be those courses
in which a student has received a grade of A, B, C, or P. Semester 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. Hours and grades for repeated courses will be used in this determination.

C. MAXIMUM LENGTH OF STUDY AT PIEDMONT COLLEGE A student accepted into a graduate degree program may attempt no more than 150% of the required hours in required courses for the degree. (Hours for repeated courses will be included in the total number of attempted hours.) Once a student exceeds the maximum length of study, he/she will no longer be considered making satisfactory academic progress and will not be eligible for financial aid.

D. FINANCIAL AID Warning - Failure by the student to attain the minimum GPA or a 67% completion rate, will indicate the student is not making SAP. In most cases, the first time it is established that a student is not making SAP, he/she will be placed on Financial Aid Warning. A student on Warning may continue to receive financial aid but must meet SAP by the end of the next semester.

E. Financial Aid Probation – A student who fails to meet SAP for two consecutive semesters or is academically excluded from Piedmont College may appeal to be placed on Financial Aid Probation. Students are eligible to receive financial aid for one semester while on probation. At the end of the semester a student must meet SAP or meet all stipulated requirements of the appeal to continue to receive financial aid.

F. APPEALS PROCESS - A student who has lost eligibility may feel there were unusual circumstances that prevented the student from meeting the SAP requirements. The student may submit an appeal to Financial Aid. This appeal must include the reason SAP was not met and steps the student plans on taking to meet SAP. An SAP Appeal Committee will review each appeal. Denial of an appeal indicates that the student will not be considered eligible for financial aid until they attain at least the minimum 3.0 GPA, have a 67% completion rate of all college level courses attempted at Piedmont College

G. Reestablishing Eligibility- In the event of termination of financial aid, a student will again be considered making SAP once they attain a 3.0 GPA, and a 67% completion rate of all college level courses attempted at Piedmont College. When this occurs, the student should contact the Financial Aid Office to request a review of their SAP. Classes taken after losing eligibility will be at the student’s expense, using funds other than Federal Grants (Teach Grant), Federal Stafford loans, and Piedmont College Scholarships. A student, who reestablishes eligibility, then falls below minimum SAP requirements again will be denied financial aid. A student who exceeds the maximum length of study at Piedmont College (item C) cannot reestablish eligibility.

Federal TEACH Grants (Not for Ed.S. and Ed.D. Students)
Piedmont College participates in the Federal TEACH Grant Program. Interested students are encouraged to research the program and submit an application to the Piedmont College Financial Aid Office. For graduate study, the Federal TEACH Grant Program is available to first post-baccalaureate degree students only. At Piedmont College, students enrolled in the Education Specialist or Doctorate Program are ineligible for this program.

• The TEACH Grant Program was created by Congress in the College Cost Reduction and Access Act. For more information students may call the Federal Information Student Center: 1-800-4-FEDAID or view the website www.teachgrant.ed.gov
• In exchange for receiving the TEACH Grant, students must be a highly-qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students.

• For a directory of schools serving low-income students, visit: www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp.

• For a definition of highly qualified teacher, students may visit: www.ed.gov/policy/elsec/leg/esea02/pg107.html.

Non-degree Students

Non-degree graduate students are applicants who wish to take graduate level courses for personal enrichment or certificate renewal. Students who already hold a Bachelor’s or other degree will apply through Graduate Admissions. Tuition for graduate courses taken as a non-degree student is charged at the graduate tuition rate. No more than nine semester hours may be taken as a non-degree student. Applicants who wish to enroll in more than nine semester hours as a non-degree student must apply for permission from the dean of the appropriate school.

Non-degree students are not accepted into the Master of Science in Nursing program.

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

A student listed as non-degree is not eligible to receive any federal or state aid from Piedmont College. Such a student would need to contact the Business Office to arrange a payment plan in order to pay for these courses.

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

1. An application for admission with the required essay; and

2. Official transcripts from the College or university where the student attended or completed an undergraduate degree.
STUDENT LIFE

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

Athletics

Piedmont College’s program of intercollegiate and intramural athletics is designed to promote student interest in athletics, to foster sound physical development, and to teach good sportsmanship.

Intercollegiate sports include men’s and women’s teams in basketball, cross country, golf, lacrosse, soccer and tennis; women’s fast-pitch softball and volleyball; and men’s baseball. The College also sponsors cheerleading at the club level.

Athletic facilities include a gymnasium, tennis courts, softball, baseball, and soccer/lacrosse fields, and beach volleyball courts. Physical education classes and athletic teams have priority in the usage of these facilities. Piedmont College’s Johnny Mize Athletic Center includes a multi-use basketball 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, locker rooms, offices, a training and therapy area, and a classroom. The Loudermilk Baseball Complex includes covered bleachers and indoor training facilities. Piedmont is a member of NCAA (National Collegiate Athletic Association) Division III, with teams competing in the USA South Athletic Conference.

Clubs

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

Student Organizations at Piedmont College provide quality programs, services, and leadership opportunities that will enhance classroom learning and complement the Piedmont experience. Student organizations help to enrich academic and professional endeavors, promote ethical and moral development, encourage civic engagement, provide leadership development, foster an appreciation for diversity, and support the establishment of meaningful interpersonal relationships.

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 for student governance of appropriate student-led activities in a manner consistent with the mission of Piedmont College. The Association’s purpose is to work with the faculty, staff, and administrators of the College to build a stronger, more effective educational community.
Campus Activity Board
The Campus Activities Boards, active on both Demorest (CAB) and Athens (ACAB) campuses, provide a variety of programming and strive to engage all students in the Piedmont College Community. The purpose of the organizations is to promote social interaction and involvement in 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 sporting and theatrical events.

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

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

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

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

Publications
The Navigator is the College newspaper. The Yonahian is the College yearbook, named for Mount Yonah, a prominent Blue Ridge peak in north Georgia. A student editor works with a faculty advisor and other students to produce these publications.
Radio Stations
WPCZ, 98.7 FM, is the student-operated campus radio station. WPCZ can be heard in Demorest on the FM dial at 98.7 or streaming live worldwide at www.piedmontroar.com/wpcz All majors are encouraged to become a part of the WPCZ staff. The college also serves as the local public access point for WPPR, 88.3 FM, the Georgia Public Radio outlet licensed to serve northeast Georgia.

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

Residence Life, Demorest Campus
The Director of Residential Education, five Resident Directors (RDs) and 20 Resident Assistants (RAs) facilitate an on-campus living environment conducive to academic success while promoting student engagement. Piedmont currently maintains 10 residence halls housing approximately 800 students. On-campus housing is required for all freshmen with the exception of those living at the primary residence of their parents or legal guardians in Habersham, Banks, Hall, Rabun, Stephens, Towns, or White counties. Students participating in intercollegiate athletics are also required to live on campus. Students living on campus are expected to attend classes regularly, and failure to do so may result in the loss of housing privileges.

Student Handbook
The current Piedmont College Student Handbook including the Code of Conduct can be found on our website.

SERVICES
Alumni Association
The Office of Institutional Advancement acts as liaison between the College and its alumni. The Piedmont College Alumni Association is open to any person who matriculated and left in good standing. There are no membership fees. The association is led by five officers elected annually by the Alumni Association Board of Directors, who are elected for three-year terms by members of the board. The officers and directors make up the Alumni Association Board of Directors, which governs policies, finances and activities of the association.

The Piedmont College Letter Club, also known as the “P” Club, is the organization that acts as the College booster club and as the organization that administers the Piedmont College Athletic Hall of Fame. The club functions under the auspices of the Piedmont College Alumni Association and is open to all former Piedmont College athletes, friends, or supporters of Piedmont athletics. Membership runs through the academic year. Funds raised by the club support the athletic department, the Hall of Fame, and other projects approved by the leadership.
Career Counseling
The Career Services Office provides a comprehensive program for career development. Services include resume preparation, assistance with job search techniques, and improving interviewing skills. Additionally, the Career Counseling Office host workshops, webinars, and sponsors trips to Career Fairs held throughout Georgia. On the Career Services website (www.piedmont.edu/career), Piedmont students and alumni will find access to additional career resources.

Disabilities Services
Section 504 of the Vocational Rehabilitation Act of 1973 and The Americans with Disabilities Amendment Act of 2008 (ADA) assure persons with disabilities equal opportunities for access in programs and activities that receive federal financial assistance. Piedmont College is committed to providing an accessible learning environment and willingly makes reasonable accommodation for individuals with documented disabilities.

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

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

Personal Counseling
Counseling services are available to all students by emailing the Director of Career and Personal Counseling Services, epettit@piedmont.edu to request an appointment. As necessary, referrals will be made for students requiring services beyond those that the College provides.
ACADEMIC PROGRAM

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

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

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

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

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

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

Academic schools design and implement their own assessment procedures 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.

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

Upon entering the College, a student is assigned either a freshman advisor or a major advisor, depending on class standing and declaration of a major. The advisor works with the student not only in the choice of courses and with academic matters in general, but also to ensure a rich and rewarding educational experience that will lead to the fullest realization of a student’s potential as an individual.
Library Services
The mission of the Libraries of Piedmont College is to support the academic programs and research of the College community by facilitating the information access and instructional needs of all its members, wherever they are located.

To accomplish our mission, the Libraries will provide

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

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

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

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

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

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

These programs consist of Foxfire courses for B-12 teachers and a Foxfire course for college instructors, offered at Piedmont, other institutions, and school districts.

REGULATIONS - UNDERGRADUATE

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

**Honor Pledge**

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

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

**Academic Integrity Policy**

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

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

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

**Academic Integrity - Student Violations**

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

1. The faculty member making the complaint will provide to the Dean of the School where the course resides a signed statement fully describing the act of dishonesty, naming persons involved and witnesses, and listing all physical evidence. All physical evidence is to be secured, if possible, by the Dean.

2. The Dean will provide the student involved with written notification of the accusation of academic dishonesty, the identity of the faculty member making the complaint, and the procedures for resolving the case.

3. The Dean will review the case based on the evidence presented, taking into consideration any recommendations of the instructor responsible for the academic exercise in which the act of academic dishonesty is alleged to have occurred. The Dean will make the final judgment and will provide the student written notification of the disposition.

4. A student may ask for a reconsideration by the Dean if there are new facts or extenuating circumstances that were not brought to light in the initial review.

5. A student may appeal the decision of the Dean to the Office of the Vice President for Academic Affairs. Such an appeal would focus only on procedural due process issues.
A student who earns a grade of “D” or “F” as a result of a violation of the Academic Integrity Policy may repeat the course. However a “D” or “F” resulting from a violation of Academic Integrity is not eligible for grade forgiveness. All course grades would count in computing the cumulative GPA.

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

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

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

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

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.

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

Any student who has never attended a course in which he or she is enrolled will be automatically dropped from the course.

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

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

Course Credit Policy
The college operates on a semester calendar. The unit of credit is the semester hour. All courses are semester courses; i.e., courses beginning and ending within a semester. Credit is given upon successful completion of each semester course. The academic year consists of two regular semesters, each not to be less than 16 calendar weeks in length, and academic credit is granted on the basis of semester hours. In general, a semester hour of credit is given for passing work in one lecture period of 50 minutes each week, two to four laboratory hours each week, or four to 16 clinical hours each week for 16 weeks.
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 school 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 school 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 College 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.

Hybrid Courses
A hybrid course integrates a mix of online instructional strategies and technologies with a limited number of face-to-face meetings. Online and hybrid courses will begin and end on the same dates as traditional courses.

Any other courses meeting in a traditional face-to-face setting with a mix of online technologies would be considered a course supplemented with technology. The use of the term “supplemented” is not used as a formal term for a designated course type and will not appear in the Piedmont College Catalog or web page.

Academic Requirements for Online and Hybrid Courses
Students taking online or hybrid classes should meet the following academic criteria:

1. Be in good academic standing prior to registering for online courses.
2. Be technologically competent and have access to appropriate hardware and software necessary to complete the course.
3. Students who fail a course need approval from their advisor or dean to re-take the course in an online format.

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

Credit by Examination or Experience
Students can establish proficiency in subject areas through several College-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 College Board. Students should request that a copy of the score report be sent to the Registrar at Piedmont College.

A list of acceptable AP courses and minimum scores can be found at www.piedmont.edu/ap-credits.

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

International Baccalaureate Program (IB)
Piedmont College 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. Students should request a copy of the official score report be sent to the Registrar at Piedmont College. 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 College.

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

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

2. A directed independent study course is typically taught 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 school before the beginning of the drop/add period of the semester in which the directed independent study is to be undertaken. Failure to obtain 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 school, all materials will be forwarded to the Vice President for Academic Affairs for final approval. A letter approving or denying the DIS will be mailed to the student, advisor, Dean, and Registrar. If approved, the student will be registered for the DIS by the Registrar’s office.

6. To receive academic credit, the student must meet all the requirements of the course as it is regularly taught.

7. Upon completion of the directed independent study, a portfolio containing the syllabus, all written assignments and evaluations is kept on file in the registrar’s office.

8. No directed independent studies are conducted in the period between academic semesters.

9. A grade of ‘I’ (Incomplete) is not given except for medical reasons.

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

Undergraduates Taking Graduate Classes
Students who have achieved senior standing at Piedmont College, 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 school 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 College.

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 College graduate program.

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

**Auditing a Course**

A student who wishes to audit a course must register for the course and pay the established tuition rate. Audited courses are subject to the same registration and drop/add policies as courses taken for credit. As such, credit courses may not be changed to audit status or vice versa once the initial drop/add period is over. Students who wish to receive credit for courses in which they were registered as auditors must repeat the course for credit.

Courses taken on an audit basis cannot be used for certification for financial aid, Social Security, Veterans Administration benefits, or athletic eligibility.

**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 College.

**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.
GRADES
Grades are based on the following grading system. Piedmont College does not record or issue “+” or “-” grades.

A — Excellent 4 quality points per semester hour
B — Good 3 quality points per semester hour
C — Fair 2 quality points per semester hour
D — Poor, but passing 1 quality point per semester hour
F — Failure 0 quality points
P — Pass 0 quality points
W — Withdrawal 0 quality points
WF — Withdrawal Failing 0 quality points
AU — Audit — No Credit 0 quality points
I — Incomplete 0 quality points
IP — In Progress 0 quality points

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 PuilgrimNet.

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 College 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 College under the Forgiveness Policy, courses taken at Piedmont College 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 school. Assignment of an Incomplete grade is appropriate only when a substantial amount of work (at least one-half) in the course has been completed. A request for 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 College will result in an “F.” For students who do not return to Piedmont College, the “I” must be removed within one calendar year or the “I” will be changed to an “F.”

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; and
4. Recommendation by the dean of the school 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. However, in cases where there are substantial grounds for a review of the grade and a resolution cannot be reached between the student and the instructor, the student has the following recourse:

1. Within two weeks of the beginning of the term following the one for which the grade was posted, the student must submit to the appropriate department chair 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 school dean.

2. If a student does not accept the decision of the department chair, there is one additional level of appeal. The student may submit documentation to the appropriate academic dean (in the school where the course was taught) who will determine if new information or insufficient consideration of the student’s case merits further review 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 College 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 Probation** denotes failure to maintain a cumulative 2.0 GPA.

**Conditional Standing** is accorded a student who has been conditionally admitted to the College, or who, after being academically excluded or dismissed, is readmitted on a conditional basis by the dean of the appropriate school.
Academic Exclusion affects those who do not meet the following minimum standards as computed at the end of each semester. Total credit hours are based on attempted hours.

1. Minimum cumulative GPA for freshman students (up to 29 total credit hours) of 1.5.
2. Minimum cumulative GPA for sophomore students (30 to 59 hours) of 1.8.
3. Minimum cumulative GPA for junior students (60 to 89 hours) of 1.9.
4. Minimum cumulative GPA for senior students (90 to 121 hours or more) of 2.0.

A 2.0 cumulative GPA is required for graduation.

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

Readmission After Dismissal
Students who have been dismissed from the College for any reason may petition for re-admission after one year. A completed Application for Readmission (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 College regulations, in violation of local and/or state laws, or for circumstances deemed to be in the best interest of the College, may be removed from a residence hall and/or dismissed from the College. Students must complete an exit process which includes financial aid, student affairs, the library, and the business office. 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 College expects students to take an active role in their academic success. Examples of active engagement in learning include attending every class meeting and diligently completing all learning activities (daily assignments, quizzes, papers, problem-sets, etc.).

The administrative withdrawal policy was created to assist students in establishing good academic engagement and attendance habits. Failure to routinely complete daily and major assignments or attend class places students in jeopardy of being administratively withdrawn from any or all courses at any time during a semester or term. Undergraduate students may be administratively withdrawn regardless of class level.
Administrative withdrawals may affect a student’s financial aid awards, campus residential status, athletic eligibility and/or student visa status as the withdrawal from courses impacts enrolled credit hours.

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

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

• demonstrating unsatisfactory academic and course engagement at any point in the semester/term defined by one or more of the following as:
  
  o having missed an excessive amount of scheduled class time as defined by individual faculty members’ syllabi, excluding absences for college-related activities for which the student has communicated appropriately with each faculty member involved prior to the absence, arranged for the missed class time/assignments, etc. Students involved in college-related activities (i.e. athletics competitions, field-trips, etc.) are advised to carefully monitor the number of missed classes in a given semester.

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

  o violating learning or behavioral contracts if applicable

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

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

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

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

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

• may experience changes in financial aid eligibility as a result of the withdrawal. Because financial aid eligibility is based on many factors, financial aid changes related to a withdrawal will vary. Students are responsible to know the effects poor choices related to their academic engagement may have on their financial aid eligibility and status.
If faculty members have reason to inquire about specific cases of administrative withdrawal, they may inquire with the registrar or academic dean for the school in which the student resides. In certain cases, the student’s right to confidentiality may not permit full disclosure of the circumstances.

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

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

**Academic Honors (Undergraduate Only)**

Various types of academic honors at Piedmont College 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 College’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 College 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 College, 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 college 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.
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 College 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 College.

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.

R.H. Daniel School of Nursing and Health Sciences Honor Society recognizes nursing students for their academic excellence, leadership, and creativity within the nursing profession. To be eligible for membership, the nursing student must be full-time, have completed at least 22 credit hours in the nursing major, have an overall GPA of at least 3.0, demonstrate leadership qualities and critical thinking skills, exhibit positive interpersonal relationships, and be nominated by the nursing faculty and clinical instructors. Membership is limited to no more than one third of each class.

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 College 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 college 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 college 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 College. Eligible women must have completed at least four semesters as full-time students at Piedmont College 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 College 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.

Repeating Courses
A student who earns a grade below a “C” in a Piedmont College class may repeat that class as many times as necessary to meet graduation/degree requirements; however, only one grade forgiveness per course will be allowed. All courses taken shall remain on the transcript and repeated courses will only count once toward total hours earned for graduation. Grades and credit earned from repeat coursework at other institutions cannot be used in calculating the grade-point average at Piedmont College.

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. All course grades would count in computing the cumulative GPA.

Transient Permission
Piedmont College 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 College 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 College. All requirements listed on Page 2 of the Letter of Transient Permission form must be met. Transient permission will not be granted for more than two consecutive semesters.

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 College’s official calendar as the “last day to withdraw without receiving academic penalty” shall receive a “W” for the course and the hours will not be counted in the calculation of GPA. Students 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 College
Students who voluntarily withdraw from the College must complete an exit process which includes financial aid, student affairs, the library, and the business office. 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 college 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
Under extenuating circumstances, the Vice President for Academic Affairs may approve a withdrawal for medical reasons. Please note that medical withdrawals may still be subject to the Title IV Federal Policies, under the Tuition and Expenses section. The student will be responsible for tuition and/or charges that may apply.

Graduation
Piedmont College 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 2016 includes graduates from December 2015, May 2016 and July 2016.

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

Graduation Requirements
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 College;
- Complete all senior work (the last 30 hours before graduation,) at Piedmont College;
- Meet all of the College’s general education requirements. Please see the Undergraduate Studies section;
- Beginning with freshmen who matriculate in Fall 2013, candidates also will be required to complete three experiential learning endeavors in accordance with the Piedmont College Compass program.
- 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 college 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 on the Registrar’s page). Application forms may be obtained from the Registrar’s Office or on the Registrar’s page on PilgrimNet. Applications for graduation must be received by the Registrar’s Office upon reaching 90 credit hours.

**Graduation with Honors**

A degree with honors is awarded to undergraduate students who earn at least 48 semester hours at Piedmont College 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 $75 for undergraduates, $100 for master’s and education specialists, and $150 for doctoral candidates. It is the student’s responsibility to be familiar with application deadlines which are posted on the academic calendars. All college accounts must be paid in full before the degree is conferred.

*Under extenuating circumstances, an application submitted after the published deadline requires approval from the Dean of the appropriate schools and an additional late fee of $100.

**Transcripts**

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

**Official Transcript Requests**

Piedmont College provides printed or electronic transcripts using the secure Parchment website. It is secure and available 24/7. Official transcripts will only be processed through Parchment. The Registrar’s Office does not provide official transcripts.

Here’s how: Sign up at the Parchment website (www.parchment.com). Choose the destinations where you want to send your transcripts. Sign off by paying online—there is an $8.25 (paper copy)/$6.25 (electronic transcript) fee per transcript.

Transcripts cannot be furnished for any student whose financial obligations to Piedmont College 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 Business 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). This form requires the student’s signature and must be mailed or faxed to the Registrar’s Office.

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.

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

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

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

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

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

- Cheating — intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication — intentional and unauthorized invention or falsification of any information or citation in an academic exercise or altering official college records or documents.
- Facilitating academic dishonesty — intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism — intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.
Academic Integrity - Student Violations Policy
All faculty must consistently follow the correct procedures in dealing with cases of academic integrity. Individual decisions or exceptions cannot be made.

1. The faculty member making the complaint will provide to the Dean of the School where the course resides a signed statement fully describing the act of dishonesty, naming persons involved and witnesses, and listing all physical evidence. All physical evidence is to be secured, if possible, by the Dean.

2. The Dean will provide the student involved with written notification of the accusation of academic dishonesty, the identity of the faculty member making the complaint, and the procedures for resolving the case.

3. The Dean will review the case based on the evidence presented, taking into consideration any recommendations of the instructor responsible for the academic exercise in which the act of academic dishonesty is alleged to have occurred. The Dean will make the final judgment and will provide the student written notification of the disposition.

4. A student may ask for a reconsideration by the Dean if there are new facts or extenuating circumstances that were not brought to light in the initial review.

5. A student may appeal the decision of the Dean to the Office of the Vice President for Academic Affairs. Such an appeal would focus only on procedural due process issues.

All course grades would count in computing the cumulative GPA.

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

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

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

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

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

NOTE: It is strongly recommended that graduate students in their first semester take no more than 9 hours (fall or spring) or 6 hours (summer). Regional Program Coordinators may vary the session requirements and set candidate hours in accordance with School of Education policies, local school system needs, and college schedules.
Doctoral Program: Full-time study load for students enrolled in Area I and Area II in the Ed.D. program is a minimum of 6 credit hours. Students who have completed Area I and Area II coursework and who have successfully passed the comprehensive examinations move to the dissertation phase (Area III). Thereafter, as students progress through the dissertation (Area III) phase, they must be enrolled in a minimum of 1 credit hour to be considered full-time doctoral candidates.

**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 such as Moodle, 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.

**Hybrid Courses**

A hybrid course integrates a mix of online instructional strategies and technologies with a limited number of face-to-face meetings. Online and hybrid courses will begin and end on the same dates as traditional courses.

Any other courses meeting in a traditional face-to-face setting with a mix of online technologies, such as Moodle, would be considered a course supplemented with technology. The use of the term “supplemented” is not used as a formal term for a designated course type and will not appear in the Piedmont College Catalog or web page.

**Academic Requirements for Online and Hybrid Courses**

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

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

**Experiential Credit**

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

The portfolio is the method used whereby students can demonstrate learning prior to and during their time at the College. Because portfolio assessment is competence based, students need to demonstrate mastery of transferable skills acquired through the professional work experience and/or community service. An experiential credit information packet may be obtained from the Registrar’s Office. The charge for experiential credit is $50 per credit hour. No experiential credit will be granted during a student’s final semester.
Directed Independent Study (DIS)
Directed independent study leads to the completion of a regular college course and receipt of academic credit. The DIS is completed by the student under the direction of the course instructor independently of scheduled class hours. While Piedmont recognizes that there is, at times, legitimate need for such study, its policy is to keep this practice to a minimum; thus, the following criteria are carefully observed:

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

2. A directed independent study course is typically taught only in the semester preceding graduation, entry into a professional program, or student teaching, and must be the last course needed to complete the requirements for the above. In the case of a special (non-degree) student, directed independent study is approved only for a course that will not be offered during the entire forthcoming academic year. Only one course may be taken by independent study.

3. The request for permission must be based on a schedule conflict or difficulty arising from the academic schedule and not from the student’s non-academic routine.

4. No student is permitted to undertake directed independent study until the Request for Directed Independent Study Form is approved. This form and all required documentation must be submitted to the Dean of the appropriate school before the beginning of the drop/add period of the semester in which the directed independent study is to be undertaken. Failure to obtain any one of the required signatures or to provide any of the documentation listed on the checklist on the back of the form will may result in automatic rejection of the request.

5. After approval by the Dean of the appropriate school, all materials will be forwarded to the Vice President for Academic Affairs for final approval. A letter approving or denying the DIS will be mailed to the student, advisor, Dean, and Registrar. If approved, the student will be registered for the DIS by the Registrar’s office.

6. To receive academic credit, the student must meet all the requirements of the course as it is regularly taught.

7. Upon completion of the directed independent study, a portfolio containing the syllabus, all written assignments and evaluations is kept on file in the registrar’s office.

8. No directed independent studies are conducted in the period between academic semesters.

9. A grade of ‘I’ (Incomplete) is not given except for medical reasons.

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

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

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

GRADES
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 furnished to the student via their Piedmont College email address.

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

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

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

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

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

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

2. If a student does not accept the decision of the department chair or program director, there is one additional level of appeal. The student may submit documentation to the appropriate academic dean (in the school where the course was taught) who will determine if new information or insufficient consideration of the student’s case merits further review. The dean’s decision to proceed or not to proceed will be final in all cases.

3. If the dean determines that further review is warranted, the dean will review the material and consult with the student and the instructor. The dean may exercise discretion to consult other faculty or students who can provide relevant information. The dean’s decision will be final.

4. The entire appeal process must be completed within four weeks of the date the grade was appealed.

5. When the dean, department chair or program director is the teacher of record, the dean will substitute for the department chair and the vice president for academic affairs will replace the dean.

**Academic Standing**

A student must maintain a cumulative GPA of 3.0 and earn no more than one “C” to remain in good standing in the program. Academic Honors are not awarded in the Graduate Program.

**Academic Probation**

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

**Academic Exclusion**

A graduate student will be excluded from the college when the student earns a cumulative GPA of below 3.0 with the cumulative GPA remaining the same or lower than that earned the previous term. A student who is placed on exclusion may submit an appeal for reinstatement to the Dean of the appropriate Factors for reinstatement includes progression in the program and recommendations from the advisor. A student who is reinstated following an Academic Exclusion will continue on Academic Probation and is subject to that policy.
Academic Dismissal
Academic Dismissal results in involuntary separation of the student from the College for
an extended time period for academic reasons based upon the recommendation of the ap-
propriate dean. Students may appeal the decision to the Vice President for Academic Affairs
and, in turn, to the President if warranted. A student so dismissed may petition for readmis-
sion after a reasonable period of time, usually a year. The second academic dismissal is
permanent. Specific schools may have different requirements—consult the specific school
for requirements.

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

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

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

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

Course Withdrawal
The drop/add period is the first five days of Fall and Spring semesters and the first three
days of Summer semester. During this time students may drop and add courses with the
permission of their advisor. Students may not add an 8-week class after the first class meet-
ing has been held.
After the initial drop/add period, a student may withdraw from a class by completing a drop/add form which must be signed by the advisor and the professor. The professor must fill in the last date of attendance on the drop/add form.

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

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

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

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

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

Medical Withdrawals
Under extenuating circumstances, the Vice President for Academic Affairs may approve a withdrawal for medical reasons. Please note that medical withdrawals may still be subject to Title IV Federal Policies, under the Tuition & Expenses section. The student will be responsible for tuition and/or charges that may apply.

Students with Disabilities
Section 504 of the Vocational Rehabilitation Act of 1973 and The Americans with Disabilities Amendment Act of 2008 (ADA) assure persons with disabilities equal opportunities for access in programs and activities that receive federal financial assistance. Piedmont College is committed to providing an accessible learning environment and willingly makes reasonable accommodation for individuals with documented disabilities.

Upon acceptance to Piedmont, students seeking accommodations are responsible for notifying the Disabilities Coordinator at 1-800-277-7020, ext. 1504 or by email at ahughes0111@lions.piedmont.edu. Appropriate written documentation of disability is required and any accommodation provided is based upon individual need and existing academic requirements. All accommodation must be consistent with established academic requirements and standards of Piedmont College, and a student with accommodations continues to be responsible for his/her education and personal needs.

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

Piedmont College holds three graduation ceremonies each academic year. Each year’s class consists of students graduating in December, May and July. Example: The Class of 2016 includes graduates from December 2015, May 2016, and July 2016. Students will process into the ceremony in caps and gowns and will sit together to be recognized as graduates.

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

Graduation Requirements

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

a. Hold unconditional acceptance status;

b. Successfully complete an approved program of study;

c. Earn an overall GPA of 3.0 in all graduate courses attempted with no more than one “C” grade in the approved program of study; and

d. Complete all documentation requirements and apply for graduation by the posted appropriate graduation application deadline.

Graduation Charges

An application fee is due at the time of application for graduation.* The fees are $100 for master’s and education specialists and $150 for education doctors. It is the student’s responsibility to be familiar with application deadlines which are posted on the academic calendars. All college accounts must be paid in full before the degree is conferred.

*Under extenuating circumstances, an application submitted after the published deadline requires approval from the dean of the appropriate school and an additional late fee of $100.

Transcripts

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

Official Transcript Requests

Piedmont College provides printed or electronic transcripts using the secure Parchment website. It is secure and available 24/7. Official transcripts will only be processed through Parchment. The Registrar’s Office does not provide official transcripts.

Here’s how: Sign up at the Parchment website (www.parchment.com). Choose the destinations where you want to send your transcripts. Sign off by paying online—there is an $8.25 (paper copy)/$6.25 (electronic transcript) fee per transcript.

Transcripts cannot be furnished for any student whose financial obligations to Piedmont College 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 Business 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). This form requires the student’s signature and must be mailed or faxed to the Registrar’s Office.

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

STUDENT ACADEMIC RECORDS – UNDERGRADUATE AND GRADUATE
(The Family Educational Rights and Privacy Act - FERPA)

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

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

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

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

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

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

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

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

1. State and local officials to whom state law in effect on November 19, 1974, required information to be reported.

2. Organizations like ETS and CEEB in connection with developing, validating, or administering predictive tests, administering student aid programs, and improving instruction.

3. Accrediting organizations in order to carry out their accrediting functions.

4. Parents of a student who is a dependent for income tax purposes.

5. Appropriate persons in the case of health and safety emergencies.

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

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

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

**Photo/Video Release Agreement**

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

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

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

Dr. James F. Mellichamp, President
Dr. John M. Misner, Executive Vice President for Institutional Resources
Dr. Perry Rettig, Vice President for Academic Affairs
Dr. A. Melton Palmer, Vice President for Athens Campus
Amy Amason Vice President for Institutional Advancement
Dr. Shahryar Heydari, Associate Vice President for Information Technology
Margie F. Means, Assistant Vice President for Finance and Human Resources
Parks Miller III, Assistant Vice President for Administrative Services

The College faculty is responsible for the academic program of the College and functions under the direction of the Vice President for Academic Affairs. However, the individual disciplinary programs of study offered by the College are managed on a day-to-day basis through a school structure comprised of four schools. Each school includes closely related disciplines. Within each school, departments are responsible for specific disciplinary areas.

School of Arts and Sciences
Dr. Steven D. Nimmo, Dean
Dr. Stephanie Almagno, Associate Dean
Dr. Wallace Hinson, Associate Dean of Fine Arts and Department of Music Chair
Department of Art: Christopher Kelly, Chair
Department of Humanities: Dr. Stephen Whited, Chair
Department of Interdisciplinary Studies: Dr. Steve Jacobs, Chair
Department of Mass Communication: Dr. Dale Van Cantfort, Chair
Department of Mathematics and Physics: Dr. Stephanie Almagno, Chair
Department of Natural Sciences: Dr. Sean Carrigan, Chair
Department of Social Sciences: Dr. Steve Jacobs, Chair
Department of Theatre: William Gabelhausen, Chair

Harry W. Walker School of Business
Dr. John M. Misner, Dean
Dr. Edward C. Taylor, Associate Dean
Dr. Patricia S. Sherrrer, Director of Graduate Programs
Dr. Stephen C. Carlson, Director of Undergraduate Programs

School of Education
Dr. Donald Gnecco, Dean
Dr. Julie Palmour, Associate Dean
Department of Art: Christopher Kelly, Chair
Department of Early Childhood Education: Dr. Susan Turpin, Chair
Department of Middle Grades Education: Dr. Katrina Short, Chair
Department of Music: Dr. Wallace Hinson, Chair
Department of Physical Education: Dr. Ellen C. Briggs, Chair
Department of Secondary Education: Dr. Jennifer Betz, Chair
Department of Special Education: Dr. Clay Crowder, Chair
Department of Teaching and Learning, Dr. Kathleen O’Keefe, Chair
Department of Theatre: William Gabelhausen, Chair
Division of Clinical Experiences and Outreach Services: Dr. Susan Turpin, Director
Division of Off-Campus Graduate Studies: Prof. Charles T. Goss, Director
Doctoral Studies: Dr. Charles Lucado, Director
R.H. Daniel School of Nursing and Health Sciences
Dr. Linda Scott, Dean
Dr. Jaime Johnson-Huff, Associate Dean
Dr. Patricia Miller, Associate Dean
Dr. Abbey Dondanville, Associate Dean
UNDERGRADUATE STUDIES

At the undergraduate level, Piedmont College 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 College.

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.

Bachelor of Arts

- Majors offered in Athens and Demorest: business administration (with concentrations in accounting, finance, general business, marketing, and management), criminal justice, early childhood education, educational studies, leadership studies, middle grades education, political science, psychology, and sociology.

- 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, mass communications, music (with concentrations in church music and music performance), musical theatre, philosophy and religion, Spanish, Spanish education, theatre arts, design and technical theatre, theatre for youth, and drama education.

- Majors offered in Athens only: early childhood program administration.

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: cardiovascular technology, health care administration

- Majors offered in Demorest only: athletic training; biology (with concentrations in cell and molecular biology and ecology and evolutionary biology); broad-field science; chemistry; chemistry education; environmental science; exercise and sports science; forensic science; health, nutrition, and wellness; interdisciplinary studies; applied mathematics; mathematics; mathematics education; physics; and engineering physics.

Bachelor of Science in Nursing

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

Degree Completion Program

To enter the Degree Completion Program, Piedmont College must accept a minimum of 60 semester units of college level transfer credit from a regionally accredited college or university or nationally recognized examination credit (CLEP or similar). Students with fewer than 60 semester hours may appeal to the Dean for the School of Arts and Sciences to enter the Degree Completion Program.
Evening Studies
Piedmont College offers several degree programs in an evening format. Business administration, and education (Early Childhood 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. This schedule allows students to qualify for full-time status by taking four classes in two eight-week sessions. Students who choose to attend full time are eligible for full financial aid benefits.

Minors
Minors are offered in anthropology, art (graphic design), biology, business, chemistry, creative writing, criminal justice, English, environmental geology, film studies, German, environmental science, French studies, history, mass communication, mathematics, music, philosophy, physics, political science, psychology, religion, sociology, Spanish, teaching, and theatre arts.

Piedmont College Compass Program (PCCP)
The role of the Compass Program is to engage students with individuals and contexts they may not otherwise encounter, and to develop an avenue for them to set goals, as well as reflect on insights gained and challenges faced during a distinctive experience. Further, the inclusion of an Experiential Learning Transcript as part of each graduate’s permanent academic record enables work outside the classroom to be easily recognized by prospective employers and graduate school admissions committees.

The PCCP Mission is as follows:

Recognizing the capacity of undergraduate education to be all-encompassing, the Piedmont College Compass Program expands the scope of academic inquiry to include experiential learning. Through exploratory excursions in selected areas, students engage with their peers, as well as faculty, staff, and participants in the wider community. Informed by reflection, these ventures cultivate a sense of direction while providing tools to navigate myriad spheres of responsibility.

Students will design and propose “experiential learning endeavors” (ELEs) that point in the direction of any of six Compass Points of Interest:

• **Service-Learning:** Experiences beyond the Piedmont campuses in which students apply skills and gain knowledge in endeavors that make a discernible impact toward meeting a need

• **Social Ethics:** Experiences in which students demonstrate awareness of competing factors that inform the resolution of ethical dilemmas

• **Creativity and Innovation:** Experiences in which students design or develop something that serves a purpose, cultivates understanding, or is otherwise aesthetic or effective

• **Cultural awareness:** Experiences in which students encounter individuals whose cultural, ethnic or socioeconomic background differs from their own, thereby broadening their awareness of the breadth of values, beliefs and practices present in the world

• **Vocation:** Experiences which expose students to intellectual and professional pursuits as a means of clarifying their passion while cultivating a sense of calling and responsibility
through discernment of their gifts, talents, skills and potential

- **Leadership**: Experiences in which students adopt multiple models of collaborative leadership in varied contexts to achieve specified outcomes

Students enrolling with fewer than 24 credit hours will be required to complete at least three pre-approved ELEs that reflect three distinct Compass Points of Interest, in addition to their fulfillment of academic requirements. For students who have completed 24 or more credit hours when they enroll at Piedmont, the program is optional. All endeavors will originate with a project proposal and include a reflection component. Upon completion of each endeavor, students will submit a succinct description of what they gained from the experience to the . Upon completion of each endeavor, students will submit a succinct description of what they gained from the experience to the Compass Office; it subsequently will be filed with the Registrar. These précis will comprise an Experiential Learning Transcript which will be a component of each graduate’s permanent academic record.

Each ELE entails sponsorship by a member of the Piedmont College faculty or staff. In selected instances, activities in which students have other obligations may be adapted to meet PCCP requirements, among them: internships, Maymester travel, athletic teams, employment on or off-campus, or volunteering for community agencies. Students may complete endeavors individually or as part of a collaborative effort. The Compass Program, under the auspices of the Office of the Chaplain, will maintain lists of prospective endeavors, available sponsors and other current information about the program on PilgrimNet. Questions may be emailed to compass@piedmont.edu.

**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 College 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 College’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.

Since most students are also eligible for financial aid from state and federal programs, many who qualify for the Neighborhood Grant Program can enroll while incurring little to no student loans. The number of students receiving grants is based on available funds, so interested students should apply as soon as possible.

All admissions requirements apply.

**Travel Study**

Consistent with its goal to attract top students, Piedmont College promotes travel opportunities for academic credit. Recent programs have included trips to international destinations including England, Germany, Ireland, Costa Rica, 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.
Degree Requirements
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 College with fewer than 24 hours of college credit must complete the Introduction to College 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.

The general education requirements vary slightly for the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Science in Nursing degrees. The general education requirements for these degrees are listed below.

A. General Education Requirements for Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, and Bachelor of Science in Nursing

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

   a. who engages the great questions of humanistic study – rhetoric ENGL 1101 (minimum grade of “C” required)

   b. who can process ideas through reasoning, evaluating old ideas & developing new ones

      i. mathematical reasoning (one course from MATH 1113, MATH 2050, MATH 2100, or MATH 2450 w/lab) (minimum grade of “C” required)

      ii. critical thinking* (one course from PHIL 1101, PHIL 1102, PHIL 2210, PSYC 2240, or PSYC 2290)

   c. who understands the scientific method as a mode of modern inquiry – scientific method (one lab course from BLAB 1101, CLAB 1101, GLAB 1101, PHYS 1011, PHYS 2110 w/lab)

II. A member of a cultural group and who recognizes his/her own social/cultural/historical heritage .................................................................................................................. 15 hours

   a. who can effectively communicate with other members – English communication

      i. Freshmen composition ENGL 1102 (minimum grade of “C” required)

      ii. Speaking BUSA 2000 or MCOM 1110

   b. who understands behavior and interaction (one course from BUSA 1210, PSYC 1101, SOCI 1101, SOCI 2210)

   c. who understands his/her group’s cultures and history – American, British, multicultural American literature, or history of western civilization (one course from ENGL 2203, ENGL 2204, ENGL 2210, ENGL 2211, ENGL 2220, ENGL 2221,
ENGL 2222, PHIL 2201, PHIL 2202, RELG 2201, or RELG 2254)
d. who understands the role of government and its institutions – U.S. history or
American government HIST 2212 or POSC 1101

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

a. Modern Languages (choose pair)
   SPAN 1101 and 1102
   GRMN 1101 and 1102
   JPNS 1101 and 1102
   FREN 1101 and 1102

b. who understands the history and artistic products of other cultures
   i. world history, world religions, anthropology, or world literature (one course
      from RELG 1101, ENGL 2201, ENGL 2202, HIST 1111, HIST 1112, ANTH
      1102, or ANTH 2250)
   ii. fine arts (one course from ART 1100, ART 2301, ART 2302, ENGL 2222,
       MUSC 1000, MUSC 2300, THTR 1100, THTR 3301, or THTR 3302)

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 and 1102
   CHEM 1101 and 1102
   GEOL 1101 and 1102
   PHYS 1011 and 1012
   PHYS 2110 and 2120
   BIOL (1101), 2100 and 2110

V. Someone whose understanding transcends the academy and is informed by an app-
preciation for a greater good.................................................................3 hours

Philosophy or religion that involves practical application or nature appreciation (ethics)*
(one course from BUSA 3306, ENGL 2225, PHIL/RELG 3305, PHIL/RELG 3306, or
PHIL/RELG 3325)

Additional course for all students who enter the College with fewer than 24 under-
graduate credit hours.................................................................1 hour
   PDMT 1101. Introduction to College Life

TOTAL.................................................................................. 46-47 hours

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

Requirements II.d and V. may be satisfied through the Compass program (Two Compass
learning endeavors/courses).

Second semester sequential course in IV. are waived for majors that require at least two
additional science courses at the 2000 level.

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., or B.S. Degree

To enter the Degree Completion Program, Piedmont College must accept a minimum of 60 semester units of college level transfer credit from a regionally accredited college or university or nationally recognized examination credit (CLEP or similar). Students with fewer than 60 semester hours may appeal to the Dean for the School of Arts and Sciences to enter the Degree Completion Program.

I. Communication .................................................................................................................................. 9 hours
   a. English Composition 6 hours
   b. Speech Communications 3 hours

II. Humanities and Fine Arts .............................................................................................................. 12 hours
   Humanities 3 hours
   Fine Arts 3 hours
   Modern Language 6 hours

III. Social Sciences .............................................................................................................................. 9 hours
   History 3 hours
   American Government 3 hours
   Other social science 3 hours

IV. Mathematics (beyond college algebra, except MATH 2010 and 2020) .................................. 3 hours

V. Natural Sciences ............................................................................................................................... 4 hours
   At least one lab course required 4 hours

VI. Ethics ................................................................................................................................................ 3 hours
   Course with an ethics component 3 hours

TOTAL .................................................................................................................................................. 40 hours

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 College. 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 for the health professions, POLITICAL SCIENCE or ENGLISH for law and RELIGION for theology.)
GRADUATE STUDIES

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

ACCREDITATION
Piedmont College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Piedmont College.

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

The Master of Science in Nursing program has achieved candidacy through the Accreditation Commission for Education in Nursing (ACEN) Inc., 3343 Peachtree Road NE, Suite 850, Atlanta GA 30326, 1-800-669-1656. (www.acenursing.org).

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

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

ACADEMIC CALENDAR
This catalog describes an academic calendar for Piedmont College that consists of two 16-week semesters and one 8-week summer semester. The requirements in this catalog apply to students entering Piedmont in the 2015-2016 academic year. An official copy of the academic calendar can be found on the Piedmont College website at www.piedmont.edu/registrar.

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

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

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

Discrimination and Harassment: Piedmont College is committed to creating and sustaining an educational and working environment free of discrimination and harassment of all types. Any complaints or grievances regarding discrimination or harassment should be reported to the Assistant Vice-President for Finance and Human Resources/Title IX Coordinator. A confidential tip line is also provided on the Campus Safety website as a means by which students, faculty, staff or community members may relay information anonymously for investigation.

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

2. Education Specialist (Ed.S.) in Curriculum and Instruction.
3. Master of Arts in Teaching (M.A.T.) for applicants seeking initial certification as teachers in the following fields:
   a. Early Childhood Education (B-5);
   b. Middle Grades Education (grades 4-8). All Middle Grades concentrations are available on the Demorest campus. Language arts, math and social studies concentrations are available on the Athens campus.
   c. Secondary Education (grades 6-12) in the fields of English, history, math, and broadfield science (science courses may be offered in Demorest only);
   d. Special Education General Curriculum (Athens Campus only);
   e. Music Education (B-12) Demorest campus only; and
   f. Art Education (B-12) Demorest campus only.
4. Master of Arts (M.A.) for teachers seeking advanced degrees or seeking to change
teaching fields to:

a. Early Childhood Education (B-5);

b. Middle Grades Education (4-8) (science courses may be offered in Demorest only)

c. Secondary Education (grades 6-12) in the fields of English, history, math, and broadfield science (science courses may be offered in Demorest only);

d. Special Education General Curriculum (Athens Campus only);

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

f. Art Education (B-12) Art classes offered on the Demorest campus only.

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

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

i. Curriculum and Instruction (B-12) (Leading to Georgia Certification in Curriculum and Instruction

j. Educational Studies – A thirty-three credit advanced program, of which 27 credits must be in education course work (does not lead to state certification).

5. Certification only (post baccalaureate non-degree) programs not leading to a degree are limited courses of study designed for applicants who wish to pursue teacher certification.

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

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

6. Master of Business Administration (M.B.A.) for applicants seeking an advanced degree in business administration.

7. Master of Science in Nursing (M.S.N.) for applicants seeking an advanced degree in nursing.

Students who change programs must complete a Change of Major/Advisor Change Request form and must notify Graduate Admissions to determine if any additional documentation is required.

CERTIFICATION-ONLY PROGRAM DESCRIPTIONS

EARLY CHILDHOOD EDUCATION
A candidate seeking Early Childhood Certification-only must hold a minimum of a master’s degree from an accredited institution in a field other than early childhood education or an
undergraduate degree in education. The department chair evaluates a candidate’s transcript and outlines a program of study necessary for the candidate to be recommended for ECE certification. A minimum of 15 hours of course work, unless approved by the department chair, must be completed at Piedmont College (This does not include the clinical practice block). The candidate must maintain a GPA of 3.0 on all coursework completed for certification, with not more than one grade of “C.” The candidate must also pass the GACE Basic Skills Test (200, 201, and 202 or file exemption). Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test(s) in order to be recommended for certification. Completion of requirements for Certification Only does not lead to a degree.

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

MIDDLE GRADES EDUCATION
A candidate seeking Middle Grades Certification-only (4-8) must hold a Bachelor’s degree from a PSC-accepted accredited institution. The candidate must maintain a GPA of 3.0 in all coursework completed for certification, with not more than one grade of “C,” and must pass the appropriate GACE test(s) as a prerequisite for certification. The candidate must complete the graduate admission to teacher education process, including passing the GACE Basic Skills tests as a prerequisite for student teaching or internship. In order for Piedmont College to recommend certification, at least 27 semester hours must be taken at Piedmont College. When appropriate, Piedmont College will accept Professional Learning Unit (PLU) credits, teaching internship, and/or other experiences in lieu of similar college credit courses for post-baccalaureate candidates. Transfer credits 10 years or older are not accepted. Completion of requirements for certification-only does not lead to a degree. Completion of the program leads to recommendation for a Georgia Clear-Renewable T4 or T5 certificate in middle grades education. Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content test(s) in order to be recommended for certification.

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

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

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

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

Dr. Steven D. Nimmo, Dean
Dr. Stephanie Almagno, 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 School 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 School 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 College and the larger community.

General Education Philosophy

The primary commitment of the School of Arts and Sciences is to the educational enrichment and multidisciplinary learning of our students in a supportive environment. Through the liberal arts curriculum, the School promotes the development of student learning outcomes which support the effective use of content found in the courses at the College. 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 and creative thinking, written communication, oral communication, quantitative literacy, and information literacy; 3) Personal Growth and Social Responsibility, including civic knowledge and engagement—local and global, intercultural knowledge and understanding, and ethical reasoning in action.

As a result of the focus of the general education (core curriculum) program, Piedmont College 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.
FACULTY
Professor M. White
Assistant Professor B. Lovern

ANTHROPOLOGY (ANTH)
Anthropology at Piedmont College 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.

PROGRAM OF STUDY

Minor: Anthropology
A minor requires 15 hours of course work in anthropology.

Students can elect to take any five courses in anthropology; however, it is recommended that they consult with an anthropology faculty member when planning their program of study.

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.

Course Descriptions Start on Page 270.
FACULTY
Associate Professor Botts, Kelly
Assistant Professor, Hitselberger

ART (ART)
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.

BACHELOR OF FINE ARTS

PROGRAM OF STUDY
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.

Bachelor of Fine Arts Degree in Art

Art Major .............................................................................................................69 hours

Art Foundations ........................................................................................................15 hours
ART 1120. Drawing I 3 hours
ART 1130. Two-Dimensional Design 3 hours
ART 1140. Three-Dimensional Design 3 hours
ART 2200. Drawing II 3 hours
ART 2270. Painting I 3 hours

Major Concentration (select one concentration) .............................................18 hours

Two-Dimensional Design Concentration
Painting
ART 3370. Painting II 3 hours
ART 3371. Painting III 3 hours
ART 4371. Advanced Studies I (Painting IV) 3 hours
ART 4320. Advanced Studies I (Drawing IV) 3 hours
Additional 2D elective 3 hours
Additional 2D elective 3 hours

Drawing
ART 3320. Drawing III 3 hours
ART 3370. Painting II 3 hours
ART 4371. Advanced Studies I (Painting IV) 3 hours
ART 4320. Advanced Studies I (Drawing IV) 3 hours
Additional 2D elective 3 hours
Additional 2D elective 3 hours

Photography
ART 2215. Photography I 3 hours
ART 3315. Photography II 3 hours
ART 3316. Photography III 3 hours
ART 4316. Advanced Studies I (Photography IV) 3 hours
ART 4317. Advanced Studies II (Photography V) 3 hours
Additional 2D elective 3 hours

Three-Dimensional Design Concentration
Ceramics
ART 2230. Ceramics I 3 hours
ART 3330. Ceramics II 3 hours
ART 3331. Ceramics III 3 hours
ART 4331. Advanced Studies I (Ceramics IV) 3 hours
ART 4332. Advanced Studies II (Ceramics V) 3 hours
Additional 3000/4000 level 3D elective 3 hours

Sculpture
ART 2660. Sculpture I 3 hours
ART 3361. Sculpture II 3 hours
ART 3362. Sculpture III 3 hours
ART 4362. Advanced Studies I (Sculpture IV) 3 hours
ART 4363. Advanced Studies II (Sculpture V) 3 hours
Additional 3000/4000 level 3D elective 3 hours

Major Electives*........................................................................................................18 hours
Selection of electives may be chosen from all ART/GRDS courses offered. Students should consult their advisor for discussion and planning in enhancing their concentration focus.

Art History/Criticism..............................................................15 hours
ART 2301. Art History: Prehistoric to Renaissance 3 hours
ART 2302. Art History: Renaissance to Present 3 hours
ART 4430. Art Criticism 3 hours
Art History Elective 3 hours
Art History Elective 3 hours

Senior Exhibition/Capstone .........................................................3 hours
ART 4450. Senior Exhibition/Capstone 3 hours

Graphic Design
Art Foundations..................................................................................15 hours
ART 1120. Drawing I 3 hours
ART 1130. Two-Dimensional Design 3 hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1140</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 2200</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 2270</td>
<td>Painting I</td>
<td>3</td>
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</table>

**Major Concentration 24 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GRDS 2200</td>
<td>Foundations in Graphic Design I,</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 2250</td>
<td>Foundations in Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 2270</td>
<td>Print</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 3270</td>
<td>Interactive I</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 4400</td>
<td>Typography</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 4401</td>
<td>Interactive II</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 4410</td>
<td>Internship in Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 4460</td>
<td>Advanced Graphic Design Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Electives 12 hours**

Selection of electives may be chosen from all ART/GRDS courses offered. Students should consult their advisor for discussion and planning in enhancing their concentration focus.

**Art History/Criticism 15 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2301</td>
<td>Art History: Prehistoric to Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ART 2302</td>
<td>Art History: Renaissance to Present</td>
<td>3</td>
</tr>
<tr>
<td>ART 4430</td>
<td>Art Criticism</td>
<td>3</td>
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<tr>
<td>Art History Elective</td>
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<tr>
<td>Art History Elective</td>
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</table>

**Senior Exhibition/Capstone 3 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 4450</td>
<td>Senior Exhibition/Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**BACHELOR OF ARTS PROGRAM OF STUDY**

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 Major 48 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 1120</td>
<td>Drawing I</td>
<td>3</td>
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<tr>
<td>ART 1130</td>
<td>Two Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1140</td>
<td>Three Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 2200</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 2270</td>
<td>Painting I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Electives 12 hours**

Select four courses from photography, ceramics, sculpture, drawing, painting, and graphic design.

**Major Concentration 6 hours**
Level II and Level III in any studio discipline.

### Art History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2301</td>
<td>Art History: Prehistory to Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ART 2302</td>
<td>Art History: Renaissance to Present</td>
<td>3</td>
</tr>
<tr>
<td>ART 4430</td>
<td>Art Criticism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Art History Elective</td>
<td>3</td>
</tr>
<tr>
<td>ART 4450</td>
<td>Senior Exhibition/Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students preparing for the M.A.T. in Art Education should take EDUC 3355.

### Bachelor of Arts Degree in Art Education B-12, Initial Teacher certification

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 candidate to observe and assist with teaching in all B-12 classrooms as an art specialist.

### Art Education B-12 Major

**73 hours**

#### Required Art Content Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1120</td>
<td>Drawing I</td>
<td>3</td>
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<tr>
<td>ART 1130</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 1140</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 2200</td>
<td>Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>ART 2270</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 2301</td>
<td>Art History: Prehistoric to Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>ART 2302</td>
<td>Art History: Renaissance to Present</td>
<td>3</td>
</tr>
<tr>
<td>ART 4430</td>
<td>Art Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ART 2230</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>or ART 2660</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 2200</td>
<td>Graphic Design I</td>
<td>3</td>
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</tbody>
</table>

#### Level 2 Art Elective

**3 hours**

#### Level 3 Art Elective

**3 hours**

#### Art Elective

**3 hours**

#### Required Certification Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ART 4420</td>
<td>Methods B-6</td>
<td>3</td>
</tr>
<tr>
<td>ART 4421</td>
<td>Methods 7-12</td>
<td>3</td>
</tr>
<tr>
<td>ART 4496</td>
<td>Senior Art Education Orientation</td>
<td>1</td>
</tr>
<tr>
<td>ART 4498</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>ART 4499</td>
<td>Internship II</td>
<td>9</td>
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<tr>
<td>EDUC 1199</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2251</td>
<td>Professional Practices I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3307</td>
<td>Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
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<tr>
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</tr>
<tr>
<td>EDUC 3111</td>
<td>Professional Practice II</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 3151</td>
<td>Professional Practice III</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 3355</td>
<td>Exceptional Children</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 4401</td>
<td>Multicultural Classroom</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 4497</td>
<td>Classroom Management</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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

**Minor: Graphic Design**
A minor in Graphic Design requires 15 hours
- GRDS 2200. Foundations in Graphic Design I
- GRDS 2250. Foundations in Graphic Design II
- GRDS 2270. Print
- GRDS 3270. Interactive I
- GRDS 4460. Advanced Graphic Design Studio

*Course Descriptions Start on Page 270.*
ARTS ADMINISTRATION (AAD)

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.

BACHELOR OF FINE ARTS

PROGRAM OF STUDY

Note: BUSA 2000 and BUSA 1210 are required General Education courses as prerequisites for Business requirements (see Business Courses, below)

Requirements in Fine Arts ................................................................. 45 hours
Required of all majors. 9 hours in each area. 27 hours total.

Required Art Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2301 or ART 2302</td>
<td>Art History</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 2200</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>GRDS 3270</td>
<td>Interactive I</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Music Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 3210, 3220, or 3230</td>
<td>Music History</td>
<td>3</td>
</tr>
<tr>
<td>Applied Music Lessons</td>
<td></td>
<td>3 hours minimum. 1 hour each</td>
</tr>
<tr>
<td>Ensembles</td>
<td></td>
<td>3 hours minimum. 1 hour each</td>
</tr>
</tbody>
</table>

Required Theatre Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 2205</td>
<td>Fundamentals of Technical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2210</td>
<td>Fundamentals of Acting</td>
<td>3</td>
</tr>
<tr>
<td>THTR 3325</td>
<td>Theatre Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one area of concentration ........................................... 18 hours

Art Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1120</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 1130</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 2301 or ART 2302</td>
<td>Art History</td>
<td>3</td>
</tr>
<tr>
<td>Art Electives</td>
<td>9 hours in Graphic Design or Studio Art.</td>
<td></td>
</tr>
</tbody>
</table>

Choose courses in consultation with academic advisor.

Music Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1100</td>
<td>Harmony I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1110</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 3210, 3220, or 3230</td>
<td>Music History</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one course not taken in required courses.

Applied Music or Ensembles .................................................. 2 hours beyond those taken as required courses
Music Electives ........................................................................................................... 9 hours
Choose courses in consultation with academic advisor.

Theatre Concentration

THTR 2230. Children’s Theatre 3 hours
THTR 3301. Theatre History I 3 hours
THTR 3302. Theatre History II 3 hours
THTR 3305. Scenic Design 3 hours
THTR 3317. Lighting Design 3 hours
THTR 4410. Directing 3 hours

Requirements in Business

Business Foundations ............................................................................................. 18 hours

ACCT 2010. Accounting I 3 hours
BUSA 2000. Business Communication 3 hours
BUSA 3010. Management 3 hours
BUSA 3200. Marketing 3 hours
BUSA 1210. Principles of Economics 3 hours
BUSA 3700. Project Management 3 hours

Business Electives .................................................................................................... 9 hours
Choose three of the following:

ACCT 2020. Accounting II 3 hours
ACCT/BUSA 3306. Applied Ethics 3 hours
BUSA 3310. Organizational Behavior 3 hours
BUSA 3410. Financial Statement Analysis 3 hours
BUSA 4100. Advertising and Promotion 3 hours
or MCOM 3700. Advertising and Communications 3 hours
BUSA 4550. Leadership 3 hours

Internship in Arts Administration ................................................................................ 3 hours
One course per semester. Two semesters must be in concentration; one semester out of concentration.

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

Capstone Course ......................................................................................................... 1 hour
Choose one course in area of concentration.

ART 4451. Arts Administration Capstone 1 hour
MUSC 4900. Music Capstone 1 hour
THTR 4441. Theatre Capstone 1 hour

Course Descriptions Start on Page 270.
FACULTY
Professors Austin, Camp, and Wainberg
Associate Professor T. Menzel
Assistant Professors Bweick, Schmitz

BIOLOGY (BIOL)
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.

BACHELOR OF SCIENCE
PROGRAM OF STUDY
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.

Pre-professional students in the areas of pre-dentistry, pre-medicine, pre-veterinary medicine, and related fields usually choose biology to prepare for their particular program of study with Cell and Molecular Biology as the appropriate concentration. 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 College.

The concentration in Cell and Molecular Biology also prepares students for careers in pure sciences such as genetics as well as applied fields including biotechnology. Students with an interest in organismal biology, ecology, or evolutionary biology — or such applied fields as wildlife conservation or marine biology — can choose a concentration in Ecology and Evolutionary Biology. In either case, students may want to take additional courses from outside of their concentration, depending on their specific interests.

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 College 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 majors must select one of two concentrations. The Cellular and Molecular Biology Concentration requires 68-69 hours. The Ecology and Evolutionary Biology concentration requires 70-71 hours.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1101</td>
<td>General Biology I</td>
</tr>
<tr>
<td>BLAB 1101</td>
<td>General Biology I Lab</td>
</tr>
<tr>
<td>BIOL 1102</td>
<td>General Biology II</td>
</tr>
</tbody>
</table>
BLAB 1102. General Biology II Lab
BIOL 3200. General Microbiology
BIOL 3240. Genetics
BIOL 3990. Philosophy and Methodology of Science
BIOL 4500. Organic Evolution
BIOL 4950. Science Seminar
BIOL 4980/4981/4989. Senior Research, Senior Library Research, or Honors Senior Research.

Choose one:
Students majoring in Biology must select a concentration in either Cell and Molecular Biology or Ecology and Evolutionary Biology.

Concentration: Cell and Molecular Biology

Required courses ................................................................. 14 hours

BIOL 3300. Cellular Biology
BIOL 3750. Biotechnology
BIOL 4210. Biochemistry

Choose one from:
BIOL 3650. Comparative Physiology
BIOL 4250. Genomics and Bioinformatics

Concentration: Ecology and Evolutionary Biology

Required Courses ................................................................. 16 hours:

BIOL 3500. Vertebrate Natural History
BIOL 4200. Invertebrate Zoology
BIOL 4700. Ecology

Choose one from:
BIOL 3650. Comparative Physiology
BIOL 3700. Animal Behavior

Also required for the major, and may be applied to a minor ......................... 28 hours

CHEM 1101. General Chemistry I
CLAB 1101. General Chemistry I Lab
CHEM 1102. General Chemistry II
CLAB 1102. General Chemistry II Lab
CHEM 2351. Organic Chemistry I
CHEM 2352. Organic Chemistry II
MATH 2450. Calculus I
PHYS 2110. General Physics I
PHYS 2120. General Physics II
Minor: Biology
A minor in biology requires 15-16 hours (four courses) in biology course work. Courses must be at the 3000 level or above.

Honors Program in Biology
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 BIO 4989 (Honors Senior Research) and BIOL 4999 (Honors Thesis) in addition to their major requirements. Honors students also take BIO 4959 (Honors Senior Seminar) instead of BIOL 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 Biology.

BACHELOR OF ARTS
PROGRAM OF STUDY

Major: Biology Education
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 college 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 biology education requires 80 hours. In order to successfully complete this program, students must be admitted to the Teacher Education program and adhere to all of the requirements. These can be found on Page 189. (Course descriptions begin on Page 270.)

Required Non-content Courses............................................................................................................21 hours

EDUC 1199. Introduction to Education
EDUC 3355. Exceptional Children
EDUC 4497. Classroom Management
EDSE 3301. Secondary Methods
EDSE 3335. Science Methods 6-12
EDUC 2251. Professional Practices I
EDUC 3111. Professional Practice II
EDUC 3151. Professional Practice III
ENGL 4440. Reading and Writing in the Content Fields
PSYC 3311. Psychology of Adolescence

Apprenticeship Sequence ..................................................................................................................14 hours

EDSE 4400. Facilitating Learning and Assessment I
EDSE 4401. Facilitating Learning and Assessment II
EDSE 4498. Internship I
EDSE 4499. Internship II
Content Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1011</td>
<td>Physical Science I</td>
</tr>
<tr>
<td>CHEM 1101</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CLAB 1101</td>
<td>General Chemistry I Lab</td>
</tr>
<tr>
<td>CHEM 1102</td>
<td>General Chemistry II</td>
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<td>CLAB 1102</td>
<td>General Chemistry II Lab</td>
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<tr>
<td>ENVS 2070</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>CHEM 2351</td>
<td>Organic Chemistry</td>
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<td>General Biology I</td>
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<td>BLAB 1101</td>
<td>General Biology I Lab</td>
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<td>General Biology II</td>
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<td>BLAB 1102</td>
<td>General Biology II Lab</td>
</tr>
<tr>
<td>BIOL 3240</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOL 3500</td>
<td>Vertebrate Natural History (or 4200)</td>
</tr>
<tr>
<td>BIOL 3990</td>
<td>Philosophy and Methodology of Science</td>
</tr>
<tr>
<td>BIOL 4210</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>BIOL 4700</td>
<td>Ecology</td>
</tr>
</tbody>
</table>

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.

Course Descriptions Start on Page 270.
FACULTY
Professors Austin, Camp, Carrigan, Dooley, and Wainberg
Associate Professor T. Menzel
Assistant Professors Bailey, Bewick, Schmitz

BROADFIELD SCIENCE
(BIOL, CHEM, ENVS, GEOL)
A Bachelor of Science in Broadfield Science is available in the areas of Biology, Chemistry, Environmental Science and Environmental Geology. This program allows students to receive nearly the equivalent of a B.S. degree in one area of science but allows for enough flexibility in scheduling so that the student will be further prepared in the natural sciences outside of the chosen area of concentration.

BACHELOR OF SCIENCE
Concentration: Biology
The concentration in Biology requires 70-71 hours.

<table>
<thead>
<tr>
<th>Major Content Requirements</th>
<th>34-35 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1101</td>
<td>General Biology I</td>
</tr>
<tr>
<td>BLAB 1101</td>
<td>General Biology I Lab</td>
</tr>
<tr>
<td>BIOL 1102</td>
<td>General Biology II</td>
</tr>
<tr>
<td>BLAB 1102</td>
<td>General Biology II Lab</td>
</tr>
<tr>
<td>BIOL 3200</td>
<td>General Microbiology</td>
</tr>
<tr>
<td>BIOL 3240</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOL 3650</td>
<td>Comparative Physiology</td>
</tr>
<tr>
<td>BIOL 3990</td>
<td>Philosophy and Methodology of Science</td>
</tr>
<tr>
<td>BIOL 3500</td>
<td>Vertebrate Natural History</td>
</tr>
<tr>
<td>or BIOL 4200</td>
<td>Invertebrate Zoology</td>
</tr>
<tr>
<td>BIOL 4500</td>
<td>Organic Evolution</td>
</tr>
<tr>
<td>or BIOL 4700</td>
<td>Ecology</td>
</tr>
<tr>
<td>BIOL 4950</td>
<td>Science Seminar</td>
</tr>
<tr>
<td>BIOL 4980/4981/4989</td>
<td>Senior Research, Senior Library Research, or Honors Senior Research.</td>
</tr>
</tbody>
</table>

Chemistry............................................................................................................ 16 hours

<table>
<thead>
<tr>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1101.</td>
</tr>
<tr>
<td>CLAB 1101.</td>
</tr>
<tr>
<td>CHEM 1102.</td>
</tr>
<tr>
<td>CLAB 1102.</td>
</tr>
<tr>
<td>CHEM 2351.</td>
</tr>
<tr>
<td>CHEM 2352.</td>
</tr>
</tbody>
</table>

Physics ..................................................................................................................... 8 hours

<table>
<thead>
<tr>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2110.</td>
</tr>
<tr>
<td>PHYS 2120.</td>
</tr>
</tbody>
</table>

Earth Science ......................................................................................................... 8 hours

<table>
<thead>
<tr>
<th>Earth Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1101.</td>
</tr>
<tr>
<td>GLAB 1101.</td>
</tr>
<tr>
<td>ERSC 2202.</td>
</tr>
</tbody>
</table>
Undergraduate Education

EDSE 3366. Foundations and Practicum in Secondary Education
Candidates must complete a background check and have an advisement with the Chair of Secondary Education before registering for this course.

Concentration: Chemistry

The concentration in Chemistry requires 69-70 hours.

Major Content Requirements

CHEM 1101. General Chemistry I
CLAB 1101. General Chemistry I Lab
CHEM 1102. General Chemistry II
CLAB 1102. General Chemistry II Lab
CHEM 2351. Organic Chemistry I
CHEM 2352. Organic Chemistry II
CHEM 3321. Quantitative Inorganic Analysis
CHEM 3322. Instrumental Analysis
CHEM 3710. Inorganic Chemistry
CHEM 3990. Philosophy and Methodology of Science
CHEM 4210. Biochemistry
CHEM 4451. Physical Chemistry I
CHEM 4950. Science Seminar
CHEM 4980/4981/4989. Senior Research, Senior Library Research, or Honors Senior Research.

Biology

BIOL 1101. General Biology I
BLAB 1101. General Biology I Lab
BIOL 1102. General Biology II
BLAB 1102. General Biology II Lab

Physics

PHYS 2110. General Physics I
PHYS 2120. General Physics II

Earth Science

GEOL 1101. Physical Geology
GLAB 1101. Physical Geology Lab
ERSC 2202. Astronomy and Meteorology

Concentration: Environmental Geology

The concentration in Environmental Geology requires 64-65 hours.

Major Content Requirements

GEOL 1101. Physical Geology
GLAB 1101. Physical Geology Lab
GEOL 1102. Historical Geology
GLAB 1102. Historical Geology Lab
GEOL 2210. Environmental Geology
GEOL 3050. Current Topics in Environmental Geology
GEOL 3100. Hydrology
GEOL 3990. Philosophy and Methodology of Science
GEOL 4950. Science Seminar
GEOL 4980/4981/4989. Senior Research, Senior Library Research, or Honors Senior Research.

Chemistry ........................................................................................................................................ 10 hours
CHEM 1101. General Chemistry I
CLAB 1101. General Chemistry I Lab
CHEM 1102. General Chemistry II
CLAB 1102. General Chemistry II Lab
CHEM 3050. Current Topics in Environmental Chemistry
or BIOL 3050. Current Topics in Environmental Biology

Physics ........................................................................................................................................ 8 hours
PHYS 2110. General Physics I
PHYS 2120. General Physics II

Earth Science ..................................................................................................................................... 8 hours
ERSC 2201. Physical and Historical Geology of Georgia
ERSC 2202. Astronomy and Meteorology

Biology ........................................................................................................................................... 12 hours
BIOL 1101. General Biology I
BLAB 1101. General Biology I Lab
BIOL 1102. General Biology II
BLAB 1102. General Biology II Lab
BIOL 4700. Ecology

Undergraduate Education .................................................................................................................. 4 hours
EDSE 3366. Foundations and Practicum in Secondary Education

Concentration: Environmental Science
The concentration in Environmental Science requires 66-67 hours.

Major Content Requirements ........................................................................................................... 28 hours
BIOL 1101. General Biology I
BLAB 1101. General Biology I Lab
BIOL 1102. General Biology II
BLAB 1102. General Biology II Lab
ENVS 3650. Comparative Physiology
ENVS 3990. Philosophy and Methodology of Science
BIOL 3050. Current Topics in Environmental Biology
BIOL 4700. Ecology
BIOL 3500. Vertebrate Natural History
or BIOL 4200. Invertebrate Zoology
CHEM 3050. Current Topics in Environmental Chemistry
or GEOL 3050. Current Topics in Environmental Geology
ENVS 4950. Science Seminar  
ENVS 4980/4981/4989. Senior Research, Senior Library Research, or Honors Senior Research.

**Chemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1101</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CLAB 1101</td>
<td>General Chemistry I Lab</td>
</tr>
<tr>
<td>CHEM 1102</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CLAB 1102</td>
<td>General Chemistry II Lab</td>
</tr>
<tr>
<td>CHEM 2351</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 2352</td>
<td>Organic Chemistry II</td>
</tr>
</tbody>
</table>

16 hours

**Physics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2110</td>
<td>General Physics I</td>
</tr>
<tr>
<td>PHYS 2120</td>
<td>General Physics II</td>
</tr>
</tbody>
</table>

8 hours

**Earth Science**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 1101</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>GLAB 1101</td>
<td>Physical Geology Lab</td>
</tr>
<tr>
<td>ERSC 2202</td>
<td>Astronomy and Meteorology</td>
</tr>
</tbody>
</table>

8 hours

**Undergraduate Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 3366</td>
<td>Foundations and Practicum in Secondary Education</td>
</tr>
</tbody>
</table>

4 hours

**Dual-Degree Program**

This program is designed specifically for those students interested in pursuing teaching at the 6-12 grade level. The program design is based on the guidelines established by the Georgia Professional Standards Commission for the certification of secondary broadfield science teachers at the secondary level. Refer to Dual-Degree Programs on Page 200.

Middle Grades Add-On: The Middle grades add-on is also available for those students planning on teaching at the 4-12 level.

**Course Descriptions Start on Page 270.**
CHEMISTRY (CHEM)
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 College 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.

BACHELOR OF SCIENCE
PROGRAM OF STUDY
Major: Chemistry
The major in Chemistry requires 65-66 hours.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1101</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CLAB 1101</td>
<td>General Chemistry I Lab</td>
</tr>
<tr>
<td>CHEM 1102</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CLAB 1102</td>
<td>General Chemistry II Lab</td>
</tr>
<tr>
<td>CHEM 2351</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 2352</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 3321</td>
<td>Quantitative Inorganic Analysis</td>
</tr>
<tr>
<td>CHEM 3322</td>
<td>Instrumental Analysis</td>
</tr>
<tr>
<td>CHEM 3710</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td>CHEM 3990</td>
<td>Philosophy and Methodology of Science</td>
</tr>
<tr>
<td>CHEM 4210</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>CHEM 4451</td>
<td>Physical Chemistry I</td>
</tr>
<tr>
<td>CHEM 4452</td>
<td>Physical Chemistry II</td>
</tr>
<tr>
<td>CHEM 4950</td>
<td>Science Seminar</td>
</tr>
</tbody>
</table>
CHEM 4980/4981/4989. Senior Research, Senior Library Research, or Honors Senior Research.

In addition, students majoring in chemistry must take: ........................................20 hours
MATH 2450. Calculus I
MATH 2460. Calculus II
MATH 2470. Calculus III
PHYS 2110. General Physics I
PHYS 2120. General Physics II

Minor: Chemistry
The minor in Chemistry requires 22-24 hours.

Required Courses.................................................................................................16 hours
CHEM 1101. General Chemistry I
CLAB 1101. General Chemistry I Lab
CHEM 1102. General Chemistry II
CLAB 1102. General Chemistry II Lab
CHEM 2351. Organic Chemistry I
CHEM 2352. Organic Chemistry II

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

CHEM 3050. Current Topics in Environmental Chemistry
CHEM 3321. Quantitative Inorganic Analysis
CHEM 3322. Instrumental Analysis
CHEM 3710. Inorganic Chemistry
CHEM 4451. Physical Chemistry I

Honors Program in Chemistry
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 CHEM 4989 (Honors Senior Research) and CHEM 4999 (Honors Thesis) in addition to their major requirements. Honors students also take CHEM 4959 (Honors Science Seminar) instead of CHEM 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.

BACHELOR OF SCIENCE
Major: Chemistry Education
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 college 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 86 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. These can be found on Page 189. (Course descriptions begin on Page 270.)

**The Chemistry Education major requires 86 hours.**

**Required Non-content Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1199</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>EDUC 2251</td>
<td>Professional Practices I</td>
</tr>
<tr>
<td>EDUC 3111</td>
<td>Professional Practice II</td>
</tr>
<tr>
<td>EDUC 3151</td>
<td>Professional Practice III</td>
</tr>
<tr>
<td>EDUC 3355</td>
<td>Exceptional Children</td>
</tr>
<tr>
<td>EDUC 4497</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>EDSE 3301</td>
<td>Secondary Methods</td>
</tr>
<tr>
<td>EDSE 3335</td>
<td>Science Methods Methods 6-12</td>
</tr>
<tr>
<td>ENGL 4440</td>
<td>Reading and Writing in the Content Fields</td>
</tr>
<tr>
<td>PSYC 3311</td>
<td>Psychology of Adolescence</td>
</tr>
</tbody>
</table>

**Apprenticeship Sequence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4400</td>
<td>Facilitating Learning and Assessment I</td>
</tr>
<tr>
<td>EDSE 4401</td>
<td>Facilitating Learning and Assessment II</td>
</tr>
<tr>
<td>EDSE 4498</td>
<td>Internship I</td>
</tr>
<tr>
<td>EDSE 4499</td>
<td>Internship II</td>
</tr>
</tbody>
</table>

**Content Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1101</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CLAB 1101</td>
<td>General Chemistry I Lab</td>
</tr>
<tr>
<td>CHEM 1102</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CLAB 1102</td>
<td>General Chemistry II Lab</td>
</tr>
<tr>
<td>CHEM 2351</td>
<td>Organic Chemistry I</td>
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<td>Instrumental Analysis</td>
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<tr>
<td>CHEM 3710</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td>CHEM 3990</td>
<td>Philosophy and Methodology of Science</td>
</tr>
<tr>
<td>CHEM 4451</td>
<td>Physical Chemistry I</td>
</tr>
<tr>
<td>CHEM 4452</td>
<td>Physical Chemistry II/Quantum Mechanics</td>
</tr>
</tbody>
</table>

In addition, students majoring in chemistry education must take: **12 hours**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2450</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 2460</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 2470</td>
<td>Calculus III</td>
</tr>
</tbody>
</table>

**Course Descriptions Start on Page 270.**
CRIMINAL JUSTICE (CRJU)

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.

BACHELOR OF ARTS

Major: Criminal Justice

The major in criminal justice consists of 45 semester hours.

Required Courses ........................................................................................................39 hours
FRSC 1101. Introduction to Forensic Science
CRJU 1290. Introduction to Criminal Justice
CRJU 2335. Criminal Investigation
CRJU 3310. Research Methods
SOCI 3330. Police and Society
SOCI 3331. Juvenile Justice
POSC 3370. Adjudication Process
CRJU 3390. Criminology
POSC 4415. Criminal Law and Procedure
CRJU 4430. Homeland Security & Terrorism
SOSC 3398. Internship (3 hours)
CRJU 4480. Senior Seminar
MATH 2100. Elementary Statistics

Elective Courses ..........................................................................................................6 hours
Choose 6 hours (two courses) from the list below, OR the 6-hour Technology & Crime Concentration

CRJU 3380. Victimology
CRJU 3385. Punishment in the United States
CRJU 4430. Homeland Security and Terrorism
CRJU 4475. Selected Topics (related to criminal justice)
PSYC 4415. Abnormal Psychology
SOCI 4410. Race and Ethnic Relations
SOSC 3398. Internship

Technology & Crime Concentration
GISS 2200. Introduction to Geographical Information Systems
GISS 3300. Geographical Information Systems Applications

Minor: Criminal Justice

A minor in criminal justice consists of 15 semester hours selected from the following.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU 1290</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>CRJU 2335</td>
<td>Criminal Investigation</td>
</tr>
<tr>
<td>SOCI 3330</td>
<td>Police and Society</td>
</tr>
<tr>
<td>SOCI 3331</td>
<td>Juvenile Justice</td>
</tr>
<tr>
<td>POSC 3370</td>
<td>Adjudication Process</td>
</tr>
<tr>
<td>CRJU 3380</td>
<td>Victimology</td>
</tr>
<tr>
<td>CRJU 3385</td>
<td>Punishment in the United States</td>
</tr>
<tr>
<td>SOSC 3398</td>
<td>Internship</td>
</tr>
<tr>
<td>POSC 4415</td>
<td>Criminal Law and Procedure</td>
</tr>
<tr>
<td>CRJU 4475</td>
<td>Selected Topics (related to criminal justice)</td>
</tr>
</tbody>
</table>

**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.

**Course Descriptions Start on Page 270.**
FACULTY
Professor Dooley

EARTH SCIENCE (ERSC)
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 Start on Page 270.
FACULTY
Professor Emeritus Greene
Professors Almagno, Charles, Hodgens, and Whited
Associate Professor Davis
Assistant Professor O’Keefe

ENGLISH (ENGL)
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 Page 200 for information about Dual-Degree programs.)

BACHELOR OF ARTS
PROGRAM OF STUDY
Major: English, Literary Studies, or Creative Writing
All students majoring in English must take 36 hours (12 courses) in English beyond the general education requirements. English majors may choose from three concentrations: Literary Studies, Creative writing, and teacher certification. For Literary Studies and Creative Writing concentrations, students and their advisors will choose courses from five categories: Literary History, Literary Genre, Reading and Writing, Creative Writing, and Major Authors. For initial teacher certification, students follow a prescribed advising check list approved by the School of Education. English majors meet the senior capstone requirement their senior year in ENGL 4498 and ENGL 4499. English Education majors meet the capstone requirement through their apprentice teaching experience.

Concentrations
Literary Studies........................................................................................................36 hours
3 hours from ENGL 3000; 12-18 hours from Category 1; 3-9 hours from Categories 2, 3, or 4; 3-9 hours from Category 5; 3 hours capstone.

Creative Writing........................................................................................................36 hours
3 hours from ENGL 3000; 12-15 hours from Category 1; 3 hours from Category 2, 12 hours from Category 4; 3 hours Category 5; 3 hours capstone.

Categories and Content courses
Category 1: Literary History*: ENGL 4408, ENGL 4415, ENGL 4421, ENGL 4426, ENGL 4427, ENGL 4428, ENGL 4429, ENGL 4430

Category 2: Genre: ENGL 3307, ENGL 3308, ENGL 3309, ENGL 3311, ENGL 3312

Category 3: Reading Writing: ENGL 3335, ENGL 4401, ENGL 4431, ENGL 4432, ENGL 4440, ENGL 4450, ENGL 4455, ENGL 4456, ENGL 4460

Category 4: Creative Writing: ENGL 3392/4492, ENGL 3393/4493, ENGL 3394/4494.
ENGL 4400

**Category 5:** Major Authors: ENGL 4402 (Chaucer), ENGL 4403 (Spenser-Milton), ENGL 4405 (Shakespeare), ENGL 4480 (designed topics)

* NOTE: students may substitute 3-6 hours of 2000-level surveys for category #1.

**BACHELOR OF ARTS**

**PROGRAM OF STUDY**

**Major:** English Education, Initial Teacher Certification

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 college 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.

In order to successfully complete this program, students must be admitted to the Teacher Education program and adhere to all of the requirements. These can be found on Page 189. (Course descriptions begin on Page 270.)

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.

**The major in English Education requires 71 hours.**

**Required Non-content Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1199</td>
<td>Introduction to Education</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 2251</td>
<td>Professional Practices I</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 3111</td>
<td>Professional Practice II</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 3151</td>
<td>Professional Practice III</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 3355</td>
<td>Exceptional Children</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDUC 4497</td>
<td>Classroom Management</td>
<td>3 hours</td>
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<tr>
<td>EDSE 3301</td>
<td>Secondary Methods</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDSE 3332</td>
<td>Language Arts Methods 6-12</td>
<td>3 hours</td>
</tr>
<tr>
<td>ENGL 4440</td>
<td>Reading and Writing in the Content Fields</td>
<td>3 hours</td>
</tr>
<tr>
<td>PSYC 3311</td>
<td>Psychology of Adolescence</td>
<td>3 hours</td>
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</table>

**Apprenticeship Sequence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4400</td>
<td>Facilitating Learning and Assessment I</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDSE 4401</td>
<td>Facilitating Learning and Assessment II</td>
<td>1 hour</td>
</tr>
</tbody>
</table>
EDSE 4498.  Internship I  
EDSE 4499.  Internship II  

**Content Courses**  

- **ENGL 3000.**  Introduction to English Studies  3 hours  
- **ENGL.**  Creative Writing elective  3 hours  
- **ENGL 2203.**  British Literature survey  
  - or **ENGL 2204.**  3 hours  
- **ENGL.**  British Literature (3000-4000 level)  3 hours  
- **ENGL 2210.**  United States Literature survey  
  - or **ENGL 2211.**  3 hours  
- **ENGL.**  United States Literature (3000-4000 level)  3 hours  
- **ENGL 4401.**  Seminar in World Literature  3 hours  
- **ENGL 4405.**  Shakespeare  3 hours  
- **ENGL 4429.**  Multicultural American Literature  3 hours  
- **ENGL 4450.**  Seminar in Composition Studies  3 hours  
- **ENGL 4455.**  Survey of English Usage for Teachers  3 hours  
- **ENGL ELECTIVE.**  3000-4000 Level  3 hours  

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

**Dual-Degree: English for Secondary Education B.A./M.A.T., T-5 Certification**

Undergraduate English Major including courses required for the Dual-Degree Track in English.

**Dual-Degree Program:** This program is designed specifically for those students interested in pursuing teaching at the 6-12 grade level. The program design is based on the guidelines established by the Georgia Professional Standards Commission for the certification of teachers at the secondary level. Refer to Dual-Degree Programs on Page 200.

**EDSE 3366.**  Foundations and Practicum in Secondary Education  
**ENGL 3000.**  Introduction to English Studies  
**ENGL 2210 or ENGL 2211.**  United States Literature Survey  
**ENGL 2203 or ENGL 2204.**  British Literature Survey  
**ENGL 4401.**  Seminar in World Literature  
**ENGL 4405.**  Shakespeare  
**ENGL 4440.**  Reading and Writing in the content Areas  
**ENGL 4450.**  Seminar in Composition Studies  
**ENGL 4455.**  Survey of English Usage for Teachers  
**ENGL ELECTIVE.**  2000-3000-4000 Level  
**ENGL ELECTIVE.**  3000-4000 Level  
**ENGL ELECTIVE.**  3000-4000 Level

**Minor: English**

A minor in English requires 15 hours (five courses) of English beyond the general education requirements.
Minor: Creative Writing
A minor in creative writing requires 15 hours in selected literature and creative writing courses, including 3 hours in ENGL 4400.

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.

Course Descriptions Start on Page 270.
FACULTY
Professor Dooley
Associate Professor T. Menzel

ENVIRONMENTAL GEOLOGY (GEOL)
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, among many other endeavors. This program concentrates on the formation, extraction, and use of our natural resources and the consequences of said actions. Geology naturally lends itself to interdisciplinary studies in areas of common interest with Biology, Chemistry and Physics, Oceanography, Climatology and many other disciplines.

PROGRAM OF STUDY
Minor: Environmental Geology
Prerequisites: ........................................................................................................... 7 hours
GEOL 1101. Physical Geology
GLAB 1101. Physical Geology Lab
ENVS 2070. Environmental Science

Required courses: .................................................................................................... 8 hours
GEOL 2210. Environmental Geology
GEOL 3050. Current Topics Environmental Geology
GEOL 3100. Hydrology

Course options—Choose two: ............................................................................. 4-8 hours
BIOL 3050. Current Topics in Environmental Biology
BIOL 4700. Ecology
CHEM 3050. Current Topics in Environmental Chemistry
CHEM 3322. Instrumental Analysis

Course options—Choose one: ............................................................................... 3 hours
ENGL 2225. Nature Writers
RELG/PHIL 3325. Environmental Ethics
POSC 4405. Global Issues
PSYC 4430. Environmental Psychology

Career Options
Geology job titles might include, but are not limited to geohydrologist, engineering geologist, environmental geologist, geochemist, structural geologist, sedimentologist, petrologist, petroleum geologist, exploration geologist, professor, or research geologist. 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.
FACULTY
Professor Dooley
Associate Professor T. Menzel

ENVIRONMENTAL SCIENCE (ENVS)
Environmental science is the study of the natural environment and how humans use natural resources. A scientific understanding of 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. Similarly, 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.

BACHELOR OF SCIENCE
PROGRAM OF STUDY
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 College 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.

The major in Environmental Science requires 72-73 hours.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENVS 2070</td>
<td>Environmental Science</td>
</tr>
<tr>
<td>ENVS 3990</td>
<td>Philosophy and Methodology of Science</td>
</tr>
<tr>
<td>ENVS 4950</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>ENVS 4980/4989</td>
<td>Senior/Honors Research (Optional)</td>
</tr>
<tr>
<td>ENVS 4999</td>
<td>Honors Thesis (Optional)</td>
</tr>
<tr>
<td>ENVS 4980/4981/4989</td>
<td>Senior Research, Senior Library Research, or Honors Senior Research</td>
</tr>
</tbody>
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Choose 2:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>CHEM 3050</td>
<td>Current Topics in Environmental Chemistry</td>
</tr>
<tr>
<td>GEOL 3050</td>
<td>Current Topics in Environmental Geology</td>
</tr>
<tr>
<td>BIOL 3050</td>
<td>Current Topics in Environmental Biology</td>
</tr>
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Geology

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GEOL 1101</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>GLAB 1101</td>
<td>Physical Geology Lab</td>
</tr>
<tr>
<td>GEOL 3100</td>
<td>Hydrology</td>
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Geographical Information Systems

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GISS 2200</td>
<td>Introduction to Geographical Information Systems</td>
</tr>
</tbody>
</table>

72-73 hours
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GISS 3300</td>
<td>Applications in Geographical Information Systems</td>
</tr>
</tbody>
</table>

**Biology**

- **16 hours**
  - BIOL 1101. General Biology I
  - BLAB 1101. General Biology Lab I
  - BIOL 1102. General Biology II
  - BLAB 1102. General Biology Lab II
  - BIOL 3200. Microbiology
  - BIOL 4700. Ecology

**Chemistry**

- **16 hours**
  - CHEM 1101. General Chemistry I
  - CLAB 1101. General Chemistry Lab I
  - CHEM 1102. General Chemistry II
  - CLAB 1102. General Chemistry Lab II
  - CHEM 2351. Organic Chemistry I
  - CHEM 3322. Instrumental Analysis

**Physics**

- **8 hours**
  - PHYS 2110. Physics I
  - PHYS 2120. Physics II

**Humanities/Business**

- **6 hours**
  - PHIL/RELG 3325. Environmental Ethics
  - BUSA 1210. Principles of Economics

Up to 6 additional hours for ENVS 4930 - Internship (Optional)

**Minor: Environmental Science**

A minor in environmental science requires four courses (18-21 hours) per the following:

**Required**

- **13 hours**
  - BIOL 1101. General Biology I
  - BLAB 1101. General Biology I Lab
  - BIOL 1102. General Biology II
  - BLAB 1102. General Biology II Lab
  - ENVS 2070. Environmental Science
  - BIOL 3050. Current Topics in Environmental Biology

**Choose two:**

- **5-8 hours**
  - ENVS 3650. Comparative Physiology
  - BIOL 4700. Ecology
  - CHEM 3050. Current Topics in Environmental Chemistry
    or GEOL 3050. Current Topics in Environmental Geology
  - GEOL 2210. Environmental Geology
  - GEOL 3100. Hydrology
  - CHEM 3322. Instrumental Analysis

**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 ENVS 4989 (Honors Senior Research) and ENVS 4999 (Honors Thesis) in
addition to their major requirements. Honors students also take ENVS 4959 (Honors Science Seminar) instead of ENVS 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.

Course Descriptions Start on Page 270.
FORENSIC SCIENCE (FRSC)

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.

BACHELOR OF SCIENCE

PROGRAM OF STUDY

The major in Forensic Science consists of 68 to 70 semester hours.

All majors are required to take the following courses:

- ACCT 2010. Accounting I
- BIOL 2100. Human Anatomy and Physiology I
- BIOL 2110. Human Anatomy and Physiology II
- CHEM 1101. General Chemistry I
- CLAB 1101. General Chemistry I Lab
- CHEM 1102. General Chemistry II
- CLAB 1102. General Chemistry II Lab
- CHEM 2351. Organic Chemistry I
- CRJU 1290. Introduction to Criminal Justice
- CRJU 2335. Criminal Investigation
- ENGL 3335. Technical Writing
- FRSC 1101. Criminalistics
- FRSC 3100. Crime Scene Investigation
- FRSC 3200. Fingerprint Identification and Classification
- FRSC 4200. Forensic Death Investigation
- FRSC 4750. Internship in Forensic Science
- FRSC 4900. Forensic Science Senior Research and Seminar
- GRDS 2260. Digital Photography
- MATH 2100. Elementary Statistics
- PHYS 2110. General Physics I
- PHYS 2120. General Physics II
- POSC 3310. Research Methods
- POSC 3370. Adjudication Processes

Course Descriptions Start on Page 270.
FACULTY

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.

PROGRAM OF STUDY
Minor: French 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.

Course Descriptions Start on Page 270.
FACULTY
Professor Dooley
Associate Professor T. Menzel

GEOGRAPHICAL INFORMATION SYSTEMS (GISS)
Geographical Information Systems (GIS) is a method of layering, storing and analyzing geographically referenced data. It is commonly used to generate multi-layered maps and is widely applied to land use planning. The federal government, the State of Georgia, Habersham County, Stephens County and White County all use GIS in their mapping and planning, and it can be an important gateway to future employment in the field of environmental consulting. For these reasons it has become an essential component of many environmental science curriculums.

Course Descriptions Start on Page 270.
Assistant Professor Schulte

GERMAN (GRMN)

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.

PROGRAM OF STUDY

Minor: German A minor in German studies consists of 15 hours (five courses) beyond GRMN 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.

Course Descriptions Start on Page 270.
HISTORY (HIST)
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.

BACHELOR OF ARTS
PROGRAM OF STUDY
The major consists of 36 hours of course work:

Required Courses .................................................................................................................. 18 hours
HIST 1111. World History to the Mid-17th Century
HIST 1112. World History since the Mid-17th Century
HIST 2212. Pivotal Moments in Recent U.S. History
HIST 2280. Introduction to Historiography
HIST 4480. Historiography
POSC 1101. American Government

Elective Courses .................................................................................................................. 18 hours
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.

**BACHELOR OF ARTS**

**PROGRAM OF STUDY**

**Major: History Education**

The history education major requires 71 hours.

In order to successfully complete this program, students must be admitted to the Teacher Education program and adhere to all of the requirements. These can be found on Page 189.

(Course descriptions begin on Page 270.)

Piedmont’s undergraduate secondary education program addresses the continuing shortage of highly qualified teachers in Georgia. Designed to produce 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 college 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.

**Required Non-content Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1199</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2251</td>
<td>Professional Practices I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3111</td>
<td>Professional Practice II</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3151</td>
<td>Professional Practice III</td>
<td>3</td>
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<tr>
<td>EDUC 3355</td>
<td>Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 4497</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 3301</td>
<td>Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 3334</td>
<td>Social Science Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4440</td>
<td>Reading and Writing in the Content Fields</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3311</td>
<td>Psychology of Adolescence</td>
<td>3</td>
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</tbody>
</table>

**Apprenticeship Sequence**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4400</td>
<td>Facilitating Learning and Assessment I</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 4401</td>
<td>Facilitating Learning and Assessment II</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 4498</td>
<td>Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 4499</td>
<td>Internship II</td>
<td>3</td>
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</table>

**Content Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1111</td>
<td>World History to the Mid-17th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1112</td>
<td>World History Since the Mid-17th Century</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3333</td>
<td>Geography for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3306</td>
<td>Economics for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2212</td>
<td>Pivotal Moments in Recent U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 2280</td>
<td>Introduction to Historiography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3301</td>
<td>U.S. History to 1836</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3302</td>
<td>U.S. History 1836-1912</td>
<td>3</td>
</tr>
<tr>
<td>HIST 3330</td>
<td>History of Georgia</td>
<td>3</td>
</tr>
</tbody>
</table>
Students admitted to the secondary education cohort during their general education program will enroll in the one (1) hour Explorations class. Transfer students and Piedmont students who declare a secondary education major at the start of their junior year will be required to enroll in Explorations for three (3) hours credit in order to introduce previously developed strands explored during the earlier general education sequence. Students who opt for secondary education after the fall of their junior year will be advised to pursue the Dual-Degree Program. (See Page 200 for details.)

*The elective must address state (GPS) and NCSS Standards pertaining to non-Western and non-European courses.

**Major: History—Dual Degree**

Students anticipating a career teaching history in grades 6–12 may pursue either (a) the program beginning in the freshman year leading toward certification at the T-4 (bachelors) level (as previously described) or (b) the Dual-Degree major leading toward certification at the T-5 (masters) level.

Students may enter the T-4 program up to the first semester of the junior year. After that the Dual-Degree major is the only option.

The following courses should be included in a student’s program of study to adequately prepare them for teaching responsibilities and GACE II:

**Required Courses**

- EDSE 3366. Practicum & Foundations (Secondary Education)
- HIST 1111. World History to the Mid-17th Century
- HIST 1112. World History since the Mid-17th Century
- HIST 2212. Pivotal Moments in Recent U.S. History
- HIST 2280. Introduction to Historiography
- HIST 3301. U.S. History to 1836
- HIST 3302. U.S. History 1836-1912
- HIST 3330. History of Georgia
- HIST 4480. Historiography
- HIST (3000 level or above)*
- HIST (3000 level or above)*
- POSC 1101. American Government
- POSC 3315. Georgia Politics

*At least one course must be in non-Western/non-European area.

**NOTE Fast Track Admissions: Education Only**

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

**Minor: History**

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.

Course Descriptions Start on Page 270.
INTERDISCIPLINARY STUDIES (IDIS)
The Interdisciplinary Studies Program at Piedmont College offers a B.A. and a B.S. in Interdisciplinary Studies; a B.A. in Art Therapy; a B.A. in International Studies; a B.A. in Leadership Studies; and minors in Women’s Studies and Film Studies.

B.A. or B.S. in Interdisciplinary Studies
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 three previously taken majors 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 School of Arts and Sciences, it is open to all Piedmont students who meet the admissions requirements. Programs across schools 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 College, students majoring in interdisciplinary studies must receive at least a C in the approved major courses which will a total a minimum of 45 credit hours, including the capstone course, 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 Start on Page 270.

BACHELOR OF ARTS

PROGRAM OF STUDY

Major: Art Therapy

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. The
major consists of 64 credit hours that include both art and psychology courses.

**Required Art courses** ........................................................................................................39 hours

**Art Foundations**
- ART 1120. Drawing I
- ART 1130. Two Dimensional Design
- ART 1140. Three Dimensional Design
- ART 2200. Drawing II
- ART 2270. Painting I

**Studio Courses** ...........................................................................................................12 hours
Select four courses from photography, ceramics, sculpture, drawing, painting, and graphic design

**Art History** ......................................................................................................................9 hours
- ART 2301. Art History: Prehistory to Renaissance
- ART 2302. Art History: Renaissance to Present
- ART 4430. Art Criticism

**Senior Exhibition/Capstone** ........................................................................................3 hours
- ART 4450. Senior Capstone Seminar and Exhibition

**Required Psychology courses** ..........................................................................................25 hours
- EDUC 3355. Exceptional Child
- PSYC 1101. General Psychology
- PSYC 2201. Psychological Inquiry and Writing
- PSYC 2202. Research Methods and Statistics
- PSYC 2290. Human Growth and Development
- PSYC 3381. Theories of Personality
- PSYC 3382. Intro to Counseling
- PSYC 4415. Abnormal Psychology
- PSYC 4441. Internship in Human Services

NOTE: See course descriptions in the appropriate sections of HIST, POSC, PSYC, and SOCI.

**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.

**BACHELOR OF ARTS**

**PROGRAM OF STUDY**

**Major: International Studies**
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.

**Required courses** ............................................................................................................27 hours
- ANTH 2250. Cultural Anthropology
- BUSA 4030. Survey of Marketing and Management
- BUSA 4990. Special Topics (International Experience)
- BUSA 1210. Principle of Economics
- MCOM 1500. Mass Media Survey
Students will also complete a series of foreign language courses in one language to increase their ability to communicate in the language and to learn about the culture of interest beyond the 1101-1102 level.

Choose one of the following language series as part of the major ......................... 9 hours
FREN 2201, FREN 2202, FREN 3360, GRMN 2201, GRMN 2202, GRMN 3360,
JPNS 2201, JPNS 2202, JPNS 3360, SPAN 2201, SPAN 2202, SPAN 3360

Choose one course from each area below ............................................................. 9 hours

**English:**
- ENGL 4402. Medieval Literature
- ENGL 4426. Twentieth-Century British Literature
- ENGL 4401. Seminars in World Literature
- ENGL 4429. Multicultural Literature

**History:**
- HIST 3310. Twentieth-Century Europe
- HIST 3320. History of England to 1714
- HIST 3340. Latin America
- HIST 3390. Modern Southeast Asia
- HIST 4430. History of Spain
- HIST 4440. History of Modern Germany

**Culture:**
- IDIS 3305. Cultural Exploration
- SPAN 3300. Spanish Culture and Civilization

It is recommended that students take the following courses to satisfy General Education requirements and to prepare for the International Studies major:

- RELG 1101. Religions of the World
- SOCI 1101. Introduction to Sociology
- ENGL 2202. World Literature from the Renaissance
  or
- ENGL 2220. Ethnic American Literature

**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.
Minor: Film Studies
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, with the rest selected from the following courses:

- MCOM 1500. Mass Media Survey
- MCOM 2400. Television Production I
- ENG 3322. Film and Literature
- SOCI 3355. Society, Politics, and Cinema: Film as Sociology
- SPAN 4435. Ibero-American Cinema
- GRMN 4435. German Cinema
- ENGL 4481. Seminar in Film

Minor: Social Justice
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.

Two courses in contemporary gender, racial/ethnic, social inequality and/or social class issues, and both courses cannot come from the same prefix (PHIL/RELG is one prefix) ................................................................. (6 hours)

- ANTH 2250. Cultural Anthropology
- BUSA 4550. Leadership
- PHIL/RELG 3305. Ethics
- PHIL/RELG 3306. Applied Ethics
- PHIL/RELG 3325. Environmental Ethics
- PSYC 3303. Social Psychology
- SOCI 2210. Social and Cultural Problems
- SOCI 3302. Contemporary Social Theory
- SOCI 3304. Feminist Theories
- SOCI 3357. Sociology of Gender and Sexuality
- SOCI 4410. Ethnic and Racial Minorities
- SOCI 4420. Structured Social Inequality

One course in government institutions ............................................................... 3 hours

- ECPA 3301. Home, School and Community Relationships
- POSC 1101. American Government
- POSC 4405. Global Issues
One course in working with the socially disadvantaged ..............................................3 hours

EDUC 3355. Exceptional Children
EDUC 4401. The Multicultural Classroom
PSYC 3360. Sensation and Perception
PSYC 4415. Abnormal Psychology

One course practicum with a local social service agency ........................................3 hours

PSYC 4441. Internship in Human Services
SOCI 3398. Internship

Piedmont College 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.

Minor: Women’s Studies

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.

The remaining 12 hours are chosen from the following:

PSYC 2260. Psychology of Women
ENGL 2221. Women Writers
PSYC 4441. Internship
SOSC 3398. Internship
HIST 3305. History of Women
SOCI 3357. Sociology of Gender and Sexuality
SOCI 4450. Family Violence

*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.

Orientation to College Life

The department also administers the PDMT 1101 course, a course for entering freshmen students that provides orientation to college life as well as an introduction to the liberal arts.
Major: Leadership Studies
Leadership Studies is a major designed for students who have finished some college or who have earned some college credit and would now like to earn a bachelor’s degree. Most students pursuing this major are already working and need the bachelor’s degree to move upward within their organization. For this reason, the major requires students to complete two concentrations so the student can gain knowledge and expertise relative to his/her current position. Concentrations are available in Communications, Health Care Leadership, Human Behavior, and Organizational Leadership:

Communications
Students develop an understanding of communication theory and how to translate this to practice. Emphasis is on speaking and writing skills, as well as experience in developing media literacy. Competencies in critical thinking and problem-solving are explored throughout the program.

Health Care Leadership
Medical and health services managers, also called health care executives or health care administrators, plan, direct, and coordinate medical and health services. They might manage an entire facility or specialize in managing a specific clinical area or department, or manage a medical practice for a group of physicians. Medical and health services managers must be able to adapt to changes in health care laws, regulations, and technology.

Human Behavior
Students will focus on personal development through an understanding of world views grounded in psychological and sociological theories which help to explain human behavior. Students will be able to apply human behavior principles to their personal and professional lives.

Organizational Leadership
Students will examine leadership styles and models, develop leadership potential, and increase critical and strategic thinking abilities.

The major in Leadership Studies consists of 39 semester hours.

All majors are required to take the following courses (15 hours):

- **BUSA 4550.** Leadership
- **ENGL 3335.** Technical Writing
- **SOCI 2210.** Social and Cultural Problems
- **IDIS 3300.** Cultural Creativity
- **IDIS 4499.** Interdisciplinary Capstone Course

Choose two concentrations (12 hours each)

**Health Care Leadership**
- **HSCS 1105.** Medical Terminology
- **HSCS 3395.** Cross-Cultural Health
HSCS 4411. Health Policy, Law, and Issues
BUSA 3010. Management

Communications
MCOM 1500. Mass Media Survey
MCOM 3300. Media, Society & Technology
MCOM 3800. Media Management
SOCI 3375. Social and Cultural Change

Organizational Leadership
ACCT 2010. Accounting I
ACCT 2020. Accounting II
BUSA 3010. Management
BUSA 3700. Project Management

Human Behavior
BUSA 3310. Organizational Behavior/ Industrial Psychology
PSYC 2290. Human Growth and Development
PSYC 3303. Social Psychology
SOCI 3375. Social and Cultural Change

Course Descriptions Start on Page 270.
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 Start on Page 270.
MASS COMMUNICATIONS (MCOM)
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 objectives of Piedmont College’s program of study in mass communications are: (1) to provide students with a basic understanding of television, radio and Internet broadcasting, advertising and promotion, communications networks, journalism, and the effects of media on society; (2) to provide students with the knowledge to work successfully in organizations utilizing mass media technologies and developing mass media content; and (3) to prepare students for graduate studies in mass communications.

BACHELOR OF ARTS
PROGRAM OF STUDY
Individuals working in mass media-related organizations must understand the following: television, radio, and Internet broadcasting; telecommunications networks; managing and writing for electronic and print media; visual communications, advertising and promotion; film studies; managing media organizations; and the ethical, sociological and legal effects of mass media on business and society. Therefore, students majoring in mass communications must successfully complete a 42-hour sequence (15 courses) in those academic areas.

The specific required courses for the major are as follows: ........................................33 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MCOM 1500</td>
<td>Mass Media Survey</td>
</tr>
<tr>
<td>MCOM 2200</td>
<td>Media Writing I</td>
</tr>
<tr>
<td>MCOM 2300</td>
<td>Media Writing II</td>
</tr>
<tr>
<td>MCOM 2400</td>
<td>Television Production I</td>
</tr>
<tr>
<td>MCOM 2500</td>
<td>Radio Production I</td>
</tr>
<tr>
<td>MCOM 3200</td>
<td>Web Applications for Mass Media</td>
</tr>
<tr>
<td>MCOM 3700</td>
<td>Advertising and Communications</td>
</tr>
<tr>
<td>MCOM 3800</td>
<td>Media Management</td>
</tr>
<tr>
<td>MCOM 4200</td>
<td>Telecommunications &amp; Globalization</td>
</tr>
<tr>
<td>MCOM 4300</td>
<td>Communications Law and Ethics</td>
</tr>
<tr>
<td>MCOM 4900</td>
<td>Professional Development in Mass Comm.</td>
</tr>
<tr>
<td>MCOM 4999</td>
<td>Advanced Studies in Mass Media</td>
</tr>
</tbody>
</table>

Electives: Select at least 9 hours from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCOM 2250</td>
<td>Copyediting</td>
</tr>
<tr>
<td>MCOM 2275</td>
<td>Magazine Workshop</td>
</tr>
<tr>
<td>MCOM 2350</td>
<td>Investigative Reporting</td>
</tr>
<tr>
<td>MCOM 3001-3010</td>
<td>Practicum*</td>
</tr>
<tr>
<td>MCOM 3050</td>
<td>Mass Media Internship</td>
</tr>
<tr>
<td>MCOM 3100</td>
<td>Special Topics in Mass Media</td>
</tr>
<tr>
<td>MCOM 3250</td>
<td>Mass Media Technology: Layout and Design</td>
</tr>
<tr>
<td>MCOM 3300</td>
<td>Media, Technology and Society</td>
</tr>
<tr>
<td>MCOM 3400</td>
<td>Television Production II</td>
</tr>
<tr>
<td>MCOM 3450</td>
<td>Editing and Graphics for TV and Film</td>
</tr>
<tr>
<td>MCOM 3500</td>
<td>Radio Production II</td>
</tr>
</tbody>
</table>
MCOM 3600. Announcing for Radio and TV  
MCOM 3650. Sportscasting  
MCOM 3750. Electronic Media Sales and Programming  
MCOM 3900. Public Relations

*Practicum can be repeated with approval of a mass communications faculty advisor. The practicum requires 30 hours of documented work and a paper.

**Minor: Mass Communications**
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, 2200, 2300, 2400, and 2500. One course may be selected from MCOM 3200, 3700, 3800, 4200, or 4300.

**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 College’s internship program in mass communications opens the door for students to easily migrate from academia to industry.

**Course Descriptions Start on Page 270.**
FACULTY
Professors Hardy, Heydari, Nimmo, and Rogers
Associate Professors Edge and H. Menzel
Assistant Professor Berglund, Torrance

MATHEMATICS (MATH)
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.

BACHELOR OF SCIENCE
PROGRAM OF STUDY
Major: Mathematics

The major requires 47 hours (a minimum of 15 courses) in mathematics including the general education math requirements:

Required Courses..................................................................................................................29 hours
MATH 2300. Discrete Mathematics
MATH 2450. Calculus I
MATH 2460. Calculus II
MATH 2470. Calculus III
MATH 3000. Introduction to Differential Equations
MATH 3550. Linear Algebra
MATH 3600. Abstract Algebra
MATH 4950. Directed Independent Research
MATH 4960. Senior Seminar

Elective Courses ................................................................................................................................. 18 hours
Six additional courses must be taken in mathematics. You may choose from any mathematics course numbered 3000 or above to meet this requirement.

BACHELOR OF SCIENCE
PROGRAM OF STUDY
Major: Applied Mathematics

The program of study for the major in applied mathematics is designed for students interested in how mathematical techniques can be applied to solve problems in the natural sciences, social sciences, and other areas. Completion of the program prepares students to be successful either in the career field or graduate studies.

The major requires 55 hours in mathematics, physics, and computer science, including the general education math requirements:

Required Courses ................................................................................................................................. 46 hours
CSCI 1371. Computer Programming
MATH 2300. Discrete Mathematics
MATH 2450. Calculus I
MATH 2460. Calculus II
MATH 2470. Calculus III
MATH 3000. Introduction to Differential Equations
MATH 3300. Probability and Statistics
MATH 3500. Elementary Numerical Methods
MATH 3550. Linear Algebra
MATH 4100. Mathematical Modeling
MATH 4950. Directed Independent Research
MATH 4960. Senior Seminar
PHYS 2110. General Physics I
PHYS 2120. General Physics II

Elective Courses ................................................................................................................................. 9 hours
Three additional math or physics courses numbered 3000 or above are also required.
## BACHELOR OF SCIENCE
## PROGRAM OF STUDY
### Major: Mathematics Education

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 college 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. These can be found on Page 189. (Course descriptions begin on Page 270.)

The mathematics education major requires 74 hours. (See descriptions for classes beginning on Page 270)

### Required Non-content Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1199.</td>
<td>Introduction to Education</td>
<td></td>
</tr>
<tr>
<td>EDUC 2251.</td>
<td>Professional Practices I</td>
<td></td>
</tr>
<tr>
<td>EDUC 3111.</td>
<td>Professional Practice II</td>
<td></td>
</tr>
<tr>
<td>EDUC 3151.</td>
<td>Professional Practice III</td>
<td></td>
</tr>
<tr>
<td>EDUC 3355.</td>
<td>Exceptional Children</td>
<td></td>
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<tr>
<td>EDUC 4497.</td>
<td>Classroom Management</td>
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<tr>
<td>EDSE 3301.</td>
<td>Secondary Methods</td>
<td></td>
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<tr>
<td>EDSE 3336.</td>
<td>Math Methods 6-12</td>
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</tr>
<tr>
<td>ENGL 4440.</td>
<td>Reading and Writing in the Content Fields</td>
<td></td>
</tr>
<tr>
<td>PSYC 3311.</td>
<td>Psychology of Adolescence</td>
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</tbody>
</table>

### Apprenticeship Sequence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 4400.</td>
<td>Facilitating Learning and Assessment I</td>
<td></td>
</tr>
<tr>
<td>EDSE 4401.</td>
<td>Facilitating Learning and Assessment II</td>
<td></td>
</tr>
<tr>
<td>EDSE 4498.</td>
<td>Internship I</td>
<td></td>
</tr>
<tr>
<td>EDSE 4499.</td>
<td>Internship II</td>
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</tbody>
</table>

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

### Content Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2100.</td>
<td>Elementary Statistics</td>
<td></td>
</tr>
<tr>
<td>MATH 2300.</td>
<td>Discrete Mathematics</td>
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<tr>
<td>Course</td>
<td>Title</td>
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</tr>
<tr>
<td>MATH 2450</td>
<td>Calculus I</td>
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<tr>
<td>MATH 2460</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 2470</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>MATH 3550</td>
<td>Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 3600</td>
<td>Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>or MATH 3400</td>
<td>Number Theory</td>
<td></td>
</tr>
<tr>
<td>MATH 3700</td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>MATH 4500</td>
<td>History and Development of Mathematics</td>
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</tr>
<tr>
<td>MATH 4950</td>
<td>Directed Independent Research</td>
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</tbody>
</table>

**ALSO at least two of the following seven courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3000</td>
<td>Introduction to Differential Equations</td>
</tr>
<tr>
<td>MATH 3300</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>MATH 3500</td>
<td>Elementary Numerical Methods</td>
</tr>
<tr>
<td>MATH 4100</td>
<td>Mathematical Modeling</td>
</tr>
<tr>
<td>MATH 4350</td>
<td>Advanced Studies in Mathematics</td>
</tr>
<tr>
<td>MATH 4600</td>
<td>Real Analysis</td>
</tr>
<tr>
<td>MATH 4700</td>
<td>Complex Analysis</td>
</tr>
</tbody>
</table>

MATH 2050 is strongly recommended as an elective to be taken by secondary education mathematics majors who plan to teach math in grades six, seven, or eight.

* These courses may also meet the General Education course requirements

**Dual-Degree: Mathematics for Secondary Education**

**B.S./M.A.T.**

To ensure the adequate preparation for mathematics majors choosing a career in secondary mathematics, the following courses must be taken either as a General Education Requirement for the Bachelor of Science or as part of the mathematics major. For the M.A.T. portion of the Dual-Degree, students are referred to the Graduate Section of this catalog.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2100</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>MATH 2300</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>MATH 2450</td>
<td>Calculus I</td>
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<tr>
<td>MATH 2460</td>
<td>Calculus II</td>
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<tr>
<td>MATH 2470</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 3000</td>
<td>Introduction to Differential Equations</td>
</tr>
<tr>
<td>MATH 3550</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MATH 3600</td>
<td>Abstract Algebra</td>
</tr>
<tr>
<td>MATH 3700</td>
<td>Geometry</td>
</tr>
<tr>
<td>MATH 4500</td>
<td>History and Development of Mathematics</td>
</tr>
<tr>
<td>MATH 4950</td>
<td>Directed Independent Research</td>
</tr>
<tr>
<td>MATH 4960</td>
<td>Senior Seminar</td>
</tr>
</tbody>
</table>

Additionally, at least four of the following courses must be taken to meet the requirements for the mathematics major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3300</td>
<td>Probability and Statistics</td>
</tr>
<tr>
<td>MATH 3500</td>
<td>Elementary Numerical Methods</td>
</tr>
<tr>
<td>MATH 4100</td>
<td>Mathematical Modeling</td>
</tr>
<tr>
<td>MATH 4350</td>
<td>Advanced Studies in Mathematics</td>
</tr>
<tr>
<td>MATH 4600</td>
<td>Real Analysis</td>
</tr>
</tbody>
</table>
MATH 4700. Complex Analysis

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.

**Minor: Mathematics**

A minor in mathematics requires a minimum of 18 hours (minimum of 5 courses) of course work to include:

- MATH 2300. Discrete Mathematics
- MATH 2450. Calculus I
- MATH 2460. Calculus II
- MATH 2470. Calculus III
- MATH Elective (numbered 3000 or above)

**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.

**Course Descriptions Start on Page 270.**
FACULTY
Professors P. Hayner, Hinson, and Mellichamp
Associate Professors Price, and Ringwall
Assistant Professor Pilkington

MUSIC (MUSC)
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 department 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.

BACHELOR OF ARTS
PROGRAM OF STUDY
All music majors, with the exception of keyboard majors, are required to enroll in class piano MUSC 1171-1174 every semester until they have satisfied the departmental piano proficiency requirement. 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 Music Department Handbook.

In addition, all music majors must take the music theory placement exam. Contact the department of music for more information.

Students majoring in music, regardless of concentration, must complete the following coursework, for a total of 46-50 credit hours:

**Music Theory**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1100</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1110</td>
<td>Aural Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 1120</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1130</td>
<td>Aural Skills II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 2100</td>
<td>Music Theory III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 2110</td>
<td>Aural Skills III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 2120</td>
<td>Music Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 2130</td>
<td>Aural Skills IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 3240</td>
<td>Arranging</td>
<td>2</td>
</tr>
</tbody>
</table>

**Music History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 3210</td>
<td>Music History I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 3220</td>
<td>Music History II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 3230</td>
<td>Music History III</td>
<td>3</td>
</tr>
</tbody>
</table>
Applied Music Lessons and Pedagogy - Primary Instrument .......... 15 hours minimum

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1910-4920</td>
<td>Applied Music Lessons 2 hours each, minimum of 12 hours</td>
</tr>
<tr>
<td>MUSC 4500</td>
<td>Applied Pedagogy 3 hours</td>
</tr>
</tbody>
</table>

**Piano Class** ........................................................................................................... 1-5 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1171-1174</td>
<td>Piano Class I-IV 1 hour each</td>
</tr>
<tr>
<td>MUSC 1175</td>
<td>Piano Class V (1 hour; required for keyboard majors)</td>
</tr>
</tbody>
</table>

All music majors must pass the Piano Proficiency Exam.

**Ensembles**

Required each semester; 0 hours count toward major but count in total hours toward graduation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1500, 1510, 1520, 1530, 1540, 1550</td>
<td>0-1 hour each</td>
</tr>
</tbody>
</table>

**Recital Attendance** ........................................................................................................... 0 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1900</td>
<td>Required each semester</td>
</tr>
</tbody>
</table>

**Capstone Course** ............................................................................................................ 3 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 4990</td>
<td>Senior Recital</td>
</tr>
</tbody>
</table>

**Senior Recital**

All music majors must present a senior level recital on their primary instrument of approximately one hour in length.

**Music Concentrations**

Students majoring in music may take a concentration in Church Music, Performance, or Performance with Master of Arts in Teaching Track. In addition to satisfying the general education and music requirements noted above, the following courses are required for each concentration:

**Church Music Concentration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 2300</td>
<td>Music in the Christian Church 3 hours</td>
</tr>
<tr>
<td>MUSC 3430</td>
<td>Choral Literature 2 hours</td>
</tr>
<tr>
<td>MUSC 3480</td>
<td>Beginning Conducting 2 hours</td>
</tr>
<tr>
<td>MUSC 4480</td>
<td>Advanced Conducting 2 hours</td>
</tr>
<tr>
<td>MUSC 4930</td>
<td>Church Music Internship I 1 hour</td>
</tr>
<tr>
<td>MUSC 4940</td>
<td>Church Music Internship II 1 hour</td>
</tr>
</tbody>
</table>

Religion courses. Students must complete a minimum of 12 credit hours in Religion above RELG 1101.

**Music Performance Concentration**

It is strongly suggested that students pursuing this concentration take a minimum of 14 hours of applied music lessons prior to taking MUSC 4990.

**Music Electives. Choose a minimum of three courses ......................... 6-9 hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 2300</td>
<td>Music in the Christian Church 3 hours</td>
</tr>
<tr>
<td>MUED 2500</td>
<td>Explorations in Music Education 2 hours</td>
</tr>
<tr>
<td>MUSC 3480</td>
<td>Beginning Conducting 2 hours</td>
</tr>
<tr>
<td>MUSC 3440</td>
<td>Diction I 2 hours</td>
</tr>
<tr>
<td>MUSC 3450</td>
<td>Diction II 2 hours</td>
</tr>
<tr>
<td>MUED 3500</td>
<td>Instrumental Techniques 2 hours</td>
</tr>
</tbody>
</table>
MUED 4100.  Music Education Methods I 3 hours
MUED 4200.  Music Education Methods II 3 hours
MUSC 4750.  Special Topics in Music  3 hours
  (may be repeated for credit)

Music Performance Concentration: Master of Arts in Teaching Track
This concentration is strongly suggested for those students wishing to pursue the Master of Arts in Teaching program.

MUSC 3480.  Beginning Conducting  2 hours
MUED 3500.  Instrumental Techniques  2 hours
MUSC 4480.  Advanced Conducting  2 hours
EDUC 3355.  Teaching Exceptional Children   3 hours

This course can be taken at the graduate level as EDUC 6655.

Minor: Music
Students choosing a minor in music must complete a minimum of 17-18 hours (number of courses varies) comprised of the following:

Required Courses
MUSC 1100.  Music Theory I 3 hours
MUSC 1110.  Aural Skills I  1 hour

Music History Electives
MUSC 2000.  History of Jazz and Rock Music  3 hours
MUSC 2300.  Music in the Christian Church  3 hours
MUSC 3210.  Music History I 3 hours
MUSC 3220.  Music History II 3 hours
MUSC 3230.  Music History III 3 hours

Music Theory, Performance and Pedagogy Electives
MUSC 1120  Music Theory II  3 hours
MUSC 1130  Aural Skills II  1 hour
MUED 2500  Explorations in Music Education  2 hours
MUSC 3440  Diction I  2 hours
MUSC 3450  Diction II  2 hours
MUSC 3480  Beginning Conducting  2 hours
MUED 3500  Instrumental Techniques  2 hours
MUED 4100  Music Education Methods I 3 hours
MUED 4200  Music Education Methods II 3 hours
MUSC 4480  Advanced Conducting  2 hours

Ensemble (minimum of 2 hours required)
MUSC 1500, 1510, 1520, 1530, 1540, 1550  0-1 hour each
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 1810-4820  Applied Music Lessons  1 hour each
MUSC 1910-4920  Applied Music Lessons  2 hours each
Career Options
A degree with a major in music 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 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 recertification 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
College 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.

Course Descriptions Start on Page 270.
MUSIC EDUCATION (MUED)

The Music Education program at Piedmont College provides extensive training and experience in teaching music and leads to certification in Music (B-12) in the state of Georgia.*

The following courses are offered as electives or required courses as a part of the Bachelor of Arts in Music Performance Concentration and the Performance-M.A.T. Track Concentration. Please refer to the section on MUSIC (Page 151) for detailed information on the requirements for those concentrations.

*Please note that Music Education degrees leading to teacher certification are offered on the graduate level only. Please refer to the Graduate Education section of the catalog (Page 226) for detailed information on the Master of Arts in Teaching in Music Education and the Master of Arts in Music Education courses of study and entrance requirements.

Music Education Courses (Undergraduate)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 2500</td>
<td>Explorations in Music Education</td>
<td>2</td>
</tr>
<tr>
<td>MUED 3500</td>
<td>Instrumental Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUED 4100</td>
<td>Music Methods, B-8</td>
<td>3</td>
</tr>
<tr>
<td>MUED 4200</td>
<td>Music Methods, 6-12</td>
<td>3</td>
</tr>
</tbody>
</table>

Career Options

A degree 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 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.

Course Descriptions Start on Page 270.
MUSICAL THEATRE (MTHE)

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.

BACHELOR OF ARTS

PROGRAM OF STUDY

Total Hours in Major ........................................................................................................... 57-60 hours

Requirements in Music........................................................................................................ 22-25 hours

MUSC 1910-2920. Applied Voice (2 hrs each) 8 hours minimum
must pass Sophomore Barrier

MUSC 1171-1174. Piano Class 1-4 hours
must pass piano proficiency exam

MUSC 3440. Diction I-English, Italian 2 hours

MUSC 1100. Music Theory I 3 hours

MUSC 1110. Aural Skills I 1 hour

MUSC 1120. Music Theory II 3 hours

MUSC 1130. Aural Skills II 1 hour

MUSC 3210, 3220, 3230. Music History I, II, III—choose 1 3 hours

*MUSC 1500/1510/1530/1550. Vocal Ensembles 1 hour each. At least one hour is required each semester.

*0 hours toward major. Hours count toward graduation.

Requirements in Theatre.................................................................................................. 31 hours

THTR 1110. Ballet 1 hour

THTR 1111. Tap 1 hour

THTR 1112. Jazz Dance 1 hour

THTR 1113. Modern Dance 1 hour

THTR 1150/THTR 1151. Theatre Practicum 3 hours min.
(1 must be in Acting, 1 in Tech, 1 flexible)

THTR 2205. Introduction to Technical Theatre 3 hours

THTR 2210. Fundamentals of Acting 3 hours

THTR 2220. Stage Movement and Dance 3 hours

THTR 3301 or THTR 3302. Theatre History—choose 1 3 hours

THTR 3310. Advanced Acting 3 hours

THTR 3314. Audition Techniques and Professional Development (taken with capstone course) 3 hours

THTR 4410. Fundamentals of Directing 3 hours

Choose one course: ........................................................................................................... 3 hours

THTR 3305. Introduction to Scenic Design 3 hours

THTR 3319. Costume Design 3 hours
Requirements in Musical Theatre ......................................................... 4 hours

MTHE 3000.  Music Theatre History  3 hours

MTHE 4900.  Musical Theatre Capstone  1 hour
(taken concurrently with THTR 4414)

Course Descriptions Start on Page 270.
PHILOSOPHY AND RELIGION (PHIL/RELG)

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 the areas of law and divinity. 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
(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.

**BACHELOR OF ARTS**

**PROGRAM OF STUDY**

The major consists of 30 semester hours beyond the general education requirement. A core of 18 semester hours is required of all majors, and the remaining 12 semester hours consist of religion or philosophy electives. (Note: a philosophy or religion elective must be used to satisfy the general education requirement.)

**Core: ......................................................................................................................... 18 hours**

- PHIL 1101. Introduction to World Philosophy
- RELG 1101. Religions of the World
- PHIL 1102. Critical Thinking
- RELG 2221. Introduction to the Old Testament
  or RELG 2222. Introduction to the New Testament
- PHIL/RELG 3305. Ethics
- PHIL 4499/RELG 4499. Senior Seminar in Philosophy or Religion

**Electives: .............................................................................................................. 12 hours from the following:**

**Philosophy:**

- PHIL 2201. History of Philosophy I — Ancient and Medieval
- PHIL 2202. History of Philosophy II — Modern and Contemporary
- PHIL 2210. Symbolic Logic
- PHIL 3301. Metaphysics
- PHIL 3303. Epistemology
- PHIL 4400. Special Topics in Philosophy
- PHIL/RELG 4425. Philosophy of Religion
- PHIL 4490. Independent/Directed Study
- PHIL 4499. Senior Seminar in Philosophy – If not taken as...
Religion:

MUSC 2300. Music in the Christian Church

RELG 2201. Religious Movements in North America

RELG 2221. Introduction to the Old Testament – If not taken as part of the major core courses.

RELG 2222. Introduction to the New Testament – If not taken as part of the major core courses.

RELG 2254. History of Christianity

RELG 3301. Introduction to Theology

RELG 3312. Hebrew Prophets

RELG 3313. Life of Jesus

RELG 3314. Life and Teachings of Paul

RELG 4400. Special Topics in Religion

RELG/PHIL 4425. Philosophy of Religion

RELG 4490. Independent/Directed Study

RELG 4499. Senior Seminar in Religion – If not taken as part of the major core courses.

Minor: Philosophy

The minor in philosophy requires 15 semester hours in philosophy.

Minor: Religion

The minor in religion requires 15 semester hours in religion.

Course Descriptions Start on Page 270.
PHYSICS (PHYS)

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.

BACHELOR OF SCIENCE

PROGRAM OF STUDY

Major: Applied Physics

The major requires 66 hours, including the general education math and physics requirements.

**Required physics courses**..............................................................39 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2110</td>
<td>General Physics I</td>
</tr>
<tr>
<td>PHYS 2120</td>
<td>General Physics II</td>
</tr>
<tr>
<td>PHYS 3100</td>
<td>Classical Mechanics</td>
</tr>
<tr>
<td>PHYS 3200</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>PHYS 3300</td>
<td>Thermal and Statistical Physics</td>
</tr>
<tr>
<td>PHYS 3010</td>
<td>Advanced Physics Lab I</td>
</tr>
<tr>
<td>PHYS 3020</td>
<td>Advanced Physics Lab II</td>
</tr>
<tr>
<td>PHYS 3990</td>
<td>Philosophy and Methodology of Science</td>
</tr>
<tr>
<td>PHYS 4100</td>
<td>Materials</td>
</tr>
<tr>
<td>PHYS 4400</td>
<td>Electricity and Magnetism</td>
</tr>
<tr>
<td>PHYS 4500</td>
<td>Fluids</td>
</tr>
<tr>
<td>PHYS 4600</td>
<td>Circuits</td>
</tr>
<tr>
<td>PHYS 4800</td>
<td>Quantum Mechanics</td>
</tr>
<tr>
<td>PHYS 4950</td>
<td>Science Seminar</td>
</tr>
<tr>
<td>PHYS 4980</td>
<td>Senior Research</td>
</tr>
</tbody>
</table>

**Required math courses**..........................................................15 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2450</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 2460</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 2470</td>
<td>Calculus III</td>
</tr>
<tr>
<td>MATH 3000</td>
<td>Introduction to Differential Equations</td>
</tr>
</tbody>
</table>
Math Electives ........................................................................................................ 12 hours
In addition, 12 hours of math courses numbered 3000 or above are required.

The following math courses are recommended to fulfill these requirements:

- MATH 4700. Complex Analysis
- MATH 4000. Advanced Differential Equations
- MATH 3550. Linear Algebra
- MATH 3500. Elementary Numerical Methods

**BACHELOR OF SCIENCE**

**PROGRAM OF STUDY**

**Major: Engineering Physics**

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 College 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 College. Because of the special nature of the dual-degree program, the baccalaureate degree will not be conferred by either Piedmont College 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 College in order to transfer to Georgia Tech under this program.

**Required Engineering Physics courses:**

- MATH 2450. Calculus I
- MATH 2460. Calculus II
- MATH 2470. Calculus III
- MATH 3000. Introduction to Differential Equations
- MATH 3550. Linear Algebra
- PHYS 2110. General Physics I
- PHYS 2120. General Physics II
- PHYS 3010. Adv Physics Lab I
- PENG 2000. Engineering Statics

Any two PHYS 3000 or higher courses (except PHYS 4600 Circuits)

- CHEM 1101. General Chemistry I
- CLAB 1101. General Chemistry I Lab
- PHIL (RELG) 3305. Ethics
- CSCI 1371. Computer Programming

The following courses must be taken as part of the general education requirements:

- HIST 1111. World History to the mid 17th Century
- HIST 1112. World History since the mid 17th Century
- POSC 1101. American Government

Students will also need the following to meet Georgia Tech requirements:

- BUSA 1210. Principles of Economics
Students who decide to major in Chemical Engineering at Georgia Tech will also need to take BIOL 1101 and BLAB 1101, General Biology I. Students who decide to major in Aerospace, Biomedical, Chemical, or Material Science Engineering will also need to take CHEM 1102 and CLAB 1102, General Chemistry II. Students who do not choose one of these majors will have four additional elective hours towards the 90 hours required at Piedmont College prior to enrolling at Georgia Tech.

These courses, plus the general education requirements, will give a student 90 hours at Piedmont College. Once the student completes the Engineering degree program at Georgia Tech, 30 hours are transferred back Piedmont College to complete the 120 hours needed for a Bachelor of Science in Engineering Physics.

**Minor: Physical Science**

The minor in physical science requires 16 hours of course work (number of courses varies) to include the following:

- PHYS 2110. General Physics I
- PHYS 2120. General Physics II

An additional eight hours chosen from chemistry courses numbered 3000 or above.

**Minor: Physics**

A minor in physics requires a minimum of 18 hours of course work to include:

- PHYS 2110. General Physics I
- PHYS 2120. General Physics II

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.

**Course Descriptions Start on Page 270.**
FACULTY
Associate Professor Frye

POLITICAL SCIENCE (POSC)
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.

BACHELOR OF ARTS
PROGRAM OF STUDY
The major in Political Science consists of 39 semester hours (13 courses). All majors are required to take the following courses.

Political Science Major..................................................................................................................39 hours

Required Courses..........................................................................................................................24 hours
POSC 1101. American Government
POSC 3300. Comparative Politics
POSC 3310.* Research Methods and Analysis
POSC 3315. Georgia Politics
POSC 3340. Political Ideologies
POSC 3360. International Relations
POSC 4480.** Senior Seminar
MATH 2100. Elementary Statistics

* Only offered in the fall semester
** Only offered in the spring semester

Elective Courses......................................................................................................................15 hours
Select five elective courses from the following list:
CRJU 1290. Introduction to Criminal Justice
CRJU 4430. Homeland Security and Terrorism
POSC 3330. National Political Issues
POSC 3350. Governmental Institutions
POSC 3370. Adjudication Processes
POSC 3380. International Law
POSC 4405. Global Issues
POSC 4415. Criminal Law and Procedure
POSC 4475. Selected Topics
SOSC 3398. Internship
Minor: Political Science
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.

Course Descriptions Start on Page 270.
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 College. 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 College 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 College pre-law advisor, Tony Frye, associate professor of political science.
PSYCHOLOGY (PSYC)

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 College 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.

BACHELOR OF ARTS

PROGRAMS OF STUDY

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.

The major in psychology consists of 46 hours.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1101</td>
<td>General Psychology</td>
</tr>
<tr>
<td>PSYC 2201</td>
<td>Psychological Inquiry and Writing</td>
</tr>
<tr>
<td>PSYC 2202</td>
<td>Intro to Research Methods and Statistics</td>
</tr>
<tr>
<td>PSYC 4401</td>
<td>History &amp; Systems</td>
</tr>
<tr>
<td>PSYC 4495</td>
<td>Advanced Experimental Psychology</td>
</tr>
<tr>
<td>MATH 2100</td>
<td>Elementary Statistics</td>
</tr>
</tbody>
</table>

Choose three of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2290</td>
<td>Human Growth and Development</td>
</tr>
<tr>
<td>PSYC 3360</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td>PSYC 3380</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>PSYC 4410</td>
<td>Cognitive Psychology</td>
</tr>
</tbody>
</table>

Choose two of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 3303</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSYC 3381</td>
<td>Theories of Personality</td>
</tr>
<tr>
<td>PSYC 4415</td>
<td>Abnormal Psychology</td>
</tr>
</tbody>
</table>

Choose five more PSYC courses

Minor: Psychology

The minor in psychology consists of 19 hours. Psychology minors are required to take PSYC 1101 General Psychology and PSYC 2201 Psychological Inquiry and Writing as well as an 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.

Course Descriptions Start on Page 270.
FACULTY
Assistant Professors Edmond, Jacobs, and Lovern

SOCIOLOGY (SOCI)
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.

Sociology is the scientific and critical study of how and why modern societies operate the way they do, including the relationships among the various social institutions; how and why societies influence what individuals can do, including the development of self; and how and why individuals produce and reproduce (socially construct) social life through everyday activities. This means that students who study sociology at Piedmont College ought to develop several sensitivities: critical, cultural, historical and moral.

No matter what social roles a person plays throughout life, an appreciation of the sociological perspective will be of benefit. The ability to perform these various roles will be enhanced because of five things. The first is the ability to think sociologically, to identify the various social forces or conditions which hinder or help. The second is the ability to relate the criminal justice system to the broader society of which it is a part. The third is the ability to solve problems, to use acquired analytical and research skills. The fourth is the ability to appreciate and understand the diversity of cultures. The fifth is the ability to use the sociological perspective to make the world a better place for all individuals.

BACHELOR OF ARTS
PROGRAM OF STUDY
The major in Sociology consists of 33 hours.

Required Courses ........................................................................................................................................ 18 hours
SOCI 1101. Introduction to Sociology
SOCI 3300. Classical Social Theory
SOCI 3302. Contemporary Social Theory
or SOCI 3304. Feminist Theories
or POSC 3340. Political Ideologies
SOCI 3310. Research Methods and Analysis
SOCI 4480. Senior Seminar
MATH 2100. Elementary Statistics

Electives Courses ........................................................................................................................................ 15 hours
SOCI 2210. Social and Cultural Problems
SOCI 3330. Police and Society
SOCI 3331. Juvenile Justice
SOCI 3335. History, Memory and the Holocaust
SOCI 3350. Marriage and the Family
SOCI 3355. Society, Politics, and the Cinema: Film as Sociology
SOCI 3357. Sociology of Gender and Sexuality
SOCI 3375. Social and Cultural Change
SOCI 3390. Deviant Behavior
SOSC 3398. Internship
Minor: Sociology
A minor in Sociology requires 15 hours of course work in sociology. Twelve hours must be selected from upper division (3000-4000 level) courses.

Career Options
Possible career choices include business, industry, human and social services, education, and federal and state civil service careers. Piedmont College 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.

Course Descriptions Start on Page 270.
Assistant Professors Martin and Hauck

SPANISH (SPAN)
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 College 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 College 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.

BACHELOR OF ARTS
PROGRAM OF STUDY
Major: Spanish
A major in Spanish requires a minimum of 30 hours (the number of courses varies) in Spanish beyond SPAN 1101 and 1102 (Elementary Spanish); for at least two classes, students are encouraged to study abroad for one summer term or one regular semester in a Spanish speaking country/region.

Requirements: Two 2000-level SPAN courses, seven 3000-4000 level SPA courses, and SPAN 4499.

BACHELOR OF ARTS
PROGRAM OF STUDY
Major: Spanish Education
The Bachelor of Arts in Spanish Education provides courses leading to certification in Spanish at the B-12 level. Students must pass a Spanish Portfolio in order to be recommended
The major in Spanish Education requires 66 hours.

In order to successfully complete this program, students must be admitted to the Teacher Education program and adhere to all of the requirements. These can be found on Page 189. (Course descriptions begin on Page 270.)

**Required Content Courses** ................................................................. 27 hours

- **SPAN 2201.** Intermediate Spanish I 3 hours
- **SPAN 2202.** Intermediate Spanish II 3 hours
- **SPAN 2205.** Spanish Conversation 3 hours
- **SPAN 3300.** Spanish Culture and Civilization 3 hours
- **SPAN 3305.** Spanish-American Culture and Civilization 3 hours
- **SPAN 3340 or 3341.** Survey of Spanish Literature I or II 3 hours
- **SPAN 3350 or 3351.** Survey of Spanish-American Literature I or II 3 hours
- **SPAN 4400.** Spanish Linguistics 3 hours
- **SPAN 4481.** Special Topics in the Spanish Linguistics 3 hours

**Required Certification Courses** ......................................................... 39 hours

- **EDUC 1199.** Introduction to Education 3 hours
- **EDUC 2251.** Professional Practices I 1 hour
- **EDUC 3111.** Professional Practice II 1 hour
- **EDUC 3151.** Professional Practice III 1 hour
- **EDUC 3355.** Exceptional Children 3 hours
- **EDUC 4401.** The Multicultural Classroom 3 hours
- **EDUC 3307.** Learning and Cognition 3 hours
- **PSYC 3311.** Psychology of Adolescence 3 hours
- **EDUC 4497.** Classroom Management 3 hours
- **EDUC 4498.** Senior Seminar: Reflection and Application 3 hours
- **EDUC 4499.** Internship II 9 hours
- **SPAN 4460.** Second Language Acquisition: Theory and Methodology 3 hours
- **SPAN 3370.** Practicum B-5 3 hours
- **SPAN 3371.** Practicum 6-12 3 hours

**Minor: Spanish**

A minor in Spanish consists of a minimum of 12 hours (the number of courses varies) beyond SPAN 1102 Elementary Spanish.

Requirements: Two 2000-level SPAN courses and two SPAN electives.
Double Major
Students may combine the Spanish major with any other major offered at the college, as Spanish language acquisition offers an important advantage for any profession, especially education, nursing, business, international studies, criminal justice, social sciences and the arts.

Course Descriptions Start on Page 270.
THEATRE ARTS (THTR & THED)
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, 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 College 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.

BACHELOR OF ARTS
PROGRAM OF STUDY
Major: Theatre Arts

The major requires a minimum of 43 hours, as follows:

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 1150</td>
<td>Technical Theater practicum</td>
<td>3</td>
</tr>
<tr>
<td>or THTR 1151</td>
<td>Acting Practicum</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2205</td>
<td>Fundamentals Of Technical Theater</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2210</td>
<td>Fundamentals Of Acting</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2215</td>
<td>Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THTR 3301</td>
<td>Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>THTR 3302</td>
<td>Theater History II</td>
<td>3</td>
</tr>
<tr>
<td>THTR 4410</td>
<td>Fundamentals of Directing</td>
<td>3</td>
</tr>
<tr>
<td>THTR 4460</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3311</td>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>or ENGL 4405</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 1150</td>
<td>Technical Theater practicum</td>
<td>1</td>
</tr>
<tr>
<td>or THTR 1151</td>
<td>Acting Practicum</td>
<td></td>
</tr>
<tr>
<td>THTR 2420</td>
<td>Selected Topics in Theatre</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3311</td>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4405</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>
And any other 2000-level or above theatre courses beyond those required above.

# BACHELOR OF ARTS
## PROGRAM OF STUDY
### Major: Design and Technical Theatre

The major requires a minimum of 51 credit hours.

<table>
<thead>
<tr>
<th>Required</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 1150. Technical Theater practicum</td>
<td>2 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 1151. Acting Practicum</td>
<td>1 hour</td>
<td></td>
</tr>
<tr>
<td>THTR 2205. Fundamentals of Technical Theater</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 2210. Fundamentals of Acting</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 2215. Script Analysis</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 3301. Theatre History I</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 3302. Theater History II</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 3305. Introduction to Scenic Design</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 4425. Advanced Technical Theatre</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 4460. Senior Project</td>
<td>3 hours</td>
<td></td>
</tr>
</tbody>
</table>

Choose three of the following courses................................................. 9 hours

<table>
<thead>
<tr>
<th>Choose three of the following courses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 2265. Makeup Design</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 3315. Sound Design</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 3317. Lighting Design</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 3318. Props Design</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 3319. Costume Design</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 3320. Stage Management</td>
<td>3 hours</td>
<td></td>
</tr>
</tbody>
</table>

Electives .......................................................................................... Choose 15 hours

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 2265. Makeup Design</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>(if not taken in required courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTR 2420. Selected Topics in Theatre</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>(may be repeated up to 12 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 3311. Drama</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>THTR 3317. Lighting Design</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>(if not taken in required courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTR 3319. Costume Design</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>(if not taken in required courses)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTR 4435. Advanced Scene Design</td>
<td>3 hours</td>
<td></td>
</tr>
</tbody>
</table>

And any other 2000-level or above theatre courses beyond those required above.
BACHELOR OF ARTS
PROGRAM OF STUDY
Major: Theatre for Youth

The major requires a minimum of 42 credit hours.

Required .................................................................................................................. 30 hours

THTR 1150. Technical Theater Practicum 3 hours required
or THTR 1151. Acting Practicum 2 hours maximum per course
THTR 2205. Fundamentals of Technical Theater 3 hours
THTR 2210. Fundamentals of Acting 3 hours
THTR 2215. Script Analysis 3 hours
THTR 2230. Children’s Theatre 3 hours
THTR 3301. Theatre History I 3 hours
THTR 3302. Theater History II 3 hours
THTR 4410. Fundamentals of Directing 3 hours
THTR 4420. Creative Drama 3 hours
THTR 4460. Senior Project 3 hours
THTR 2240. Theatre for Youth Production I 3 hours
or THTR 3340. Theatre for Youth Production II 3 hours

Electives ............................................................................................................... Choose 12 hours

ENGL 3311. Drama 3 hours
ENGL 4405. Shakespeare 3 hours
THTR 2240. Theatre for Youth Production I 3 hours
THTR 2420. Selected Topics in Theatre 3 hours
THTR 3340. Theatre for Youth Production II 3 hours

And any other 2000-level or above theatre courses beyond those required above.

BACHELOR OF ARTS
PROGRAM OF STUDY
Major: Drama Education

The Bachelor of Arts in Theater Education provides courses leading to certification in Drama at the B-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 College School of Education, pass appropriate GACE exams, attain pre-service certification, and pass a Theatre Portfolio in order 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. These can be found on Page 189. (Course descriptions for all classes begin on Page 270.)

Required Theatre Courses  24 Hours + 9 Theatre Elective hours = 33 Hours)
THTR 1150. Technical Theatre practicum
or THTR 1151. Acting Practicum (1 hour required. Maximum 3 hours)
THTR 2205. Fundamentals Of Technical Theatre 3 hours
THTR 2210. Fundamentals Of Acting 3 hours
THTR 2230. Children’s Theatre 3 hours
THTR 3301. Theatre History I 3 hours
THTR 3302. Theatre History II 3 hours
THED 3400. Drama Education 3 hours
THTR 4410. Fundamentals Of Directing 3 hours

Theatre Electives ................................. Choose at least 9 hours
THTR 2220. Stage Movement and Dance 3 hours
THTR 2420. Selected Topics In Theatre 3 hours
THTR 3305. Introduction to Scenic Design 3 hours
THTR 3310. Advanced Acting 3 hours
THTR 3312. Voice & Diction for the Stage 3 hours
THTR 3317. Lighting Design 3 hours
THTR 3319. Costume Design 3 hours
THTR 3320. Stage Management 3 hours
THTR 4420. Creative Drama 3 hours
THTR 2240. Theatre for Youth Production I 3 hours
or
THTR 3340. Theatre for Youth Production II 3 hours
ENGL 3311. Drama 3 hours
ENGL 4405. Shakespeare 3 hours

Required Education Courses ................................................................. 27 hours
EDUC 1199. Introduction To Education 3 hours
EDUC 2251. Professional Practice I 1 hour
EDUC 3111. Professional Practice II 1 hour
EDUC 3151. Professional Practice III 1 hour
EDUC 3337. Reading and Writing in Content Areas 3 hours
EDUC 3355. Exceptional Children 3 hours
EDUC 4401. The Multicultural Classroom 3 hours
THED 3360. Internship I (B-8) 3 hours
or
THED 3361. Internship I (9-12) 3 hours
PSYC 2290. Human Growth and Development 3 hours
or
EDUC 3307. Learning and Cognition 3 hours

Professional Semester:
EDUC 4497. Classroom Management 3 hours
EDUC 4498. Senior Seminar:
Reflection and Application 3 hours
or
THED 4499. Internship II 9 hours

Minor: Theatre Arts
A minor in theatre arts requires 15 hours (5 courses), including the following:
THTR 1100. Introduction to Theatre 3 hours
THTR 2210. Fundamentals of Acting 3 hours
THTR 3301. Theatre History I 3 hours
or THTR 3302. Theatre History II 3 hours

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 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.

Course Descriptions Start on Page 270.
WALKER SCHOOL OF BUSINESS

Dr. John M. Misner, Dean
Dr. Edward C. Taylor, Associate Dean

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

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

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 communicate effectively
- A clear perception of business ethics.

THE UNDERGRADUATE BUSINESS PROGRAM
Undergraduate students enrolled in the Walker School of Business work toward a Bachelor of Arts degree with a major in business administration. The major in business administration requires 12 business core courses (36 semester hours), 5 specific courses (15 semester hours) from the general education requirements, plus 7 courses (21 semester hours) from a business concentration. Concentrations are available in accounting, finance, general business, management, and marketing.

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.
FACULTY
Professors Misner, Nelms, E. Taylor
Senior Fellows Carlson, Keel, Sullivan
Associate Professor Sherrer
Fellows Maughon, Moery
Assistant Professors Moore, Perrella, Ryder, Waller, Warnock

BUSINESS ADMINISTRATION (BUSA)
A liberal arts foundation serves as the base for the business administration undergraduate major offered by the school. 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 “Maymester” 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 12 business core courses plus those courses for a specific concentration.

PROGRAM OF STUDY
Major: Business Administration

Business Core...........................................................................................................36 semester hours
ACCT 2010. Accounting I
ACCT 2020. Accounting II
BUSA 3210. Global Economics
BUSA 3010. Management
BUSA 3140. Business Law I
BUSA 3200. Marketing
BUSA 3400. Finance for Business
BUSA 3500. Quantitative Methods
BUSA 3700. Project Management
BUSA 4000. International Business
BUSA 4030. Management Information Systems
BUSA 4400. Strategic Management

Notes: BUSA 1210 (Principles of Economics), BUSA 2030 (Information Systems for Business), BUSA 2000 (Business Communication), MATH 2100 (Elementary Statistics), and MATH 1113 (Precalculus) or MATH 2110 (Calculus I) should be taken within the College general education core; otherwise they must be taken within the elective area. Three semester hours earned from BUSA 4990 (Business Directed “Maymester”) may be substituted for BUSA 4000.

Concentration Requirements.................................................................21 semester hours

For the major in business administration, each student must select a concentration in a specific field. Concentrations are available in Accounting, Finance, General Business, Management, and Marketing.

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
- ACCT 3010. Intermediate Accounting I
- ACCT 3020. Intermediate Accounting II
- ACCT 3100. Cost Accounting
- ACCT 4500. Advanced Accounting
- ACCT 4600. Auditing

E elective — Choose one from

- ACCT/BUSA 3306. Applied Ethics
- ACCT 3410. Financial Statement Analysis
- ACCT 3450. Accounting Information Systems
- ACCT 4700. Accounting Internship
- BUSA 4300. Entrepreneurship and New Venture Management
- BUSA 4310. Investment Management
- BUSA 3130. Financial Institutions and Markets
- BUSA 4990. Business Directed “Maymester”

Students interested in becoming a Certified Public Accountant (CPA) need to earn 30 semester hours in ACCT courses above ACCT 2010 and ACCT 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 3410 (Financial Statement Analysis), ACCT 4700 (Accounting Internship), ACCT/BUSA 6430 (Financial Investment Analysis), ACCT/BUSA 6500 (Corporate Financial Analysis), and ACCT/BUSA 6530 (Managerial Accounting).

**Finance Concentration**

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
- ACCT 3020. Intermediate Accounting II
- BUSA 3410. Financial Statement Analysis
- BUSA 3130. Financial Institutions and Markets
BUSA 4300. Entrepreneurship and New Venture Management
BUSA 4310. Investment Management

Elective: Choose one from:
- MATH 3550. Linear Algebra
- BUSA 3340. Sports Economics
- ACCT/BUSA 3306. Applied Ethics
- ACCT 3100. Cost Accounting
- ACCT 3450. Accounting Information Systems
- ACCT 4500. Advanced Accounting
- ACCT 4600. Auditing
- BUSA 4550. Leadership
- BUSA 4700. Finance Internship
- BUSA 4990. Business Directed “Maymester”

Notes: Finance students may take and substitute ACCT 3450 (Accounting Information Systems) for BUSA 4030 (Management Information Systems). If this is done, a Finance elective other than ACCT 3450 must be chosen.

General Business Concentration
The general business concentration is designed for students wishing to obtain a broad exposure to several functional areas of modern business. Electives should be chosen with the student’s specific career goals in mind. This concentration also prepares students for graduate study.

Concentration Requirements .................................................. 21 semester hours
BUSA 3410. Financial Statement Analysis
BUSA 4300. Entrepreneurship and New Venture Management
BUSA 4550. Leadership

Electives: Choose two from
- ACCT 3100. Cost Accounting
- BUSA 3340. Sports Economics
- BUSA 4100. Advertising & Promotion
- or MCOM 3700. Advertising and Communications
- BUSA 4310. Investment Management
- BUSA 4320. Human Resource Management
- BUSA 4700. Business Internship
- BUSA 4800. Quality Management

Electives: Choose two from:
- BUSA 3130. Financial Institutions and Markets
- BUSA 3250. Consumer Behavior
- BUSA/ACCT 3306. Applied Ethics
- BUSA 3310. Organizational Behavior
- BUSA 4250. Sales Management
- BUSA 4990. Business Directed Maymester
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 3410. Financial Statement Analysis
BUSA 4300. Entrepreneurship and New Venture Management
BUSA 4320. Human Resource Management
BUSA 4550. Leadership
BUSA 4800. Quality Management

Electives: Choose two from:
ACCT 3100. Cost Accounting
BUSA 3130. Financial Institutions and Markets
BUSA/ACCT 3306. Applied Ethics
BUSA 3310. Organizational Behavior
BUSA 3340. Sports Economics
BUSA 4250. Sales Management
BUSA 4310. Investment Management
BUSA 4700. Management Internship
BUSA 4990. Business Directed “Maymester”

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
BUSA 4300. Entrepreneurship and New Venture Management
BUSA 4350. Marketing Research
BUSA 4550. Leadership

Electives: Choose three from:
ACCT 3100. Cost Accounting
BUSA/ACCT 3306. Applied Ethics
BUSA 3340. Sports Economics
BUSA 3410. Financial Statement Analysis
BUSA 4100. Advertising & Promotion
or MCOM 3700. Advertising and Communications
BUSA 4120. Sports Marketing
BUSA 4250. Sales Management
BUSA 4700. Marketing Internship
BUSA 4990. Business Directed “Maymester”

Note: Students interested in the area of Sports Marketing should consider BUSA 3340 and BUSA 4120 as electives above.

General Business Minor for Non-business Majors (21 semester hours)
The general business minor is an added 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.

Minor Requirements
BUSA 1210. Principles of Economics
ACCT 2010. Accounting I
ACCT 2020. Accounting II
BUSA 3010. Management
BUSA 3200. Marketing
BUSA 3400. Finance for Business
BUSA 4300. Entrepreneurship and New Venture Management

Course Descriptions Start on Page 270.
FACULTY
Professors Misner, E. Taylor
Senior Fellows Carlson, Sullivan
Associate Professor Sherrer
Fellows Maughon, Moery
Assistant Professor Moore, Perella, Ryder, Waller, Warnock

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

Students graduating with a graduate business degree will have demonstrated

• A professional proficiency in the functional areas of business
• Effective critical thinking skills as applied to complex business problems
• Effective communication skills
• An understanding of the individual’s ethical responsibilities in a business environment
• The ability to formulate business strategy.

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

Piedmont equivalent course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2010</td>
<td>Financial Accounting</td>
<td>3 hours</td>
</tr>
<tr>
<td>ACCT 2020</td>
<td>Managerial Accounting</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 1210</td>
<td>Principles of Economics</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 3010</td>
<td>Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSA 3200</td>
<td>Marketing</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

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

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

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

### Required Courses for M.B.A.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSA 6100</td>
<td>Managerial Ethics</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 6200</td>
<td>Strategic Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 6220</td>
<td>Global Economic Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 6310</td>
<td>Leadership</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA/ACCT 6430.</td>
<td>Financial Investment Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA/ACCT 6500.</td>
<td>Corporate Financial Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA/ACCT 6530.</td>
<td>Managerial Accounting</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 6600.</td>
<td>Statistics for Value Chain Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 6610.</td>
<td>Project Management Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 6820.</td>
<td>Legal Environment and Strategic Human Resource Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 6900.</td>
<td>Governance and Strategic Management Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BUSA 6910.</td>
<td>Capstone of Contemporary Issues</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Course Descriptions Start on Page 270.
SCHOOL OF EDUCATION

Dr. Donald Gnecco, Dean
Dr. Julie Palmour, Associate Dean

Preparing proactive educators to improve the lives of all children.

MISSION

The School 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 Early Childhood Education, Middle Grades Education, Secondary Education, Art Education, Spanish Education, Educational Studies, and Drama Education. Graduate programs at both the initial and advanced certification levels include master’s programs in Art Education, Early Childhood Education, Middle Grades Education, Music Education, four content areas in Secondary Education, Instructional Technology, and Special Education. The School also offers the Education Specialist and Doctor of Education degrees in Curriculum and Instruction.

The theme of the School of Education is “Mastering the art of teaching: Preparing proactive educators to improve the lives of all children.” The School of Education strives to prepare scholarly, reflective, proactive educators in a caring environment with challenging and meaningful learning experiences. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

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

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

Students’ Responsibility

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

All Piedmont students are required to utilize the Piedmont email system for the dissemination of information by the administration. Students are responsible for all information distributed in this manner. Additionally, information for students is posted in the School of Education Student Bulletin Board website.
Continuation and completion of all programs is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the School of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont College reserves the right to withdraw a teacher candidate from teacher education for failure to meet these outcomes.

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

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.
FACULTY
Dean Gnecco
Associate Dean Pamlour
Professors Andrews, Benson, Berrong, Briggs, A. Brown, W. Brown, Lucado, O’Keefe, Palmer, Rettig, Rogers, Secules, H. Smith, and Welsh
Professor Emeritus Kibler, McFerrin
Senior Fellows Breithaupt, Leslie, McCollum, and McCain
Associate Professors Betz, C. Crowder, Hollensworth, Hutcheson-Williams, Jordan, Rambo, Samuelsen, Shirley, Smith-Patrick, Tucker, Turpin, and M. Williams
Assistant Professors K. Brown, I. Crowder, Goss, Mapp, Nixon, Short, and Southall
Instructors Bolt, Sears, and Willis

EDUCATION (EDUC)
GENERAL PROGRAM REQUIREMENTS

Admission to Teacher Education
Education students are admitted to the college as pre-education majors. Subsequently, students will then apply for formal Admission to Teacher Education. The application packet for Admission to Teacher Education is available on the School of Education Portal in PilgrimNet. 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 on at least 6 hours of Piedmont credit, or 2.75 for Secondary Education majors.
- Evidence of proficiency in written English by a final grade of “C” or higher in English 1101 and 1102;
- Evidence of proficiency in mathematics by a final grade of “C” or higher in the mathematics general education requirements;
- Evidence of proficiency in oral communication by a final grade of “C” or higher in MCOM 1100 and error-free use of standard English during a required interview;
- Evidence of potential in professional education by a final grade of “C” or higher in EDUC 1199;
- Evidence of meeting expectations for professional conduct and ethics as documented by passing the Georgia Ethics Assessment (entry level); • Favorable recommendation of the major advisor;
- Passing score on the GACE Program Admissions Assessments (PAA) unless exemption filed according to the following criteria: SAT exemption (1000 or better on combined verbal 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

When all of the above requirements have been met the candidate will receive a letter con-
firming his or her full admission to the education program.

See School of Education Portal on PilgrimNet for more information.

**Fees**

Although Piedmont College does not assess student fees, candidates for degrees and programs leading to teacher certification will incur costs associated with state certification requirements, over which the College has no control.*

Membership – Student Professional Association of Georgia Educators (SPAGE) – Liability Insurance (3 years) – required of all candidates for field experience, Internship I and Internship II .................................................................................................................. $18

Georgia Assessments for the Certification of Educators (GACE)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Admissions Assessment</td>
<td>$128</td>
</tr>
<tr>
<td>Ethics Assessment (Entry level)</td>
<td>$30</td>
</tr>
<tr>
<td>Content Assessments</td>
<td>$193</td>
</tr>
<tr>
<td>Ethics Assessment (Exit level)</td>
<td>$30</td>
</tr>
</tbody>
</table>

Education Teacher Performance Assessment (edTPA) ........................................................................ $300

*Fees were accurate at the time of printing, but are subject to change.

**Professional Practice Courses**

All candidates in undergraduate programs in teacher education must complete three, one-credit Professional Practice courses. These courses are designed to position education students for the Georgia pre-service certificate, and to prepare candidates for the various GACE (Georgia Assessments for the Certification of Educators) and the Educator Teacher Performance Assessment (edTPA). Candidates who come to Piedmont from other states and who do not wish to remain in Georgia must also complete these courses, as they are linked to field experiences and internship requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2251</td>
<td>Professional Practices I</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 3111</td>
<td>Professional Practice II</td>
<td>1 hour</td>
</tr>
<tr>
<td>EDUC 3151</td>
<td>Professional Practice III</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

**Field Experiences**

Field Experience requirements are established by each department. Teacher Candidates should consult the School of Education portal on PilgrimNet and the School of Education Bulletin Board website for detailed information concerning their program of study. Field Experiences include documented hours built into individual courses, practicum, student teaching, and apprenticeship. Education majors should be aware that they must have the pre-service certificate and undergo a criminal background check prior to completing any required 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 School of Education Conceptual Framework and Candidate Program Learning Outcomes and, for candidates in programs leading to secondary T-4 certification, the Georgia Systematic Teacher Education Program Accomplished Teacher Framework. Piedmont College 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 who are enrolled at Piedmont for all four of their undergraduate years will be required to complete three Experiential Learning Endeavors that reflect distinct Compass Points of Interest, in addition to their fulfillment of academic requirements. The Compass Points of Interest include Social Ethics, Leadership, Cultural Awareness, Creativity and Innovation, Vocation, and Service Learning.

Each endeavor will originate with a project proposal, involve sponsorship by a member of the Piedmont College faculty or staff, and include a reflection component. Upon completion of endeavors, students compose succinct descriptions of what they gained from the experiences that will comprise an Experiential Learning Transcript.

**Technology Requirements**

As technology continues to evolve in the schools 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. Optimizing student engagement and use of current tools should be the focus of faculty to enrich education classes and to further make our graduates competitive in the educational genre. Additionally, this policy has been amended from the original Fall 2013 Technology Requirement Policy as a result of the online surveys and feedback from our students and faculty in Fall 2013.

**School of Education Student Technology Requirements**

**INCOMING UNDERGRADUATE STUDENTS (Beginning Fall 2014)**

- All incoming freshmen are required to possess and bring to class a personal tablet that may be used in the college classroom and in practicum experiences.

  [Purchased individually and/or through the use of personal financial aid funding].

- The policy allows for any type of tablet that meets the following criteria:

  Allows the teacher candidate to demonstrate how to apply student engagement activities through related educational apps, educational games, and educational websites as approved by the specific professor of the course.

  Allows for some level of compatibility between students in practicum experiences and fellow School of Education student tablet users through instructional apps, educational games and websites.

  Allows for more functionality than just digital consumption, such as the first digital readers (Ex. Kindle).

  Although an Apple-based device is not required due to cost to the student, it is the School of Education’s recommendation that students seek to obtain an Apple-based IOS tablet, such as an iPad, if possible, to better align with tools currently being purchased and applied in most Georgia school environments:

  Technology Specifications: iPad (either mini- or regular sized; 2nd generation or higher, 3rd generation or higher recommended).
Additionally, the different app stores are at various stages of development and not all apps are available or compatible with all devices.

CONTINUING UNDERGRADUATE and GRADUATE STUDENTS OR TRANSFER STUDENTS (Who entered prior to Fall 2014) (Sophomore-Senior)

- All current students in the School of Education, or those pending acceptance into the School of Education, are required to possess and bring to class a personal mobile device, either smartphone or tablet.

[Purchased individually and/or through the use of personal financial aid funding].

The policy allows for any type of personal mobile instructional device that meets the following criteria:

Allows the teacher candidate to demonstrate how to apply student engagement activities through related educational Apps, educational games, and educational websites as approved by the specific professor of the course.

Allows for some level of compatibility with student tablet users through instructional apps, educational games and websites.

Allows for more functionality than just digital consumption, such as the first digital readers (Ex. Kindle).

Although an Apple-based device is not required due to cost to the student, it is the School of Education’s recommendation that students seek to obtain an Apple-based IOS tablet, such as an iPad, iTouch, or iPhone to better align with tools currently being purchased and applied in most Georgia school environments:

Technology Specifications for Apple-based products: iPad (either mini- or regular sized; second generation or higher, third-generation or higher recommended), iTouch, or iPhone (any version), although the purchase and use of an iPad tablet is recommended for class interaction and educational applications compatibility.

Note: The bookstore is not licensed to sell Apple products, and the book vouchers may be used for this purchase, but currently there is a fee to obtain reimbursement and it takes 6-8 weeks to process through the Business Office. The Business Office is seeking approval to process an early advancement and waive the fee for the book voucher reimbursements so the iPad may be purchased elsewhere.

All incoming freshmen are required to possess and bring to class a personal tablet that may be used in the college classroom and in practicum experiences.

[Purchased individually and/or through the use of personal financial aid funding].

The policy allows for any type of tablet that meets the following criteria:

Allows the teacher candidate to demonstrate how to apply student engagement activities through related educational apps, educational games, and educational websites as approved by the specific professor of the course.

Allows for some level of compatibility between students in practicum experiences and fellow School of Education student tablet users through instructional apps, educational
games and websites.

Allows for more functionality than just digital consumption, such as the first digital readers (Ex. Kindle).

Although an Apple-based device is not required due to cost to the student, it is the School of Education’s recommendation that students seek to obtain an Apple-based IOS tablet, such as an iPad, if possible, to better align with tools currently being purchased and applied in most Georgia school environments:

Technology Specifications: iPad (either mini- or regular sized; 2nd generation or higher, 3rd generation or higher recommended).

Additionally, the different app stores are at various stages of development and not all apps are available or compatible with all devices.

CONTINUING UNDERGRADUATE and GRADUATE STUDENTS OR TRANSFER STUDENTS (Who entered prior to Fall 2014) (Sophomore-Senior)

All current students in the School of Education, or those pending acceptance into the School of Education, are required to possess and bring to class a personal mobile device, either smartphone or tablet.

[Purchased individually and/or through the use of personal financial aid funding].

The policy allows for any type of personal mobile instructional device that meets the following criteria:

Allows the teacher candidate to demonstrate how to apply student engagement activities through related educational Apps, educational games, and educational websites as approved by the specific professor of the course.

Allows for some level of compatibility with student tablet users through instructional apps, educational games and websites.

Allows for more functionality than just digital consumption, such as the first digital readers (Ex. Kindle).

Although an Apple-based device is not required due to cost to the student, it is the School of Education’s recommendation that students seek to obtain an Apple-based IOS tablet, such as an iPad, iTouch, or iPhone to better align with tools currently being purchased and applied in most Georgia school environments: Technology Specifications for Apple-based products: iPad (either mini- or regular sized; 2nd generation or higher, 3rd generation or higher recommended), iTouch, or iPhone (any version), although the purchase and use of an iPad tablet is recommended for class interaction and educational applications compatibility.

Note: The bookstore is not licensed to sell Apple products, and the book vouchers may be used for this purchase, but currently there is a fee to obtain reimbursement and it takes 6-8 weeks to process through the Business Office. The Business Office is seeking approval to process an early advancement and waive the fee for the book voucher reimbursements so the iPad may be purchased elsewhere.
PROGRAM COMPLETION REQUIREMENTS

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

• Completion of the Georgia Ethics Assessments (both entry and completion levels)

• Completion of all courses in the professional education sequence (each with a minimum grade of “C”);

• All professional education courses must be completed within 10 years of the student’s graduation date unless approved by the department chair;

• Application for graduation;

• Submit documents of all field experience requirements;

• Successful completion of professional development portfolio;

• Successful completion of Compass requirements

• Attainment of the baccalaureate degree;

• Clearance on a personal affirmation form reflecting the moral standards and code of ethics of the Georgia Professional Standards Commission and the Piedmont College School of Education;

• Applications to teacher education and to Internship II may be denied based on information presented in the background clearance. Before being hired by a Georgia Public School System, another background check, including fingerprinting, will be conducted by the system;

• An overall GPA of 2.5, and a 2.75 GPA for secondary education majors in their content field;

• A passing score on the Program Admissions Assessments (PAA) tests.

Candidates must take and pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content tests prior to beginning the Internship II semester. Individuals who have not passed the GACE tests will not be permitted to register for Internship II. Candidates who do not pass the GACE content tests may elect to change majors and/or apply to receive the Bachelor of Arts degree in Educational Studies.

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

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

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

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

EDUC 2251. Professional Practices I 1 hour
EDUC 3111. Professional Practice II 1 hour
EDUC 3151. Professional Practice III 1 hour
EDUC 7795. Applied Research Project

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

EDEC/EDMG/EDSE/ART 7788. Capstone Exhibition
SPED 7780. Capstone Seminar
EDS 8880. Instructional Leadership in 21st Century Schools

Teaching experience: An In-Progress grade may be awarded when a candidate’s student teaching, practicum, apprenticeship, or internship is extended by the college.

ART 4496. Senior Art Education Orientation
ART 4498. Art Education Internship I
ART 4499. Art Education Internship II
EDEC 3361. Internship I, (1-3); EDEC 3362. Internship I, (4-5); EDMG 3360. Internship I, (4-5); EDMG 3361. Internship I, (6-8)
EDEC/EDMG 4499. Internship II
MAJORS

The School of Education offers state-approved programs of study leading to early childhood education (B-5), middle grades education (4-8), secondary education (6-12), art education (B-12), Spanish Education (B-12), and drama education (B-12) certification. Additionally, the School of Education offers programs in Early Childhood Program Administration (Athens campus only) and Educational Studies. All candidates are required to take an undergraduate School of Education orientation within their first two semesters at Piedmont College.

All candidates must document field experiences in diverse settings across grade levels (B-5 ECE or 4-8 MG) during their program of study. See program requirements.

Art Education (B-12)
For information regarding a major in Art Education please refer to Page 102.

Early Childhood Education (B-5)
A major in early childhood education requires 66 hours comprised of the following courses:

Choose one:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 3331</td>
<td>Reading Methods, B-5</td>
</tr>
<tr>
<td>EDEC 3332</td>
<td>Language Arts Methods, B-5</td>
</tr>
<tr>
<td>EDEC 3334</td>
<td>Social Studies Methods, B-5</td>
</tr>
<tr>
<td>EDEC 3335</td>
<td>Science Methods, B-5</td>
</tr>
<tr>
<td>EDEC 3336</td>
<td>Math Methods, B-5 (Pre-requisite: Math 2010 or passing score on Math Proficiency Test administered by SOE)</td>
</tr>
<tr>
<td>EDEPE 2271</td>
<td>School and Community Health</td>
</tr>
<tr>
<td>EDEPE 3321</td>
<td>Physical Education in the Elementary Schools B-5</td>
</tr>
<tr>
<td>EDUC 1199</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>EDUC 2251</td>
<td>Professional Practices I</td>
</tr>
<tr>
<td>EDUC 3111</td>
<td>Professional Practice II</td>
</tr>
<tr>
<td>EDUC 3151</td>
<td>Professional Practice III</td>
</tr>
<tr>
<td>EDUC 3307</td>
<td>Learning and Cognition</td>
</tr>
<tr>
<td>EDUC 3333</td>
<td>Geography for Teachers</td>
</tr>
<tr>
<td>EDUC 3338</td>
<td>Assessing and Assisting Effective Reading in the Classroom</td>
</tr>
<tr>
<td>EDUC 3339</td>
<td>Fine Arts for Teachers</td>
</tr>
<tr>
<td>EDUC 3355</td>
<td>Exceptional Children</td>
</tr>
<tr>
<td>EDUC 4401</td>
<td>The Multicultural Classroom</td>
</tr>
<tr>
<td>EDUC 4405</td>
<td>Exploration and Analysis of Reading Environments</td>
</tr>
<tr>
<td>EDUC 4495</td>
<td>Educational Assessment for All Learners</td>
</tr>
</tbody>
</table>

**Apply semester in advance (Exclude summer)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 3361</td>
<td>Internship I (1-3)</td>
</tr>
<tr>
<td>or EDEC 3362</td>
<td>Internship I (4-5)</td>
</tr>
</tbody>
</table>
Professional Semester
The following three courses must be taken concurrently:
EDUC 4497. Classroom Management
EDUC 4498. Senior Seminar: Reflection and Application
EDEC 4499. Internship II (B-5) (This is also the designated capstone for ECE Majors)

Note: Candidates may take no more than four courses after student teaching. (Only two general education and two major courses are allowed after student teaching). EDUC 2250, EDUC 3355, EDEC 3331, EDEC 3332, EDEC 3336, EDEC 3361, EDEC 3362, and EDUC 4495 must be successfully completed prior to student teaching.

Candidates may pursue a Gifted In-Field Endorsement if they complete the following courses in addition to the Program of Study.
EDUC 4421. Characteristics of Gifted Students
EDUC 4422. Assessment of Gifted Students (PreReq. EDUC 4421)
EDUC 4423. Programs, Curriculum and Methods for Gifted Students (Prerequisite: EDUC 4421 & EDUC 4422)

Middle Grades Education (4-8)
A major in middle grades education requires a minimum of 73-78 hours comprised of the following courses:

Professional Education Sequence
EDUC 1199. Introduction to Education
EDUC 2251. Professional Practices I
EDUC 3111. Professional Practice II
EDUC 3151. Professional Practice III
EDUC 3307. Learning and Cognition
EDMG 3331. Reading Methods, 4-8

Select two of the following courses according to areas of concentration:
EDMG 3332. Language Arts Methods, 4-8
EDMG 3334. Social Studies Methods, 4-8
EDMG 3335. Science Methods, 4-8
EDMG 3336. Math Methods, 4-8

Required Courses
EDUC 3337. Teaching Reading and Writing in the Content Areas
EDMC 3345. Teaching in the Middle School
EDUC 3355. Exceptional Children
EDMC 3360. Practicum, 4-5
or EDMC 3361. Practicum 6-8
EDUC 4401. The Multicultural Classroom
EDUC 4495. Educational Assessment for All Learners

Professional Semester
The following three courses must be taken concurrently:
EDUC 4497. Classroom Management
EDUC 4498. Senior Seminar: Reflection and Application
EDMG 4499. Internship II (4-8). This is also the designated capstone for middle grades majors.

**Area of Content Courses**

Middle grades education majors select two areas of concentration from language arts, mathematics, natural sciences and social sciences. Courses taken in the concentration areas may be used to meet general education requirements. Students should check with their advisor.

**A. Language Arts**

**ENGL 4450.** Seminar in Composition Studies  
**ENGL 4455.** Survey of English Usage for Teachers

**Select two of the courses below:**

- **ENGL 2210.** United States Literature to 1865
- **ENGL 2211.** United States Literature from 1865
- **ENGL 2220.** Ethnic American Literature
- **ENGL 2221.** Women Writers
- **ENGL 2225.** Nature Writers
- **ENGL 3307.** Short Story
- **ENGL 3308.** Novel
- **ENGL 3309.** Poetry
- **ENGL 3311.** Drama
- **ENGL 3312.** Non-Fiction
- **ENGL 4427.** American Romanticism
- **ENGL 4428.** Twentieth-Century American Literature
- **ENGL 4429.** Multicultural American Literature
- **ENGL 4430.** Literature of the American South

**B. Mathematics**

**MATH 2050.** Math for Liberal Arts  
**MATH 2300.** Discrete Mathematics  
**MATH 2450.** Calculus I or MATH 1113 (MATH 110) Pre-calculus  
**MATH 3700.** Geometry or MATH 2020 (MATH 220) Geometry for Middle Grades Teachers  
**MATH 3000 level or above**

**C. Natural Sciences**

**BIOL 1101.** General Biology I  
**CHEM 1101.** General Chemistry I  
or **PHYS 1011.** Physical Science I or II  
or **PHYS 1012.** Physical Science I or II  
**ERSC 2201.** Physical and Historical Geology of Georgia  
or **ERSC 2202.** Astronomy and Meteorology  

Any other approved science [**ERSC 2201** or **ERSC 2202**; **GEOL 1101** or **GEOL 1102**]

**D. Social Sciences**

**HIST 3301.** History of the U.S. to 1836  
or **HIST 3302.** History of the U.S., 1836-1912  
**HIST 3330.** History of Georgia  
**SOCS/EDUC 3333.** Geography for Teachers
POSC 1101. American Government

**Minor: Teaching**
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 Verified Background Check. Requirements are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1199</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>EDUC 2251</td>
<td>Professional Practices I</td>
</tr>
<tr>
<td>EDUC 3355</td>
<td>Exceptional Children</td>
</tr>
<tr>
<td>EDEC, EDMG, or EDSE</td>
<td>Internship I</td>
</tr>
</tbody>
</table>

**Choose one:**
- PSYC 2240. Psychology of Childhood and Early Adolescents
- PSYC 2290. Human Growth and Development
- EDUC 3307. Learning and Cognition

Any two additional 3-hour courses with a prefix of EDUC, EDEC, EDMG, or EDSE not used in a major.

**Drama Education (B-12)**
For information regarding a major in Drama Education please refer to Page 176.

**SECONDARY EDUCATION PROGRAMS (6-12)**

**Undergraduate Programs**
Piedmont College offers five undergraduate programs for individuals seeking initial certification to teach grades 6-12: English /Language Arts Education, Mathematics Education, History Education, Biology Education, and Chemistry Education. Most students, if they register for 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 other options.

School of Education Orientation must be attended the first semester that a Secondary Education major has been declared. Please check the School of Education Portal in PilgrimNet for the schedule of each orientation, interview schedule, and requirements for pre-service certification. A background check (which is part of the pre-service certification) is necessary before conducting observations or field experiences in any school setting.

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, Page 108
- Chemistry Education, Page 115
- English/Language Arts Education, Page 121
- History Education, Page 133
- Mathematics Education, Page 147
Educational Studies

Students enrolled in undergraduate programs in Early Childhood Education, Middle Grades Education, Secondary Education, Art Education, Drama Education, or Spanish Education who do not wish to pursue teacher certification or complete the professional requirements for student teaching, apprenticeship teaching, or internship may apply instead to complete requirements for a B.A. Degree in Educational Studies. Individuals who select this option are not recommended for state certification. A minimum of 120/121 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 and a capstone project or course approved by the student’s advisor. 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 College (and/or who may have been admitted as “undecided” majors) may choose to pursue the bachelor’s degree in Educational Studies, with the idea of pursuing other education-related careers, including human services, educational publishing, museums, galleries, or teaching in private schools. Students complete the college’s general education requirements and a 30-credit major comprised of education courses planned with their advisor. A final project or 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 College within five years as a certification-only student. A prerequisite for admission as a certification-only student is successful completion of the appropriate GACE content tests.

In-Field Endorsement in Gifted Education

Candidates in graduate teacher education programs at Piedmont College may, with the help of their faculty advisor, elect to take a sequence of three courses, making them eligible for an in-field endorsement in Gifted Education:

- EDUC 4421. Characteristics of Gifted Students
- EDUC 4422. Assessment of Gifted Students
- EDUC 4423. Programs, Curriculum and Methods for Gifted Students

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 school 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 Studies section, Page 21, and Master of Arts in Teaching: Initial Certification, Page 204.

Candidates in all programs are strongly encouraged to take Spanish for Teachers and to practice conversing with native speakers whenever possible. It is also recommend that
candidates take as many philosophy courses as possible, especially PHIL 3303 Epistemology and PHIL 3305 Ethics.

**BACHELOR OF ARTS: EARLY CHILDHOOD PROGRAM ADMINISTRATION (ECPA)**

**DEGREE COMPLETION PROGRAM (Athens Campus)**
The Bachelor of Arts degree program in Early Childhood Program Administration is designed for individuals whose career goals include the management of a preschool or early education/child care program. The program is offered on the college’s campus in Athens. Candidates with formal course work in early childhood education and/or family studies (in an associate degree program) and/or work experience in early childhood/preschool settings continue their studies at Piedmont College with interdisciplinary course work drawn from each of the four schools: the School of Arts and Sciences; the Walker School of Business; the Daniel School of Nursing and Health Sciences; and the School of Education.

Upon acceptance, students will be assigned a faculty advisor who will work collaboratively to plan a program of studies based upon their previous course work. General information about the requirements for degree completion programs is found in the Undergraduate Studies section of this catalog.

Candidates for the B.A. degree in Early Childhood Program Administration must meet the college’s requirements for degree completion, as well as the program requirements as listed in the Program of Studies below. A minimum of 120 credits is required for receipt of the degree. Candidates who present evidence of equivalent required course work from a regionally accredited college or university may, with the approval of the faculty advisor, select elective courses to round out their program. This program of study is designed to prepare administrators/leaders in early childhood education programs or centers and does not qualify candidates for teacher certification. Individuals wishing to prepare for careers as public or private school teachers in grades B-12 may wish to explore Piedmont College’s programs in Early Childhood Education (B-5), Middle Grades Education (Gr. 6-8), Secondary Education (Gr. 9-12), or Special Education.

**Career Options**
Teacher education programs prepare undergraduate candidates for teaching positions in their field of study and encourage the continuation of professional development of graduate candidates. Education programs provide opportunities for professional development in many other areas including guidance counseling, school administration, and instructional media specialist.

**Courses for Early Childhood Program Administration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2010</td>
<td>Accounting I</td>
</tr>
<tr>
<td>ACCT 2020</td>
<td>Accounting II</td>
</tr>
<tr>
<td>BUSA 3010</td>
<td>Management</td>
</tr>
<tr>
<td>BUSA 4320</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>HSCS 2210</td>
<td>Basic Nutrition</td>
</tr>
<tr>
<td>EDPE 2271</td>
<td>School and Community Health</td>
</tr>
<tr>
<td>PSYC 2240</td>
<td>Psychology of Childhood and Early Adolescence</td>
</tr>
<tr>
<td>EDUC 2250</td>
<td>Media and Technology for Educators</td>
</tr>
<tr>
<td>EDUC 3307</td>
<td>Learning and Cognition</td>
</tr>
<tr>
<td>EDUC 4401</td>
<td>The Multicultural Classroom</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ECPA 3301</td>
<td>Home, School, and Community Relationships</td>
</tr>
<tr>
<td>ECPA 3302</td>
<td>Language Acquisition and Literacy in Young Children</td>
</tr>
<tr>
<td>ECPA 3303</td>
<td>Group Process and Interpersonal Skills</td>
</tr>
<tr>
<td>ECPA 4420</td>
<td>Supervision and Evaluation in Early Childhood Education</td>
</tr>
<tr>
<td>ECPA 4421 *</td>
<td>Administration of Early Childhood Education Programs</td>
</tr>
<tr>
<td></td>
<td>*Required of all students and must be taken at Piedmont College</td>
</tr>
<tr>
<td>ECPA 4422</td>
<td>Case Studies in Early Childhood Education (special project)</td>
</tr>
<tr>
<td>BUSA 2000</td>
<td>Business Communication or any mass communications/speech course</td>
</tr>
<tr>
<td>EDUC 3555</td>
<td>Exceptional Child</td>
</tr>
<tr>
<td>PSYC 1101</td>
<td>General Psychology</td>
</tr>
</tbody>
</table>

Course Descriptions Start on Page 270.
FACULTY
Professor Briggs

PHYSICAL EDUCATION (EDPE)
The department offers courses to promote the total wellness of all students. The physical, mental, emotional, social and spiritual growth of the individual is stressed in all areas.

Course Descriptions

EDPE 1100. Cardiopulmonary Resuscitation (CPR) 1 hour
EDPE 1102. Fitness Walking 1 hour
EDPE 1103. Bowling 1 hour
EDPE 1104. Golf 1 hour
EDPE 1105. Tennis 1 hour
EDPE 1107. Weight training 1 hour
EDPE 1108. Special Topics in Dance 1 hour
EDPE 2271. School and Community Health, P-12 3 hours
EDPE 3321. Physical Education in the Elementary Schools (P-5) 3 hours

Course Descriptions Start on Page 270.
FACULTY
Dean Gnecco

Associate Dean Palmour
Professors Andrews, Benson, Berrong, Briggs, A. Brown, W. Brown, Lucado, O'Keefe, Rogers, Palmer, Rettig, Secules, H. Smith, and Welsh
Senior Fellows Breithaupt, Leslie, McCollum, and McCain
Associate Professors Betz, C. Crowder, Hollandsworth, Hutcheson-Williams, Jordan, Rambo, Samuelsen, Shirley, Smith-Patrick, Tucker, Turpin and M. Williams
Assistant Professors K. Brown, I. Crowder, Goss, Mapp, Nixon, Short, and Southall
Professors Emeritus Kibler, McFerrin

SCHOOL OF EDUCATION GRADUATE PROGRAMS
Preparing proactive educators to improve the lives of all children.

MASTER OF ARTS IN TEACHING (M.A.T.) AND MASTER OF ARTS (M.A.) PROGRAMS
Candidates with a Bachelor’s degree seeking initial certification in education fields will pursue the Master of Arts in Teaching (M.A.T.) degree. Candidates who already hold a Bachelor’s degree and a teaching certificate or who are employed as a private school teacher are eligible to pursue a Master of Arts (M.A.) degree.

The mission of the School of Education is “Mastering the art of teaching: preparing proactive educators to improve the lives of all children.” The School of Education strives to prepare reflective, scholarly, proactive educators. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

Graduate study is at a level of complexity and generalization that extends the knowledge and intellectual maturity of the candidate. The curriculum affords the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in, and contribute to, the education profession.

Graduate M.A.T. and M.A. Program Objectives:
The objectives of the undergraduate education programs apply to candidates seeking initial certification at the master’s level. Additionally, the Master of Arts in Teaching (M.A.T.) and Master of Arts (M.A.) programs at Piedmont College continue to provide the graduate candidate knowledge in the social and educational development of students. Through an individualized program of study based on the candidate’s undergraduate program, experience, and professional goals, the programs seek to:

• provide the candidate with the ability to communicate and teach effectively using an interdisciplinary knowledge base and understanding of multidimensional classrooms;
• use and facilitate critical thinking skills;
• enhance candidates’ content knowledge, integrating it with instructional technology;
• enable candidates to read and become knowledgeable of the literature in their field, as well as
interpret and assess educational research, conduct their own classroom-based research; and

• provide experiences that enable candidates to assume roles as proactive, reflective, and scholarly practitioners and develop their skills and abilities as professional teachers.

Admission to Teacher Education

An educator is a professional role model who must adhere to the Code of Ethics published by The Professional Standards Commission (PSC). The School of Education at Piedmont College and the Georgia PSC believe that teachers should be held to the highest moral standards. The School of Education maintains the right to deny a candidate admission to any program for good cause. Appeals may be made to the Dean of the School of Education. Initial Certification candidates must undergo a criminal background check as a part of the pre-service certification process. Prior to being hired by a Georgia public school system, an additional background check including fingerprinting, will be conducted by the school system.

All candidates who are seeking initial certification must apply for admission to teacher education during their first semester upon acceptance to the college. A link to the online application will be sent from the Admissions office to accepted candidates and can also be accessed from the School of Education portal in PilgrimNet. The following additional requirements must also be met in order to gain full admission to the teaching program. Advisors assist candidates in this process.

1. Attendance at the program orientation for the candidate’s major

2. Interview with School of Education faculty, assessing oral communication skills. A written assessment is also required in some programs.

3. GPA of 3.0 on 6 or more credit hours at Piedmont College, (no more than one “C” allowed in program);

4. Passing score on the GACE Program Admissions Assessment unless exemption filed according to the following criteria: SAT exemption (1000 total with no minimum verbal or math); ACT exemption (43 total by adding English and Math); GRE exemption (1030—or its equivalent on the Graduate Revised Standards Test--total with no minimum verbal and quantitative or 297 if taken after 8/x/xx Continuation and completion of all programs is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the School of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont College reserves the right to withdraw a candidate who fails to meet these outcomes from the teacher education program.

5. Candidates must take and pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content tests prior to beginning the student teaching or apprenticeship teaching semester. Individuals who have not passed the GACE tests will not be permitted to register for Internship II. Candidates who do not pass the GACE content tests may elect to change majors and/or apply to receive the Master of Arts degree in Educational Studies. (Forms available in the Dean’s Office.)
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 School of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont College 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.

Internship I (Previously titled Practicum)
M.A.T. candidates without extensive school experience may elect or be required to take Internship I in order to acquire familiarity with schools.

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

Technology Requirements
In order that graduates of Piedmont’s teacher education programs will have up-to-date technology skills, the School of Education is utilizing technology in a way that mirrors Bring Your Own Technology (BYOT) initiatives used in B-12 schools. The following student requirements will be effective for students in education programs beginning with the Fall 2013 semester as shown below. Students who have questions regarding BYOT and/or the appropriate hardware should consult the technology faculty in the School of Education.

CONTINUING UNDERGRADUATE and GRADUATE STUDENTS OR TRANSFER STUDENTS
All current students in the School of Education, or those pending acceptance into the School of Education, are required to possess and bring to class a personal mobile device, either smartphone or tablet.

[Purchased individually and/or through the use of personal financial aid funding].

The policy allows for any type of personal mobile instructional device that meets the following criteria:

Allows the teacher candidate to demonstrate how to apply student engagement activities through related educational Apps, educational games, and educational websites as approved by the specific professor of the course.

Allows for some level of compatibility with student tablet users through instructional apps, educational games and websites.

Allows for more functionality than just digital consumption, such as the first digital readers (Ex. Kindle).

Although an Apple-based device is not required due to cost to the student, it is the School of Education’s recommendation that students seek to obtain an Apple-based IOS tablet, such as an iPad, iTouch, or iPhone to better align with tools currently being purchased and applied in most Georgia school environments: Technology Specifications for Apple-based products: iPad (either mini- or regular sized; 2nd generation or higher, 3rd generation or higher recommended), iTouch, or iPhone (any version), although the purchase and use of an iPad tablet is recommended for class interaction and educational applications compatibility.
Professional Learning Units
Piedmont College, when appropriate, shall accept the professional learning unit (PLU), teaching internship, and/or other experiences in lieu of same or similar courses for certification, but not for college credit. See note on certificate-only Middle Grades.

Foxfire Courses for B-12 Teachers
These courses are available for all graduate level candidates, grades B-12, and all subject areas. Refer to EDUC 7770, The Foxfire Approach.

Residency Requirement
Only six graduate hours from a regionally accredited institution are accepted into a candidate’s program of study. The last 12 academic hours, exclusive of student teaching, must be taken at Piedmont College.

NOTE: While EDUC is the general designator for education courses, the following designators are used to identify courses related to specific majors.

- EDEC  Education: Early Childhood
- EDMG  Education: Middle Grades
- EDPE  Education: Physical Education
- EDSE  Education: Secondary Education
- SPED  Special Education
- ECPA  Education: Early Childhood Program Administration
- EDSL  Education: School Leadership
FACULTY
Associate Professor C. Kelly, Department Chair and Dr. J. Ellett

ART EDUCATION, B-12
The Master of Arts in Teaching (M.A.T.) in Art Education leads to initial certification and is designed to meet the needs of students who hold a completed B.A. or B.F.A. degree in art or a related professional field.

The Master of Arts (M.A.) in Art Education leads to advanced certification. The M.A. program is designed to meet the needs of those professionals holding initial certification in art education and who wish to pursue advanced certification T-5 in art education.

The program design for each candidate is based on a professional portfolio review and transcript analysis. The program is designed to enhance previous study and meet individual needs based on art and educational experiences, professional goals, and the mission of the School of Education. If it is determined, after transcript evaluation and portfolio review, that a candidate has deficiencies in art skills and knowledge, he/she must complete the deficiencies prior to full acceptance into the graduate art education program by taking additional courses.

The required education and content area courses create an effective program that meets the requirements of Piedmont College and the Professional Standards Commission. Through a combination of course work, field experiences, research, and art training, candidates will link theory with practice in the field of art education. Piedmont College reserves the rights to abrogate, add to, delete, or alter any regulation, requirement, or course as needed. Every effort will be made to keep candidates advised of any changes.

PROGRAMS OF STUDY
Master of Arts in Teaching (M.A.T.) Art Education
The Master of Arts in Teaching (M.A.T.) in Art Education leads to initial T-5 certification and is designed to meet the needs of students who hold a completed B.A. or B.F.A. degree in art. In order to register for student teaching or take the capstone course in any program (whichever occurs last), M.A.T. candidates must successfully pass the appropriate Georgia Assessments for the Certification of Educators (GACE) content exams before registration for the final semester of coursework in the program.

Course Requirements
47 hours of study to complete program, not including pre-requisites (If needed)

See Course Descriptions beginning on Page 270.

Required early in program unless previously satisfied in undergraduate or other graduate program:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5599</td>
<td>Graduate Orientation</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 6607</td>
<td>Fundamentals of Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>or EDUC 6610</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6655</td>
<td>Education of Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

Education Courses ........................................................................................................9 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601</td>
<td>Instructional Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6690</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
</tbody>
</table>
or **EDUC 6699.** Educational Research 3 hours
**EDUC 7703.** Social, Cultural, and Ethical Perspectives of Education 3 hours

Choose one course from:
**EDUC 6642.** Critical Thinking and Creativity in the Classroom 3 hours
**EDUC 7701.** Critical Analysis of Current Trends and Issues in Education 3 hours
**EDUC 7730.** School Law 3 hours
**EDUC 7721.** Characteristics of Gifted Students 3 hours
**EDUC 7722.** Assessment of Gifted Students 3 hours
**EDUC 7723.** Programs, Curricula, and Methods For Gifted Students 3 hours

See course descriptions beginning on Page 270

**Art Education Courses** .......................................................................................................................... 18 hours
**ART 6620.** Art Ed Methods and Techniques B-8 3 hours
**ART 6621.** Art Ed Methods and Techniques 9-12 3 hours
A reliable internet connection and web camera are required for online portions of coursework
**ART 6650.** Special Topics in Art 2D Studio (Summer Demorest only) 3 hours
**ART 6651.** Special Topics in Art 3D Studio 3 hours
**ART 6630.** Art Criticism and Aesthetic Inquiry 3 hours
**ART 6675.** Special Topics in Art History 3 hours

**Apprentice Teaching** ............................................................................................................................ 10 hours
**ART 7737.** Seminar in Advanced Instruction Methods for Art Education 1 hour
**ART 7742.** Internship I (B-8) 3 hours
**ART 7743.** Internship I (9-12) 6 hours
or **ART 7744/745.** Advanced Internship I, II (if teaching in the field) 5/5 hours

**Capstone** .................................................................................................................................................. 3 hours
**ART 7788**. Capstone Research 3 hours

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

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

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

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

PROGRAM OF STUDY

Master of Arts (MA) Art Education

The Master of Arts (M.A.) in Art Education leads to advanced certification. The M.A. program is designed to meet the needs of those professionals holding valid certification in art education and who wish to pursue advanced certification in art education.

33 hours of study to complete program:

Education Courses .............................................................. 12 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6699</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7703</td>
<td>Social, Cultural, and Ethical Perspectives of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two courses from: (Electives)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6600</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6603</td>
<td>American High School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6642</td>
<td>Critical Thinking and Creativity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7701</td>
<td>Critical Analysis of Current Trends and Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7702</td>
<td>Integrating Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7712</td>
<td>Group Processes and Interpersonal Skills</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7721</td>
<td>Characteristics of Gifted Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7722</td>
<td>Assessment of Gifted Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7723</td>
<td>Programs, Curricula, and Methods For Gifted Students</td>
<td>3</td>
</tr>
</tbody>
</table>

Art Education Courses 18 hours

See course descriptions beginning on Page 270. Summer Demorest Campus Only.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 6630</td>
<td>Art Criticism and Aesthetic Inquiry</td>
<td>3</td>
</tr>
<tr>
<td>ART 6650</td>
<td>Special Topics in 2D Art Studio</td>
<td>3</td>
</tr>
<tr>
<td>ART 6651</td>
<td>Special Topics in 3D Art Studio</td>
<td>3</td>
</tr>
<tr>
<td>ART 6675</td>
<td>Special Topics in Art History</td>
<td>3</td>
</tr>
<tr>
<td>ART 7701</td>
<td>Studies in Art Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ART 7702</td>
<td>Advanced Study in Art Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

A reliable internet connection and web camera are required for online portions of coursework.
Capstone ................................................................................................................... 3 hours

ART 7788. Capstone Research 3 hours

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

TOTAL MINIMUM NUMBER OF COURSE WORK HOURS: ......................... 33

MINIMUM HOURS OF FIELD EXPERIENCE: .............................................. 20

Program Entrance Requirements

• Hold initial certification in art (B-12) from the State of Georgia or a state that has Georgia certificate reciprocity. For more information on this agreement, see http://www.teaching-certification.com/teaching/georgia-teacher-reciprocity.html

• A professional portfolio of 12 to 24 artworks and/or related professional projects. The portfolio may consist of original works, slides, or digital images placed on a CD, PowerPoint, or web site and submitted for approval to the Art Education Coordinator. Images may be a combination of personal artwork and those completed with students.

• An interview with the Chair of the Art Department and/or faculty.

Program Completion Requirements

• Earn an overall GPA of 3.0 in all graduate courses attempted;

• Successful completion of all components in the Capstone research, exhibition, and presentation; and

• Submission and approval of an application for graduation by the published deadline.

Concentration in Autism Spectrum Disorders (ASD)

Students enrolled in graduate programs, as well as teachers and administrators in area schools may wish to increase their professional knowledge by taking a sequence of three courses to learn about students with Autism Spectrum Disorders (ASD). Piedmont students may elect these courses as an optional part of their program in consultation with their advisor.

EDUC 6685. Characteristics of Learners with Autism Spectrum Disorder (no prerequisite)

EDUC 6686. Instructional Methods for Learners with Autism Spectrum Disorder

Prerequisite: EDUC 6685 or permission of instructor)

EDUC 6687. The Autism Advisor

Prerequisites: EDUC 6685 and EDUC 6686 or permission of instructor)
FACULTY
Dr. Susan Turpin, Department Chair
Dr. Barbara Benson, Athens Campus Coordinator

EARLY CHILDHOOD EDUCATION (B-5)
The Early Childhood Education (E.C.E.) Department offers the following three graduate programs in E.C.E.:

• The Master of Arts in Teaching (M.A.T.) program is designed to meet the needs of candidates who hold an undergraduate degree in a field other than education and are seeking initial certification. It consists of a minimum of 58 semester hours. 52 of the 58 required hours must be taken at Piedmont College. Candidates who complete the M.A.T. in E.C.E. are recommended for a Georgia Induction Certificate.

• The Master of Arts (M.A.) program is designed for candidates who hold an undergraduate degree and who are currently certified in E.C.E. and are seeking advanced certification. It consists of a minimum of 30 semester hours. 24 of the 30 hours must be taken at Piedmont College.

• The Adding a New Field (A.N.F.) program is designed for candidates who hold teaching certificates in a field other than E.C.E. and are seeking to add E.C.E. as a new field. Candidates electing this option must complete a minimum of 33 hours.

• A program option that does not lead to a degree is the Certification Only (Cert. Only) program. It is designed for candidates who hold a master’s degree from an accredited institution in a field other than Early Childhood Education and are seeking certification in E.C.E. A minimum of 15 hours of coursework, exclusive of Internship 2, must be completed at Piedmont College. For this program, a candidate may take courses at either the undergraduate or graduate level to meet certification requirements, but it is strongly recommended that graduate level courses be taken. Additionally, candidates who hold an undergraduate degree in education may also pursue the Certification Only option.

The last 12 academic hours in a candidate’s program (exclusive of Internship 2, when applicable) must be taken at Piedmont College. Candidates have to meet prerequisites in academic areas. Candidates may take up to six years to complete the program. No course older than six calendar years may be applied toward the required program of study.

The candidate’s program is designed based on transcript analysis and the E.C.E. program of study pursued. The required courses and the electives create an effective program that accomplishes the goals of the candidate and the requirements of Piedmont College and the Georgia Professional Standards Commission. Through a combination of course work, use of technology, field experiences, research and integrated learning, candidates link theory to practice. Successful candidates will be recommended for certification to teach in grades B-5.

Note: Piedmont College reserves the rights to abrogate, add to, delete, or alter any regulation, requirement, or course whenever such change may be deemed necessary. Every effort will be made to keep candidates advised of any changes.

PROGRAM OF STUDY
EARLY CHILDHOOD EDUCATION

I. Initial Certification (IC) Master of Arts in Teaching
Prerequisite Degree: Bachelor’s
The Initial Certification Program of Study is designed to meet the needs of candidates who do not hold a teacher certification. Prior to Admission to Teacher Education the candidate must pass or exempt the GACE Program Admissions Assessments (PAA) and receive pre-service certification (A candidate may not complete more than 9 courses until these requirements are satisfied, including approval of transfer courses). In order to register for student teaching or take the capstone course in any program (whichever occurs last), M.A.T. candidates must successfully pass the appropriate Georgia Assessments for the Certification of Educators (GACE) content tests(s).

Required early in program unless previously satisfied:
EDUC 6610. Human Growth and Development (may CLEP undergraduate equivalent
or PSYC 2240. Psychology of Childhood and Adolescence
EDUC 6655. Education of Exceptional Children (This is a state requirement)
(may take EDUC 3355)

Course Requirements
EDUC 5599. Graduate Orientation:
(1 hour Institutional Credit required first semester)
This course is non-transferable and must be completed at Piedmont College
EDUC 6600. Educational Assessment
EDUC 6601. Instructional Media and Technology
or EDUC 7702. Integrating Instructional Media and Technology
EDUC 6628. Literature for Children: Expanding Students’ Reading Abilities and Interests
EDUC 6631. Reading Methods
EDUC 6632. Language Arts
EDUC 6638. Advanced Assessment and Instruction in Reading
EDUC 6639. Exploration and Analysis of Reading Environments
EDUC 6642. Critical Thinking and Creativity in the Classroom
or EDUC 7735. Advanced Curriculum/Interdisciplinary Instruction
EDUC 6690. Classroom Management
EDUC 6699. Methods and Interpretation of Educational Research
EDUC 7703. Social, Cultural, and Ethical Perspectives of Education
EDEC 7788. Capstone (must be taken semester prior to student teaching or semester following student teaching). This course is non-transferable; must be completed at Piedmont College

CONTENT AND METHODOLOGY
(All selections are based on transcript analysis)
Select three minimum (others may be required)
EDUC 6622. Health and Physical Education in the Classroom
EDUC 6624. The Fine Arts in Education
EDUC 6630. Mathematics Methods in Education
EDUC 6634. Social Studies Methods in Education
EDUC 6636. Science Methods in Education

STUDENT TEACHING BLOCK — 15 weeks ST/1 year internship:
EDUC 7736. Contextual Analysis of a School Environment
EDEC 7742 or 7744/7745. Student Teaching (B-5) or Internship (B-5)

OPTIONAL COURSES
(if needed; must be approved by Department Chair)
EDUC 6607. Fundamentals of Learning and Cognition
EDUC 6656. Essentials of Collaboration and Inclusion
SPAN 5580. Spanish for the Classroom
EDUC 7701. Critical Analysis of Current Trends and Issues in Education
EDUC 7712. Group Processes and Interpersonal Skills
EDUC 7730. School Law
EDEC 7740. Practicum (B-5)

TOTAL MINIMUM NUMBER OF HOURS COURSE WORK: .....................58

MINIMUM HOURS OF FIELD EXPERIENCE: .............................................120

Program Completion Requirements
• The GACE Program Admissions Assessments (PAA) passed or exemption filed during first semester;

• Admission to Teacher Education completed and attainment of preservice certificate;

• Submission for approval of an application for graduation the semester before graduation;

• Earn an overall GPA of 3.0 in all graduate courses attempted;

• Successful completion of capstone; and

• Successful completion of professional development portfolio

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

II. Advanced Certification (AC) (Master of Arts)
Prerequisite Degree: Bachelor’s and Teaching Certificate in Early Childhood (B-5)

COURSE REQUIREMENTS
EDUC 6638. Advanced Assessment and Instruction in Reading
EDUC 6642. Critical Thinking and Creativity in the Classroom
EDUC 6699. Methods and Interpretation of Educational Research
EDUC 7701. Critical Analysis of Current Trends and Issues in Education
EDUC 7703. Social, Cultural, and Ethical Perspectives of Education
EDUC 7730. School Law
*EDEC 7788. Capstone (must be taken last semester of program)
*This course is non-transferable and must be completed at
CONTENT AND METHODOLOGY:
Select one with advisor

EDUC 6628. Literature for Children: Expanding Students Reading Abilities and Interests
EDUC 6630. Mathematics Methods in Education
EDUC 6634. Social Studies Methods in Education
EDUC 6636. Science Methods in Education
EDUC 6686. Instructional Methods for Learners with Autism Spectrum Disorder (Prerequisite: EDUC 6685)
EDUC 7723. Programs, Curriculum and Methods for Gifted Students (Prerequisite: EDUC 7721 & 7722)
EDUC 7735. Advanced Curriculum/Interdisciplinary Instruction

ELECTIVES:
Select two with advisor ..............................................................................................................6 hours

TOTAL MINIMUM NUMBER OF HOURS COURSE WORK: .................................................30

MINIMUM HOURS OF FIELD EXPERIENCE: .................................................................20

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

III. Adding a New Field (ANF)
Candidates who currently hold Georgia educator certification and who wish to pursue certification in Early Childhood Education (P-5) (and add it to their existing certificate) must complete an approved program of study and then take the Georgia Assessments for the Certification of Educators (GACE) assessments in early childhood education. The options at Piedmont for adding the field of Early Childhood Education are:

• Master of Arts in Teaching (M.A.T.) degree (for individuals with an undergraduate degree in a field other than education)
• Certification-only (for individuals with a master’s degree in a field other than education or candidates with an undergraduate degree in education)

It is no longer possible in Georgia to add the field of Early Childhood Education or Early Childhood Special Education by merely taking and passing the GACE assessments.
MIDDLE GRADES EDUCATION, 4-8
Piedmont College’s Master of Arts in Teaching (M.A.T.) and Master of Arts (M.A.) degree programs with a major in middle grades education (M.G.) for grades 4-8 are designed to allow for multiple paths to both initial and advanced certification. The M.G. M.A.T. program is designed to meet the needs of candidates who hold an undergraduate degree in a field other than education and are seeking initial certification.

The M.A. program is designed to meet the needs of those who hold certification in middle grades education or another field of education and are seeking advanced certification.

A certification only option is available for candidates seeking certification who already hold a Bachelor’s degree or higher from a PSC accredited institution. Each candidate’s program is designed based on transcript analysis to enhance any and all previous study and meet individual needs based on experiences, professional goals, and the mission of the School of Education. Candidates have to meet prerequisites in academic areas. The required courses and the electives create an effective program that meets the requirements of Piedmont College and the Georgia Professional Standards Commission. Through a combination of course work, use of technology, field experiences, research and integrated learning, candidates link theory and practice.

Piedmont College reserves the rights to abrogate, add to, delete, or alter any regulation, requirement, or course whenever such change may be deemed necessary. Every effort will be made to inform candidates of any changes.

Initial Certification - Master of Arts in Teaching (M.A.T)
Prerequisite Degree – Bachelor’s Degree
The Master of Arts in Teaching (M.A.T) degree program is designed to meet the needs of candidates who do not hold a teacher certification. Prior to Admission to Teacher Education the candidate must hold a Bachelor’s Degree from a PSC-accepted accredited institution and pass or exempt the Georgia Assessments for the Certification of Educators (GACE) Program Admissions Assessment. Upon completing the program of study, the candidate must pass the appropriate GACE content area tests to be recommended for initial certification. Completion of all program requirements and passing scores on the GACE content area tests will lead to recommendation for Georgia certification in Middle Grades Education.

The M.A.T. program consists of a minimum of 58 semester hours, 120 hours of field experience, and one semester of student teaching. Of the 58 hours of course work required for initial certification, 52 hours must be taken at Piedmont College. The last 12 academic hours in the candidate’s program, exclusive of student teaching, must be taken at Piedmont College. Full-time M.A.T. candidates can complete the program within six semesters if the candidate is approved for the minimum program. Students may take up to six years to complete the program. No course older than six calendar years may apply toward graduation.
Course Requirements

Required Courses:

- **EDUC 5599.** Graduate Orientation (1 hour, institutional credit only)
- **EDUC 3337/5537.** Teaching Reading and Writing in Content Areas
- **EDUC 6601.** Media and Technology for Educators
- **EDUC 7702.** Integrating Media and Technology (*6601 is prerequisite for 7702)
- **EDMG 6645.** Advanced Teaching in the Middle School
- **EDUC 6655.** Exceptional Children
- **EDUC 7703.** Social, Cultural, And Ethical Perspectives of Education
- **EDUC 6690.** Classroom Management
- **EDUC 6699.** Methods & Interpretation of Educational Research
- **EDUC 7736.** Contextual Analysis of a School Environment
- **EDMG 7742.** Internship I
  (**taken as a block, no other courses may be taken during this term)**
  or
- **EDMG 7744/7745.** Advanced Internship
- **EDMG 7788.** Capstone

Two Methods Courses

Five Content Area Courses at the graduate level (minimum)

Methods Courses: One per area of concentration

- **EDUC 6632.** Language Arts Methods
- **EDUC 6634.** Social Studies Methods
- **EDUC 6636.** Science Methods
- **EDUC 6630.** Math Methods

Content Courses: A minimum of 9 hours and 6 hours, respectively, in two content areas at the graduate level. Prerequisites may apply, check course descriptions.

Natural Science

The 5000-level courses are for those who have no experience in the course being taught:

- **PHYS 5000.** Topics in Physical Science
- **CHEM 5000.** Topics in Chemistry
- **BIOL 5100.** Biological Science
- **BIOL 5200.** Plant Diversity
- **BIOL 5700.** Ecological Concepts
- **BIOL 5800.** The Internal Environment
- **ERSC 5300.** Astronomy and Meteorology
- **GEOL/ERSC 5000.** Topics in Earth Science
- **GEOL 5200.** Georgia Geology

The following courses are for those candidates who have a degree or the equivalent in science:

- **BIOL/ERSC 6010.** Methods of Study of Aquatic Environments
- **BIOL/ERSC 6020.** Research in the Study of Aquatic Environments I
- **BIOL/ERSC 6030.** Research in the Study of Aquatic Environments II
- **BIOL 6100.** Biological Science
- **BIOL 6200.** Plant Diversity
**BIOL 6500.** Animal Diversity  
**BIOL 6700.** Ecological Concepts  
**CHEM 6000.** Topics in Chemistry  
**CHEM 6010.** Research in Chemistry  
**CHEM 6020.** Synthesis and Reactions of Organic Compounds  
**ERSC 5300.** Astronomy and Meteorology  
**GEOL/ERSC 6000.** Topics in Earth Science  
**GEOL 5200.** Georgia Geology  
**PHYS 6000.** Topics in Physical Science

**English**

**ENGL 6601.** Seminar in World Literature  
**ENGL 6602.** Medieval Literature  
**ENGL 6603.** British Renaissance  
**ENGL 6605.** Shakespeare  
**ENGL 6608.** Restoration and 18th Century Literature  
**ENGL 6615.** Romantic Literature  
**ENGL 6621.** Victorian Literature  
**ENGL 6626.** Twentieth-Century British Literature  
**ENGL 6627.** American Romanticism  
**ENGL 6628.** Twentieth-Century American Literature  
**ENGL 6629.** Multicultural American Literature  
**ENGL 6630.** Literature of the American South  
**ENGL 6631.** History of the English Language  
**ENGL 6640.** Reading and Writing in the Content Areas  
**ENGL 6650.** Seminar in Composition Studies  
**ENGL 6655.** Survey of English Usage for Teachers  
**ENGL 6660.** Literary Criticism  
**ENGL 6680.** Major Authors  
**ENGL 6690.** Special Topics

**Mathematics**

The 5000-level courses are for those who have no experience in the course being taught.

**MATH 5010.** Geometry*  
**MATH 5020.** Linear Algebra*  
**MATH 5030.** Discrete Mathematics*  
**MATH 5040.** Calculus  
**MATH 5500/6500.** Special Topics  
**MATH 6650.** Multicultural Mathematic  
**MATH 6700.** Explorations in Geometry  
**MATH 6750.** Explorations in Algebraic Concepts  
**MATH 6800.** Mathematical Technology for Teachers  
**MATH 6850.** Modern Geometry  

*Recommended courses; MATH 1100 is prerequisite.

**Social Science**

**ANTH 6600.** Advanced Studies in Anthropology  
**HIST 6600.** Early American History  
**HIST 6601.** Recent American History  
**HIST 6602.** US History since 1945
HIST 6610. History of the Ante-Bellum South
HIST 6611. History of the New South
HIST 6612. History of Georgia
HIST 6620. Recent Latin America
HIST 6621. World History I
HIST 6622. World History II
HIST 6630. Special Topics
POSC 6600. Advanced Studies in Political Science
POSC 6650. Government Institutions
SOCI 6600. Advanced Studies in Sociology
EDUC 6606. Economics for Teachers: Concepts and Applications

Electives
EDUC 6600. Educational Assessment
EDUC 6607. Fundamentals of Learning and Cognition
EDUC 6628. Literature For Children
EDUC 6642. Critical Thinking And Creativity In The Classroom
EDUC 6656. Essentials of Collaboration And Inclusion
SPAN 5580. Spanish For The Classroom
EDUC 7701. Critical Analysis Of Current Trends And Issues In Education
EDUC 7712. Group Processes And Interpersonal Skills
EDUC 7730. School Law
EDUC 7770. The Foxfire Approach to Instruction

Program Completion Requirements:
• Minimum course work hours: 58
• Minimum field experience hours: 120
• Minimum overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of “C”; 
• Submit and have approved an application for graduation the semester before graduation;
• Successful completion of Capstone;
• Successful completion of Professional Development Portfolio;
• Successful completion of one semester Student Teaching or full year internship;
• Pass GACE Program Admission Assessment and content area tests.

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

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

NOTE: The College assures candidates in our middle grades education programs that we can provide supervision of student teaching and internships at public schools and approved private schools located within 40 miles of either the Demorest or Athens campus. Consideration for supervision in placements beyond 50 miles is on a case-by-case basis and requires
approval by the Chair of Middle Grades Education prior to registering for an internship or student teaching. A candidate should not consider a position on the assumption that Piedmont College is obliged to provide that service.

Candidates are expected to arrange with their host schools to leave school on days of the methods class (EDUC 736) to arrive on time every time the class meets. Responsibility for extra-curricular school activities, including band, chorus, theatre, and athletics, is not an accepted reason for missing class sessions.

**NOTE: Content Area Courses:**
Candidates must have a minimum of 15 semester hours at the graduate level (5000 courses or higher) is required; 9 hours and 6 hours, respectively, at the graduate level in the fields of intended certification.

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

See course descriptions starting on Pages 268.

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

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

**Course requirements:**
(Certification-only candidates may take graduate or undergraduate courses.)

EDUC 2251. Professional Practice I
or EDUC 5599. Graduate Orientation
EDUC 2250/6601. Instructional Media and Technology
EDUC 3337/5537. Reading and Writing in the Content Area
EDMG 3331/6631. Reading Methods
EDMG 3345/6645. Teaching in the Middle School
EDUC 3355/6655. Exceptional Children
EDUC 4495/6600. Educational Assessment
EDUC 4401/7703. Social, Cultural, Ethical Perspectives
EDUC 3307 or EDUC 6607. Learning and Cognition
EDUC 4497* or EDUC 6690. Classroom Management
EDUC 4498* or EDUC 7736. Contextual Analysis of a School Environment
EDMG 4499* Internship II
or EDMG 4444/4445. Advanced Internship I/II

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

One or two methods courses according to area(s) of concentration:
EDMG 3332/6632. Language Arts
EDMG 3334/6634. Social Studies Methods
EDMG 3335/6636. Science Methods
EDMG 3336/6630. Math Methods

Select one or two area(s) of concentration:
Language arts, courses in:

Literature
ENGL 4450/6650. Seminar in Composition Studies
ENGL 4455/6655. Survey of English Usage for Teachers

Other English course

Social Science, courses in:
United States History
Georgia History HIST 3330 (HIS 330).
Geography (EDUC 3333).
World History

Mathematics, courses in:
Algebra
Geometry
Two other math content

Science, courses in:
Earth/Space science required and courses in three of the following areas:
Physics
Biology
Chemistry
Physical Science

NOTE: This program does not lead to a degree.

Program Completion Requirements:

• Pass appropriate GACE content test(s);

• Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators)
• Minimum course hours completed with 3.0 GPA or better: 27

• Minimum hours of field experience: 90

• Professional Development Portfolio

• A practicum will be required unless the Dean of the School of Education grants experiential credit.

Course Descriptions Start on Page 270.

Advanced Certification - Master of Arts (M.A.)

Prerequisite Degree: Bachelor’s and Georgia Teacher Certification

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

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

Course Requirements:

Required courses:

EDUC 5537. Teaching Reading and Writing in Content Areas
(required if not currently certified in middle grades education.)

EDUC 7703. Social, Cultural, and Ethical Perspectives of Education

EDMG 6645. Advanced Teaching in the Middle School

EDUC 6699. Methods & Interpretation of Educational Research

EDMG 7788. Capstone

Four content area courses (minimum)

Two electives

Content: Some courses may require prerequisites. (Select 4 in one content area with advisor)

Natural Science

The 5000 level courses are for those who have no experience in the course being taught:

PHYS 5000. Topics in Physical Science
CHEM 5000. Topics in Chemistry
BIOL 5100. Biological Science
BIOL 5200. Plant Diversity
BIOL 5700. Ecological Concepts
BIOL 5800. The Internal Environment
ERSC 5300. Astronomy and Meteorology
GEOL/ERSC 5000. Topics in Earth Science
GEOL 5200. Georgia Geology

The following courses are for those candidates who have a degree or the equivalent in science:

- **Biol/Ersc 6010. Methods of Study of Aquatic Environments**
- **Biol/Ersc 6020. Research in the Study of Aquatic Environments I**
- **Biol/Ersc 6030. Research in the Study of Aquatic Environments II**
- **Biol 6100. Biological Science**
- **Biol 6200. Plant Diversity**
- **Biol 6500. Animal Diversity**
- **Biol 6700. Ecological Concepts**
- **Chem 6000. Topics in Chemistry**
- **Chem 6010. Research in Chemistry**
- **Chem 6020. Synthesis and Reactions of Organic Compounds**
- **Ersc 5300. Astronomy and Meteorology**
- **Geol/Ersc 6000. Topics in Earth Science**
- **Geol 5200. Georgia Geology**
- **Phys 6000. Topics in Physical Science**

**English**

- **Engl 6601. Seminar in World Literature**
- **Engl 6602. Medieval Literature**
- **Engl 6603. British Renaissance**
- **Engl 6605. Shakespeare**
- **Engl 6608. Restoration and 18th Century Literature**
- **Engl 6615. Romantic Literature**
- **Engl 6621. Victorian Literature**
- **Engl 6626. 20th Century British Literature**
- **Engl 6627. American Romanticism**
- **Engl 6628. 20th Century American Literature**
- **Engl 6629. Multicultural American Literature**
- **Engl 6630. Literature of the American South**
- **Engl 6631. History of the English Language**
- **Engl 6640. Reading and Writing in the Content Areas**
- **Engl 6655. Survey of English Usage for Teachers**
- **Engl 6650. Seminar in Composition Studies**
- **Engl 6660. Literary Criticism**
- **Engl 6680. Studies in Major American Authors**
- **Engl 6690. Special Topics**

**Mathematics**

The 5000-level courses are for those who have no experience in the course being taught.

- **Math 5010. Geometry**
- **Math 5020. Linear Algebra**
- **Math 5030. Discrete Mathematics**
- **Math 5040. Calculus**
- **Math 5500/6500. Special Topics**
- **Math 6650. Multicultural Mathematic**
- **Math 6700. Explorations in Geometry**
- **Math 6750. Explorations in Algebraic Concepts**
- **Math 6800. Mathematical Technology for Teachers**
- **Math 6850. Modern Geometry**
Social Science

ANTH 6600. Advanced Studies in Anthropology
HIST 6600. Early American History
HIST 6601. Recent American History
HIST 6602. US History since 1945
HIST 6610. History of the Ante-Bellum South
HIST 6611. History of the New South
HIST 6612. History of Georgia
HIST 6620. Recent Latin America
HIST 6621. World History I
HIST 6622. World History II
HIST 6630. Special Topics
POSC 6600. Advanced Studies in Political Science
POSC 6650. Government Institutions

Electives

EDUC 6600. Educational Assessment
EDUC 6601. Instructional Media and Technology
EDUC 6607. Fundamentals of Learning and Cognition
EDUC 6628. Literature for Children
EDUC 6642. Critical Thinking and Creativity in the Classroom
EDUC 6656. Essentials of Collaboration and Inclusion
SPAN 5580. Spanish for the Classroom
EDUC 6690. Classroom Management
EDUC 7701. Critical Analysis of Current trends and Issues in Education
EDUC 7712. Group Processes and Interpersonal Skills
EDUC 7730. School Law
EDUC 7770. The Foxfire Approach to Instruction

Program Completion Requirements

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

Course Descriptions Start on Page 270.
FACULTY
Dr. Wallace Hinson, Department Chair
Dr. Lauren Ringwall, Music Education Coordinator

MUSIC EDUCATION, B-12
Piedmont College offers two degrees in music education: the Master of Arts in Teaching (M.A.T.) leading to initial certification and the Master of Arts (M.A.) leading to advanced certification. The M.A.T. program is designed to meet the needs of traditional students who hold a degree in music (or equivalent). The M.A. program is designed to meet the needs of those who hold initial certification in music and wish to pursue advanced certification in music. Students who wish to enter the program and who do not possess a B.A. degree in music may have to complete that degree or equivalent study prior to program entry.

The programs consist of 42-43 semester hours for candidates seeking initial certification (M.A.T.) and 33 hours for those seeking advanced certification (M.A.). The range of hours for the M.A.T. degree is due to the possibility of candidates completing course work before entering the program, either in another graduate program or as an undergraduate.

The program for each candidate is designed based on the audition, placement testing, and transcript analysis. The program is also designed to enhance previous study, and meet individual needs based on experiences, professional goals, and the mission of the School of Education. If it is determined, after transcript evaluation, that a candidate has deficiencies in music, he/she must complete the deficiencies prior to full acceptance into the graduate music education program.

The required education and content area courses, as well as the education electives, create an effective program that meets the requirements of the candidate, Piedmont College, and the Professional Standards Commission. Through a combination of course work, field experiences, research, use of technology, and music training, candidates will link theory with practice in enhancing their skills in teaching music in schools. Piedmont College reserves the rights to abrogate, add to, delete, or alter any regulation, requirement, or course when ever such change may be deemed necessary. Every effort will be made to keep candidates advised of any changes.

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

Course Requirements
EDUC 5599. Graduate Orientation
(or having taken EDUC 2251 in undergraduate program)
EDUC 3355/6655 Exceptional Children is a prerequisite or corequisite for the M.A.T. in Music Education.
Required (18 hours, or show evidence of completion as an undergraduate or another graduate program)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601</td>
<td>Instructional Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7703</td>
<td>Social, Cultural, and Ethical Perspectives of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6699</td>
<td>Methods &amp; Interpretation of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6642</td>
<td>Critical Thinking and Creativity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6690</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6607</td>
<td>Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6610</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

or EDUC 6610.

**Apprentice Teaching Sequence** ................................................................. 9-10 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 7400</td>
<td>Internship I</td>
<td>4</td>
</tr>
<tr>
<td>MUED 7410</td>
<td>Internship II</td>
<td>5</td>
</tr>
<tr>
<td>or MUED 7440/7450</td>
<td>Advanced Internship in Music Education (if teaching in the field)</td>
<td>10 hours (5 hours each)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MUED 6100.</td>
<td>Music Education Methods, EC/MG</td>
<td>3</td>
</tr>
<tr>
<td>*MUED 6200.</td>
<td>Music Education Methods, SE</td>
<td>3</td>
</tr>
<tr>
<td>**MUED 7100.</td>
<td>Advanced Study in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 6750</td>
<td>Special Topics in Music History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(May be repeated for credit)</td>
<td>3</td>
</tr>
<tr>
<td>*MUSC 5910-6920</td>
<td>Applied Music Lessons (May be repeated for credit)</td>
<td>4 hours required</td>
</tr>
<tr>
<td>MUSC 6480</td>
<td>Advanced Conducting and Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUED 5100</td>
<td>Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 6500</td>
<td>Applied Pedagogy (vocal, piano, or choral)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

**Capstone Presentation** ...........................................................................3 hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUED 7800</td>
<td>Music Education Capstone Exhibition/Project</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Required Content Courses**

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

**TOTAL MINIMUM NUMBER OF COURSE WORK HOURS:** ................................. 43-44

**MINIMUM HOURS OF FIELD EXPERIENCE PRIOR TO INTERNSHIP II** ......20
The range of total credit hours is due to the possibility of candidates’ completion of course work before entering Piedmont’s program.

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

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

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

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

See Course Descriptions at the back of this catalog.

**MASTER OF ARTS — MUSIC EDUCATION:**
**ADVANCED CERTIFICATION**
**COURSE REQUIREMENTS**

**Required (6 hours—or show evidence of completion)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 7703</td>
<td>Social, Cultural, and Ethical Perspectives in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6699</td>
<td>Methods and Interpretation of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>
Education Electives (6 hours minimum - chosen from the list below or as approved by the Music Department Chair)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6600</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6601</td>
<td>Instructional Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6603</td>
<td>American High School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6642</td>
<td>Critical Thinking and Creativity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7712</td>
<td>Group Processes and Interpersonal Skills</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6607</td>
<td>Fundamentals of Learning and Cognition</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7701</td>
<td>Critical Analysis of Current Trends and Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7702</td>
<td>Integrating Instructional Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7795</td>
<td>Applied Research Project</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7798</td>
<td>Special Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7730</td>
<td>Law of the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6690</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MUED 7100</td>
<td>Advanced Study in Music Education</td>
<td>3</td>
</tr>
<tr>
<td>*MUSC 6750</td>
<td>Special Topics in Music History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(May be repeated once for credit)</td>
<td></td>
</tr>
<tr>
<td>*MUSC 5910-6920</td>
<td>Applied Music Lessons</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(May be repeated for credit, 4 hours required)</td>
<td></td>
</tr>
<tr>
<td>MUSC 6480</td>
<td>Advanced Conducting and Literature</td>
<td>2</td>
</tr>
<tr>
<td>*MUED 5100</td>
<td>Seminar in Music Theory</td>
<td>3</td>
</tr>
<tr>
<td>*MUSC 6500</td>
<td>Applied Pedagogy (vocal, piano, or choral)</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

Capstone Presentation .................................................................................................................. 3 hours

MUED 7800. Music Education Capstone Exhibition/Project 3 hours
This course is non-transferable and must be completed at Piedmont College.

*Required Content Courses

TOTAL MINIMUM NUMBER OF COURSE WORK HOURS: ............................................... 33

MINIMUM HOURS OF FIELD EXPERIENCE: ................................................................. 20
Program Entrance Requirements
• Hold initial certification in Music (B-12) from the State of Georgia or a state that participates in the Interstate Certification Compact. For more information on this agreement, see http://www.gapsc.com/TeacherCertification/Reciprocity.asp;

• Audition on major instrument (voice, piano, organ, etc.);

• Minimum score on Music Theory Placement Exam (contact the graduate music education coordinator for minimum requirements);

• Show evidence of having successfully completed a senior-level recital on major instrument; and

• Show evidence of, or pass, a Piano Proficiency Exam.

Program Completion Requirements
• Successful completion of capstone exhibition;

• Completion of the music education portfolio;

• Submit and have approved an application for graduation the semester before graduation; and

• Earn an overall GPA of 3.0 in all graduate courses attempted.

Course Descriptions Start on Page 270.
FACULTY
Dr. Jennifer Betz, Department Chair
Dr. Angela Humphrey Brown, Athens Campus Coordinator
Dr. Teresa Secules, Dr. Wilma Hutcheson-Williams, Dr. Lynn Rambo, Dr. Donna Andrews,
Dr. Betty Rogers, Dr. Hilton Smith

SECONDARY EDUCATION (6-12)
Secondary Education offers Master’s degrees and recommendation for Georgia certification,
grades 6 – 12, in the following fields: English, History, Mathematics, and Broadfield Science.
The objective of all programs is to encourage and equip teachers to be reflective, scholarly
practitioners who are proactive in improving schooling in their communities. Each program
combines solid grounding in pedagogy with instructional practices and content knowledge.

Though secondary education programs lead to certification in grades 6-12, most school
systems prefer applicants for middle grade teaching positions to have completed a program
leading specifically to middle grades certification. Refer to Page 95 for guidelines for middle
grades certification programs

MASTER OF ARTS IN TEACHING (M.A.T.)
Initial Certification
For candidates who hold a bachelors degree in a field related to the desired programs of study,
who are not currently certified in Georgia, and who seek initial certification in secondary
education in English, History, Mathematics or Broadfield Science (6-12).

These 45 semester-hour (minimum) programs include a year-long internship teaching or
internship block, plus courses in education and appropriate course work in the content field
(based on an analysis of each candidate’s content-field experience). NOTE: Most candidates’
programs require more than the minimum number of courses in the content field. For details,
refer to the current advisement sheet in the intended field of certification.

Orientation and Screening: As part of the Admission to Teacher Education Process, all
candidates in this program are required to attend the Secondary Education Orientation and
Screening event the first time it is offered after entering the program, as well as passing both
an interview and a writing assessment. Failure to do so will result in being denied registration
in subsequent semesters. This workshop is offered fall and spring semesters. All candidates
who are seeking initial certification must apply for admission to teacher education during
their first semester upon acceptance to the college. A link to the online application will be
sent from the Admissions office to accepted candidates and can also be accessed from the
School of Education portal in PilgrimNet.

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

Dual-Degree Track: For Piedmont undergraduates intending to pursue a secondary education
Master’s of Arts in Teaching program in English, or history, or mathematics, or broadfield
Candidates for the Dual-Degree program first secure a bachelor’s degree, following the courses of study provided in the sections of this catalog dealing with their respective majors for a career in secondary education, including EDSE 3366 Foundations and Practicum in Secondary Education. The Dual Degree track continues with the Master of Arts in Teaching. Refer also to Fast-Track Admissions, Page 21.

**Undergraduate prerequisite course for Dual Degree Track**

EDSE 3366. Foundations and practicum in secondary education  
Pre-requisite: Pre-Service Certification

**M.A.T. Program of Study**

**A. Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6601</td>
<td>Instructional Media and Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6655</td>
<td>Education of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6603</td>
<td>American High School</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6600</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6699</td>
<td>Methods and Interpretation of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7788</td>
<td>Capstone (Exhibition). This course is non-transferable and must be completed at Piedmont College.</td>
<td></td>
</tr>
<tr>
<td>ENG 6656</td>
<td>Reading Improvement (for English M.A.T. only)</td>
<td></td>
</tr>
</tbody>
</table>

* Passing the CITI test on Human Subjects Research is required for all candidates.

*** See note: GACE Passage

**B. Electives**

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6642</td>
<td>Critical Thinking and Creativity in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7703</td>
<td>Social, Cultural and Ethical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 7712</td>
<td>Group Processes and Interpersonal Skills</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6690</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**C. Teaching Experience Sequence (Internship I, II)**

**Advanced Internship (one year, beginning Fall Semester)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 7735</td>
<td>Secondary Method I (Fall)</td>
<td></td>
</tr>
<tr>
<td>EDSE 7736</td>
<td>Advanced Instructional methods (Fall)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Corequisite: EDSE 7735)</td>
<td></td>
</tr>
<tr>
<td>EDSE 7737</td>
<td>Secondary Content Pedagogy I (Fall)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Fall, continues to Spring) (Yearlong course)</td>
<td></td>
</tr>
<tr>
<td>EDSE 7742</td>
<td>Internship I (Fall)</td>
<td></td>
</tr>
<tr>
<td>EDSE 7737</td>
<td>Secondary Methods II (Spring)</td>
<td></td>
</tr>
<tr>
<td>EDSE 7743</td>
<td>Internship II (Spring, full-time)</td>
<td></td>
</tr>
</tbody>
</table>

Science leading to recommendation for a T-5 Georgia teaching certificate.
Advanced Internship—Candidates teaching on a non-renewable certificate
(One year, beginning Fall Semester)

EDSE 7736  Secondary Content Pedagogy (Fall)*
EDSE 7744  Advanced Internship I (Fall)
EDSE 7737  Secondary Methods II (Spring)
EDSE 7745** Advanced Internship II (Spring)

Candidates must pass the appropriate Georgia Assessments for the Certification of Educators content tests prior to registering.

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

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

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

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

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

D. Subject Matter Courses:
Minimum requirement is nine semester hours at the graduate level (600 or higher) in the field of intended certification. Most programs provide an option for additional subject matter courses as electives.

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

MASTER OF ARTS IN TEACHING (M.A.T.)
Woodrow Wilson Georgia Teaching Fellowship
This program is exclusively for named Fellows selected by the Woodrow Wilson Georgia Teaching Fellowship Program. The Woodrow Wilson Foundation will provide stipends to “the best and brightest recent graduates and career changers” with backgrounds in what
are called the STEM fields—science, technology, engineering, and mathematics—who wish to change careers to become middle and high school science and math teachers in high-need areas. The program of study is specific to the program and while it incorporates learning outcomes from the secondary education fields of study, the instructional model is program specific. Fellows complete 36 hours of coursework and a year long intensive clinical experience in a high needs school. After successful completion of the program, Fellows are eligible for certification upon passage of the GACE exam in either math or broadfield science. Fellows must then teach in a high needs school in Georgia for three years while maintaining a relationship with Piedmont College.

The Woodrow Wilson Georgia Teaching Fellowship program is open to college seniors, graduates and career changers. To be considered for the Piedmont fellowship, you must apply through the Woodrow Wilson National Fellowship Foundation and meet the following requirements:

• Majored in and/or have a strong professional background in a STEM field (science, technology, engineering, math or related field

• Demonstrate a commitment to the program and its goals

• Have U.S. citizenship or permanent residency

• Have attained, or expect to attain by June 1 of the entry year, a bachelor’s degree from an accredited U.S. college or university

• Cumulative undergraduate grade point average (GPA) of 3.0 or better on a 4.0 scale is preferred*

For more information on the Woodrow Wilson Georgia Teaching Fellowship Program go to http://woodrow.org/fellowships/ww-teaching-fellowships/georgia/

Master of Arts in Secondary Education (M.A.)
Advanced Certification
This program is for teachers currently certified in Georgia seeking advanced certification or teachers in private schools in the same field. The 36-semester-hour program (minimum) involves a combination of education and content-field courses, planned with an advisor, based on an analysis of each candidate’s background and professional needs. Refer to the current advisement checklist in the field of certification for details.

For teachers adding a new field: (a) there may be a substantial requirement of additional content courses in the new field; (b) a two-semester hour practicum is required (EDSE 7740); and (c) a passing score on the GACE content exams in the new field of certification is required in order to be recommended for certification.

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

M.A. Program of Study
A. Required
EDUC 6601.
Instructional Media and Technology* 3 credits
EDUC 6655.
Education of Exceptional Children* 3 credits
EDSE 6660. Advanced Studies in Instruction 3 credits
EDUC 6603. American High School 3 credits
EDUC 6699. Methods and Interpretation of Educational Research 3 credits
EDSE 7788. Capstone (Exhibition) This course is non-transferable and must be completed at Piedmont College.

* Passing the CITI test on Human Subjects Research is required for all candidates.

** Unless met in undergraduate courses or approved professional development programs

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

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

EDUC 6642. Critical Thinking and Creativity in the Classroom
EDUC 7703. Social, Cultural and Ethical Perspectives
EDUC 7712. Group Processes and Interpersonal Skills
EDUC 7770. The Foxfire Approach
EDUC 6600. Educational Assessment 3 credits

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

Course Descriptions Start on Page 270.
FACULTY
Dr. W. Clay Crowder, Department Chair
Dr. Candice Southall, Assistant Professor

SPECIAL EDUCATION
GENERAL CURRICULUM (B-12)

Piedmont College’s Master of Arts in Teaching (M.A.T.) and Master of Arts (M.A.) degree programs, with a major in Special Education General Curriculum for grades B-12, allow for multiple paths to both advanced (M.A.) and initial certification (M.A.T.). Both the M.A. and M.A.T programs are designed to meet the needs of candidates with a degree in education and candidates with a bachelor’s degree other than education seeking initial certification and lead to recommendation for a Georgia level 5 certificate.

To meet students’ professional goals, the M.A. and M.A.T programs are designed to link theory and practice through a combination of course work, research, and applied field experiences. The candidate’s program is based on transcript review, previous work experience, and the requirements of Piedmont College, and the Georgia Professional Standards Commission.

PROGRAM OF STUDY
Special Education General Education Curriculum: (B-12)

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

Prerequisite Degree: Bachelor’s in any field

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

REQUIRED EARLY IN PROGRAM UNLESS PREVIOUSLY SATISFIED:
These courses should be satisfied as soon as possible if not previously met and may be taken at either the undergraduate or graduate level.

EDUC 3331 or 6631. Reading Methods

Program Requirements
(Cluster A)
EDUC 5599. Graduate Orientation
EDUC 6600. Educational Assessment
EDUC 6601. Instructional Technology
SPED 6602. Characteristics of Mild/Moderate Disabilities
SPED 6606. Applied Behavior Analysis for the Classroom
SPED 6607. Single Case Research Methods for Special Educators
SPED 6633. Curriculum and Differentiated Instruction
EDUC 6656. Essentials of Collaboration and Inclusion
SPED 6684. Advanced Strategies for Behavior Change/
EDUC 7703. Social, Cultural, and Ethical Perspectives of Education
SPED 7705. Policies and Legal Issues in Special Education

(Cluster B, to be at the end of the program of study)
SPED 7742. Internship I
or
SPED 7744. Advanced Internship I, 1st semester
SPED 7745. Advanced Internship II, 2nd semester
SPED 7780. Capstone Seminar This course is non-transferable
and must be completed at Piedmont College

Hours 43-44 Minimum

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

Program Completion Requirements:
• GACE Program Admissions Assessment, admission to Teacher Education, and preservice certificate;
• Admission to Teacher Education Program completed;
• Submit and have approved an application for graduation the semester before graduation;
• Earn an overall GPA of 3.0 in all graduate courses attempted; and
• Approval of Capstone (SPED 7780) with a passing score

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

See course descriptions beginning on Page 270.

SPECIAL EDUCATION GENERAL EDUCATION CURRICULUM: INSTRUCTIONAL AND BEHAVIOR SUPPORT SPECIALIST (B-12)
Master of Arts (M.A.)

Prerequisite Degree: Clear renewable certificate in any field of education.

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

(Cluster A)
EDUC 6600. Educational Assessment
SPED 6602. Characteristics of Mild/Moderate Disabilities
SPED 6606. Applied Behavior Analysis for the Classroom
SPED 6607. Single Case Research Methods for Special Educators
SPED 6633. Curriculum and Differentiated Instruction
EDUC 6638. Advanced Assessment and Instruction in Reading
EDUC 6656. Essentials of Collaboration and Inclusion
EDUC 6631. Reading Methods
or EDUC 6630. Math Methods in Education
SPED 6684. Advanced Strategies for Behavior Change
EDUC 7703. Social, Cultural, and Ethical Perspectives of Education
SPED 7705. Policies and Legal Issues in Special Education

Cluster B, Elective courses: (6 hours)
Candidates may choose two of the following courses
EDUC 6607. Fundamentals of Learning and Cognition
EDUC 6628. Literature for Children
EDUC 6630. Math Methods in Education
EDUC 6632. Language Arts
EDUC 6634. Social Studies Methods in Education
EDUC 6636. Science Methods in Education
EDUC 6639. Exploration and Analysis of Reading Environments
EDUC 6642. Critical Thinking and Creativity in the Classroom
EDMG 6645. Advanced Teaching in the Middle School
EDSE 6660. Advanced Studies in Secondary Instruction
EDUC 6685. Characteristics of Learners with ASD
EDUC 6686. Instructional Methods for Learners with ASD
EDUC 6687. The Autism Advisor
EDUC 6690. Classroom Management
EDUC 7702. Integrating Instructional Media and Technology
EDUC 7712. Group Processes and Interpersonal Skills
EDUC 7770. The Foxfire Approach to Instruction
EDUC 7721. Characteristics of Gifted Students
EDUC 7722. Assessment of Gifted Students
EDUC 7723. Programs, Curriculum, and Methods for Gifted Students

(Cluster C, to be at the end of the program of study)
SPED 7740. Applied Practicum
SPED 7780. Capstone Seminar: This course is non-transferable and must be completed at Piedmont College.

Hours: 39 hours
After requirements for cluster A and B and appropriate assessment requirements are met, candidates may be recommended for the Special Education General Curriculum certificate, which prepares them to work in a consultative setting with a content teacher of record.

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

NOTE: Passing score on appropriate GACE I examination is required for certification.

Course Descriptions Start on Page 270.
INSTRUCTIONAL TECHNOLOGY

Piedmont College offers two Master of Arts (M.A.) degrees in Instructional Technology: one with an emphasis on instructional design and development in professional commercial, government, and educational organizations, which is which is offered to candidates holding a minimum of a bachelor’s degree in any field. The second program is designed with an emphasis on instructional technology in school/school district settings, and is offered to educators who currently hold teacher certification and wish to pursue Georgia educator certification in Instructional Technology and earn an S-5 certificate. Students successfully completing this program may consider careers as school technology coordinators, instructional designers/consultants, and corporate trainers. Students may also use this degree as preparation for doctoral studies in Instructional Technology at a variety of institutions.

Both candidate programs are designed based on transcript analysis and the Instructional Technology program of study to enhance previous study and meet individual needs based on experience, professional goals, and the mission of the School of Education. Through a combination of coursework, use of technology, field experiences, research, and integrated learning, candidates link theory and practice. Piedmont College reserves the right to abrogate, add to, delete, or alter any regulation, requirement, or course whenever such changes may be deemed necessary. Every effort will be made to keep candidates advised of any changes.

The M.A. in Instructional Technology program consists of a minimum of 36 semester hours, 30 of which must be taken at Piedmont College. The last six hours of coursework must be taken at Piedmont College. It is estimated that full-time candidates could complete the program within two calendar years. Students may take up to six years to complete the program. No course older than six calendar years may apply to graduation.

Candidates for the Advanced Certification M.A. degree in Instructional Technology are advised that the Georgia Professional Standards Commission will not issue a Service certificate (S-5) in Instructional Technology (or certificate upgrade) until the individual has completed three years of successful teaching and holds the Professional certificate.

PROGRAM OF STUDY

Master of Arts (MA) in Instructional Technology- Non-Certification

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

Instructional Technology Core Courses ................................................................. 21 hours

EDIT 6600. Introduction to Instructional Technology
EDIT 6602. Instructional Systems Design
EDUC 6699. Methods and Interpretation of Educational Research
EDIT 6603. Special Topics in Instructional Technology and Design
EDIT 6604. Instructional Technology Tools and Development
EDIT 6605. Advanced Multimedia Tools and Development
EDIT 6788.* Capstone (must be taken last semester of program)
*This course is non-transferable and must be taken at Piedmont College.

Instructional Design and Development ............................................................... 15 hours
EDUC 6607. Fundamentals of Learning and Cognition
Total Minimum Number of Hours Required of All Candidates: ........................................ 36

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

PROGRAM OF STUDY
Master of Arts (MA) in Instructional Technology – Advanced Certification
The Advanced-Certification Master’s program is offered to students with a current valid teaching certificate in one or more of the following content areas (any grade level): Art, Biology, Chemistry, English, History, Math, Music, and Special Education. This program is also available to students certified in Early Childhood and Middle Grades Education. The M.A. in Instructional Technology program consists of a minimum of 42 semester hours, 30 of which must be taken at Piedmont College. The last six hours of coursework must be taken at Piedmont College. It is estimated that full-time candidates could complete the program within two calendar years. Students may take up to six years to complete the program. No course older than six calendar years may apply to graduation.

Cluster A: Instructional Technology Core Courses 18 hours
EDIT 6600. Introduction to Instructional Technology
EDIT 6602. Instructional Systems Design
EDUC 6699. Methods and Interpretation of Educational Research
EDIT 6603. Special Topics in Instructional Technology and Design
EDIT 6604. Instructional Technology Tools and Development
EDIT 6605. Advanced Multimedia Tools and Development

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

Cluster C: Technology, Integration, and Administration Track......................... 12 hours
EDUC 7702. Advanced Media and Technology for Educators
EDIT 6606. Distance Learning Design
EDIT 6608. Instructional Technology Program Administration
EDIT 6788. * Capstone (must be taken last semester of program)

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

**Total Minimum Number of Hours Required of All Candidates:** ......................................42

**Program Completion Requirements**

- A minimum of twenty (20) field experience hours;
- Pass the Instructional Technology GACE Test
- Complete the CITI Research Training Module
- Complete a Practicum Field Project
- Successfully pass a flagship research paper in one of the courses.
- Successfully complete one of three requirements: Earn a professional certification in the field of instructional technology; or present at an academic or professional conference; or publish in a professional online or print peer reviewed journal or publication.
- Successful completion and presentation of capstone;
- Earn an overall GPA of 3.0 in all graduate courses attempted.

**Certification-only option in Instructional Technology**

Georgia educators who hold professional teacher certification may wish to pursue a four-course sequence (12 credits) in order to obtain certification in Instructional Technology. Interested candidates must make application with the Office of Graduate Admissions, and, when accepted, meet with the program coordinator for details.

EDIT 6600. Introduction to Instructional Technology
EDIT 6602. Instructional Systems and Design
EDIT 6606. Distance Learning Design
EDIT 6608. Instructional Technology Program Administration

**Master of Arts (M.A.) in Educational Studies**

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

The Master of Arts (M.A.) in Educational Studies may also meet the needs of individuals who wish to pursue advanced study but who do not wish or need state certification. A minimum of 33 credits, of which at least 21 must be in Education courses (and must include the capstone course), are required for completion of the degree, which is planned with a faculty advisor. Candidates completing the M.A. degree in Educational Studies are not
Candidates who receive the M.A. degree in Educational Studies may apply to return to the college within five years as a certification-only student. A prerequisite for admission as a certification-only student is successful completion of the appropriate GACE content tests.

**In-Field Endorsement in Gifted Education**
Candidates in graduate teacher education programs at Piedmont College may, with the help of their faculty advisor, elect to take a sequence of three courses, making them eligible for an in-field endorsement in Gifted Education:

- **EDUC 7721.** Characteristics of Gifted Students
- **EDUC 7722.** Assessment of Gifted Students
- **EDUC 7723.** Programs, Curriculum and Methods for Gifted Students

**Independent School Leadership Studies (non-degree)**
In response to new requirements instituted by the Georgia Accrediting Commission, heads of independent schools are now required to provide evidence that they have earned a minimum of fifteen (15) graduate credits in school leadership/administration. The School of Education has developed a sequence of five, three-credit graduate courses in order to meet this need. It is anticipated that the courses would be offered in a hybrid cohort format whereby participants would attend some class meetings, augmented by the use of online or other distance learning technology.

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

Tuition for graduate courses taken as a non-degree student is charged at the graduate tuition rate and not eligible for federal financial aid.

**Courses**
- **EDSL 8810.** Introduction to School Leadership
- **EDS 8815.** Curriculum Design for a Changing World
- **EDS 8851.** School Resource Utilization
- **EDS 8852.** Monitoring and Evaluating School Practices
- **EDSL 8881.** Internship in School Leadership

To learn more about this option, contact the office of the Dean, School of Education.

**Course Descriptions Start on Page 270.**
FACULTY
Dr. Kathleen O’Keefe, Chair

EDUCATION SPECIALIST DEGREE
IN CURRICULUM AND INSTRUCTION (ED.S.)
Preparing distinguished teaching and learning leaders
to improve the lives of all children.

Program Overview
The goal of the Specialist Program in Curriculum and Instruction is to develop distinguished contributing teachers as leaders, mentors, and models across schools and systems. The primary purpose of schooling is instruction; therefore, all teachers, staff and administrators must focus through habits of mind on the ultimate goal of providing students with the best and most appropriate education possible through continuous school improvement. Regular classroom teachers, teachers in specialty areas, lead teachers, department heads, building level administrators, as well as staff and administrators at the district levels need to view themselves as instructional leaders and through proactive, scholarly and reflective professional and pedagogical development provide teaching and learning expertise and leadership to students and peers both formally and informally.

The Specialist Program in Curriculum and Instruction offers components that address the qualities necessary for distinguished teaching and leadership. The program provides a rigorous and scholarly pragmatic approach that meets the needs of candidates in various geographic and educational contexts. To that end, participants complete 30 hours of coursework, which combine theory and practice and culminate in a research based project aimed at school improvement.

Continuous themes and curricula guide, instruct, and develop the professional educator toward attainment of distinguished levels of theory and practice so that they may become contributing members in the professional discourse of improving schooling.

The Specialist program in Curriculum and Instruction is an approved program by the Professional Standards Commission (PSC) and The Southern Association of Colleges and Schools (SACS). This program leads to an S-6 Certificate and requires successful passage of the GACE exam in Curriculum and Instruction. Candidates completing the program are eligible for a pay upgrade to a 6 year level.

Coursework
All courses are 3 semester hours

Program of Study
The specialist program in Curriculum and Instruction offers components that address the qualities necessary for preparing distinguished teaching and leadership. The program will provide a rigorous and scholarly pragmatic approach that will meet the needs of candidates in various geographic and educational contexts. To that end, participants are required to complete 30 hours of coursework and all assigned field experiences.

These courses form a holistic approach to the 30-hour program of study as continuous themes and curricula to guide, instruct, and develop the professional educator to attain distinguished levels of both theory and practice and become contributing members in the professional
discourse of improving schooling.

**Core Courses (required of all degree candidates)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 8800</td>
<td>Introduction to Instructional Leadership in 21st Century Schools</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDS 8815</td>
<td>Curriculum Design for a Changing World</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDS 8860</td>
<td>School Law and Ethics</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDS 8851</td>
<td>School Resource Utilization</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDS 8877</td>
<td>Communication for Professional Practice</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDS 8845</td>
<td>Theory and Practice of Differentiated Instruction</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDS 8846</td>
<td>Principles of Assessment Design and Application</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDS 8823</td>
<td>Representation and Analysis of Quantitative Data</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDS 8824</td>
<td>Analysis and Evaluation of Research</td>
<td>3 hours</td>
</tr>
<tr>
<td>EDS 8880</td>
<td>Instructional Leadership in the 21st Century Schools</td>
<td>3 hours Pre-requisite EDS 8833, EDS 8824</td>
</tr>
</tbody>
</table>

**Course Descriptions Start on Page 270.**

**Other Program Requirements:**

**Specialist Candidate Learning Log**

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

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

**Flagship Papers**

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

**Reading and Research**

Each candidate in the Ed.S. degree program is required to be knowledgeable of the literature in the field, to study research and become critical consumers of current research. Candidates will be required to write a scholarly literature review addressing a specific area of education.
Field Experiences
A minimum of 20 hours field experience in all levels of B-12 environments is required. These experiences will be aligned with course requirements and documented on a field experience documentation form.
DOCTOR OF EDUCATION
IN CURRICULUM AND INSTRUCTION (ED.D.)

Preparing distinguished teaching and learning leaders
to improve the lives of all children.

PROGRAM OVERVIEW

The Doctor of Education (Ed.D.) is consistent with the goals in all graduate programs at Piedmont College. It is designed to develop eminent leaders in the field of education. The primary focus of the Ed.D. program is to facilitate transformational change of individuals and schools by preparing teacher leaders, other school professionals, and school administrators for the challenges of our rapidly changing world. The program will also serve to prepare educators for various roles in college and university teaching and in research and leadership positions in other educational institutions. Additionally, the doctoral program allows candidates to demonstrate a comprehensive knowledge base of theoretical and pedagogical issues relating to curriculum and instruction through adding new knowledge about their fields.

Candidates for the Ed.D. degree in Curriculum and Instruction are expected to engage in independent learning throughout their program. Research toward, and the ultimate completion of, the doctoral dissertation are primary examples of independent learning. Independent learning is a key component in many courses in which the aim is the development of analytical skills and critical thinking. Developing the ability to think independently leads to strengthened learning communities.

The components of the doctoral program include course work, field experience, research, and writing, culminating in the dissertation process. Candidates may earn the Specialist Degree equivalency after successful completion of the area I coursework and other requirements as indicated in the program description. The Ed.D. degree requirements include a minimum of 57 hours of coursework beyond the master’s degree and twelve hours minimum of dissertation credit.

Candidates who have earned the Education Specialist (Ed.S.) degree from Piedmont College may apply to the Ed.D. program and may apply credit toward area I coursework requirements. Up to six hours of transfer credit beyond the master’s degree may be submitted by applicants with post master’s credit from other institutions. All transfer credit is subject to approval by the Director of Doctoral Studies department and by the Registrar.

The Doctoral program in Curriculum and Instruction is an approved program by the Professional Standards Commission (PSC) and The Southern Association of Colleges and Schools (SACS). This program leads to an S-7 Certificate and requires successful passage of the GACE exam in Curriculum and Instruction. Candidates completing the program are eligible for a pay upgrade to a 7 year level. (Those enrolling in the Ed.S. program after January 2013 will complete the GACE exam as a part of their S-6 certification.

NOTE: Ed.S. degrees from colleges or universities other than Piedmont College are not transferable. Up to six semester hours beyond the Master’s degree may be considered for transfer credit.

Description of Admissions Process

Step 1. The applicant will complete the required application file by the January 1 deadline.
Step 2. The Ed.D. Admissions Committee will review completed application files and invite those who are approved to sit for a writing assessment.

Step 3. The Ed.D. Admissions Committee will review the writing assessments and invite those who are approved to interview.

Step 4. The Ed.D. Admissions Committee will review all admissions materials and select candidates to be offered acceptance into the Ed. D. degree program.

**Program of Study**
The Ed.D. in Curriculum and Instruction will be delivered on site, beginning in a lock-step cohort model, on the Athens and Demorest campuses of Piedmont College. Candidates will complete coursework on a schedule which is designed to provide optimum learning opportunity. Program completion is dependent on meeting dissertation requirements.

Candidates for the doctoral program must complete a minimum of 69 hours beyond the master’s degree. The program is divided into three areas. Area I courses form the foundation on which the doctoral program is built. Area II courses provide an in depth and advanced look at the areas affecting B-12 schools while preparing the candidate to do advanced graduate research. Area III supports the candidate throughout the dissertation process. The curriculum for the Ed.D. program is designed to promote depth and breadth to the study of curriculum and instruction while promoting teacher leadership and school improvement. Candidates explore major areas of concern in the contemporary school as well as historical issues affecting schools today. A focus on standards which currently drive outcomes for the state was included in the course development process.

**AREA I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 8800</td>
<td>Program Orientation and Scholarly Writing</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8815</td>
<td>Curriculum Design for a Changing World</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8860</td>
<td>School Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8851</td>
<td>School Resource Utilization</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8877</td>
<td>Communication for Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8845</td>
<td>Theory and Practice of Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8846</td>
<td>Principles of Assessment Design and Application</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8823</td>
<td>Representation and Analysis of Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8824</td>
<td>Analysis and Evaluation of Research (Pre-requisite EDS 8823)</td>
<td>3</td>
</tr>
<tr>
<td>EDS 8880</td>
<td>Leadership in 21st Century Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

*Candidates completing Area I may be eligible for an Ed.S. Degree or equivalency.

**Course DescriptionsStart on Page 270.**

**Area II Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 8831</td>
<td>Curriculum Evaluation for School Improvement in the B-12 Environment</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8830</td>
<td>Philosophical Views in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8847</td>
<td>Learning and Cognition: Theory to Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8841</td>
<td>Advanced Study of Differentiated Instruction: A Paradigm for Embracing Student Diversity</td>
<td>3</td>
</tr>
<tr>
<td>EDD 8856</td>
<td>Collaborative Communities: Innovative Teaching and</td>
<td></td>
</tr>
</tbody>
</table>
Learning in a Multicultural Environment 3 hours
EDD 8862.
Educational Law and Policy 3 hours
EDD 8870.
Advanced Assessment and Program Evaluation 3 hours
EDD 8899.
Quantitative Research and Statistical Analysis 3 hours
EDD 9900.
Qualitative Research and Analysis in Education 3 hours

Course Descriptions Start on Page 270.
AREA III Courses
EDD 9901. Dissertation Applied Research I 3 hours
EDD 9902.
Dissertation Individual Support for
Scholarly Writing I 1 hour
EDD 9903.
Dissertation Individual Support for Completing the
Research Plan 1 hour
EDD 9904.
Dissertation Applied Research II 3 hours
EDD 9905.
Dissertation Individual Support of Scholarly
Writing II 1 hour
EDD 9906.
Dissertation Individual Support for Prospects Preparation and
Continued Research 1 hour
EDD 9907.
Dissertation Applied Research III 3 hours
EDD 9908.
Dissertation 1 hour

Course Descriptions Start on Page 270.

In addition to the coursework outlined above, candidates will also complete the following requirements to earn the Ed.D. degree:

• Completed application for graduation

• Documentation of meeting Ed.S. Candidate Learning Outcomes (SPCLO), Doctoral Candidate Learning Outcomes (DCLO), Field Experience, Teaching and Learning Interactive Display Guidelines

• Written and Oral Comprehensive Examinations (Comprehensive Examinations Guidelines)

• Residency Requirements of four continuous semesters must be satisfied

• Dissertation Prospectus Defense with Human Subjects Review of Research Plan (Prospectus Guidelines)

• Dissertation Research and Defense (Dissertation Guidelines)

• Submission of final dissertation document to the library for publication

Interactive Learning Artifact Display
Doctoral candidates are required to demonstrate mastery of the Doctoral Candidate Learning Outcomes (DCLOs). The Interactive Learning Artifact Display allows candidates to share knowledge gleaned from coursework, faculty, other Piedmont students, and their own research. An exhibition/poster synthesis of their learning provides candidates with an avenue to guide other educators in best practice, connecting theory to practice, model knowledge, skills, and dispositions and to motivate others to action. This culminating event occurs at the end of Area II coursework and is scheduled with the Director of Doctoral Studies in conjunction with the major professors in the program. Faculty, community members, the candidate’s colleagues and Piedmont students are invited to attend the event.
Committee Structure
Upon completion of Area I and during Area II courses, candidates will select a doctoral committee which will include a doctoral chair. The doctoral chair and the candidate will work together to form the committee of three or more faculty members who hold a terminal degree. The doctoral chair must be a full-time faculty member of the School of Education unless otherwise approved. Candidates are strongly encouraged to select at least one professor from the Ed.D. teaching faculty for one member of their committee. The doctoral committee will serve as a support system and review committee for the candidate. The committee will grant final approval for the candidate’s satisfactory completion of the dissertation prospectus and the writing and defense of the approved dissertation.

Field Experience:
A minimum of 20 hours field experience in all levels of B-12 environments is required. These experiences will be aligned with course requirements and documented on a field experience documentation form.

Comprehensive Examinations (Comps)
Candidates will complete comprehensive examinations after completing Area I and Area II coursework and before beginning the dissertation. The comps are divided into two parts: a multiple choice examination and a written examination. Candidates must pass both parts to enroll for Area III. Candidates may retake either examination (or both) only one time. If the candidate fails either examination the second time, he/she must wait one full year to re-take the exam.

Dissertation Prospectus
In order to be admitted to candidacy for the Ed.D. degree, the dissertation prospectus must be approved by the doctoral committee. The prospectus typically consists of the first three chapters of the dissertation and is reflective of the candidate’s knowledge of the literature in curriculum and instruction, as well as the literature associated with the dissertation topic. Candidates must present the prospectus in person to the committee in a professional presentation as well as a written format. Candidates will be advised of approval of the prospectus by the committee along with any recommendations.

Dissertation
The Ed.D. culminates in the preparation and defense of a dissertation. The dissertation is prepared under the supervision of the doctoral committee. The committee receives continuous updates and revisions during the process in order to better facilitate communication of the project. When complete, the chair and the candidate will schedule a defense of the dissertation. The defense is heard by the doctoral committee, which must approve both the oral defense and the written dissertation. The academic community is invited to attend the final defense of any doctoral candidate.

Dissertation Editing Fee
All candidates must submit their dissertations for review by a final editor after the completion of the dissertation defense. Candidates are required to complete all suggested changes under the leadership of their doctoral chairs. All candidates may be required to pay a one-time dissertation editing fee prior to completion of the program.

Continuous Enrollment Requirement
Candidates for the Doctor of Education degree (Ed.D) are expected to be continuously enrolled through all phases of their program. Full-time study load for students enrolled in
Area I and Area II in the Ed. D. program is a minimum of 6 credit hours. Students who have completed Area I and Area II course work and who have successfully passed the comprehensive examinations move to the dissertation phase (Area III). Thereafter, as students progress through the dissertation (Area III) phase, they must be enrolled in a minimum of 1 credit hour to be considered full-time doctoral candidates and must maintain regular communication with their doctoral committee chair.

Requests for a leave of absence for extenuating circumstances will be considered on a case-by-case basis and must be made in writing to the Director of Doctoral Studies. Final approval rests with the Dean of the School of Education.
R.H. DANIEL SCHOOL OF NURSING AND HEALTH SCIENCES

Dr. Linda Scott, Dean

MISSION STATEMENT
In accordance with the mission of Piedmont College, the Daniel School of Nursing and Health Sciences is committed to providing the graduate with the foundations to integrate knowledge, skills, and values from the arts and sciences through the development of a reciprocal learning community. The health professional will provide or accommodate quality care with respect for the diversity of individuals, groups and communities. The health professional, through engagement, personal growth, and ethical reasoning, will be a responsible global citizen who is a leader upholding high standards, while working collaboratively through the interprofessional team.

FACULTY
Professors Fisk, Scott, and Willsea
Associate Professors Johnson-Huff, Miller, and Starrett
Assistant Professors Anderson, Baugus-Wellmeier, Greilich, Kelley, Ketchie, Madden, Olsen, and Shehee

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 School of Nursing policies concerning the above and their application to the nursing major are described in the Nursing Student Handbook.

ADMISSION/PROGRESSION CRITERIA
• Pre-licensure – those applicants who have never held a nursing license
• LPN to BSN – those applicants who currently hold a licensed practical nursing license in Georgia
• RN to BSN – those applicants who have an associate degree or diploma in nursing and hold a registered nursing license in Georgia

Admission Criteria for the 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 and in the fall on the Athens campus. Admission to Piedmont College does not guarantee admission to the School of Nursing. A separate application is required for admission to the School of Nursing, and should be received in the School of Nursing by January 15th prior to desired admission date. Students desiring admission to the School of Nursing must meet all admission criteria as specified by the School of Nursing. Incomplete applications will not be evaluated. In addition, transfer students must include proof of admission to the College, and an official transcript of all general education courses completed must be sent to the Piedmont College Admissions
Criteria for admission are as follows:

- Regular admission to Piedmont College (all official transcripts through Fall prior to the January deadline must be received)

- Separate application to the School of Nursing

- 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

- 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 School of Nursing and ineligibility to remain a nursing major.

- Completion of biology courses within the last seven years or permission of the Dean of the School of Nursing

- 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 School of Nursing. 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.

- Successful completion of a nursing admissions interview

- Documentation of the following at time of admission—
  1. Current health and accident insurance
  2. Current physical examination by either a licensed physician or nurse practitioner
  3. Immunization including mumps, measles, rubella (MMR), and varicella or titer to prove immunities
  4. Current tetanus
  5. Current two-step PPD tuberculin test or chest x-ray results for converters
  6. Hepatitis B (HBV) vaccination (preferably two of the three injections completed)
  7. Current certification in CPR for health professionals
  8. Successful completion of a criminal background check and drug screen approved by the School of Nursing. Students are not fully admitted to the School of Nursing until the background check and drug screen have been reviewed and accepted.

Failure of two or more required nursing courses at another school, college, or university will lead to denial of admission to the School of Nursing.

The School of Nursing 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 School of Nursing 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 School of Nursing prior to the first day of orientation to the nursing program.

Once a student is accepted in the School of Nursing, a deposit to be specified by the School of Nursing will be required to hold that student’s place in the School. 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 School of Nursing will review application files and consider cumulative grade-point averages (CGPA), standardized exam scores, and interview results 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 School of Nursing from one application period to the next. Prior admission to the School of Nursing does not guarantee admission in subsequent years.

**LPN to BSN Admission Criteria**

Students in the LPN to BSN program are admitted once a year for classes beginning in the fall on both campuses. Admission to Piedmont College does not guarantee admission to the School of Nursing. A separate application is required for admission to the School of Nursing, and should be received in the School of Nursing by January 15th prior to the desired fall admission. Students desiring admission to the School of Nursing must meet all admission criteria as specified by the School of Nursing. Incomplete applications will not be evaluated. Students must include proof of admission to the College, and an official transcript of all general education courses completed must be sent to the Piedmont College Admissions office. Criteria for admission are as follows:

- Regular admission to Piedmont College (all official transcripts through Fall prior to the January deadline must be received)
- Separate application to the School of Nursing
- 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
- 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 School of Nursing and ineligibility to remain a nursing major.
- Current un-encumbered Georgia LPN license
- Minimum cumulative grade point average (CGPA) of 2.5 on all college work including LPN courses required. A CGPA of 2.5 does not guarantee admission to the School of Nursing. 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.

- Successful completion of a nursing admissions interview

- Documentation of the following at time of admission:
  1. Current health and accident insurance
  2. Current physical examination by either a licensed physician or nurse practitioner
  3. Immunization including mumps, measles, rubella (MMR), and varicella or titer to prove immunities
  4. Current tetanus
  5. Current two-step PPD tuberculin test or chest x-ray results for converters
  6. Hepatitis B (HBV) vaccination (preferably two of the three injections completed)
  7. Current certification in CPR for health professionals
  8. Successful completion of a criminal background check and drug screen approved by the School of Nursing. Students are not fully admitted to the School of Nursing until the background check and drug screen have been reviewed and accepted.

Failure of two or more required nursing courses at another school, college, or university will lead to denial of admission to the School of Nursing.

The School of Nursing 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 School of Nursing in the fall semester prior to desired fall admission provided they complete the remaining courses by the summer semester. 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 School of Nursing prior to the first day of orientation to the nursing program.

Once an LPN student is accepted in the School of Nursing, a deposit to be specified by the School of Nursing will be required to hold that student’s place in the School. When the student registers for the fall semester, this deposit will be credited to the student’s tuition.

Note: LPN to BSN students may receive up to 15 credit hours for LPN academic work from an accredited institution.

General Education Requirements for Nursing and Health Science Majors:
See General Education Requirements on Page 89
Please consult the specific program for further information:

Nursing Course Requirements:
Sixty-two credit hours of nursing courses are required for graduation.

NURS 3311. Conceptual Foundation of Professional Nursing (3/3/0)
NURS 3312. Foundational Nursing Skills (5/3/2)
NURS 3322. Adult Health Care I (5/3/2)
NURS 3323. Health Assessment (4/3/1)
NURS 3326. Introduction to Pharmacology (3/3/0)
NURS 3330. Adult Health Care II (5/3/2)
NURS 3331. Family Nursing (4/2.5/1.5)
NURS 3332. Population Focused Community Health Nursing (4/2.5/1.5)
NURS 4420. Research in Nursing (3/3/0)
NURS 4425. Nursing of Acute and Chronic Mental Health Conditions (5/3/2)
NURS 4426. Adult Health Care III (4/2.5/1.5)
NURS 4427. Health Care of the Child (4/2.5/1.5)
NURS 4430. Nursing Care of the Complex Client with Multiple Problems (5/3/2)
NURS 4431. Nursing Leadership and Management (4/4/0)
NURS 4434. Capstone Seminar (1/1/0)

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 College
2. The performance standards of the School of Nursing
3. A minimum of “C” 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 “C”) 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. Satisfactory completion of standardized exams (See School of Nursing Student Handbook).
5. Passage of a medication administration exam each fall semester at 100%. Inability to pass a medication administration exam at 100% will prevent student attendance at clinical practicums and will lead to failure of clinical courses
6. Results of a yearly PPD tuberculin test or chest X-ray results for converters
7. Proof of certification in CPR for health professionals must be current
8. Proof of continued health insurance
9. A random drug screen may be required on the basis of “reasonable suspicion” (See School of Nursing Drug Screening Policy in the School of 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 College student conduct code

• Models the philosophy and mission of the School of Nursing

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 School of Nursing.

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.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation</td>
</tr>
<tr>
<td>Professional Relations</td>
<td>Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication adeptness sufficient for verbal and written professional interactions</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient for movement from room to room in small spaces</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor skills sufficient for providing safe, effective nursing care.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for monitoring and assessing health needs</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation and assessment necessary in patient care</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical examination</td>
</tr>
<tr>
<td>Mental/Emotional</td>
<td>Possess the mental and emotional ability to adapt to the environment, function in emergency situations and cope with stressors</td>
</tr>
</tbody>
</table>

* Based on recommendations of the Southern Regional Education Board

**Readmission Criteria**

Students who have failed one nursing course or who have withdrawn from a nursing course during an academic term must reapply for readmission to the School of Nursing 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. Letter requesting readmission to the School of Nursing
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 100% prior to clinical rotation
4. Audit nursing courses as selected by the School of Nursing faculty
5. Successful completion of a new background check and drug screen one month prior to returning

All nursing courses must be completed within a four-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 the School of Nursing faculty. The School of Nursing 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 College and the R. H. Daniel School of Nursing and Health Sciences. Graduation requirements for the R.H. Daniel School of Nursing and Health Sciences are outlined in the School of Nursing Student Handbook.

Procedures for application for graduation are listed in the Piedmont College 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.

**ADMISSION/PROGRESSION CRITERIA FOR REGISTERED NURSES**

Students desiring admission to the RN to BSN program must meet all admission criteria as specified by the School of Nursing. Admission to Piedmont College does not guarantee admission to the School of Nursing. A separate application is required for the School of Nursing for admission and should be received by the following dates:

- For Fall semester – July 15
- For Spring semester – October 15
- For Summer semester – March 15

**Admission criteria are as follows:**

- Regular admission to Piedmont College
- Separate application to the School of Nursing
- Unencumbered Georgia nursing license
- Graduation from an accredited nursing program
- Meet testing requirements as listed below:
  - 0-4 years after graduation—No testing required/no clinical practice required
  - > 4 years after graduation with 1000 clinical practice hours in previous 3 years—No testing required
  - > 4 years after graduating with < 1000 clinical practice hours in previous 3 years—testing required.
  - Graduates of non-accredited programs – testing required

Before full admission to the program, all nursing applicants must successfully complete
the following:

• Documentation of the following at time of admission—

  1. Current health and accident insurance
  2. Current physical examination by either a licensed physician or nurse practitioner
  3. Immunization including mumps, measles, rubella (MMR), and varicella or titer to prove immunities
  4. Current tetanus
  5. Current two-step PPD tuberculin test or chest X-ray results for converters
  6. Hepatitis B (HBV) vaccination (preferably two of the three injections completed)
  7. Current certification in CPR for health professionals
  8. Successful completion of a criminal background check and drug screen approved by the School of Nursing. Students are not fully admitted to the School of Nursing until the background check and drug screen have been reviewed and accepted.

Enrollment Limitations
Enrollment limitations also apply to registered nurse students. Please refer to previous section on enrollment limitations.

Progression Criteria
Registered nurse students must meet the same progression criteria as stated for all undergraduate students. Please refer to previous section on progression criteria.

Readmission Policy
The Readmission Policy for registered nurses is the same for all undergraduate nursing students. Please refer to the section on readmission.

General Education Requirements for RN-BSN:
The following are the general education requirements for the RN-BSN degree. These include transfer credit accepted by Piedmont College.

• 16 hours of laboratory science
• 3 hours of statistics
• 6 hours of foreign language
• 6 hours of history or 3 hours of history and 3 hours of political science
• 3 hours of college algebra or higher math
• 3 hours of public speaking
• 3 hours of sociology or anthropology
• 3 hours of art, music or theater 1100
• English 1101 and 1102
• 6 hours of psychology

NOTE: Non-nursing classes may be taken concurrently with nursing classes

**Nursing Classes:**

At least 30 hours of general education must be completed before students can enroll in nursing courses. A minimum of 25 semester/42 quarter hours of nursing credit will be held in escrow until the baccalaureate candidate has demonstrated prior nursing knowledge by successfully completing 6.67 semester/10 quarter hours of nursing credit.

All nursing courses except NUR 4420, Research in Nursing, meet three times per semester and are taught via CD-ROM or online. Research in Nursing is taught live.

**Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3350</td>
<td>Foundations of Professional Nursing (3/3/0)</td>
</tr>
<tr>
<td>NURS 3324</td>
<td>Issues in Nursing (2/2/0)</td>
</tr>
<tr>
<td>NURS 4420</td>
<td>Research in Nursing (3/3/0)</td>
</tr>
<tr>
<td>NURS 3332</td>
<td>Population focused Community Health Nursing (4/3/1)</td>
</tr>
<tr>
<td>NURS 4451</td>
<td>Leadership and Management (3/2/1)</td>
</tr>
<tr>
<td>NURS 4458</td>
<td>Role Synthesis Practicum (3/1/2)</td>
</tr>
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</table>

**Electives: (Pick 2)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4441</td>
<td>Evidence Based Practice (3/3/0)</td>
</tr>
<tr>
<td>NURS 3365</td>
<td>Disaster Nursing (3/3/0)</td>
</tr>
<tr>
<td>NURS 3398</td>
<td>Geriatric Nursing (3/3/0)</td>
</tr>
<tr>
<td>HSCS 3395</td>
<td>Cross-cultural Health (3/3/0)</td>
</tr>
<tr>
<td>NURS 3323</td>
<td>Health Assessment (4/3/3)</td>
</tr>
</tbody>
</table>

* RNs with no Health Assessment course in transfer credit will be required to take NURS 3323 or challenge the practical final

**Total hours required for graduation = 120**

The RN student will be required to complete no more than 37 additional semester hours for graduation and no more than 133 total semester hours for the baccalaureate degree.

**Course Descriptions Start on Page 270.**
ATHLETIC TRAINING (ATRG)

Athletic trainers are allied health care professionals who collaborate with physicians to optimize patient and client activity and participation. Athletic training encompasses the prevention, diagnosis, and treatment of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. (www.NATA.org)

The B.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 includes course work in athletic training, anatomy, physiology, exercise physiology, psychology, and other science related courses. 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. Acceptance into the Athletic Training Education Program is competitive and not guaranteed.

Once admitted into the program, students are required to maintain an overall minimum cumulative GPA of 2.7 and satisfactory performance during the clinical experiences to remain active in the athletic training education program. Failure to maintain a cumulative 2.7 GPA for one semester will result in a one-semester probation. If the student has two consecutive semesters with a cumulative GPA below 2.7, they will be removed from the program and advised into a suitable major.

Any student earning less than a C in a pre-requisite, supporting, or required core course must repeat that course. If the course in question is a prerequisite for another course, they may not take the second course until achieving a C in the original. In addition to the Piedmont College graduation requirements, Athletic Training Majors must also complete a minimum of 900 hours of practical clinical experience (as assigned by the Program) and the Skills Master Log prior to graduation.

The Athletic Training Program is seeking accreditation through the CAATE (Commission on Accreditation of Athletic Training Education; www.caate.net). This process began in January 2014 and will conclude with a formal CAATE site visit in January/February 2017 as the first cohort of students is approaching 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.

ADMISSION CRITERIA
See General Education Requirements on Page 89.

Prospective students must meet the minimum criteria listed below to be considered for admission to the program:

• Ability to meet the Technical Standards of Admission as documented by a licensed physician, nurse practitioner, or physician’s assistant

• Admission to Piedmont College

• Declare Athletic Training as a major

• “C” or better on all required pre-requisite coursework

• Completed application, cover letter, and professional resume (due October 15th)
• 25 clinical observation hours with a Piedmont-affiliated Athletic Trainer

• Copy of CPR-PR certification card

• Copy of immunization records, including Hepatitis B and TB skin test within 12 months

• Overall cumulative minimum GPA of 2.70

• Proof of bloodborne pathogens training

• Two letters of recommendation (one must be from a Piedmont College faculty or staff member)

• Successful background check

• Successful interview (Interviews are extended during the fall semester only)

Prerequisites
Prospective students must have taken or be currently enrolled in the following courses when applying to the Athletic Training Education program:

HSCS 1110. Introduction to Health Sciences
BIOL 1101. Introduction to Biology
HSCS 1101. Emergency Techniques

Supporting Courses:
BIOL 2100. Human Anatomy and Physiology I
BIOL 2110. Human Anatomy and Physiology II
BIOL 2150. Medical Microbiology
HSCS 2210. Basic Nutrition
MATH 2100. Elementary Statistics
PSYC 2290. Human Growth and Development

Athletic Training Core:
ATRG 1120. Practical Techniques
ATRG 2201. Practicum I in Athletic Training
ATRG 2202. Care and Prevention
ATRG 2221. Practicum II in Athletic Training
ATRG 2222. Therapeutic Modalities
ATRG 3301. Practicum III in Athletic Training
ATRG 3303. Ortho Assessment: Upper
ATRG 3321. Practicum IV in Athletic Training
ATRG 3323. Ortho Assessment: Lower
ATRG 3322. Therapeutic Exercise
ATRG 4401. Practicum V in Athletic Training
ATRG 4402. Organ/Admin of AT Programs
ATRG 4420. Senior Seminar
ATRG 4421. Practicum VI in Athletic Training
ATRG 4499. Internship (not required)
HSCS 2221. Kinesiology and Biomechanics
HSCS 3301. Physiology of Exercise
HSCS 3302. Pathology and Pharmacology
HSCS 3321. Fitness Assessment and Prescription
HSCS 4410. Research Methodology
CARDIOVASCULAR TECHNOLOGY (CVT)

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). This four-year Bachelor of Science degree program is a collaborative effort between Piedmont College 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 cardiovascular diagnostics. 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 on Page 89.

Prospective students must meet the minimum criteria listed below to be considered for admission to the program:

• Separate application to the CVTE program

• “C” or better on all prerequisite and required general education courses.

• 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:

  - 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 or chest x-ray results for converters, and hepatitis B vaccination (preferably two of the three injections completed)
  - Proof of current CPR for health professionals certification
  - Successful completion of a criminal background check and drug screen approved by the School of Nursing and Health Sciences
Supporting Courses:

BIOL 1101. General Biology I
BIOL 2100. Human Anatomy and Physiology I
BIOL 2110. Human Anatomy and Physiology II
BIOL 2150. Medical Microbiology
MATH 2450. Calculus
MATH 2100. Elementary Statistics

Cardiovascular Technology Core:

BIOL 1102. General Biology II
CHEM 1101. General Chemistry I
CHEM 1102. General Chemistry II
CSCI 1101. Technology
CVTE 4010. Ultrasound Physics
CVTE 4012. Electrophysiologic Anatomy and Physiology
CVTE 4014. Echocardiography Pathology I
CVTE 4016. Electrocardiography
CVTE 4020. Cardiac Pharmacology
CVTE 4022. Principles of Vascular Ultrasound
CVTE 4024. Cardiovascular Technology
CVTE 4026. Echocardiography Pathology II
CVTE 4028. Practicum I
CVTE 4400. Practicum II
CVTE 4420. Capstone
HSCS 1101. Emergency Techniques
HSCS 3302. Pathology and Pharmacology
HSCS 4410. Research Methodology
HSCS 4411. Health Policy and Law
PHYS 2110. General Physics I

(MATH 2450 is the pre-requisite for this course)

PHIL 3305. Ethics

Course Descriptions Start on Page 270.

EXERCISE AND SPORT SCIENCE

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 proposed course plan in Exercise and Sport Science prepares students for a variety of careers and graduate programs, including prerequisites for physical therapy and medical school and certifications offered through the American College 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.

**ADMISSION CRITERIA**
See General Education Requirements on Page 89.

Prospective students must meet the minimum criteria listed below to be considered for admission to the program:

- “C” or better on all prerequisite courses.
- Students must maintain a 2.7 cumulative GPA and earn a “C” or better in all Science (BIOL, CHEM, PHYS), Health Science (HSCS), and Athletic Training (ATRG) courses.

**Supporting Courses:**
- **BIOL 1101.** Introduction to Biology
- **BIOL 2100.** Human Anatomy and Physiology I
- **BIOL 2110.** Human Anatomy and Physiology II
- **BIOL 2150.** Medical Microbiology
- **MATH 2100.** Elementary Statistics
- **PSYC 2290.** Human Growth and Development

**Exercise and Sport Science Core:**
- **ATRG 2202.** Care and Prevention
- **HSCS 3302.** Pathology and Pharmacology
- **CHEM 1101.** General Chemistry I
- **CHEM 1102.** General Chemistry II
- **CHEM 2351.** Organic Chemistry
- **CHEM 4210.** Biochemistry
- **HSCS 1101.** Emergency Techniques
- **HSCS 1110.** Introduction to Health Science
- **HSCS 2229.** Basic Nutrition
- **HSCS 2221.** Kinesiology and Biomechanics
- **HSCS 3301.** Physiology of Exercise
- **HSCS 3302.** Pathology and Pharmacology
- **HSCS 3321.** Fitness Assessment and Prescription
- **HSCS 4410.** Research Methodology
- **HSCS 4420.** Exercise for Special Populations
- **HSCS 4440.** Sport Nutrition
- **HSCS 4450.** Health Sciences Capstone
- **PHYS 2110.** General Physics I
  - (MATH 2450 is the pre-requisite for this course)
- **PHYS 2120.** General Physics II

**Recommended Electives:**
- **ATRG 1120.** Practical Techniques
- **ATRG 2222.** Therapeutic Modalities
- **ATRG 3303.** Ortho Assessment: Upper
- **ATRG 3322.** Therapeutic Exercise
- **ATRG 3323.** Ortho Assessment: Lower
- **ATRG 4402.** Organ/Admin of AT Programs
Course Descriptions Start on Page 270.

HEALTH CARE ADMINISTRATION
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 solid scientific core combined with business and other disciplines provides the student with a strong career path in health care administration. This degree is also available to any student wishing to enter this program.

ADMISSION CRITERIA
See General Education Requirements on Page 89.

Students must maintain a 2.5 cumulative GPA and earn a “C” or better in all Business (ACCT, BUSA), Health Science (HSCS), and Philosophy (PHIL) courses.

Supporting Courses:
- BIOL 1101. Introduction to Biology
- BIOL 2100. Human Anatomy and Physiology I
- BIOL 2110. Human Anatomy and Physiology II
- BIOL 2150. Medical Microbiology
- MATH 2100. Elementary Statistics
- PSYC 2290. Human Growth and Development

Health Care Administration Core:
- ACCT 2010. Financial Accounting
- ACCT 2020. Managerial Accounting
- BUSA 1210. Principles of Economics
- BUSA 2030. Information Systems for Business
- BUSA 3010. Management
- BUSA 4320. Human Resource Management
- BUSA 4550. Leadership
- HSCS 1105. Medical Terminology
- HSCS 2200. Introduction to Health Professions
- HSCS 2210. Basic Nutrition
- HSCS 2301. Health Promotion, Physical Activity, and Wellness
- HSCS 3302. Pathology and Pharmacology
- HSCS 3330. Health Care Finance
- HSCS 3395. Cross-Cultural Health
- HSCS 4410. Research Methodology in Health Sciences
- HSCS 4411. Health Policy, Law, and Issues
- HSCS 4450. Health Sciences Capstone

Course Descriptions Start on Page 270.

HEALTH, NUTRITION, AND WELLNESS
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 Health, Nutrition, and Wellness 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, public health (MPH), business administration (MBA), recreational therapy (MS), or nutritional science (MS). The proposed course plan in Health, Nutrition, and Wellness also prepares students for certifications offered through the American College 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-CS/CSCS and/or Certified Personal Trainer). These students are NOT eligible to take the National Athletic Trainers’ Association BOC examination.

ADMISSION CRITERIA
See General Education Requirements on Page 89.

Prospective students must meet the minimum criteria listed below to be considered for admission to the program:

- “C” or better on all prerequisite courses.

- Students must maintain a 2.7 cumulative GPA and earn a “C” or better in all Science (BIOL, CHEM, PHYS), Health Science (HSCS), and Athletic Training (ATRG) courses.

Supporting Courses:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 1101</td>
<td>Introduction to Biology</td>
</tr>
<tr>
<td>BIOL 2100</td>
<td>Human Anatomy and Physiology I</td>
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<tr>
<td>BIOL 2110</td>
<td>Human Anatomy and Physiology II</td>
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<tr>
<td>BIOL 2150</td>
<td>Medical Microbiology</td>
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<tr>
<td>MATH 2100</td>
<td>Elementary Statistics</td>
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<tr>
<td>PSYC 2290</td>
<td>Human Growth and Development</td>
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Health, Nutrition, and Wellness Core:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATRG 2202</td>
<td>Care and Prevention</td>
</tr>
<tr>
<td>EDPE 2271</td>
<td>School and Community Health</td>
</tr>
<tr>
<td>EDPE Elective</td>
<td>(1 hour of credit)</td>
</tr>
<tr>
<td>HSCS 1101</td>
<td>Emergency Techniques</td>
</tr>
<tr>
<td>HSCS 1110</td>
<td>Introduction to Health Science</td>
</tr>
<tr>
<td>HSCS 2210</td>
<td>Basic Nutrition</td>
</tr>
<tr>
<td>HSCS 2221</td>
<td>Kinesiology and Biomechanics</td>
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<tr>
<td>HSCS 2270</td>
<td>Clinical Nutrition</td>
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<tr>
<td>HSCS 2301</td>
<td>Health and Wellness Promotion</td>
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<tr>
<td>HSCS 3301</td>
<td>Physiology of Exercise</td>
</tr>
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<td>HSCS 3302</td>
<td>Pathology and Pharmacology</td>
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<tr>
<td>HSCS 3321</td>
<td>Fitness Assessment and Prescription</td>
</tr>
<tr>
<td>HSCS 3331</td>
<td>Nutrition Across the Lifespan</td>
</tr>
<tr>
<td>HSCS 4410</td>
<td>Research Methodology</td>
</tr>
</tbody>
</table>
Minor: Health, Nutrition, and Wellness
A minor in Health, Nutrition, and Wellness requires 18 hours of coursework (6 courses), of which HSCS 2301 (Health Promotion) and HSCS 2270 (Clinical Nutrition) are required. Students must choose four additional courses from the following: HSCS 3331 (Lifecycle Nutrition), HSCS 4420 (Exercise for Special Populations), HSCS 3321 (Fitness Assessment and Prescription), HSCS 4440 (Sport Nutrition), HSCS 4411 (Health Policy and Law), and/or EDPE 2271 (School and Community Health).
DANIEL SCHOOL OF NURSING
AND HEALTH SCIENCES
MASTER OF SCIENCE IN NURSING
(M.S.N.)

PROGRAM OVERVIEW
The purpose of this program is to provide graduate nursing education to those nurses wishing to expand their knowledge base and advance in their careers. The program offers two options to baccalaureate prepared nurses; a Master of Science in Nursing (M.S.N.) with an emphasis in nursing education or an M.S.N. with an emphasis in nursing administration. Each of these programs will provide a foundation for doctoral study and professional development.

A Master of Science in Nursing with an emphasis in nursing education will focus on preparing nurses in the role of clinical educators for health care facilities or at the entry level for teaching nursing in higher education. Emphasis will be on placed facilitation of learning, learner development and socialization, assessment and evaluation strategies, curriculum design, evaluation of program outcomes, scholarship, leadership, and the ability to effectively function within the institutional environment and the academic community. Students will be prepared to take the Certified Nurse Educator (CNE) examination at the completion of the program.

An M.S.N. with an emphasis in nursing administration will prepare nurse administrators to assume top level management positions in a variety of settings throughout every sector of the health care industry. Emphasis will be placed on evidence-based leadership, measurement of quality outcomes, technology to compliment patient care, working with diverse populations, effective and collaborative organizational cultures and financial management.

Admission Criteria:
Applicants for the M.S.N. program are required to have a Bachelor of Science Degree in Nursing (B.S.N.) with a 2.5 cumulative GPA from a regionally accredited college or university. Other admission criteria include:

• 3 semester credit hours of undergraduate research
• 3 semester credit hours of undergraduate statistics
• An unencumbered Georgia nursing license
• Graduate Admission Application
• All official, final and sealed transcripts from every college attended
• Three professional references on Piedmont College Admission forms
• Official test score for the GRE General Test (35th percentile on the GRE verbal and quantitative sections) or the M.A.T. at 35th percentile.
• Successful completion of a background check and drug screen by a School of Nursing and
Health Sciences approved vendor.

**Course Content:**
Students who are accepted into the M.S.N. program must complete a minimum of 36 semester hours beyond the bachelor’s degree. All M.S.N. students must complete a common core:

- **NURS 6601.** Advanced Nursing Theory 3 hours
- **NURS 6640.** Nursing Leadership and Issues 3 hours
- **NURS 6620.** Research Methodology & Statistics 3 hours
- **NURS 6621.** Nursing Informatics 3 hours

**MSN – Nursing Education**
- **NURS 6605.** Concepts of Nursing Education I 3 hours
- **NURS 6602.** Advanced Pathophysiology 3 hours
- **NURS 6631.** Advanced Pharmacology 3 hours
- **NURS 6624.** Advanced Physical Assessment 3 hours
- **NURS 6630.** Concepts of Nursing Education II 3 hours
- **NURS 6632.** Tests, Measurement and Assessment 3 hours
- **NURS 6641.** Teaching Practicum 3 hours
- **NURS 6684.** Capstone Project or Thesis 1-3 hours

or
- **NURS 6685.**

**MSN – Nursing Administration**
- **NURS 6606.** Nursing Administration I 3 hours
- **BUSA 6100.** Managerial Ethics 3 hours
- **NURS 6650.** Nursing Administration II 3 hours
- **BUSA 6610.** Project Management Analysis 3 hours
- **BUSA 6820.** Legal Environment and Strategic HR Management 3 hours
- **NURS 6651.** Financial Management 3 hours
- **NURS 6661.** Nursing Administration Practicum 3 hours
- **NURS 6684.** Capstone Project or Thesis 1-3 hours

or
- **NURS 6685.**

**Course Descriptions Start on Page 270.**
ACCOUNTING

ACCT 2010. Accounting I  3 hours
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.

ACCT 2020. Accounting II  3 hours
Prerequisite: ACCT 2010
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.

ACCT 2200. Tax Accounting  3 hours
Prerequisite: ACCT 2020
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.

ACCT 3010. Intermediate Accounting I  3 hours
Prerequisite: ACCT 2020
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.

ACCT 3020. Intermediate Accounting II  3 hours
Prerequisite: ACCT 3010
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.

ACCT 3100. Cost Accounting  3 hours
Prerequisite: ACCT 2020
Cost elements and classifications, job and process cost systems, cost/volume/profit analysis, budgeting, pricing, and other management decision making.

ACCT/BUSA 3306. Applied Ethics  3 hours
Description: 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.

ACCT/BUSA 3410. Financial Statement Analysis  3 hours
Prerequisite: ACCT 2020
The course is designed to educate the student on the linkages between managerial decisions and the impact of these decisions on the financial performance and economic value of the firm. The course will cover interpretation of financial reports via utilization of ratio analysis and other techniques. It will also cover the development of financial projections and their underlying assumptions; evaluation of business investment decisions given required rates of return; assessment of the implications of financing choices; determination of business and security values; and the use of analytical techniques to maximize shareholder value. The
viewpoints and concerns of managers, owners, and other stakeholders will be considered during the analysis/interpretation process.

ACCT 3450. Accounting Information Systems 3 hours
Pre-requisite: ACCT 2020
This course will present a thorough introduction to basic accounting information systems, provide a working knowledge of systems analysis and design techniques, and introduce several fundamental accounting information flow patterns. In addition, it will examine the need for adequate systems controls, risks inherent in the controls, and refined systems output to support management decision-making processes.

ACCT 4500. Advanced Accounting 3 hours
Prerequisite: ACCT 3020
Special problems relating to consolidated statements, fiduciaries, governmental and institutional units.

ACCT 4600. Auditing 3 hours
Prerequisite: ACCT 3020
Qualifications and responsibilities of the public accountant; introduction to basic auditing objectives, standards, ethics, terminology, procedures, working papers and reports.

ACCT/BUSA 4700. Internship 3 hours
Prerequisite: Senior standing or permission of the instructor.
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 college supervisor and is expected to prepare a report and a self-evaluation of this experience.

ACCT/BUSA 4980. Special Topics: Entrepreneurship 1-3 hours
The content and credit hours for this course vary. Consult the schedule for topics and hours available for the semester.

ACCT/BUSA 4990. Special Topics 1-3 hours
The content and credit hours for this course vary. Consult the schedule for topics and hours available for the semester.

ANTHROPOLOGY (ANTH)

ANTH 1102 Introductory Anthropology 3 hours
The history, methods, concepts and major contributions of anthropology.

ANTH 2250 Cultural Anthropology 3 hours
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.

ANTH 3340 Indians of North America 3 hours
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.

ANTH 3350 Archaeology of Eastern North America 3 hours
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.
ANTH 4450 Archaeology of Peru  3 hours
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.

ANTH 4475 Selected Topics  3 hours
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.

ANTH 6600. (Advanced Studies in Anthropology)  3 hours
The course requires intensive reading and/or research on anthropological topics. The content
of the course can vary from course to course. The course may be taken more than once for
credit if the course topic is different.

ART (ART)

ART 1100. Introduction to Art  3 hours
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.

ART 1110. 0 hours
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 1190 will be
taken every semester as an art major.

ART 1120. Drawing I  3 hours
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 ad-
ditional 3 hours of independent studio work is required.

ART 1130. Two-Dimensional Design  3 hours
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.

ART 1140. Three-Dimensional Design  3 hours
Fundamentals of design in three dimensions, exploring the elements of organization in modu-
lar and sculptural approaches. An additional 3 hours of independent studio work is required.

ART 2200. Drawing II  3 hours
Prerequisite: ART 1120
Emphasis on drawing the human figure. Students will work with live models. An additional
3 hours of independent studio work is required.

ART 2215. Black and White Darkroom Photography  3 hours
Prerequisite: None
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.
ART 2230. Ceramics: Handbuilding 3 hours
Prerequisite: None
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.

ART 2270. Painting I 3 hours
Prerequisite: ART 1120
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.

ART 2301 Art History: Prehistoric to Renaissance 3 hours
Evolution of art, prehistoric to the Renaissance, with emphasis on critical analysis.

ART 2302. Art History: Renaissance to Present 3 hours
Evolution of art, Renaissance to present, with emphasis on form and critical analysis.

ART 2660. Sculpture I 3 hours
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.

ART 3305. Art of the Northern and Italian Renaissance 3 hours
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.

ART 3307. Modern Art: 19th and Early 20th Century 3 hours
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.

ART 3308. Contemporary Art: 1945 to the Present 3 hours
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.

ART 3314. Special Topics in Art 3 hours
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.

ART 3315. Digital Photography 3 hours
Prerequisite: None
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 on digital manipulation and editing skills in tandem to developing a strong creative voice. An additional 3 hours of independent studio work is required.

ART 3316. Intermediate Photography 3 hours
Prerequisite: ART 3315 and ART 3315
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.

ART 3320. Drawing III 3 hours
Prerequisites: ART 2220
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.

ART 3330. Ceramics: Wheel Throwing 3 hours
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.

ART 3331. Intermediate Ceramics 3 hours
Prerequisites: ART 2230, and ART 3330
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.

ART 3361. Sculpture II 3 hours
Prerequisites: ART 2260
An examination of advanced sculpture techniques. An additional 3 hours of independent studio work is required.

ART 3362. Sculpture III 3 hours
Prerequisite: ART 3361
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.

ART 3370. Painting II 3 hours
Prerequisites: ART 2270
Advanced concepts in content explored. Emphasis on experimentation with various materials and media. An additional 3 hours of independent studio work is required.

ART 3371. Painting III 3 hours
Prerequisites: ART 3370
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.

ART 4316. Photography IV 3 hours
Prerequisite: ART 3316
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.

ART 4317. Photography V 3 hours
Prerequisite: ART 4316
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.
ART 4320. Drawing IV  3 hours
Prerequisite: ART 3320
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.

ART 4321. Drawing V  3 hours
Prerequisite: ART 4320
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.

ART 4331. Ceramics IV  3 hours
Prerequisite: ART 3331
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.

ART 4332. Ceramics V  3 hours
Prerequisite: ART 4331
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.

ART 4362. Sculpture IV  3 hours
Prerequisite: ART 3362
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.

ART 4363. Sculpture V  3 hours
Prerequisite: ART 4362
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.

ART 4371. Painting IV  3 hours
Prerequisite: ART 3371
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.

ART 4372. Painting V  3 hours
Prerequisite: ART 4371
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.

ART 4420. Art Education Experiences, B-6  3 hours
Seminars, presentations and peer collaborative planning regarding curriculum and current issues in the field of art education. Scholarly targeted studies and reflections regarding the implementation of an art program for grades B-6. An emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for early childhood and middle grades. Evidence
of multicultural approaches to pedagogy, history and student/teacher associations will be evident in student presentations, lesson plans and course reflective pieces. Background check must be completed before the course begins. Field observations outside of class are required.

ART 4421. Art Education Experiences, 7-12 3 hours
Scholarly targeted studies regarding state and national standards in correlation to classroom practice and assessment of visual art. An emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for early upper middle and high school grades. 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 discussed in class. Short field experiences outside of class are required. Background check must be completed before the course begins. Field observations outside of class are required.

ART 4430. Art Criticism 3 hours
Prerequisites: 6 hours art history and Junior/Senior standing
A course designed to introduce the student to various issues involving the analysis and evaluation of works of art.

ART 4440. Advanced Studies I 3 hours
Prerequisite: Permission of the department
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.

ART 4441. Advanced Studies II 3 hours
Prerequisite: Permission of the department
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.

ART 4450. Senior Capstone Seminar and Exhibition 3 hours
Prerequisite: Permission of the department
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.

ART 4451. Arts Administration Capstone 1 hour
Prerequisite: Senior standing
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.

ART 4461. Arts Administration Internship in Art I 1 hour
Prerequisite: Consent of instructor
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.

ART 4462. Arts Administration Internship in Art II 1 hour
Prerequisite: ART 4461
A continuation of the arts administration internship in art. May be repeated for credit.

ART 4496. Senior Art Education Orientation 1 hour
A seminar course that begins before and accompanies the practicum/student teaching experience in Art Education. Serves as information and orientation to contemporary legal, ethical and logistical concerns of the pre-service art educator as well as a symposium for collaboration with Piedmont Alumni and other current educators in the content area. This course is a Pass (P)/Fail (F) course.

ART 4498. Art Education Internship I (Previously titled Art Education Practicum) 3 hours
Prerequisite: Admission to teacher education and hold a pre-service certificate.
A 90-semester-hour practicum for one semester, performed under the combined supervision of a certified teacher and the College 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.

ART 4499. Art Education Internship II (Previously titled Art Education Student Teaching) 9 hours
Prerequisite: Successful completion of the appropriate GACE content tests, admission to Teacher Education, and pre-service certification.
Internship teaching in an art education B-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.

ART 6620. Art Education Methods B-8 3 hours
Studio work, seminars, and presentations on planning and implementing an art program for grades B-8. Emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for early childhood and middle grades. Directed field-based experience required. Teaching of laboratory classes required.

ART 6621. Art Education Methods 9-12 3 hours
Studio work, seminars, and presentations on planning and implementing an art program for grades 9-12. Emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for secondary education. Directed field-based experience required. Teaching of laboratory classes required.

ART 6630. Art Criticism and Aesthetic Inquiry 3 hours
A study of issues in art criticism and aesthetics, including artistic theories and the analysis and evaluation of works of art. Case studies and reviews of specific works are examined. Creative, pedagogical and social implications are emphasized.

ART 6650. Special Topics in 2D Art Studio 3 hours
Development of two dimensional studio course work as an artist/educator. Emphasis on individualized instruction leading to the development of a focused body of professional work. May be repeated for credit. Additional studio work outside of class is required. Only
ART 6651. Special Topics in 3D Art Studio  3 hours
Development of three dimensional studio course work as an artist/educator. Emphasis on individualized instruction leading to the development of a focused body of professional work. May be repeated for credit. Additional studio work outside of class is required. Only available at the Demorest Campus.

ART 6675. Special Topics in Art History  3 hours
Selected topics and research problems in art history. Emphasis on individualized research with professional and/or pedagogical applications. May be repeated for credit.

ART 7701. Studies in Art Instruction  3 hours
Seminars, special presentations and research projects for experienced art teachers seeking advanced professional development. Classroom techniques for studio, art history, and aesthetic inquiry will be emphasized. Directed field-based experience required. Teaching of laboratory classes required.

ART 7702. Advanced Studies in Art Instruction  3 hours
Seminars, special presentations and research projects for experienced art teachers seeking advanced professional development. Curriculum development, scope and sequence, and strategies in integrating art into the educational system are discussed. Directed field-based experience required. Teaching of laboratory classes required.

ART 7737. Seminar in Advanced Instruction — Methods for Art Education  1 hour
Corequisite: ART 7742
A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. Guided practicum in collaboration with corequisite ART 7742 teaching experience.

ART 7742. Internship I (Previously titled Apprentice Teaching)  3 hours
Placement in a school for directed experience in the field of art education (B-8).

ART 7743.* Internship II (Previously titled Apprentice Teaching)  6 hours
Placement in a school for directed experience in the field of art education (9-12).

ART 7744/7745.* Advanced Internship in Art
(Previously titled Art Internship)  5 hours each for two semesters (10 hours)
A candidate must complete an application for internship prior to registering for ART 7744 and provide a copy of his/her yearlong teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or approved private school. Internship placements may take place only within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.
ART 7788. Art Education Capstone  3 hours
This course is non-transferable and must be completed at Piedmont College
Prerequisite: Application for graduation must be submitted when registering for this course.
Designed to synthesize the graduate experience for candidates in the art education program. The course culminates in research that demonstrates the individual’s mastery of the graduate program in education, including conceptual, content, and pedagogical skills. Components of this course include written documentation of research skills, exhibit of student and personal artwork, and a portfolio containing graduate studies.

* Georgia Assessments for the Certification of Educators (GACE) Content Assessments must be passed before registration for the final semester of coursework in Art Education

ATHLETIC TRAINING (ATRG)

ATRG 1120. Practical Techniques in Athletic Training  2 Hours
Prerequisite: ATRG Program Admission or Instructor Permission.
This course includes taping, wrapping, and bracing skills used by athletic trainers. Protective equipment fitting and removal, emergency transportation techniques, and spine boarding are also included.

ATRG 2201. Practicum I in Athletic Training  2 Hours
Prerequisite: ATRG Program Admission
This laboratory course allows students to practice skills learned in their didactic courses both in the lab and under a preceptor’s supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

ATRG 2202. Care and Prevention  3 Hours
Prerequisite: HSCS 1110 and BIOL 1101 or Instructor permission.
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.

ATRG 2221. Practicum II in Athletic Training  2 Hours
Prerequisites: ATRG 2201.
This laboratory course allows students to practice skills learned in their didactic courses both in the lab and under a preceptor’s supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

ATRG 2222. Therapeutic Modalities  4 Hours
Prerequisite: HSCS 1110.
This course explores the therapeutic and physiologic effects, indications, and contraindications of various treatment modalities. Students will practice application of these techniques in both the laboratory component and during clinical experience hours under preceptor supervision.

ATRG 3301. Practicum III in Athletic Training  2 Hours
Prerequisite: ATRG 2221.
This laboratory course allows students to practice skills learned in their didactic courses both in the lab and under a preceptor’s supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed
clinical agreement are required no later than 7 days after the first day of classes.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ATRG 3303</td>
<td>Orthopedic Assessment: Upper Extremity</td>
<td>3 Hours</td>
<td>ATRG 2202 and HSCS 2221</td>
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<td>This course emphasizes evaluation, diagnosis, and treatment of sports-related head, neck, abdomen, and upper extremity injuries and conditions. Special attention will be given to inspection, palpation, and special testing of bony, neurological, vascular, muscular, and inert soft tissues.</td>
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ATRG 3321. Practicum IV in Athletic Training 2 Hours  
Prerequisite: ATRG 3301.  
This laboratory course allows students to practice skills learned in their didactic courses both in the lab and under a preceptor’s supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

ATRG 3322. Therapeutic Exercise 4 Hours  
Prerequisite: ATRG 2202 and HSCS 2221.  
An examination of the theory, use, and effects of rehabilitative exercises used in the treatment of orthopedic injuries. Students will practice designing and implementing comprehensive rehabilitative programs in both the laboratory component and during clinical experience hours under preceptor supervision.

ATRG 3323. Orthopedic Assessment: Lower Extremity 3 Hours  
Prerequisite: ATRG 2202 and HSCS 2221.  
This course emphasizes evaluation, diagnosis, and treatment of sports-related lumbar spine, pelvic, and lower extremity injuries and conditions. Special attention will be given to inspection, palpation, and special testing of bony, neurological, vascular, muscular, and inert soft tissues and gait analysis.

ATRG 4401. Practicum V in Athletic Training 2 Hours  
Prerequisite: ATRG 3321.  
This laboratory course allows students to practice skills learned in their didactic courses both in the lab and under a preceptor’s supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

ATRG 4402. Organization and Administration of AT Programs 3 Hours  
Prerequisite: ATRG 3321 or instructor permission  
Examination of athletic training facility organization and administration, including: budgeting, legal concerns, leadership theories, facility and event planning, program and personnel evaluation, human resource management, insurance and risk management practices, and the NATA Code of Ethics.

ATRG 4420. Senior Seminar (Capstone Course) 3 Hours  
Prerequisites: HSC4410.  
This course includes BOC exam preparation, professional resume/vitae development, and interview skills practice. Each student will also complete an original research project, write a professional report, and present the results of the study to the faculty, staff, and students.  
CAPSTONE COURSE
ATRG 4421. Practicum VI in Athletic Training 2 Hours
Prerequisite: ATRG 4401.
This laboratory course allows students to practice skills learned in their didactic courses both in the lab and under a preceptor’s supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

ATRG 4499. Internship in Athletic Training 1-6 Hours
Prerequisites: Instructor permission.
Supervised clinical experience in an approved setting. Students must complete 75 clinical hours per academic credit hour. Internship application and proof of affiliated site agreement, memo of supervisor understanding, and signed clinical agreement are required no later than 14 days BEFORE the first day of the internship. Can be repeated for a total of 6 hours.

BIOLOGY (BIOL)

BIOL 1101. General Biology I 3 hours
Corequisite: BLAB 1101 or passing grade in BLAB 1101
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 and laboratory.

BLAB 1101. General Biology Lab I 1 hour
Corequisite: BIOL 1101 or passing grade in BIOL 1101
Laboratory portion of General Biology I. To be taken in conjunction with BIOL 1101.

BIOL 1102. General Biology II 3 hours
Prerequisite: BIOL 1101 and BLAB 1101
Continuation of BIOL 1101 Basic patterns of inheritance, nature of genes, embryological development, evolution, principles of taxonomy, survey of living organisms and ecology. Lecture and laboratory.

BLAB 1102. General Biology Lab II 1 hour
Corequisite: BIOL 1102 or passing grade in BIOL 1102
Laboratory portion of General Biology II. To be taken in conjunction with BIOL 1102

BIOL 2100. Human Anatomy and Physiology I 4 hours
Prerequisite: BIOL 1101 and BLAB 1101.
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.

BIOL 2110. Human Anatomy and Physiology II 4 hours
Prerequisite: BIOL 2100 It is a continuation course of BIOL 2100
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.
BIOL 2150. Medical Microbiology 4 hours
Prerequisite: BIOL 2100.
Introduction to the study of microorganisms, with particular emphasis on those that relate to human health.

BIOL 3050. Current Topics in Environmental Biology 2 hours
Prerequisites: BIOL 1102 and BLAB 1102.
This is a seminar course designed to inform and engage students about current issues in Environmental Biology. Students will critically review current research in the area of Environmental Biology through readings, discussions, analyses, and presentations. Lecture only.

BIOL 3200. General Microbiology 4 hours
Prerequisite: BIOL 1102 and BLAB 1102. CHEM 1102 and CLAB 1102 recommended.
Study of the biology of microorganisms including classification, ecology and pathology of viruses, bacteria and molds. Lecture and laboratory.

BIOL 3240. Genetics 4 hours
Prerequisite: BIOL 1102 and BLAB 1102
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.

BIOL 3300. Cell Biology 3 hours
Prerequisites: BIOL 1102 and BLAB 1102
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

BIOL 3500. Vertebrate Natural History 4 hours
Prerequisite: BIOL 1102 and BLAB 1102.
Classification and ecology of vertebrates of North America with emphasis on local forms. Laboratory and field work involving techniques of field study and collection and preservation of fishes, amphibians and reptiles. Lecture and laboratory.

BIOL 3650. Comparative Physiology 4 hours
Prerequisite: BIOL 1102 and BLAB 1102. CHEM 1102 and CLAB 1102 recommended.
Study of physiological processes in living organisms including prokaryotes, protistans, fungi, plants and animals. Lecture only and laboratory.

BIOL 3700. Animal Behavior 4 hours
Prerequisites: BIOL 1102 and BLAB 1102
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 and lab.

BIOL 3750. Biotechnology 4 hours
Prerequisites: BIOL 3200 and BIOL 3240. BIOL 3300 recommended.
Investigation of concepts surrounding biotechnology in today’s world including applications to the medical, pharmaceutical, and agricultural industries. Emphasis is placed on recombinant DNA technology including vector types and structure, properties of restriction enzymes, and genetic engineering. Ethical and societal consequences are also discussed. Lecture and lab.
BIOL 3990. Philosophy and Methodology of Science 3 hours
Prerequisite: At least one course in a 3000/4000 level science
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 BIOL 4980 (BIO 498) in consultation with thesis director. Lecture only.

BIOL 4200. Invertebrate Zoology 4 hours
Prerequisite: BIOL 1102 (BIO 102) and BLAB 1102 (BLAB 102).
Survey of the invertebrate phyla emphasizing morphology, ecology and phylogenetic relationships. Lecture and laboratory.

BIOL 4210. Biochemistry 3 hours
Prerequisite: CHEM 2351, BIOL 1101, and BLAB 1101 recommended.
Metabolic pathways involving carbohydrates, fats, proteins and other biologically important substances. Lecture only.

BIOL 4250. Genomics and Bioinformatics 4 hours
Prerequisite: BIOL 3240
Introduction to the use of information regarding gene sequencing, fragment analysis, transcriptomics, genome expression, and bioinformatics including the analytical comparison of the structure and function of genomes across taxa. Application of techniques to problems in biomedicine, evolution, agriculture, and environmental health. Lecture & lab.

BIOL 4210. Biochemistry 3 hours
Prerequisite: CHEM 2351. BIOL 1101 and BLAB 1101 recommended.
Metabolic pathways involving carbohydrates, fats, proteins and other biologically important substances. Lecture only.

BIOL 4500 Organic Evolution 4 hours
Prerequisite: BIOL 3240
Principles and mechanisms of evolutionary biology including genetic variation and selection, speciation, and phylogenetic construction and systematics. Lecture and laboratory.

BIOL 4700. Ecology 4 hours
Prerequisite: BIOL 1102, BLAB 1102, CHEM 1102, and CLAB 1102. MATH 2450 recommended.
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.

BIOL 4800. Special Topics in Natural Sciences 1-4 hours
Prerequisite: Permission of department chair.
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.

BIOL 4930. Internship in Natural Sciences 1-3 hours
Prerequisites: Major in science and permission of department chair.
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.
BIOL 4950. Science Seminar 1 hour
Prerequisite: Senior standing in science major.
4959 for majors participating in Science Honors program. Seminar presentation of thesis research.

BIOL 4959. Honors Science Seminar 1 hour
Prerequisite: Senior standing in science major; must be taken simultaneously with BIOL 4999
Seminar presentation of honors research project.

BIOL 4981. Senior Library Research 2 hours
For science majors completing a B.S. degree but not taking a senior research cours (4980 or 4989). this is a capstone preparation course in which students learn the basics of science literature research, science writing, and oral presentation.

BIOL 4980. Senior Research 3 hours
Prerequisite: BIOL 3990 and senior standing.
4989 for majors participating in Science Honors program. Conduction of senior research under the direction of thesis director.

BIOL 4989. Honors Senior Research 3 hours
Prerequisite: BIOL 3990, senior standing.
Honors research under the direction of the thesis director.

BIOL 4999. Honors Thesis 2 hours
Prerequisite: BIOL 4989.
Must be taken simultaneously with BIOL 4959.
Writing and approval of a thesis on research project conducted in BIOL (BIO) 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.

BIOL 5100/6100. Biological Science 3 hours
This course is based on current topics and issues in the world of science. Students will research current scientific developments in the areas of environmental biology, ecology, genetics, etc. Begins with theories and concepts related to ecosystem interactions and modeling and ends with concepts related to genetics and genetic engineering with special emphasis placed on those topics required by the National Science Education Standards, the Georgia Department of Education, and topics stressed Broadfield Science GACE content exams.

BIOL 5200/6200. Plant Diversity 3 hours
This course is an introduction to the evolution, diversification and conservation of plant species. Includes identification of plant species, and interactions among and within plant populations and communities.

BIOL 5700/6700. Ecological Concepts 3 hours
This course serves as an introduction to ecological concepts and emphasizes interactions at the individual, population, and community levels. Natural selection, population dynamics, and ecological succession are also covered.

BIOL 5800. The Internal Environment 3 hours
A survey of the major functions of the human body with special emphasis on their interconnection and homeostasis. Intended for secondary education and middle grades graduate students with a science concentration.
BIOL/ERSC 6020. Research in the Study of Aquatic Environments I  2 hours
Prerequisite: BIO/ES 6601. Independent research conducted in consultation with instructors of BIOL/ERSC 6010 (BIO/ES 6601).
Focus is on monitoring changes in populations of specific groups of resident organisms or physical aspects of selected freshwater environments. A written progress report and bibliography generated by comprehensive literature review is required.

BIOL/ERSC 6030. Methods for the Study of Aquatic Environments  3 hours
Prerequisites: All science courses necessary to be certified at the T-4 level.
Field and statistical methods for sampling and analyzing changes in lakes and streams including resident populations of vertebrate and invertebrate organisms as well as physical aspects such as water quality. This requires on-campus participation in an intensive two-week course that entails all day and evening lecture and field sessions.

BIOL/ERSC 6010. Research in the Study of Aquatic Environments II  3 hours
Prerequisite: BIOL/ERSC 6020
Continuation of independent research begun in BIO/ES 6602. A written report and seminar presentation of findings are required.

BIOL 6500. Animal Diversity  3 hours
A survey of the animal phyla with emphasis on functional morphology, ecology and phylogeny. Intended for secondary education and middle grades graduate students with a science concentration.

BUSINESS ADMINISTRATION
BUSA 1210. Principles of Economics  3 hours
This survey course focuses on core economic concepts and the direct links from the theory to real world situations. Topics covered include markets and the market process, applications of supply and demand, costs and profit maximization, competition, equilibrium, monetary and fiscal policies, and business cycles and growth.

BUSA 2000. Business Communication  3 hours
Prerequisite: ENGL 1102
A study of the tools and techniques, both oral and written, that are useful for communicating in a business environment based upon the concepts and theories of business communication. Among the additional topics covered in detail, are: business reports, presentations (prepared and impromptu) resumes, the job search process, and basic business etiquette. The course involves considerable use of critical thinking skills.

BUSA 2030. Information Systems for Business  3 hours
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.
BUSA 3010. Management 3 hours  
Prerequisite: BUSA 1210  
An overview of the management functions: planning, organizing, leading and controlling. The course also includes an examination of business ethics and the global economy.

BUSA 3130. Financial Institutions and Markets 3 hours  
Prerequisite: BUSA 1210  
A survey of the role of financial institutions and markets in the domestic and global economies.

BUSA 3140. Business Law I 3 hours  
Prerequisite: BUSA 1210  
An overview of the U.S. and international legal systems, tort and criminal law, and a more detailed study of general contract law and the law of sales contracts governed by the Uniform Commercial Code.

BUSA 3200. Marketing 3 hours  
Prerequisite: BUSA 1210  
A study of the principles and methods involved in pricing, promoting and distributing products to consumers through various channels.

BUSA 3210. Global Economics 3 hours  
Prerequisite: BUSA 1210  
This course explores micro and macro components of international economics. Core theories are introduced and linked to international economic integration. Topics covered include international trade (comparative advantage, tariffs and quotas, commercial policies and protection), international finance (balance of payments, exchange rates and systems, financial crises), and economic integration.

BUSA 3250. Consumer Behavior 3 hours  
Prerequisite: BUSA 3200  
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.

BUSA/ACCT 3306. Applied Ethics 3 hours  
Description: 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.

BUSA 3310. Organizational Behavior 3 hours  
An investigation of individual, group, and organizational behavior within businesses with an emphasis on motivation, leadership, performance, values and attitudes, and organizational design and development.

BUSA 3340. Sports Economics 3 hours  
Prerequisites: MATH 2100 and BUSA 3210  
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.
BUSA 3400. Finance for Business 3 hours
Prerequisites: BUSA 1210, BUSA 2030, and ACCT 2020.
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.

BUSA/ACCT 3410. Financial Statement Analysis 3 hours
Prerequisites: BUSA 1210, BUSA 2030, and ACCT 2020.
The course is designed to educate the student on the linkages between managerial decisions and the impact of these decisions on the financial performance and economic value of the firm. The course will cover interpretation of financial reports via utilization of ratio analysis and other techniques. It will also cover the development of financial projections and their underlying assumptions; evaluation of business investment decisions given required rates of return; assessment of the implications of financing choices; determination of business and security values; and the use of analytical techniques to maximize shareholder value. The viewpoints and concerns of managers, owners, and other stakeholders will be considered during the analysis/interpretation process.

BUSA 3500. Quantitative Methods 3 hours
Prerequisites: MATH 2100 or MATH 3100 and BUSA 2030.
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.

BUSA 3700. Project Management 3 hours
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.

BUSA 4000. International Business 3 hours
Prerequisites: BUSA 3400 and BUSA 3210
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.

BUSA 4030. Management Information Systems 3 hours
Prerequisites: BUSA 2030, BUSA 1210, and BUSA 3010
This course introduces business students to the complexities of the business computing environment and should help students understand: common applications for computers in business, common problems in managing information technology in business, “e-business”
and how it relates to traditional management information systems. In addition to enduring MIS concepts, the course will devote considerable time to current issues in MIS.

BUSA 4100. Advertising & Promotion  3 hours
Prerequisites: BUSA 3200 and BUSA 4350
Planning, execution and measurement of advertising programs. The course will focus on the creation of a real-world advertising campaign. Students will learn concepts of advertising and media strategy, media data sources, and analysis and effective message delivery.

BUSA 4120. Sports Marketing  3 hours
Prerequisite: BUSA 3200
An introduction to the complex and diverse nature of sports marketing. A framework will be presented to explain and organize the strategic sports marketing process.

BUSA 4250. Sales Management and Personal Selling  3 hours
Prerequisite: BUSA 3200
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.

BUSA 4300. Entrepreneurship and New Venture Management  3 hours
Prerequisites: BUSA 3010, BUSA 3200, BUSA 3400, and senior standing
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.

BUSA 4310. Investment Management  3 hours
Prerequisite: BUSA 3400
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.

BUSA 4320. Human Resource Management  3 hours
Prerequisite: BUSA 3010
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.

BUSA 4350. Marketing Research  3 hours
Prerequisites: BUSA 3500 or consent of the instructor and BUSA 3200
This course will prepare managers and owners for working with professional researchers or to design simple research of their own to obtain customer input for new products, advertising, pricing and distribution systems. Specific topics covered will be the use of secondary information sources, preparation and evaluation of surveys, basics of data evaluation and the marketing research process. Applications will include demand estimation and forecast-
ing, concept testing, consumer satisfaction analysis and product development. Students will conduct actual research in-group projects.

**BUSA 4400. Strategic Management**  
Prerequisites: BUSA 3400 and senior standing  
Students should complete the application for graduation prior to registering for this course. The 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 prerequisite courses. A major component of this course is the topic of ethics in business.

**BUSA 4550. Leadership**  
Influencing skills are explored through self-assessment, applied practice, and case review; styles of leading in appropriate contexts, coaching, and mentoring are among topics. Effective processes examined are the leader-follower relationship, delegating, group decision-making, power, politics, participation, service as leadership and collaboration. Systemic perspectives like organizational culture and the learning organization are viewed as valuable in changing environments.

**BUSA/ACCT 4700. Internship**  
Prerequisite: Senior standing or permission of the instructor.  
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 college supervisor and is expected to prepare a report and a self-evaluation of this experience.

**BUSA 4800. Quality Management**  
Prerequisites: BUSA 2030, BUSA 3500, or consent of instructor.  
Investigates the behavioral, technological, and statistical concepts inherent to the system of management called total quality managements (TQM). One of the principle tenants of TQM 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 (see BA 360 for the companion course in productivity) in service and manufacturing organizations. Students will employ spreadsheet logic to solve an array of problems.

**BUSA/ACCT 4980. Special Topics: Entrepreneurship**  
The content and credit hours for this course vary. Consult the schedule for topics and hours available for this semester.

**BUSA/ACCT 4990. Special Topics**  
The content and credit hours for this course vary. Consult the schedule for topics and hours available for the semester.

**BUSA 6100. Managerial Ethics**  
This course explores a broad range of ethical issues and resulting opinions that impact one’s role in both society and the corporate world. Special emphasis is given to the integration of ethics into key strategic business decisions. Topics covered include stakeholder relationships, agency theory, individual factors versus organizational factors, legal requirements versus ethical duties, and ethical issues in the global arena.

**BUSA 6200. Strategic Marketing**  
Prerequisite: Appropriate prerequisite for undergraduate courses  
The focus of this course is driven by marketing decision making and the linkages between strategic management and marketing management. Specific topics covered include op-
portunity analysis, the formulation of marketing strategies, and the implementation and control of these strategies.

BUSA 6220. Global Economic Analysis 3 hours
Prerequisite: Appropriate prerequisite for undergraduate courses
The focus of this course is driven by international trade theory and policy as well as international monetary theory and policy. The potential impacts of the theories and policies upon business decisions and performance is explored. Topics covered include trade theories and extensions, trade policies and the impacts of implementation, foreign exchange dynamics, and international financial markets and their use.

BUSA 6310. Leadership 3 hours
The purpose of the strategic management process is the development and sustainment of competitive advantage. In this course, students will master the behavioral science literature that underpins leadership theory. Students will then learn how to create competitive advantage from the use of human resources through the employment of leadership.

BUSA/ACCT 6430. Financial Investment Analysis 3 hours
Prerequisites: ACCT 2010 (and ACCT 2020 or equivalent.
This course examines the theoretical and technical concepts involved in investing in marketable securities. A framework for making intelligent investment decisions and achieving successful investments results is developed.

BUSA/ACCT 6500. Corporate Financial Analysis 3 hours
Prerequisites: ACCT 2010 and ACCT 2020 or equivalent.
Students explore theory and practical applications of corporate finance. Course content includes capital markets, financial statement analysis, portfolio theory, securities valuation, capital budgeting, capital structure decision-making, financial planning, capital market financing techniques, merger and acquisition, international finance, and regulatory reporting requirements.

BUSA/ACCT 6530. Managerial Accounting 3 hours
Prerequisites: ACCT 2010 and ACCT 2020 or equivalent.
Students examine how internal managers for planning and controlling operations as well as other management responsibilities use accounting data. Course emphasis is on the manager’s ability to add value using financial analyses for effective decision making.

BUSA 6600. Statistics for Value Chain Analysis 3 hours
This course investigates the technological and statistical concepts inherent in the analysis of the value chain in order to help the student acquire a working knowledge of methods commonly employed to design and/or improve operations, systems, and processes. Students will employ spreadsheet logic to solve an array of problems related to the measurement of quality in the value chain.

BUSA 6610. Project Management Analysis 3 hours
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 so that they understand the pros and cons of each approach to network analysis and therefore know when to apply each approach. Finally, students will learn that when they employ project management techniques in the continuous improvement cycle (the Deming Cycle), reducing the time required to complete one loop of the Deming Cycle can be the basis for competitive advantage.
BUSA 6820. Legal Environment and Strategic Human Resource Management 3 hours
This course explores the practices associated with each phase of the employment process and the potential impacts upon the strategic management of the firm. Topics covered include hiring processes, issues in managing a diverse workforce, compensation management, performance management, termination and downsizing.

BUSA 6900. Governance and Strategic Management Analysis 3 hours
Prerequisites: ACCT 2010 and ACCT 2020 or equivalent.
The strategic management process is the mainstay of this course. This means a focus on macro, industry and rival analysis; competitive advantage assessment; and value chain development. The elevation of student thinking to the strategic level, the synthesis of business strategy through the lenses of the resource-based view and the oral and written communication of that thinking to others are the primary course outcomes. There is also a special emphasis on corporate governance and the role of agency theory in the creation and sustainment of an ethical business climate.

BUSA 6910. Capstone of Contemporary Issues 3 hours
Prerequisites: BUSA 6100 and this course must be taken during the student’s last regular semester or with permission.
Application for graduation must be submitted when registering for this class.
This course as the program capstone course serves two purposes: to serve as an integration mechanism for the M.B.A. curriculum and to serve as a vehicle for program assessment. A written industry analysis (with accompanying presentation) prepared individually will serve as the assessment activity for the program as well as one of the graded activities for the course.

BUSA/ACCT 6990 Special Topics 3 hours
The content varies from offering to offering. This course is used to add special material to the curriculum on an ad hoc basis and also provides a venue for visiting faculty to teach their specialties thereby enriching the student’s M.B.A. experience.

CHEMISTRY (CHEM)
CHEM 1101. General Chemistry I 3 hours
Prerequisite: MATH 1100 or equivalent.
Corequisite: CLAB 1101 or passing grade in CLAB 1101
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 and laboratory.

CLAB 1101. General Chemistry Lab I 1 hour
Corequisite: CHEM 1101 or passing grade in CHEM 1101
Laboratory portion of General Chemistry I. To be taken in conjunction with CHEM 1101.

CHEM 1102 General Chemistry II 3 hours
Prerequisite: CHEM 1101 and CLAB 1101
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 and laboratory, which includes qualitative inorganic analysis.
CLAB 1102. General Chemistry Lab II  
1 hour  
Corequisite: CHEM 1102 or passing grade in CHEM 1102  
Laboratory portion of General Chemistry II. To be taken in conjunction with CHEM 1102.

CHEM 2351. Organic Chemistry I  
4 hours  
Prerequisite: CHEM 1102 and CLAB 1102  
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.

CHEM 2352. Organic Chemistry II  
4 hours  
Prerequisite: CHEM 2351  
Continuation of CHEM 2351 with a special emphasis on stereochemistry and the synthesis of complex organic molecules. Lecture and laboratory.

CHEM 3050. Current Topics in Environmental Chemistry  
2 hours  
Prerequisites: CHEM 1102 and CLAB 1102  
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.

CHEM 3321. Quantitative Inorganic Analysis  
4 hours  
Prerequisite: CHEM 1102 and CLAB 1102  
Volumetric, gravimetric and instrumental methods of quantitative inorganic analysis. Lecture and laboratory.

CHEM 3322. Instrumental Analysis  
4 hours  
Prerequisite: CHEM 1102 and CLAB 1102  
Demonstration and operation of modern optical and analytical instruments for chemical analysis. Lecture and laboratory.

CHEM 3710. Inorganic Chemistry  
4 hours  
Prerequisite: CHEM 1102 and CLAB 1102  
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.

CHEM 3990. Philosophy and Methodology of Science  
3 hours  
Prerequisite: At least one course in a 3000/4000 level science.  
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 (CHEM 4498) in consultation with thesis director. Lecture only.

CHEM 4210. Biochemistry  
3 hours  
Prerequisite: CHEM 2351 BIOL 1101 and BLAB 1101 recommended.  
Metabolic pathways involving carbohydrates, fats, proteins and other biologically important substances. Lecture only.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 4451</td>
<td>Physical Chemistry I</td>
<td>4 hours</td>
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<td>Prerequisite: CHEM 1102 and CLAB 1102; MATH 24560 (may be taken concurrently); MATH 2460, PHYS 2110 and PHYS 2120 recommended. PHYS 2110 and 2120 recommended. Principles of thermodynamics, chemical equilibria, state functions, partial molar volumes, phase diagrams and electrochemistry. Lecture and laboratory.</td>
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<tr>
<td>CHEM 4452</td>
<td>Physical Chemistry II/Quantum Mechanics</td>
<td>4 hours</td>
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<td></td>
<td>Prerequisite: MATH 2470 and CHEM 4451 or PHYS 2110 &amp; 2120 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.</td>
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<td>CHEM 4800</td>
<td>Special Topics in Natural Sciences</td>
<td>1-4 hours</td>
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<td>Prerequisite: Permission of department 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.</td>
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<td>CHEM 4930</td>
<td>Internship in Natural Sciences</td>
<td>1-3 hours</td>
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<td></td>
<td>Prerequisites: Major in science and permission of department chair. 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.</td>
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<td>CHEM 4950</td>
<td>Science Seminar</td>
<td>1 hour</td>
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<td>Prerequisite: Senior standing in science major. 4959 for majors participating in Science Honors program. Seminar presentation of thesis research.</td>
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<tr>
<td>CHEM 4959</td>
<td>Honors Science Seminar</td>
<td>1 hour</td>
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<td>Prerequisite: Senior standing in science major; must be taken simultaneously with CHEM 4999. Seminar presentation of honors research project.</td>
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<tr>
<td>CHEM 4980</td>
<td>Senior Research</td>
<td>3 hours</td>
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<td>Prerequisite: CHEM 3990 and senior standing. 4989 for majors participating in Science Honors program. Conduction of senior research under direction of Thesis Director.</td>
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<tr>
<td>CHEM 4981</td>
<td>Senior Library Research</td>
<td>2 hours</td>
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<td>For science majors completing a B.S. degree but not taking a senior research cours (4980 or 4989). this is a capstone preparation course in which students learn the basics of science literature research, science writing, and oral presentation.</td>
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<tr>
<td>CHEM 4989</td>
<td>Honors Senior Research</td>
<td>3 hours</td>
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<td></td>
<td>Prerequisite: CHEM 3990, senior standing. Honors research under the direction of the thesis director.</td>
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Chemistry (CHEM)

CHEM 4999. Honors Thesis 2 hours
Prerequisite: CHEM 4989.
Corequisite: CHEM 4959
Writing and approval of thesis on research project conducted in CHEM 4980. 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.

CHEM 5000/6000. Topics in Chemistry 3 hours
This course is based on current topics and issues in the area of chemistry. Examples include biochemistry, pharmacology, and synthetic compounds. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

CHEM 6010. Research in Chemistry 3 hours
Prerequisite: All science courses necessary to be certified at the initial level and at least one course in organic chemistry.
Course will include OSHA regulations and guidelines for laboratory safety as well as the proper storage and disposal of chemicals. Students will begin researching the chemical literature. First five-week summer session: two meetings with the instructor and one or more laboratory or research session per week. Individual research project into the synthesis and reactions of novel organic compounds. Investigation of the means of synthesis of specific chemical substrates and their isolation and identification. Students are required to synthesize and characterize the compounds needed for the final project. Properly maintained laboratory notebooks will be required for satisfactory completion of this course.

CHEM 6020. Synthesis and Reactions of Organic Compounds 3 hours
Prerequisite: CHEM 6010
Second five-week summer session: one or more meetings with instructor and two to three laboratory sessions per week. Individual research to be carried out by the student independently. Students are to investigate the rates of hydrolysis and other reactions of a series of organic compounds that have been specifically modified. A written report, following the guidelines of the American Chemical Society, and a seminar presentation of the results of the research are required.

Criminal Justice (CRJU)

CRJU 1290. Introduction to Criminal Justice 3 hours
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.

CRJU 2335. Criminal Investigation 3 hours
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.

CRJU 3310. Research Methods 3 hours
Prerequisite: MATH 2100 or permission of instructor.
Basic processes of scientific inquiry in the social sciences, problem formation, research design, measurement, data collection, data analysis, interpretation, and reporting of results.
CRJU 3380. Victimology 3 hours
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.

CRJU 3385. Punishment in the United States 3 hours
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.

CRJU 3390. Criminology 3 hours
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.

CRJU 4430. Homeland Security and Terrorism 3 hours
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.

CRJU 4475. Special Topics 3 hours
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.

CRJU 4480. Senior Seminar 3 hours
Application for graduation must be submitted when registering for this class. Integrates the student’s knowledge through reading, writing, and discussion concerning current developments in criminal justice. This is the capstone experience for criminal justice majors.

Computer Science (CSCI)
CSCI 1101. Introduction to Information Technology 3 hours
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.)

CSCI 1371. Computer Programming 3 hours
Study of computing systems manipulation using a current programming language. Includes input/output techniques, program processing control, file processing and database interfacing.

Cardiovascular Technology (CVTE)
CVTE 4010. Ultrasound Physics 3 Hours
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.

CVTE 4012. Electrocardiographic Anatomy and Physiology  
This course will provide a foundation in the principles of electrocardiography. It involves normal cardiac anatomy and physiology, coronary anatomy and relationship of chambers with the great vessels. Includes understanding of the ECG, electrophysiology, conduction systems and mechanical events of the cardiac cycle. Application and techniques used in 2D cardiac imaging, M mode of LV at different levels of cardiac studies is also included.

CVTE 4014. Echocardiography Pathology I  
This course presents a foundation in the principles of preload, afterload and pressure overload and the etiology of each. Also covered is the etiology, signs and symptoms, electrocardiographic findings and complications of multiple cardiac diseases. Wall motion abnormalities and LV dysfunction will also be discussed.

CVTE 4016. Electrocardiography  
This course is an in-depth understanding of the electrical conduction system and how it affects cardiac function. This includes normal and abnormal ECGs and plotting ECG axis.

CVTE 4020. Cardiac Pharmacology  
This course will cover the principles of treating cardiovascular disease through medical intervention and the variety of drugs that are used to treat both the disease state and the risk factors associated with the disease. Drug classifications, dosage and administration will be covered as well as expected outcomes and possible side effects. Proper use of imaging agents will also be covered.

CVTE 4022. Principles of Vascular Ultrasound  
This course is an extensive examination of facets of peripheral artery disease and testing methods used to diagnose its presence. Specialties include cerebral vascular, peripheral vascular and visceral vascular testing. Included is carotid duplex imaging, transcranial Doppler, arterial and venous duplex imaging of the extremities, imaging of the aorta, visceral arterial duplex and renal artery duplex.

CVTE 4024. Cardiovascular Technology  
This course is designed to be an introduction to other facets of cardiovascular testing. Topics include nuclear profusion exams, nuclear PET exams, cardiac catheterization, and cardiac MRI.

CVTE 4026. Echocardiography Pathology II  
This course provides in-depth study of ventricular function, including systolic and diastolic, prosthetic valve evaluation congenital heart disease.

CVTE 4028. Practicum I  
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).
CVTE 4400. Practicum II
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).

CVTE 4420. Capstone
This course allows for students to integrate and synthesize knowledge gained throughout the cardiovascular technology program. Students will be expected to present their capstone project in writing and in oral presentation during this course. Additionally, review for board certification will be discussed.

EDUCATION (EDUC)

ECPA 3301. Home, School and Community Relationships
This course explores issues of professional relationships with home, school and community. Topics include: family and community characteristics, reciprocal relationships, ethical standards, parenting styles, communication, event facilitation, partnerships, respect for diversity and transitioning to public school.

ECPA 3302. Language Acquisition and Literacy in Young Children
An exploration of how young children develop and acquire language, beginning at birth. Candidates will also learn and be able to apply the fundamentals of early literacy in a preschool setting. Work with both children, early childhood teachers, and parents is a requirement.

ECPA 3303. Group Processes and Interpersonal Skills
An examination of group process skills with an emphasis on cooperative learning activities, interaction processes, and patterns of verbal and non-verbal communication in the classroom. This course aims to provide participants with an understanding of group processes as applied to real life situations, pertaining to both teachers and students. By combining a review of the historical perspectives of group dynamics with the practical experience of in-class group activities, members of the class will gain a broad repertoire of skills from the theories and concepts in this field. These skills will be useful in analyzing and understanding group issues as they occur in daily interactions with others. (Field experience required.)

ECPA 4420. Supervision and Evaluation in Early Childhood Education
Candidates will learn the fundamentals of effective supervision of early childhood teachers and paraprofessionals. Additionally, candidates will learn the elements of evaluation and will receive practice in the use and/or development of evaluation tools and will practice writing effective staff performance evaluations.

ECPA 4421. Administration of Early Childhood Education Programs
This course is required of all degree candidates and must be completed at Piedmont College. Candidates will learn the fundamentals of program and/or early learning center administration, including planning, budgeting, supervision, marketing, safety, and public/community relations. (This course must be taken at Piedmont College, no transfer course will be accepted.)

ECPA 4422. Case Studies in Early Childhood Education (Special Project)
Candidates will explore case studies as a means of applying theoretical and pedagogical knowledge to solve real world problems in the early childhood program. Candidates will present a formal response to a selected case study as a cumulative project.

EDD 8831. Curriculum Evaluation for School Improvement in the B-12 Environment
3 hours
The purpose of this course is the study of school curriculum. To possess a strong understanding of curriculum, it is important to be well grounded in the character of curriculum, its history, and the theories associated with curriculum and the processes for developing, implementing and evaluating curriculum. It is also necessary to understand the impact of curriculum on student learning and its relationship to student assessment. Curriculum decision-making is a process, which is not only academic but also social and political, and a thorough understanding of the process is essential to successful curriculum construction.

EDD 8830. Philosophical Views in Education 3 hours
The purpose of this course is the study of the Philosophy of Education. The emphasis of this course is to broaden each candidate’s perspective and understanding of the philosophical foundations of education and their relevance to educational issues. The refinement of each candidate’s philosophical orientation and the epistemological foundation of subject content that the candidate teaches will be examined and evaluated. As educators it is essential that self-assessment and examination of one’s teaching become the dominant basis for positive change. The understanding of philosophical foundations will enable each candidate to more fully understand his or her teaching style and how to adjust one’s modus operandi to become increasingly more effective.

EDD 8847. Learning and Cognition: Theory to Implementation 3 hours
This course provides an analysis of the development and application of learning theory through a critical inspection of foundational and current research as they relate to contemporary issues in cognition and learning. Candidates will reflect on historical and philosophical orientations of learning and cognitions and their relevance to current day practices. Advanced theory and research related to human learning, memory, and overall cognitive development will be examined, with an emphasis on their implications for classroom instruction. Candidates will be expected to integrate these elements into a personal theory and philosophy of cognitive development at the conclusion of the course.

EDD 8841. Advanced Study of Differentiated Instruction: A Paradigm for Embracing Student Diversity 3 hours
This course will examine the idea that, if our educational system is to remain truly effective, we must broaden our definition of learning and of student success. This perspective implies that schools embrace student diversity in its many forms, and that educational experiences are offered that cultivate a wider range of knowledge and skills. Differentiated instruction is a paradigm of instructional delivery that encourages teachers to consider students as individuals rather than homogenous groups. Differentiated instruction requires flexible means of presenting content, engaging students, and encouraging student expression. Candidates will examine the philosophical underpinnings of differentiated instruction as well as empirical evidence that may provide support for its use. Candidates will also examine the need for cultural shifts within schools to accommodate flexibility, barriers to implementation, and the changing roles of teachers. Implications for system-level change as well as classroom-level practices will be examined.

EDD 8856. Collaborative Communities: Innovative Teaching and Learning in a Multicultural Environment 3 hours
Essential to effective schools is attention to the establishment and maintenance of communities that value, understand, and strive for appropriate responses to diversity. Collaborative communities require leaders who embrace multiculturalism in order to create positive social change and who examine their own context with regard to race, sex, religion and cultural
ethnicity. By reflecting on one’s own experiences, beliefs and roles in the multicultural environment, candidates will explore ways to build positive relationships and communities of learners in a rapidly changing and diverse world and specifically in school environments.

EDD 8862. Educational Law and Policy 3 hours
This course promotes understanding of constitutional, statutory, and judicial provisions as a basis for the legal operation of public schools. It addresses traditional and emerging issues of school case law and litigation as they pertain to school/student safety; student/teacher relationships; instructional issues; administrative authority/oversight; taxation; religious practices; and other relevant issues. A graduate of this course should be confident in planning for and responding to legal and ethical issues in the educational environment and confident in his/her abilities to deal confidently, effectively, and appropriately with legal issues.

EDD 8870. Advanced Assessment and Program Evaluation 3 hours
In this course, candidates will learn basic principles and tools for program evaluation, to lead efforts in their schools for site-based evaluation of specific programs. This course will use a problem-to-project design in which candidates will work together learning to evaluate case studies and then progress to evaluate programs in their own schools.

EDD 8899. Quantitative Research and Statistical Analysis 3 hours
The successful candidate will demonstrate the ability to design and evaluate quantitative research. Candidates will gain a general knowledge of both descriptive and inferential statistics, and the ability to utilize tools such as PASW software in the evaluation of quantitative research. The course will be taught with each class consisting of both the exploration of a research study and the production of a statistical product requiring the relevant statistical procedure. Additionally, for each exercise, the candidate will complete an interpretative analysis of the results.

EDD 9900. Qualitative Research and Analysis in Education 3 hours
Education research is a complex endeavor involving several different methodological approaches. This course focuses on one kind of approach: qualitative methods. These methods include various means of obtaining in-depth information about the behaviors and beliefs of people in naturally occurring social settings. This course provides candidates with the ability to apply theoretical insights which underlie this methodological approach and the techniques for and issues in gathering, analyzing, writing-up, and using qualitative data.

EDD 9901. Dissertation Applied Research I 3 hours
This course provides the student with the knowledge and skills to develop a research plan and write a dissertation prospectus. The candidate will first develop a model that will guide the development of the research questions, hypotheses, instrument choice and research design. Once the model is agreed upon, students will investigate and decide upon instruments to use and sample sizes that may be necessary. With those decisions made, the research questions and hypotheses can be finalized. Requirements for successful completion of the course include the following:

- Statement of the problem
- Statement of the purpose of the Study
- Research questions(s)/hypothesis
- Choice of instrument(s) to be used (including validity/reliability evidence)
- Outline for literature review
EDD 9902. Dissertation: Individual Support for Scholarly Writing I 1 hour
This course provides a candidate with the opportunity for individualized assistance with scholarly writing needed to continue the work that began in EDD 9901. The candidate will work with the course instructor and the dissertation committee chair to complete the requirements of EDD 9901 that are needed to progress to EDD 9904. This is a Pass or Fail course.

EDD 9903. Dissertation: Individual Support for Completing the Research Plan 1 hour
This course provides each candidate with the opportunity to work closely with the research director to ensure that a research plan is well developed prior to enrolling in EDD 9904. This is a Pass or Fail course.

EDD 9904. Dissertation Applied Research II 3 hours
This course is designed to support the doctoral candidate during the writing of the dissertation prospectus. The Piedmont Dissertation Template will be distributed and reviewed; the dissertation prospectus will follow this template. During this course candidates will successfully complete their dissertation prospectus, and the IRB requirements associated with their research.

EDD 9905. Dissertation: Individual Support for Scholarly Writing II 1 hour
This course provides a candidate with the opportunity for individualized assistance with scholarly writing of chapters 1, 2, and 3 of the dissertation. This is a Pass or Fail course.

EDD 9906. Dissertation: Individual Support for Prospectus Preparation and Continued Research 1 hour
This course allows the doctoral candidate additional time to closely work with the research director to finalize chapters 1, 2, and 3 prior to the prospectus defense. It is also used for candidates who seek continual research support at other stages of the dissertation. This is a Pass or Fail course.

EDD 9907. Dissertation Applied Research III 3 hours
This course is designed to support the doctoral candidate in writing Chapters IV and V of the dissertation. Students will have successfully completed and defended their Prospectus Proposals. The analysis and presentation of data will be the primary focus of the first part of this course. The second part will focus on the conclusion and limitations of the study. Students successfully completing this course will have will have a draft of their dissertation.

EDD 9908. Dissertation 1 hour
Candidates entering Area III coursework will be required to take a one hour course concurrently with EDD 9901, EDD 9904, EDD 9907, and any other dissertation hours. This course allows the candidate to work directly with his or her doctoral committee chair beginning with EDD 9901 until graduation. The candidate will meet as needed with the doctoral chair. The doctoral chair will attend meetings with the candidate and research director as necessary. This is a Pass or Fail course.

EDEC 3331. Reading Methods, B-5 3 hours
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. Directed field-based experience is required.
EDEC 3332. Language Arts Methods, B-5  
This course provides an interdisciplinary, literature-based approach to methods for teaching language arts in elementary school. Directed field-based experience is required.

EDEC 3334. Social Studies Methods, B-5  
Principles, skills, procedures and materials for teaching aspects of related social studies in the social studies program. Directed field-based experience is required.

EDEC 3335. Science Methods, B-5  
Prerequisite: Completion of General Education lab science requirements. Objectives, experiences and methods of teaching science in the public school. Directed field-based experience is required.

EDEC 3336. Math Methods, B-5  
Prerequisite: MATH 2050 or general math requirement. 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. (Directed field experience is required.)

**EDEC 3361. Internship I, 1-3 (Previously titled Practicum, 1-3)  
Prerequisite: one methodology course, admission to teacher education, and hold a pre-service certificate. A 90-semester-hour practicum for one semester at the 1-3 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.

**EDEC 3362. Internship I, 4-5 (Previously titled Practicum, 4-5)  
Prerequisite: one methodology course, admission to teacher education, and hold a pre-service certificate. A 90-semester-hour practicum for one semester at the 4-5 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.

EDEC/EDMG 4499. Internship II (Previously titled Student Teaching) (B-5 for EDEC, 4-8 for EDMG)  
Co-requisites: EDUC 4497 and EDUC 4498 This course serves as the CAPSTONE experience for Early Childhood and Middle Grades majors. PLEASE NOTE: NO CLASSES OTHER THAN THE COREQUISITES CAN BE TAKEN DURING INTERNSHIP II. 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.

Prerequisite: The student must be fully admitted to Teacher Education and have permission of the Dean of Education. Permission to register form required. Application deadlines will be posted in the School of Education.

Education majors should be aware that prior to Internship II they will undergo a criminal
background check as a part of Georgia’s pre-service certification. Applications to Internship II may be denied based upon information presented in these background clearances. Before being hired by a Georgia Public School System, another background check including fingerprinting will be conducted by the System.

Internship II is a full-semester experience during which students work full-time under the joint supervision of a certified teacher(s) and college supervisor at a level appropriate to the certification field. Internship II placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus.

EDEC 7740. Practicum (B-5)  1-3 hours
Prerequisite: Permission of chair of early childhood education.
Field-based experience with students, teachers, school personnel, and parents in education under the supervision of a college faculty member.

EDEC 7742. Internship II (B-5)  9 hours
(Previously titled Student Teaching (K-5)  Corequisite: EDUC 7736
Prerequisite: Cumulative GPA of 3.0, admission to teacher education, pre-service certification, and recommendation by the field placement coordinator. Permission to register form is required. Application deadlines will be posted in School of Education and on the School of Education Student Bulletin Board.
A 16-week experience during which students work full-time at a level appropriate to the certification field under the joint supervision of a certified teacher and college supervisor in a classroom. No other classes other than the co-requisites can be taken during Internship II.

Education majors should be aware that prior to Internship II the pre-service certificate is required, which includes a criminal background check. Applications to student teaching may be denied based upon information presented in these background clearances. Prior to being hired by a Georgia Public School System, another background check including fingerprinting will be conducted by the System.

Student teaching placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

EDEC 7744 – 7745. Internship (B-5)  10 hours
Corequisite for EDEC 7744 is EDUC 7736 Prerequisite: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the PSC (which requires a passing score on the GACE ECE Tests – 001 and 002), and permission of the department chair.
A candidate must complete an application for internship prior to registering for EDUC 7744 and provide a copy of his/her year-long teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or approved private school. Internship placements may take place only within a 50 mile radius of the campus unless otherwise approved by the Dean of the School of Education. Candidates are jointly supervised by college faculty and the employing school. This is a Pass or Fail course.
EDEC/EDUC/MG/EDSE 7788. ** Capstone/Exhibition  3 hours
This course is non-transferable and must be completed at Piedmont College. Application for graduation must be submitted when registering for this class. Designed to synthesize the candidate’s graduate experience, culminating in a project that demonstrates the individual’s mastery of the graduate program, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester. MA candidates in the Secondary Education Program are required to complete and submit a program portfolio before the capston presentation.

* GACE Content Exams must be passed before registration for the final semester of coursework in Secondary Education

EDIT 6600. Introduction to Instructional Technology and Systems Design  3 hours
This course serves as an introduction to the field of Instructional Technology and Design, covering historical perspectives, current trends, and legal, social, and practical implications for school, military, and industry contexts. Major learning theories and design models inherent to the field are taught as the foundation for understanding and advanced study in Instructional Technology and Design.

EDIT 6602. Instructional Systems Design  3 hours
The dynamic nature of technology and attendant application to classroom instruction/management demands a similar response from educators and those who prepare educators. This course provides an introduction to major instructional design models and theories of learning influential to teaching, training, and performance support. A systematic instructional design process is applied in this project-based class experience.

EDIT 6603. Special Topics in Instructional Technology and Design  3 hours
(Field experience may be required in some semesters.) This course will examine a topic, or topics, of special interest to researchers and practitioners of Instructional Technology and Design. May include such topics as assistive technology, mobile learning, games and simulations, online identities, and international perspectives on teaching with technology.

EDIT 6604. Multimedia Development Authoring Tools  3 hours
The EDIT 6604 and 6605 course sequence offers the student an immersed look at the use of multimedia development programs for computer-based and/or Internet-based instruction. In EDIT 6604, students will learn skills and techniques for specific multimedia developmental software. The use of the software will encompass the development and distribution of learning platforms in computer/Internet-based instruction. Students will also work with formative and summative evaluation of the tools and final products. In the sequenced course, EDIT 6605, students will apply those skills learned in EDIT 6600, EDIT 6602, and EDIT 6604 toward an actual project serving an actual key stakeholder, client, or organization.

EDIT 6605. Advanced Multimedia Development Project  3 hours
Prerequisite: EDIT 6604
The EDIT 6604 and 6605 course sequence offers the student an immersed look at the use of multimedia development programs for computer-based and/or Internet-based instruction. Students must successfully complete EDIT 6604 to be enrolled in EDIT 6605, and the
courses are required to be completed in sequence. In EDIT 6604, students learned skills and techniques for specific multimedia developmental software. The EDIT 6605 applies the skills and tools learned in 6604 towards a real-time project serving an actual key stakeholder, client, or organization. The course is structured to include scheduled points of approval and feedback during the project development and delivery.

EDIT 6606. e-Learning Systems Design and Development  3 hours
Prerequisites: EDIT 6604
The use of digital technologies to design, develop, and deliver instructional content via the Internet, mobile devices, and networked systems, has become commonplace in industry and military contexts as well as educational institutions at all levels, public and private. At a time when a growing number of corporations and universities also promote open online courses for the masses, the need for knowledgeable and highly skilled professionals in the field of e-learning is evident and increasing. This course prepares students to design, develop, and evaluate high quality instructional environments for electronic delivery that are consistent with major learning theories and contemporary best practices for e-learning. Accessibility options for exceptional learners are also explored. Students develop expertise in the use of relevant digital communication technologies and several learning management systems. Students create instructional materials deployable to the Internet and mobile devices.

EDIT 6608. Instructional Technology Program Administration  3 hours
( Field experience required.) Prerequisites: EDIT 6600
This course introduces students to the knowledge and skills necessary to effectively admin-
ister instructional technology programs, with an emphasis on school technology resource coordination. The study of instructional technology program administration requires an in-depth examination of relevant national and state standards, the evolving role of school technology professionals, and the social, political, and economic contexts influencing the integration of technology into teaching. Students will learn various aspects of technology evaluation, planning, acquisition, and integration. This course also covers budgeting and finance, contracts, professional development, leadership, project management, and the legal considerations surrounding instructional technology programs.

EDIT 6609. Human Resource Training and Development  3 hours
This course examines the primary role of human resources development (HRD) in the organization to help people and organizations effectively manage change. This highly inter-
active course focuses on strategies for assessing, designing, and implementing training and organizational development efforts that positively impact the performance of the individual and the work group. The course also provides an overview of the consulting role and skills of the HRD professional, including facilitation and group dynamics; and the trends in HRD, such as human performance technology.

EDIT 6610. Instructional Audio and Video  3 hours
This course surveys skills addressing the effective selection and use of instructional media within both typical classroom settings and in professional development environments. This course examines the production of high-quality instructional audio and digitizing audio segments for computer and Internet distribution. The learner will effectively demonstrate the use of audio within instruction by designing and developing a final project that incor-
porates audio into an instructional environment. This course also explores the production of instructional video clips for computer-based and Internet-based applications. The use of video projects in both the classroom and professional environment will also be examined in the traditional pre-production, production, and post-production stages of development.
EDIT 6611. Instructional Product Evaluation 3 hours
(Field experience required.) Prerequisite: EDIT 6604
This course serves as an introduction to the evaluation of technology-based instructional products such as interactive multimedia programs, computer-based training modules, e-learning course modules, and websites designed to meet educational goals. Comprehensive product evaluation is a complex process requiring a wide range of knowledge and skills that cannot be adequately taught in a single course. This course, therefore, provides students with the necessary, introductory knowledge and skills to begin the ongoing endeavor of disciplined, exploratory study of the evaluation of instructional products and the systems with which they interact. Students will use knowledge and skills acquired in this course while obtaining initial practical experience in instructional product evaluation. An overview of theories and methods for evaluating instructional products, including design considerations, client needs, accessibility for exceptional learners, and usability will be presented in this project-based course.

EDIT 6788. Capstone 3 hours
The purpose of this course is to bring together a student’s graduate experience, culminating in a project; which demonstrates the individual’s mastery of conceptual, content, and pedagogical skills in the field of instructional technology. In other words, students will demonstrate the integration of theory and practice related to content knowledge, consulting, instructional practices, and design strategies. Students will give a public demonstration of their culminating project at the end of the semester through an exhibit that includes a professional presentation supported with artifacts from their academic and professional experience. The exhibit will be supported by an academic paper that includes a literature review and full APA 6th formatting. The culminating project could consist of such things as an action research project, an exhibition, and/or a professional portfolio highlighting works in media, e-learning, distance learning, and design-based projects. Students will be assessed individually in their paper and exhibit.

EDMG 3331. Reading Methods, 4-8 3 hours
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.

EDMG 3332. Language Arts Methods, 4-8 3 hours
This course provides an interdisciplinary, literature-based approach to methods for teaching language arts in middle school. Directed field-based experience is required.

EDMG 3334. Social Studies Methods, 4-8 3 hours
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.
EDMG 3335. Science Methods, 4-8 3 hours
Prerequisite: Completion of General Education lab science requirements.
Objectives, experience and methods of teaching science in the public school. Directed field-based experience is required.

EDMG 3336. Math Methods, 4-8 3 hours
Prerequisite: MATH 2010 (unless exempt) or MATH 2050
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.)

EDMG 3345. Teaching in the Middle School 3 hours
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.

**EDMG 3360. Internship I, 4-5 (Previously titled Practicum, 4-5) 3 hours
Prerequisite: one methodology course, admission to teacher education, and hold a pre-service certificate.
A 90-semester-hour practicum for one semester, at the 4-5 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.

**EDMG 3361. Internship I, 6-8 (Practicum, 6-8) 3 hours
Prerequisite: one methodology course, admission to teacher education, and hold a pre-service certificate.
A 90-semester-hour practicum for one semester, at the 6-8 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.

EDMG 4444/4445. Advanced Internship (Previously titled Intern Program) 10 hours
Prerequisite: Formal application to and acceptance by the School of Education. Contact the Office of Clinical Experiences for complete information. Limited to teachers provisionally certified by the state who have not earned credit for student teaching/internship but who are currently employed by a school system and teaching on a non-renewable certificate (employment verification required) basis. This service-learning experience is based in a public school at the level and in the subject in which the certificate is sought. Interns are supervised by both the employing school and the School of Education, with emphasis on a formal evaluation of teaching competencies. This is a Pass/Fail course. Satisfying GACE Program Admissions Assessment and GACE content tests are required to register for EDMG 4444. Internships may take place only within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education. Unconditional Admission to Teacher Education is required to register for EDMG 4445.
EDMG 4498. Senior Seminar: Reflection and Application 3 hours
Corequisite: EDUC 4497 EDMG 4499 Application for graduation must be submitted when registering for this class. (This does not apply to Certification Only students.)
Prerequisite: Admission to teacher education.
This course provides opportunities for reflection, synthesis and application of all previous School 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.

EDMG 6645. Advanced Teaching in the Middle School 3 hours
This course will enhance the expertise of middle level educators. The candidates will explore and analyze major theories and research findings concerning early adolescent development and their implications for developmentally appropriate curriculum in the middle school. The candidates will develop further expertise in pedagogy appropriate for middle grades students. Candidates will increase their knowledge of the history, philosophy and future of middle level education. (Field experience is required)

EDMG 7740. Practicum (4-8) 1-3 hours
Prerequisite: Permission of chair of middle grades education.
Field-based experience with students, teachers, school personnel, and parents in education under the supervision of a college faculty member. This is a pass/fail course.

EDMG 7742. Internship II (4-8) (Previously titled Student Teaching (4-8)) 9 hours
Co-requisite: EDUC 7736, admission to teacher education, and hold a pre-service certificate.
Prerequisite: Cumulative GPA of 3.0, admission to teacher education, pre-service certification, and recommendation by the field placement coordinator. Permission to register form is required. Application deadlines will be posted in School of Education.
A 16-week experience during which students work full-time at a level appropriate to the certification field under the joint supervision of a certified teacher and college supervisor in a classroom. No other classes other than the co-requisites can be taken during Internship II. This is a pass/fail course.

Education majors should be aware that prior to Internship II the pre-service certificate is required, which includes a criminal background check. Applications to student teaching may be denied based upon information presented in these background clearances. Prior to being hired by a Georgia Public School System, another background check including fingerprinting will be conducted by the System.

Student teaching placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

EDMG 7744 – 7745. Advanced Internship (4-8) (Previously titled Internship) 10 hours
Co-requisite for EDMG 7744 is EDUC 7736
Prerequisite: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the Georgia Professional Standards Commission (which requires a passing score on the GACE CONTENT Tests), and permission of the department chair.
A candidate must complete an application for advanced internship prior to registering for EDMG 7744 and provide a copy of his/her year long teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or accredited private school. Intern-
ship placements may take place only within a 50 mile radius of the campus unless otherwise approved by the Dean of the School of Education. Candidates are jointly supervised by college faculty and the employing school. This is a pass/fail course.

EDPE 1100. Cardiopulmonary Resuscitation (CPR) 1 hour
Information on how to deal with respiratory emergencies, such as choking, that could lead to cardiac arrest, and how to give first aid for a cardiac emergency. Participants learn skills for adults, children and infants in need of care. Meets American Red Cross Standards. Charge required for certification.

EDPE 1102. Fitness Walking 1 hour
Designed to improve one’s health and fitness through fitness walking. Nutrition is discussed.

EDPE 1103. Bowling 1 hour
History, rules and fundamental skills of bowling. Usage charge required.

EDPE 1104. Golf 1 hour
History, rules and fundamental skills of golf. Usage charge required.

EDPE 1105. Tennis 1 hour
History, rules and fundamental skills of tennis.

EDPE 1107. Weight training 1 hour
Basic weight training exercise for major muscle groups; routines appropriate for developing muscular strength and endurance.

EDPE 1108. Special Topics in Dance 1 hour
Course topics to be announced; offered on occasional basis; may be repeated for credit only if the topic changes.

EDPE 2271. School and Community Health, B-12 3 hours
This course provides information on a comprehensive school health education program and community health program. Topics include, but are not limited to, nutrition; healthy interpersonal relationships; communicable and non-communicable diseases; minor health problems; personal and environmental safety; information on substance abuse; local and national resources; and teaching strategies that help develop a student’s ability to make informed health decisions. Directed field-based experience is required.

EDPE 3321. Physical Education in the Elementary Schools B-5 3 hours
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.

EDS 8800. Introduction to Instructional Leadership in 21st Century Schools 3 hours
This course is designed to orient candidates to the Ed.S. program, the Specialist Candidate Learning Outcomes Log, the complexities of the extended GSTEP framework and the expectations for scholarly writing during the program. Scholarly writing is defined as writing which occurs in a scholarly context for a specialized audience. This style of writing is often written by experts in a subject area and is usually supported by some level of empirical research. This course will address scholarly writing from three perspectives: reading, writing and thinking. An explanation of the Flagship Writing Assignment which is a requirement
for each course in the Ed.S. program is a major theme of the course content. The purpose of
the course is to strengthen communication and consistency across the candidate’s program
by preparing him or her to conceptualize the entire program of study early on and continue
to build on themes across the graduate experience. Candidates will explore policies and
procedures of the State of Georgia and support agencies related to their program of study.
Issues and concerns will be discussed about paradigms in educational research writing
guidelines, requirements for graduation including the Specialist Program Candidate Learn-
ing Outcomes Log, advisement issues, professional development, programmatic themes,
resources and services of the college, and library facilities. The goal of this course is to bring
together a student’s graduate experience, culminating in a research project (end of program),
which demonstrates the individual’s mastery of conceptual, content, and pedagogical skills
and illustrated through a scholarly research project meeting all APA rules for publication.
In other words, students will demonstrate the integration of theory and practice related to
content knowledge, pedagogical strategies, and scholarly writing.

EDS 8815. Curriculum Design for a Changing World 3 hours
This hands-on course will examine the historical and theoretical underpinnings of curricu-
um and instruction and their connection to school reform and school improvement initia-
tives across the nation. Completers will be able to demonstrate advanced ability to design,
implement and evaluate viable curricula through an understanding of curriculum alignment,
assessment, and instructional design. An examination of state and national curricula, the
media, professional journals, and recommendations from various sources, i.e. think tanks,
foundations, colleges and school systems will be the basis of the study. By relating experi-
ences of others to the setting in which the class candidates are working, there will be realistic
opportunities to consider and synthesize old and new knowledge of practices that will assist
the candidate in becoming a more effective teacher, student advocate, and change agent in
the area of curriculum development and implementation.

EDS 8823. Representation and Analysis of Quantitative Data 3 hours
This course focuses on: (1) describing and summarizing data; (2) creating and interpreting
standard scores, and; (3) using inferential statistics to make decisions. Students will be
introduced to these quantitative procedures using the SPSS software. The skills developed
in this course are a prerequisite to understanding educational research.

EDS 8824. Analysis and Evaluation of Research 3 hours
This course is designed to enable students to become critical consumers and evaluators of
current educational research. Students will develop skills necessary to identify, understand,
and assess the strengths and weaknesses of educational research. Throughout the course,
students will locate and evaluate a collection of educational research publications and write
a critical, scholarly literature review focused in a specific area of education.

EDS 8845. Theory and Practice of Differentiated Instruction 3 hours
This course focuses on the theories, principles, and practices, which lead candidates to an
understanding of ways to create strong and relevant curriculum as well as ways to deliver
instruction in flexible ways intended to meet the needs of all learners. Candidates will ex-
ploring the principles of Understanding by Design (UbD) and Differentiated Instruction (DI)
and the application of these principles to the development of fully differentiated lessons.

EDS 8846. Principles of Assessment Design and Application 3 hours
Data driven instruction is the latest catch phrase in education. Candidates will be able to
utilize valid and reliable data to modify instruction on a day-to-day basis. In this course,
candidates will learn to design valid and reliable selected response, essay and performance assessments and rubrics for diagnostic, summative, and formative purposes. Data from those types of assessments as well as standardized tests will become the basis for analysis of student learning with the aim of modifying instruction and improving achievement. Candidates will demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice.

EDS 8851. School Resource Utilization 3 hours
This course explores the characteristics of school organizations and their reactions to change. In times of economic challenge, schools and school districts must be equipped to make use of all available resources and effectively reallocate and manage all available resources. All school system resources will be analyzed through the lens of school improvement and improved student performance. Candidates make use of existing research to evaluate school resource needs and modify school environments to promote learning. Candidates will gain understanding of school finance in Georgia as well as their own school districts.

EDS 8852. Monitoring and Evaluating School Governance, Policies and Facilities 3 hours
This course is designed to provide teachers and school leaders with information relative to the design and use of monitoring and processes in the school environment. The course explores processes in governance, resources, and space as they relate to the economic, demographic, political, legal and social contexts of teaching, learning, and leading. Emphasis is placed on Strategies needed to implement a continuous organizational improvement approach to benefit students, parents, and the community.

EDS 8860. School Law and Ethics 3 hours
This course explores legal and ethical issues that arise in schools. It provides educators with the knowledge necessary to understand and prevent legal problems in professional practice and helps candidates reflect on questions of educational policy and ethics. Candidates should gain an understanding of legal principles and interpretations of constitutional and statutory laws. Additionally they work to model effective collaboration, leadership, and professionalism in decision-making. There is a focus on the school-based decision-making process at the local school level.

EDS 8877. Communication for Professional Practice 3 hours
Communication involves that which is written, spoken, or implied and involves both receptive and expressive skills. Effective communication with all stakeholders is essential to the success of any organization or group. This course examines the fundamentals of communication theory. It is designed to assess communication processes, determine problems, successes, and roadblocks in communications, and improve the candidate’s ability to communicate in both individual and large organizational settings. Specifically, issues of communications within the school setting are examined.

EDS 8880. Instructional Leadership in the 21st Century Schools 3 hour
The purpose of this course is the study and refinement of exemplary practices and theories of instructional leadership in 21st century schools. The emphasis of this course is to aid in the process of school improvement. Included in this emphasis will be the assessment of learner/learning styles, assessment of students, reflection on student learning, examination of one’s own teaching/learning, processes of the democratic classroom, supporting and embracing diversity, and the infusion on technology in classroom instruction. The focus of the course is a synthesis of the knowledge, skills, and practice of instructional leadership in the context of school improvement in the 21st century.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDSE 3301</td>
<td>Methods in Secondary Education</td>
<td>3 hours</td>
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<td>Prerequisites: Junior standing</td>
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<td></td>
<td>Designed to be taken in the junior year immediately before Apprenticeship I. 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. Theory and research to plan developmentally appropriate activities for students in the secondary setting. Field experiences outside of class time are required.</td>
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<tr>
<td>EDSE 3331</td>
<td>Reading Methods, 6-12</td>
<td>3 hours</td>
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<td>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. Directed field-based experience is required.</td>
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<tr>
<td>EDSE 3332</td>
<td>Language Arts Methods, 6-12</td>
<td>3 hours</td>
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<td>This course provides an interdisciplinary, literature-based approach to methods for teaching language arts in elementary school. Directed field-based experience is required.</td>
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<tr>
<td>EDSE 3334</td>
<td>Social Studies Methods, 6-12</td>
<td>3 hours</td>
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<td>Principles, skills, procedures and materials for teaching aspects of related social studies in the social studies program. Directed field-based experience is required.</td>
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<tr>
<td>EDSE 3335</td>
<td>Science Methods, B-5</td>
<td>3 hours</td>
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<td>Prerequisite: Completion of General Education lab science requirements. Objectives, experiences and methods of teaching science in the public school. Directed field-based experience is required.</td>
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<tr>
<td>EDSE 3336</td>
<td>Math Methods, 6-12</td>
<td>3 hours</td>
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<td>Prerequisite: MATH 2050 or general math requirement. 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. (Directed field experience is required.)</td>
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<tr>
<td><strong>EDSE 3366</strong></td>
<td>Foundations and Practicum in Secondary Education</td>
<td>4 hours</td>
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<td>Prerequisite: Pre-Service Certificate Encounters with materials dealing with the foundations of secondary schooling in the U.S., combined with 60-90 hour practicum consisting of focused observations and interactions at a nearby school. 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 M.A.T. degree in Teaching Secondary students.</td>
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<td>**NOTE: All applications for practicum/apprenticeship experiences must be submitted by posted deadline), which is at least 1 semester before this class is taken. Previous education courses are recommended.</td>
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</tbody>
</table>
EDSE 4400. Facilitating Learning and Assessment I (Fall) 3 hours
Corequisite EDSE 4498 Fall
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 natural progress from candidate to teacher. Candidates have one Middle and one High School placement. Additionally, the course encourages candidates to identify their personal strengths and weaknesses and allows them to develop positive attributes, skills and dispositions during their Apprentice Teaching.

EDSE 4401. Facilitating Learning and Assessment I II (Spring) 3 hours
Corequisite EDSE 4499 —Spring
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 Apprentice Teaching. See EDSE 4401. for additional pre-requisites.

EDSE 4498. Internship I (Previously titled Apprentice Teaching I) (Fall) 3 hours
Corequisite EDSE 4400, admission to teacher education, and hold a pre-service certificate.
During the Fall, candidates are in area schools 14 to 16 hours per week. Students must have completed the ATE process before registration for this course. Accommodations will be made individually for athletes.

EDSE 4499. Internship II (Previously titled Apprentice Teaching II) (Spring) 9 hours
Corequisite EDSE 4401, admission to teacher education, and hold a pre-service certificate.
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 Spring classes, in addition to and EDSE 4499, without approval of their advisor and the Chair of Secondary Education.

An application for graduation must be submitted when registering for EDSE 4499.

Prerequisite: Candidates must be fully admitted to Teacher Education, have permission of the Dean of Education and hold a pre-service certificate prior to beginning the internship. Placement may be denied based on information obtained from these clearances.

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 School 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 College School 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.
EDSE 6641. History of Mathematical Thought  3 hours
Prerequisite: Enrollment in Woodrow Wilson Georgia Teaching Fellowship Program
This course treats the major mathematical creations and developments from ancient times through the first few decades of the 20th century. It aims to present the central ideas, with particular emphasis on those currents of activity that have loomed largest in the main periods of the life of mathematics and have been influential in promoting and shaping subsequent mathematical activity. The concept of mathematics, the changes in that concept in different periods, and the mathematicians’ own understanding of what they were achieving are also vital concerns. The organization of the course emphasizes the leading mathematical themes rather than the men.

The goal is for the student to develop greater depth of understanding of mathematics, and to learn a variety of methods for approaching mathematical problems. In the modern classroom we tend to focus on mathematics as calculation and symbol manipulation, but the calculation algorithms and the symbol systems were developed from earlier methods, and learning those methods greatly informs our appreciation of modern methods.

EDSE 7735. Secondary Methods I (Fall)  Credit: 1
Co-requisite: EDSE 7736
A companion course to internship teaching. A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. The course includes a study of program and curriculum design in relation to individual differences among students, teaching strategies, and expected outcomes. The Democratic classroom and the Core Candidate Learning outcomes will be discussed in detail.

EDSE 7736. Secondary Content Pedagogy I (Fall)  Credit: 1
Co-requisite: EDSE 7735
A study of instructional methods via professional educators currently teaching in 6-12 Classroom settings. A variety of contemporary classroom trends, topics and issues will be discussed, including instructional methodologies applicable to their student teaching placement. The course includes a study of program and curriculum design in relation to individual differences among students, teaching strategies, and expected outcomes. Additional topics include: learner characteristics, classroom management and discipline techniques, assessment of students and curriculum, communicating and working with parents, understanding the school and community, and professional development.

EDSE 7737. Secondary Methods II (Spring)  Credit: 1
Pre-requisites: EDSE 7735 and EDSE 7736
Co-requisite: EDSE 7738 Secondary Content Pedagogy II
A continuation of EDSE 7735, a companion course to the final internship teaching experience. A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. The course includes a study of program and curriculum design in relation to individual differences among students, teaching strategies, and expected outcomes. Topical edPTA workshops outside of class sessions may be required.
EDSE 7738. Secondary Content Pedagogy II (Spring)  
Credit: 1
Pre-requisites: EDSE 7735 and EDSE 7736
Co-requisite: EDSE 7737
A continuation of EDSE 7736 A study of instructional methods via professional educators currently teaching in 6-12 Classroom settings. A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. Individual counseling and submission of edTPA materials to the instructor may be required. Required: edTPA Voucher.

EDSE 7740. Practicum in Instructional Proficiency  
1 to 3 hours
A demonstration of proficiency in teaching grades 6-12 in a specific content field by fulfilling a planned program of instruction approved by either the practicum supervisor or the EDSE 6660 instructor. For candidates wishing to “Add a New Field” to their current certification.

EDSE 7742 – 7743. Internship Teaching Sequence (Secondary)
Internship II begins in the Fall semester with EDSE 7742. Continuation in the Spring semester (EDSE 7743) is contingent on (a) satisfactory performance in the Fall semester, and (b) completion of the Admission to Teacher Education requirements for unconditional admission, as well as pre-service certification. (Refer to Page 189 for those requirements.) Performance during the internship is assessed using the edTPA.

EDSE 7742. Internship I (Fall Semester) (Previously titled Apprentice Teaching)  
4 hours
Co-requisite: EDSE 7736  Prerequisite: Cumulative GPA of 3.0, recommendation by the field placement coordinator, admission to teacher education, and hold a pre-service certificate.
The fall apprenticeship involves 16 weeks observing and working with experienced teachers for 16 to 20 hours per week minimum. Interns assume responsibility for at least two weeks for teaching two different grade levels and subjects. Internship placements are at the discretion of the chair of secondary education and must be within 50 miles of either Piedmont campus, unless otherwise approved by the Dean of the School of Education.
Applications for an apprenticeship may be denied on the basis of information revealed in a criminal background check required by the State of Georgia. (Refer to Admission to Teacher Education, Page 189.)

EDSE 7743. Internship II (Spring Semester)  
(Previously Titled Apprentice Teaching)  
5 hours
Co-requisite: EDSE 7737  Prerequisite: Satisfactory performance in EDSE 7742, unconditional Admission to Teacher Education, which includes the pre-service certificate.
Interns assume primary responsibility for instruction for at least one course at the beginning of the host schools’ Spring semester, with increasing teaching responsibilities.

EDSE 7744 – 7745. ** Advanced Internship Sequence (Secondary)
(Previously titled Internship Sequence)  
10 hours
Prerequisites: 1) Be under contract on a non-renewable certificate to teach grades 6 - 12 in the candidate’s intended field of certification at a school within 50 miles of either campus, unless otherwise approved by the Dean of the School of Education. 2) Have a completed application for an advanced internship approved prior to registration for EDSE 7744.
Internships begin in the Fall semester with EDSE 7744. Continuation in the Spring semester is contingent on (a) satisfactory performance in EDSE 7744 and (b) completing Admission
to Teacher Education requirements for unconditional admission. (Refer to Page 189 for those requirements.)

Performance during the internship is assessed using edTPA.
In addition to instructing a full-time schedule of courses, interns are expected to maintain a schedule of observations of other teachers in a variety of fields.

NOTE: Interns are expected to make arrangements at their respective schools to get to the methods course sessions on time.

EDSE 7744. Advanced Internship (Fall semester)
(Previously titled Internship)
Co-requisite: EDSE 7736 (EDSE 736)

EDSE 7745. ** Advanced Internship (Spring semester)
(Previously titled Internship) 3 hours
Co-requisite: EDSE 7737 EDUC 7750 The Knowledgeable Teacher
Prerequisite: Three years of successful teaching experience on a clear renewable certificate.
This course is designed to provide the experienced teacher with the opportunity to demonstrate personal commitment to excellence in the practice of teaching. Participants will measure their own teaching against vigorous national standards established by varied related professional associations.

EDSL 8810. Introduction to School Leadership 3 hours
Participants will examine the principles of organizational leadership as they apply in educational settings. The head of school develops a vision and sets the tone for teaching and learning that occurs within the school. Through readings, projects, simulations and role-playing, candidates will examine their own leadership style and be able to articulate it within the context of current research and their own school setting. Additionally, participants will learn the fundamentals of school organization and management and be able to articulate how these impact their own leadership style.

EDSL 8881. Internship in School Leadership 3 hours
Working with an experienced administrator, candidates will develop and complete a self-assessment and an internship plan that includes goals and strategies for expanding knowledge and experiences in the school setting. Participants will maintain an internship log and develop a professional leadership portfolio.

EDUC 1199. Introduction to Education 3 hours
Prerequisites: PDMT 1101 (PC 101) and ENGL 1101 (ENG 101).
Introduction to education as a profession, with emphasis on the foundations of education, its history and philosophy and the qualities and competencies required. Directed field-based experience is required.

EDUC 2250. Media and Technology for Educators 3 hours
(Minimum grade of “C” required.)
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 B-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.

EDUC 2251. Professional Practice I 1 hour
Aspiring teachers will prepare for admission to Teacher Education and the Georgia pre-service certification process, including application for a MyPSC account. Students will prepare for the Georgia Assessments for the Certification of Educators (GACE) Program Admissions Assessment and Georgia Educator Ethics Assessment (Entry Level). The Education Teacher Performance Assessment (edTPA) will be introduced. Program portfolio requirements, information regarding mandatory reporting, field experience expectations, the School of Education Student Bulletin Board, and advising processes will be discussed. Required of all undergraduate students pursuing admission to teacher education. Pass/fail

EDUC 3306. Economics in the 6-12 Classroom 3 hours
A survey of the basic concepts of economics required in the Georgia Performance Standards (GPS): fundamental concepts, producers and consumers, microeconomics, macroeconomics, and international economics. Selected concepts, as outlined in the Georgia Council on Economic Education’s “Scope and Sequence” documents, address each of these five areas. Designed to meet the needs of middle and secondary teachers.

EDUC 3307. Learning and Cognition 3 hours
Analysis of the underlying processes of learning and of theory-based strategies for improved learning and teaching. Directed field-based experience and case study analysis are required.

EDUC 3111. Professional Practice II 1 hour
Prerequisite: EDUC 1199, 2251 (or taken concurrently).
Students will prepare for the Georgia Assessments for the Certification of Educators (GACE) Content Assessments and will develop an individual assessment plan and will take GACE interactive practice tests. Required of all students pursuing admission to teacher education. Students will continue the development of the professional portfolio. Additionally, candidates will be introduced to the Education Teacher Performance Assessment (edTPA). Pass/Fail Students may request an In-progress grade for an additional semester.

EDUC 3151 Professional Practice III 1 hour
Prerequisite: EDUC 1199, EDUC 2250, 2251 (or taken concurrently).
Candidates will prepare for the Education Teacher Performance Assessment (edTPA) and continue to develop their professional portfolio. Candidates will be expected to have the technological proficiency in basic video editing in order to add artifacts to the professional portfolio and submit as evidence for edTPA. Pass/fail Students may request an In-progress grade for an additional semester.

EDUC 3333. Geography in the B-12 Classroom 3 hours
Survey of the various areas of the world with emphasis on the cultural, economic, political and social developments in relation to the geographic conditions.

EDUC 3337. Teaching Reading and Writing in the Content Areas 3 hours
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. Directed field-based experience required.
EDUC 3338. Assessing and Assisting Effective Reading in the Classroom 3 hours
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. Directed field-based experience is required. [(EDEC/MG 3331 (EDEC 331) is a prerequisite and EDUC 1199 (EDUC 199) is a prerequisite or corequisite. This course has a field experience component.]

EDUC 3339. Fine Arts for Teachers 3 hours
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. Directed field-based experience is required.

EDUC 3355. Exceptional Children 3 hours
A comprehensive introduction to the education of students with special needs. The intent of this course is to provide educators with the knowledge skills, attitudes, and beliefs that are crucial to constructing learning environments which allow all students to reach their potential. A foundational knowledge in the concepts of co-teaching and differentiated instruction will be emphasized. Directed field-based experience is required.

EDUC 4401. The Multicultural Classroom 3 hours
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. Field experience required.

EDUC 4405. Exploration and Analysis of Reading Environments 3 hours
Prerequisite: EDUC 3338 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. Directed field-based experience is required.

EDUC 4421. Characteristics of Gifted Students 3 hours
This course is the first in the sequence of three leading to the Georgia In-field Gifted Endorsement, and serves as an introduction to the field of gifted education, with a focus on gifted learners. The goal of this course is to specifically develop participants’ understanding of the defining characteristics and needs of diverse populations of gifted students. Introduction to the foundations of gifted education, including relevant definitions of the term “gifted and talented.” Current issues and trends at the local, state, national, and international levels impacted gifted education.

EDUC 4422. Assessment of Gifted Students 3 hours
Prerequisite: EDUC 4421 or permission of instructor
The goal of this course is to develop students’ understanding of the use of assessment to identify gifted abilities in individuals from different backgrounds (e.g., racial/cultural/ethnic group membership, age, gender, disabbling conditions, economic, and language). A major
concern of the course is the study of specific assessment measures and procedures that encourage informed educational decisions regarding those students who need gifted program services. Selecting and designing assessment measures and procedures to evaluate the gifted student’s progress. Using assessment data to make instructional decisions.

EDUC 4423. Programs, Curriculum and Methods for Gifted Students 3 hours
Prerequisites: EDUC 4421 and EDUC 4422 or permission of instructor
This course focuses on the understanding and use of current programs, curriculum in, instructional strategies and materials to facilitate the development of gifted learners from diverse backgrounds with strengths in varied domains. Central to the course is information concerning the differentiation of instruction for gifted learners based on their characteristics and needs and on theory and practices in instructional design and modification.

EDUC 4495. Educational Assessment for All Learners 3 hours
Prerequisite: One methodology course.
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. Directed field-based experience is required.

EDUC 4497. Classroom Management 3 hours
Prerequisite: Admission to teacher education. EDSE majors may take this course concurrent with EDSE 4498 or 4499
Corequisite: EDUC 4498, EDEC/MG 4499 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. Directed field-based experience is required.

EDUC 4498. Senior Seminar: Reflection and Application 3 hours
Corequisites: EDUC 4497, EDEC 4499.
Application for graduation must be submitted when registering for this class.
Prerequisite: Admission to teacher education.
This course provides opportunities for reflection, synthesis and application of all previous School 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.

EDUC 4499. Internship II (Previously titled Student Teaching) 10 hours
Co-requisites: EDUC 4497 and EDUC 4498
Internship II is a full-semester experience during which students work full time under the joint supervision of a certified teacher(s) and college supervisor at a level appropriate to the certification field. Internship II placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus. This course serves as the CAPSTONE course for Education majors. PLEASE NOTE: NO CLASSES OTHER THAN THE COREQUISITES CAN BE TAKEN DURING INTERNSHIP II. 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.
Candidates should be aware that prior to Internship II they will undergo a criminal background check as a part of Georgia’s pre-service certification process. Prerequisite: The student must be fully admitted to Teacher Education and have permission of the Dean of Education. Permission to register form required. Application deadlines will be posted on the School of Education Student Bulletin Board.

EDUC/SOCS 5530. Content and Pedagogy 3 hours
An integration of the disciplines of the Broadfield Social Sciences through research, discussions and pedagogy. Designed to meet the needs of M.A.T. Secondary Education History majors.

EDUC 5537. Teaching Reading and Writing in the Content Areas 3 hours
This course is designed to prepare middle grades teachers to utilize reading and writing skills as tools for learning in the content areas. Teacher candidates will be able to employ a three-part learning framework and strategies for implementing the framework within their content fields. During this course, candidates will utilize varied types of print and non-print content materials in developing skills for training students in content literacy skills. Individual needs of learners will be addressed in determining the appropriateness of varied grouping strategies and comprehension activities for each learner. Directed field-based experience required.

EDUC 5599. Graduate Orientation 1 hour
This course is non-transferable and must be completed at Piedmont College. (required for ECE, M.A.T. and Certification Only candidates)
This course provides an overview of the early childhood and middle grades graduate programs for candidates entering Piedmont College. The purpose of the course is to strengthen communication and consistency across the programs by preparing candidates to conceptualize their entire program of study early on and continue to build on themes across the graduate experience. Candidates will explore policies and procedures of the College and the School of Education related to their program of study. Issues and concerns will be discussed about APA writing guidelines, admission to teacher education, teacher certification, field experiences, requirements for graduation, student teaching and internships, advisement issues, professional development, programmatic themes, resources and services of the College, and library facilities. This is a Pass or Fail course.

EDUC 6600. Educational Assessment 3 hours
(Field experience required.)
This course is designed to provide participants with the assessment tools necessary to enhance learning for diverse student populations. The course will address ways to assess higher order cognitive objectives and authentic tasks to improve instruction. Candidates will participate in activities that enhance understanding of assessment task development, analysis, and interpretation. They will examine ways to facilitate communication within the teaching and learning situation. Documenting student performance and progress, both for instructional and accountability purposes, will be emphasized. Candidates will develop and use new assessments to enhance students’ learning, communicate with parents and students, and create change about views toward assessment.

EDUC 6601. Instructional Media and Technology for Teachers 3 hours
(Field experience required.)
The Instructional Media and Technology course is designed to familiarize participants with technologies that are impacting, will impact, and could potentially impact education. Applications and effective use of instructional media in technology, including integration throughout the curriculum, use of multimedia technology, computer-assisted instruction and
practices, computers and cooperative learning, computer simulations and problem solving, and the use of computers as a management tool will be explored. Participants will develop a unit of instruction incorporating technology to be used in the classroom.

EDUC 6603. American High School 3 hours
Examination of how secondary schools came to be as they are. Engages critical and reform studies. Reading, conversations, and projects.

EDUC/SOCS 6606. Economics for Teachers: Concepts and Applications 3 hours
A survey of essential economics concepts contained in the Georgia Performance Standards. Designed for middle and secondary teachers of history, geography, economics and other social sciences. Grade appropriate curriculum materials and planning for instruction are addressed.

EDUC 6607. Fundamentals of Learning and Cognition 3 hours
A study of the basic principles of human learning and cognition and their practical applications in education including the selection of appropriate methods, materials, and experiences. This course will focus upon ways to apply learning theories to classroom instruction. (Field experience required.)

EDUC 6610. Human Growth and Development 3 hours
Reviews of the theories of human development through the life span with a focus on cognition, intelligence, socialization, and achievement. The course will cover information about observable behavior as well as mental processes, such as emotions, perceptions, thinking and memory involved in the biological, cognitive, and psychosocial development of humans. Through classroom and directed field-based experiences, candidates will gain an understanding of human development. (Field experience required.)

EDUC 6622. Health and Physical Education in the Classroom 3 hours
A survey of health, physical education, and safety activities, methods, and materials appropriate for early childhood students in the classroom and on the playground. Information will be provided for developing, organizing, planning, and implementing a developmental early childhood physical education program. Indoor classroom activities are presented to reinforce skills learned in language arts, mathematics, social studies, science, and other areas. Through directed field-based experiences and through classroom experiences, the candidate will learn to become an effective proactive teacher who is comfortable and proficient in teaching aspects of health, physical education, and safety. (Field experience required.)

EDUC 6624. The Fine Arts in Education 3 hours
Participants will investigate the principles, theories and the practice of using art, music, drama, and play in all curriculum areas. The course will include activities in the fine arts areas, which can be used to teach those areas, as well as material in other subject areas through cross-discipline teaching, for the purpose of enhancing and integrating a creative process approach for instruction in the classroom. The emphasis in this course is to formulate methodological styles for teaching of the fine arts and in doing so, generate activities that can be used to help students better understand the fine arts. (Field experience required.)

EDUC 6628. Literature for Children: Expanding Students’ Reading Abilities and Interests 3 hours
The purpose of this course is to familiarize candidates with literature appropriate for children in the early childhood and middle grades. Candidates will explore guidelines for selecting appropriate children’s literature and reading strategies to enhance the development of life long reading. Topics for consideration include: multi-ethnic literature appropriate for the various age groups; techniques for stimulating children’s interest in literature; computer
software programs, internet capabilities, and other media that enhance the use of children’s literature; children’s special needs and developmental responses to literature; criteria for book selection/evaluation; strategies for integrating children’s literature into an interdisciplinary curriculum; and methods for stimulating critical and creative thinking through the use of children’s literature. (Field experience required.)

EDUC 6630. Mathematics Methods in Education 3 hours
Candidates will analyze the knowledge, skills and dispositions necessary to teach all students mathematics. Current issues, procedures, philosophies and techniques will be evaluated. Emphasis is placed on national and state mathematics standards, using manipulatives, and the content and processes involved in teaching mathematics. (Directed field experience required.)

EDUC 6631. Reading Methods 3 hours
Corequisite: EDUC 6632 (Must be taken in the same semester)
A study of the major approaches to reading instruction incorporating current theories and research practices. Candidates will explore procedures and materials for developing, conducting, managing, and evaluating effective developmental reading programs: whole language, basal reading, language experience approach (LEA), emergent literacy, reading readiness, and literature based. Topics include: the cognitive constructivist view of reading, emergent literacy, knowledge about print, phonemic awareness and phonics, word recognition, word-study instruction, vocabulary development, comprehending narrative and expository texts, content area reading, analysis and development of multimedia reading materials, literacy instruction for non-native speakers of English, needs of exceptional learners, and appropriate diagnostic procedures. (Field experience required.)

EDUC 6632. Language Arts 3 hours
Corequisite: EDUC 6631 (Must be taken in the same semester).
A study of basic content in communication, including the exploration of current issues, materials, techniques and methods for teaching the process components (reading, writing, speaking, listening, viewing, and visual representation). A variety of applications of these process components will be explored to enable the candidate to become proactive in planning, implementing, and evaluating effective language arts programs. Topics include: how children learn language; language-rich classrooms; the reading and writing processes; the listening process; conversations; dramatic activities; reading and writing stories, reports, and letters; reading and writing poetry; and spelling, handwriting, and grammar tools. A focus will be on integrating children’s literature in all areas of the curriculum. (Field experience required.)

EDUC 6634. Social Studies Methods in Education 3 hours
A study of the content of the social sciences as applied to the environment of the child. Current issues in social studies education, methods, procedures, and techniques of instruction and evaluation, with an emphasis on current events and multicultural education, are explored. (Field experience required.)

EDUC 6636. Science Methods in Education 3 hours
A study of the basic content and general principles of the natural sciences including current issues, developmentally appropriate materials, procedures, and techniques of instruction. Emphasis is placed on instructing students to learn problem-solving through the scientific method. Candidates will come to understand and improve, in a practical way, the use of basic science skills (observing, classifying, measuring, inferring, predicting) and applied science skills (generating hypotheses, data collecting, drawing conclusions) for which future teachers may be prepared to use in the B-5 grade levels. (Field experience required.)
EDUC 6638. Advanced Assessment and Instruction in Reading 3 hours
Prerequisite: EDUC 6631 and EDUC 6632
This course recognizes the necessity of a teacher to possess a thorough understanding and competence in classroom assessment/diagnostic principles and instructional practices for improving learner reading ability. Emphasis is placed on providing candidates with theoretical and practical experiences that will enhance and strengthen their knowledge base and enable them to gain competence with: (1) the reading processes, (2) the skills of reading, (3) reading assessment tools, (4) techniques and strategies for addressing specific reading strengths and difficulties of students, and (5) procedures for developing individual prescriptions for reading improvement based on identified student needs. Topics include: (1) what teachers need to know about reading assessment, (2) changing trends in assessment, (3) ongoing assessment, (4) periodic in-depth assessment, (5) portfolio assessment, (6) formal measures (norm-referenced, criterion-referenced, and minimum competency testing), (7) instructional strategies for remediation, and (8) assessment factors related to reading problems. (Field experience required.)

EDUC 6639. Exploration and Analysis of Reading Environments 3 hours
Prerequisite: EDUC 6638
Reading constitutes a major part of all studies therefore educators must have particular expertise that enables them to teach all children. The National Institute for Literacy, the International Reading Association, and the Association for Childhood Education International provide direction for evidence-based teaching of reading. The purpose of this course is for candidates to research the foundations, instructional practices, and assessment of reading and writing through evidence-based practices and related technology. They will also explore the Georgia Requirements for Classroom Teachers of Reading curriculum.

EDUC 6642. Critical Thinking and Creativity in the Classroom 3 hours
A study of the principles of critical thinking, inquiry, creativity and problem solving, and evaluation of currently available programs. Processes for developing higher order thinking skills across the curriculum are explored. The purpose of this course is to help candidates acquire the knowledge, skills, and attitudes needed to design instruction to facilitate development of critical/creative habits of mind in diverse student populations. (Field experience required.)

EDUC 6655. Exceptional Children 3 hours
A comprehensive introduction to the education of students with special needs. The intent of this course is to provide educators with the knowledge skills, attitudes, and beliefs that are crucial to constructing learning environments which allow all students to reach their potential. A foundational knowledge in the concepts of co-teaching and differentiated instruction will be emphasized. Directed field-based experience is required.
Candidates will survey the basic characteristics and unique educational and life needs of students who have been determined to differ significantly from their “average” peers in terms of mental, physical, and/or emotional characteristics. This course will provide a foundation of legal, social, educational, medical, and psychological concepts that focus on an understanding of who exceptional children are and how their diverse needs can be met within the context of a democratic learning community. (Field experience required.)

EDUC 6656. Essentials of Collaboration and Inclusion 3 hours
Prerequisites: EDUC 6655
This course examines various aspects of collaborative instruction for students with disabilities in the regular classroom. Beyond collaboration, this course will focus on strategies...
for differentiated instruction, curriculum modification, classroom accommodations and assignments. (Field Experience required)

EDSE 6660. Advanced Studies in Secondary Instruction 3 hours
Advanced Certification candidates will examine their own teaching practices in reference to current research on student learning and pedagogy. Based on this assessment, each candidate will develop a Professional Development Plan as a guide for studies in the Master’s plan and beyond.

*Candidates begin and maintain a mandatory program portfolio. Must be taken the 1st semester it is available.

EDUC 6685. Characteristics of Learners with Autism Spectrum Disorder 3 hours
Autism Spectrum Disorder (ASD) is a broad disability category that is composed of three primary behavioral characteristics: deficits in socialization, communication, and a narrow range of interests/activities. Individuals with ASD vary in their intelligence, behaviors, and abilities. The purpose of this course is to provide teacher candidates with an in-depth look at these behavioral characteristics associated with ASD in an effort to understand the implications for academic achievement and behavioral success in school, home, and community settings. No prerequisite.

EDUC 6686. Instructional Methods for Learners with Autism Spectrum Disorder 3 hours
Autism Spectrum Disorder (ASD) is a broad disability category that is composed of three primary behavioral characteristics: deficits in socialization, communication, and a narrow range of interests/activities. Many students with ASD are educated in the regular classroom with their like age peers, using the same curriculum. To this end, this course will examine evidenced based methodology for educating students with ASD from the ages of pre-school to post-secondary level. Prerequisite: EDUC 6685 or permission of the instructor.

EDUC 6687. The Autism Advisor 3 hours
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. Prerequisites: EDUC 6685 and EDUC 6686 or permission of the instructor.

EDUC 6690. Classroom Management 3 hours
A study and exploration of a variety of classroom management strategies and styles. Leadership styles, crisis control, appropriate rewards and consequences, student and teacher rights and inter-relationships, group dynamics, coping with special students, and communication between administration-teacher-parent-student are reviewed. Classroom policies and procedures for managing the daily routines are examined. (Field experience required.)

EDUC 6699. Methods and Interpretation of Educational Research 3 hours
The purpose of this course is to study current research methods and theories, procedures and designs with an emphasis on critical thinking, assessment, and applied research. Included in this course will be the evaluation, interpretation, and application of current research methods. The twin focuses of this course are the development of the skills needed to both evaluate existing research and to develop new formal research proposals. These skills are designed to assist the candidate in the development of their professional practice as both consumers
and produces of education research

All field-based research projects will be reviewed by the instructor for compliance with the College policy regarding human subjects, with further review by the Institutional Review Board as needed. Therefore, all candidates involved in research with human subjects should become thoroughly familiar with the College guidelines and procedures to protect human subjects, researchers and the College.

EDUC 7701. Critical Analysis of Current Trends and Issues in Education  3 hours
This course will address trends and issues that impact the educational establishment. Candidates will explore, analyze, and question the current trends and issues that primarily impact schools today. They will reconsider and synthesize old and new knowledge, which will assist them in becoming scholarly, reflective, and proactive educators. (Field experience required.)

EDUC 7702. Integrating Instructional Media and Technology  3 hours
Prerequisite: EDUC 6601 or approved exemption.
An advanced study of instructional media and technology for educators. Candidates learn to be more proficient in the use of advanced technology in the classroom. (Field experience required).

EDUC 7703. Social, Cultural, and Ethical Perspectives of Education  3 hours
The purpose of this course is to provide the candidate with an in-depth critical exploration and analysis of various social, cultural, and ethical perspectives on education. Particular attention will be given to those contemporary perspectives that focus on the functions of education for the individual and society, as well as those that deal with the interrelationships among the public school/education community and culture. (Field experience required.)

EDUC 7712. Group Processes and Interpersonal Skills  3 hours
An examination of group process skills with an emphasis on cooperative learning activities, interaction processes, and patterns of verbal and non-verbal communication in the classroom. This course aims to provide participants with an understanding of group processes as applied to real life situations, pertaining to both teachers and students. By combining a review of the historical perspectives of group dynamics with the practical experience of in-class group activities, members of the class will gain a broad repertoire of skills from the theories and concepts in this field. These skills will be useful in analyzing and understanding group issues as they occur in daily interactions with others. (Field experience required.)

EDUC 7721. Characteristics of Gifted Students  3 hours
This course is the first in the sequence of three leading to the Georgia In-field Gifted Endorsement, and serves as an introduction to the field of gifted education, with a focus on gifted learners. The goal of this course is to specifically develop participants’ understanding of the defining characteristics and needs of diverse populations of gifted students. Introduction to the foundations of gifted education, including relevant definitions of the term “gifted and talented.” Current issues and trends at the local, state, national, and international levels impacted gifted education.

EDUC 7722. Assessment of Gifted Students  3 hours
Prerequisite: EDUC 7721 or permission of instructor
The goal of this course is to develop students’ understanding of the use of assessment to identify gifted abilities in individuals from different backgrounds (e.g., racial/cultural ethnic group membership, age, gender, disabling conditions, economic, and language). A major concern of the course is the study of specific assessment measures and procedures that en-
courage informed educational decisions regarding those students who need gifted program services. Selecting and designing assessment measures and procedures to evaluate the gifted student’s progress. Using assessment data to make instructional decisions.

EDUC 7723. Programs, Curriculum and Methods for Gifted Students 3 hours
Prerequisites: EDUC 7721 and EDUC 7722 or permission of instructor
This course focuses on the understanding and use of current programs, curriculum in, instructional strategies and materials to facilitate the development of gifted learners from diverse backgrounds with strengths in varied domains. Central to the course is information concerning the differentiation of instruction for gifted learners based on their characteristics and needs and on theory and practices in instructional design and modification.

EDUC 7730. School Law 3 hours
A study for educators of the legal doctrines applicable to the school setting, including those dealing with truancy, curriculum, due process rights of students and teachers, freedom of speech, expression, and religion, student publications, search and seizure, student discipline, sexual harassment and discrimination, student records, student testing, terms and conditions of teacher employment, special education, and other legal rights and responsibilities of teachers.

EDUC 7735. Advanced Curriculum/Interdisciplinary Instruction 3 hours
Analysis and assessment of principles for planning educational programs and curriculum activities for education with an emphasis on organization, selection, presentation, evaluation, and implementation of interdisciplinary instruction through lesson and unit planning.

The purpose of this course is to provide graduate candidates with the knowledge and skills necessary to make meaningful and effective curriculum decisions. Discussions will explore curriculum problems and issues, some of which may be solved by educational restructuring. Candidates will apply theory to practice as they explore curriculum choices available in public schools. This course will focus, in part, on the skills of critical thinking and creativity, the inclusion of a multicultural/global perspective, and the use of technology in teaching. (Field experience required.)

EDUC 7736. Contextual Analysis of a School Environment 3 hours
Corequisite: Student Teaching or Internship.
A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. The course includes a study of program and curriculum design in relation to individual differences among students, teaching strategies, and expected outcomes. Additional topics include: learner characteristics, classroom management and discipline techniques, assessment of students and curriculum, communicating and working with parents, understanding the school and community, and professional development. This course is integrated into a 15-hour student teaching block.

EDUC 7750. The Knowledgeable Teacher 3 hours
Prerequisite: Three years of successful teaching experience on a clear renewable certificate.
This course is designed to provide the experienced teacher with the opportunity to demonstrate personal commitment to excellence in the practice of teaching. Participants will measure their own teaching against vigorous national standards established by varied related professional associations.
EDUC 7770. The Foxfire Approach to Instruction 3 hours
Enables B-12 instructors to implement the Foxfire approach to instruction in any subject, any grade level. The course combines practical applications with the theoretical conceptions of the Foxfire approach. Involvement in follow-up activities is expected.

Delivery options: The Foxfire Approach to Instruction course (EDUC 7770) is offered in a single-semester model for three (3) hours, or in a multi-semester model with three, one-hour courses.

EDUC 7795. Applied Research Project 1-3 hours
Prerequisite: Permission of appropriate department chair.
The development and implementation of an applied project in education (quantitative or qualitative research), under the supervision of a graduate faculty member. This course allows individuals or groups to study and to do research in topic(s) selected from their professional interests. Candidates are expected to examine professional literature and read widely in their chosen topic. Candidates will exhibit qualities of the scholarly, reflective, and proactive practitioner. (Field experience required.)

EDUC 7798. Special Topics in Education 1-3 hours
Prerequisite: Permission of appropriate department chair.
Concentrated readings and a review of research studies and literature relative to areas of significance in education through a special project, under the supervision of a graduate faculty member.

ENGLISH (ENGL)

ENGL 1101. Rhetoric and Composition 3 hours
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.

ENGL 1102. Literature and Composition 3 hours
Prerequisite: ENGL 1101 with a grade of “C” or better.
Building on skills developed in English 101, students will interpret and analyze thematically linked literary works and other texts. A grade of “C” is required to pass.

ENGL 2201. World Literature to the Renaissance 3 hours
Prerequisite ENGL 1102 with a grade of “C” or better.
Analytical reading of major works from the ancient world through the Middle Ages, including Far Eastern literature.

ENGL 2202. World Literature from the Renaissance 3 hours
Prerequisite: ENGL 1102 with a grade of “C” or better.
Analytical reading of major works from the Renaissance through modern literature, including Far Eastern literature.

ENGL 2203. British Literature to 1790 3 hours
Prerequisite: ENGL 1102 with a grade of “C” or better.
British literature to the Romantic period.

ENGL 2204. British Literature from 1790 3 hours
Prerequisite: ENGL 1102 with a grade of “C” or better.
British literature from the Romantic age to the present.
ENGL 2210. United States Literature to 1865  
Prerequisite: ENGL 1102 with a grade of “C” or better.  
American literature from the Colonial period to 1865.

ENGL 2211. United States Literature from 1865  
Prerequisite: ENGL 1102 with a grade of “C” or better.  
American literature from 1865 to the present.

ENGL 2220. Ethnic American Literature  
Prerequisite: ENGL 1102 with a grade of “C” or better.  
A study of America’s ethnic voices including but not limited to African-American, Native-American, and Asian-American.

ENGL 2221. Women Writers  
Prerequisite: ENGL 1102 with a grade of “C” or better.  
A study of American women writers and issues of the literary canon.

ENGL 2222. Introduction to Film  
Prerequisite: ENGL 1102 with a grade of “C” or better.  
A historical review of film history, techniques, aesthetics, genres, criticism.

ENGL 2225. Nature Writers  
Prerequisite: ENGL 1102 with a grade of “C” or better.  
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.

ENGL 3000. Introduction to English Studies  
Prerequisite: ENGL 1102 with a grade of “C” or better.  
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.

ENGL 3307. Short Story  
Prerequisite: ENGL 2200-level with a grade of “C” or better.  
Evaluative reading and criticism of selected short stories.

ENGL 3308. Novel  
Prerequisite: 2000-level ENGL course with a grade of “C” or better.  
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.

ENGL 3309. Poetry  
Prerequisite: 2000-level ENGL course with a grade of “C” or better.  
Evaluative reading of poetry from all periods, including poems in translation.

ENGL 3311. Drama  
Prerequisite: 2000-level ENGL course with a grade of “C” or better.  
Evaluative reading and criticism of selected plays. Authors may include Aeschylus, Sophocles, Shakespeare, Jonson, Ibsen, Shaw, O’Neill, Williams, and Beckett.
ENGL 3312. Non-Fiction 3 hours
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
A study of literary non-fiction including autobiography/memoir, diaries/journals, slave narratives, oral history, reform literature, and true crime.

ENGL 3322. Film and Literature 3 hours
Prerequisite: ENGL 1102 with a grade of “C” or better.
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.

ENGL 3330. Advanced Grammar 3 hours
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Comprehensive study of English grammar with emphasis on sentence analysis.

ENGL 3335. Technical Writing 3 hours
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
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.

ENGL 3392/4492. Creative Writing: Poetry 3 hours
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Studies of the various techniques for writing poetry.

ENGL 3393/4493. Creative Writing: Non-Fiction 3 hours
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Studies and practice in the various genres of creative non-fiction.

ENGL 3394/4494. Creative Writing: Fiction 3 hours
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Study of the various techniques for writing fiction.

ENGL 4400. Trillium: Literary Publications 3 hours
Prerequisite: one creative writing course or permission of instructor
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.

ENGL 4401. Seminar in World Literature 3 hours
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
An interdisciplinary approach to world literature in translation with emphasis on world mythologies.

ENGL 4402. Medieval Literature 3 hours
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
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, Pearl Poet, Mystery plays, and Everyman.

ENGL 4403. British Renaissance 3 hours
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Survey of major British authors of the sixteenth and seventeenth centuries; authors may include Spenser, Sidney, Marlowe, Donne, Jonson, Herbert, Milton, and Marvell.
ENGL 4405. Shakespeare
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Survey of Shakespeare’s major dramatic works, including poetry.

ENGL 4408. Restoration and Eighteenth-Century Literature
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Survey of major British authors of the late seventeenth and eighteenth centuries; authors may include Milton, Dryden, Pope, Richardson, Fielding, Swift, Johnson, Austen.

ENGL 4415. British Romanticism
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Survey of English Romantic literature; authors may include Blake, Barbauld, Godwin, Wollstonecraft, Smith, W. Wordsworth, D. Wordsworth, Coleridge, Shelley, Keats, Byron.

ENGL 4421. Victorian Literature
Prerequisite: 2000-level ENGL course with a grade of “C” or better.

ENGL 4426. Twentieth-Century British Literature
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Survey of major twentieth-century authors of Great Britain and Ireland, including ethnic literature.

ENGL 4427. American Romanticism
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Survey of the major nineteenth-century American literature; authors may include Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

ENGL 4428. Twentieth-Century American Literature
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
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.

ENGL 4429. Multicultural American Literature
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Survey of non-canonical texts in American literature with a focus on pedagogical strategies.

ENGL 4430. Literature of the American South
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
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.

ENGL 4431/6641. History of the English Language
Prerequisite: 2000-level ENGL course with a grade of “C” or better.
Survey of the historical development of the English language.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>ENGL 4432</td>
<td>Creative Writing Methods for Teaching Learning Content</td>
<td>3</td>
<td>2000-level ENGL course with a grade of “C” or better.</td>
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<tr>
<td></td>
<td>Exploration of instructional methods that employ poetry, fiction, and creative non-fiction to teach learning content at the secondary level.</td>
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<tr>
<td>ENGL 4440</td>
<td>Reading and Writing in the Content Areas</td>
<td>3</td>
<td>2000-level ENGL course with a grade of “C” or better.</td>
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<td>Strategies, cultural issues, reflective practice, motivation, scaffolding, standards, and assessment at the secondary level.</td>
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<tr>
<td>ENGL 4450</td>
<td>Seminar in Composition Studies</td>
<td>3</td>
<td>2000-level ENGL course with a grade of “C” or better.</td>
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<td>Instruction in the history of composition studies and the teaching of writing at the secondary and post-secondary levels.</td>
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<tr>
<td>ENGL 4455</td>
<td>Survey of English Usage for Teachers</td>
<td>3</td>
<td>2000-level ENGL course with a grade of “C” or better.</td>
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<td></td>
<td>Survey of rhetoric, grammar, syntax, and the historical development of English.</td>
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<tr>
<td>ENGL 4456</td>
<td>Reading Improvement at the Secondary Level</td>
<td>3</td>
<td>2000-level ENGL course with a grade of “C” or better.</td>
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<td>A survey of materials, methods, developmental and remediation programs, and library research at the secondary level.</td>
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<td>ENGL 4460</td>
<td>Literary Criticism</td>
<td>3</td>
<td>2000-level ENGL course with a grade of “C” or better.</td>
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<td>A seminar on the ideas, methods, and history of literary criticism.</td>
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<tr>
<td>ENGL 4480</td>
<td>Major Authors</td>
<td>3</td>
<td>2000-level ENGL course with a grade of “C” or better.</td>
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<td>An in-depth seminar study of selected author[s].</td>
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<tr>
<td>ENGL 4481</td>
<td>Seminar in Film</td>
<td>3</td>
<td>2000-level ENGL course with a grade of “C” or better.</td>
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<td>An in-depth seminar study of a selected topic in film; may include a focus on a particular director, period, or style.</td>
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<tr>
<td>ENGL 4490</td>
<td>Special Topics</td>
<td>3</td>
<td>Topics vary. Students may earn up to six hours of credit toward the English major.</td>
</tr>
<tr>
<td>ENGL 4498</td>
<td>Senior Seminar Research in English</td>
<td>1</td>
<td>18 hours of English or permission of instructor; Students graduating in a fall semester must take this course the previous fall.</td>
</tr>
<tr>
<td></td>
<td>A seminar research tutorial in preparation for ENGL 4499</td>
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<tr>
<td>ENGL 4499</td>
<td>Senior Seminar in English</td>
<td>2</td>
<td>21 hours of English or permission of instructor; English majors should enroll during the spring semester of the senior year.</td>
</tr>
<tr>
<td></td>
<td>As a capstone experience, students will prepare a major research paper or a creative writing project.</td>
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<tr>
<td>ENGL 6601</td>
<td>Seminar in World Literature</td>
<td>3</td>
<td>An interdisciplinary approach to the world literature in translation with emphasis on fine arts.</td>
</tr>
</tbody>
</table>
ENGL 6602. Medieval Literature 3 hours
Selected British prose, poetry, and drama from the eighth to the fourteenth century.

ENGL 6603. British Renaissance 3 hours
Survey of major British authors of the sixteenth and seventeenth centuries; emphasis on Spenser and Milton.

ENGL 6605. Shakespeare 3 hours
Shakespeare’s major works.

ENGL 6608. Restoration and Eighteenth-Century Literature 3 hours
Survey of major British authors of the late seventeenth and eighteenth centuries.

ENGL 6615. British Romanticism 3 hours
Representative works of English Romantic literature.

ENGL 6621. Victorian Literature 3 hours
Representative works of English Victorian literature.

ENGL 6626. Twentieth-Century British Literature 3 hours
Writings of major twentieth-century authors of Great Britain and Ireland, including ethnic literature.

ENGL 6627. American Romanticism 3 hours
Survey of the major nineteenth-century American romantic literature.

ENGL 6628. Twentieth-Century American Literature 3 hours
Survey of twentieth-century authors of the United States.

ENGL 6629. Multicultural American Literature 3 hours
Study of non-canonical texts in American literature with a focus on pedagogical strategies.

ENGL 6630. Literature of the American South 3 hours
Southern American literature from the Colonial period to the present.

ENGL 6632. Creative Writing Methods for Teaching Learning Content 3 hours
Exploration of instructional methods that employ poetry, fiction, and creative non-fiction to teach learning content at the secondary level.

ENGL 6640. Reading and Writing in the Content Areas 3 hours
Strategies, cultural issues, reflective practice, motivation, scaffolding, standards, and assessment advice and theory to help content area teachers use reading and writing as learning tools.

ENGL 6650. Seminar in Composition Studies 3 hours
Instruction in the history of composition studies and the teaching of writing at the secondary and post-secondary levels.

ENGL 6655. Survey of English Usage for Teachers 3 hours
A survey of rhetoric, grammar, and the historical development of English for use in the classroom.

ENGL 6656. Reading Improvement at the Secondary Level 3 hours
A survey of materials, methods, developmental and remediation programs, and library research at the secondary level.
ENGL 6660. Literary Criticism 3 hours
A seminar on the ideas, methods, and history of literary criticism.

ENGL 6680. Major Authors 3 hours
An in depth seminar study of one or more selected authors.

ENGL 6690. Special Topics 3 hours
Topics may vary. Check the schedule for the current offering.

ENVIRONMENTAL SCIENCE (ENVS)

ENVS 2070. Environmental Science 3 hours
Prerequisite: ENGL 1101 (Grade of “C” or better)
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.

ENVS 3650. Comparative Physiology 4 hours
Prerequisite: BIOL 102 and BLAB 1102; CHEM 1102 and CLAB 1102 recommended.
Study of the major physiological processes in animals and how these processes are affected by different environments. Lecture and laboratory.

ENVS 3990. Philosophy and Methodology of Science 3 hours
Prerequisite: One course in a 3000/4000-level science.
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 ENVS 4980 (ENVS 498) in consultation with thesis director. Lecture only.

ENVS 4800. Special Topics in Natural Sciences 1-4 hours
Prerequisite: Permission of department chair.
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.

ENVS 4930. Internship in Natural Sciences 1-3 hours
Prerequisites: Major in science and permission of department chair.
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.

ENVS 4950. Science Seminar 1 hour
Prerequisite: Senior standing in science major.
Seminar presentation of a senior research project.

ENVS 4959. Honors Science Seminar 1 hour
Prerequisite: Senior standing in science major; must be taken simultaneously with ENVS 4990.
Seminar presentation of honors research project.

ENVS 4980. Senior Research 3 hours
Prerequisite: ENVS 3990 and senior standing.
Conduction of senior research under the direction of a research director.
ENVS 4981. Senior Library Research  2 hours
For science majors completing a B.S. degree but not taking a senior research course (4980 or 4989). This is a capstone preparation course in which students learn the basics of science literature research, science writing, and oral presentation.

ENVS 4989. Honors Senior Research  3 hours
Prerequisite: ENVS 3990 and senior standing.
Honors research under the direction of the thesis director.

ENVS 4999. Honors Thesis  2 hours
Prerequisite: ENVS 4989; must be taken simultaneously with ENVS 4959.
Writing and approval of a thesis on a research project conducted in ENVS 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.

**EARTH SCIENCE (ERSC)**

ERSC 2201. Physical and Historical Geology of Georgia  4 hours
Prerequisite: Any laboratory science sequence or equivalent.
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.

ERSC 2202. Astronomy and Meteorology  4 hours
Prerequisite: Any laboratory science sequence or equivalent.
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.

ERSC/GEOL 5000/6000. Topics in Earth Sciences  3 hours
This course is based on current topics and issues in the world of science. Students will research current scientific developments in the areas of astronomy, physics, chemistry, and geology. Begins with theories and concepts related to cosmology and ends with concepts related to subatomic chemistry, with special emphasis placed on those topics required by the National Science Education Standards, the Georgia Department of Education, and topics stressed on the Broadfield Science GACE content Exams. The course will be delivered primarily using an on-line format with meetings to be held if deemed necessary.

ERSC 5300/6300. Astronomy and Meteorology  3 hours
An introduction to content in the fields of astronomy and meteorology with particular emphasis on those topics taught in grades 6-12. The course also includes the evaluation of current instructional research in these content areas.

**FRENCH (FREN)**

FREN 1101. Elementary French I  3 hours
Essentials of French, with special emphasis on oral-aural training in the language. Practice in pronunciation, simple conversation and diction. Includes laboratory.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
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</thead>
<tbody>
<tr>
<td>FREN 1102</td>
<td>Elementary French II</td>
<td>3 hours</td>
<td>Prerequisite: FREN 1101, its equivalent, or permission of the instructor. Continuation of FREN 1101. Readings from selected texts, with special attention to grammar, idioms, verbs and simple composition. Includes laboratory.</td>
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<tr>
<td>FREN 2200</td>
<td>The French Experience</td>
<td>3 hours</td>
<td>Prerequisites: FREN 1101-1102 or its equivalent or permission of instructor. Instruction given in English but some reading knowledge of French is desirable. 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.</td>
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<tr>
<td>FREN 2201</td>
<td>Intermediate French I</td>
<td>3 hours</td>
<td>Prerequisite: FREN 1102 or equivalent entrance credit. 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.</td>
</tr>
<tr>
<td>FREN 2202</td>
<td>Intermediate French II</td>
<td>3 hours</td>
<td>Prerequisite: FREN 2201 or permission of instructor. A continuation of FREN 2201.</td>
</tr>
<tr>
<td>FREN 3300</td>
<td>Special Topics/Projects</td>
<td>1-9 hours</td>
<td>No formal prerequisite, but reading skill in French is desirable. 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.</td>
</tr>
<tr>
<td>FREN 3360</td>
<td>Introductory International Business:</td>
<td>3 hours</td>
<td>Language and Culture 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.</td>
</tr>
</tbody>
</table>

**FORENSIC SCIENCE (FRSC)**

FRSC 1101. Criminalistics 3 hours 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.

FRSC 2100. Essential Practices of Forensic Science 3 hours 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.

FRSC 3100. Crime Scene Investigation 3 hours
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.

FRSC 3200. Fingerprint Identification & Classification 3 hours
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.

FRSC 4200. Forensic Death Investigation 3 hours
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.

FRSC 4750. Internship in Forensic Science 1-3 hours
Course designed for the optional participation in job-related experience in the field of forensic science.

FRSC 4900. Forensic Science Senior Research and Seminar 1 hour

ENVIRONMENTAL GEOLOGY (GEOL)

GEOL 1101. Physical Geology 3 hours
Corequisite: GLAB 1101 or passing grade in GLAB 1101
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.

GLAB 1101. Physical Geology Lab 1 hour
Corequisite: GEOL 1101 or passing grade in GEOL 1101
Laboratory portion of Physical Geology. To be taken in conjunction with GEOL 1101.

GEOL 1102. Historical Geology 3 hours
Prerequisite: GEOL 1101 and GLAB 1101
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.

GLAB 1102. Historical Geology Lab 1 hour
Corequisite: GEOL 1102 or passing grade in GEOL 1102
Laboratory portion of Historical Geology. To be taken in conjunction with GEOL 1102.
GEOL 2210. Environmental Geology 3 hours
Concentrates on the near-surface stratigraphy and sedimentation interpretative techniques as related to unconsolidated and bedrock hydrogeologic systems; understanding contaminant sources and basic contaminant hydrogeology, including software application; discussion of techniques/tools for environmental geology consulting; and exposure to processes responsible or geologic hazards and mitigating geohazards; human interaction with the geological environment; and evaluation of natural resource extraction and use.

GEOL 3050. Current Topics in Environmental Geology 2 hours
Prerequisites: GEOL 1101, GLAB 1101, CHEM 1102, and CLAB 1102
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.

GEOL 3100. Hydrology 3 hours
Prerequisites: GEOL 1101, GLAB 1101, and GEOL 3050 or ENVS 2070; MATH 2450 preferred
Water is an important part of the earth’s geologic system. From an academic standpoint it is meaningful for students of geology to fill out their knowledge of the earth with this integral component; and with respect to ground and surface water, none are better prepared to understand its behavior than geologists. But even the more, from the standpoint of human need, 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.

GEOL 3990. Philosophy and Methodology of Science 3 hours
Prerequisite: At least one course in a 3000/4000 level science.
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 GEOL 4980 in consultation with thesis director. Lecture only.

GEOL 4800. Special Topics in Natural Sciences 1-4 hours
Prerequisite: Permission of department chair.
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.

GEOL 4930. Internship in Natural Sciences 1-3 hours
Prerequisites: Major in science, have necessary course work determined by faculty supervisor, and permission of department chair.
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.

GEOL 4950. Science Seminar 1 hour
Prerequisite: Senior standing in science major.
4959 for majors participating in Science Honors program. Presentation of thesis research.
GEOL 4959. Honors Science Seminar  
Prerequisite: Senior standing in science major; must be taken simultaneously with GEOL 4990. 
Seminar presentation of honors research project.

GEOL 4980. Senior Research  
Prerequisite: GEOL 3990 and senior standing.  
4989 for majors participating in Science Honors program. Conduction of senior research 
under direction of Thesis Director.

GEOL 4989. Honors Senior Research  
Prerequisite: GEOL 3990, senior standing, and permission of the instructor. 
Honors research under the direction of the thesis director.

GEOL 4999. Honors Thesis  
Prerequisite: GEOL 4989 
(must be taken simultaneously with GEOL 4959 Writing and approval of thesis on research 
project conducted in GEOL 4980. 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.

GEOLOGY
GEOL/ERSC 5000/6000. Topics in Earth Science  
This course is based on current topics and issues in the areas of earth and space science. 
Examples include hydrology, atmospheric science, and stellar evolution. This course is 
specifically designed for students seeking the M.A. or M.A.T. degree.

GEOL 5200/6200. Georgia Geology  
An introduction to the physical and historical geology of Georgia with particular emphasis 
on those topics taught in grades 6-12.

GRAPHIC DESIGN (GRDS)
GRDS 1110. Practicum  
Prerequisite: Consent of instructor. 
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.

GRDS 2200. Foundations in Graphic Design  
Prerequisite: None 
Introduction to visual communication as a creative, technical, and conceptual process. 
Emphasis is place on the study of typography, the grid and design principles.

GRDS 2250. Foundations in Graphic Design II  
Prerequisite: GRDS 2200 or consent of instructor. 
Emphasis is placed on concept development and creative problem solving as both an indi-
vidual designer and within a collaborative environment. Introduction to print and interactive 
processes.
GRDS 2260. Digital Photography 3 hours
Prerequisite: None
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.

GRDS 2270. Print 3 hours
Introduction to print-based design processes, techniques, and approaches. Publication design is introduced through community-based projects and collaborative projects.

GRDS 3270. Interactive I (3 hours) 3 hours
Prerequisite: GRDS 2250
Introduction to interactive design techniques and processes. Students are introduced to web design and structures in addition to organizational processes for the web. Formatting content for the web is emphasized.

GRDS 3330. Special Topics in Graphic Design 3 hours
Prerequisite: consent of instructor.
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.

GRDS 3350. History of Graphic Design 3 hours
Prerequisite: GRDS 2200 or consent of instructor.
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.

GRDS 4401. Interactive II 3 hours
Prerequisite: GRDS 3270
Advanced exploration of interactive experiences, specifically focusing on the user experience, creative problem solving for the web and designing experimental web experiences.

GRDS 4410. Internship in Graphic Design 3 hours
Prerequisite: Consent of instructor.
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.

GRDS 4400. Typography 3 hours
Prerequisite: GRDS 2200, GRDS 2250
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.

GRDS 4460. ADVANCED GRAPHIC DESIGN STUDIO 3 hours
Prerequisite: GRDS 3350
Advanced exploration of graphic design across multiple platforms. Students engage with semester long exploration of topics that engage them. Final product for the class will lead into or result in Capstone work for the major.
GEOGRAPHICAL INFORMATION SYSTEMS (GISS)

GISS 2200. Introduction to Geographical Information Systems 3 hours
Prerequisite: None
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.

GISS 3300. Geographical Information Systems Applications 3 hours
Prerequisite: GISS 2200 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.

GERMAN (GRMN)

GRMN 1101. Elementary German I 3 hours
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.

GRMN 1102. Elementary German II 3 hours
Prerequisite: GRMN 1101 or equivalent entrance credit.
Continuation of GRMN 1101. Reading from selected texts, with special attention to grammar, idioms, verbs and simple composition. Includes laboratory.

GRMN 2201. Intermediate German I 3 hours
Prerequisite: GRMN 1102 or equivalent entrance credit.
A course designed to help students express themselves with ease in oral and written German. Concentration on reading of standard texts. Includes laboratory.

GRMN 2202. Intermediate German II 3 hours
Prerequisite: GRMN 2201 or permission of instructor.
A continuation of GRMN 2201.

GRMN 2205. German Conversation 3 hours
Prerequisite: GRMN 2202 or permission of instructor.
Designed to improve pronunciation and to increase proficiency in the practical use of German in conversation.

GRMN 3335. German Literature 3 hours
Pre-requisite: GRMN 2202.
Readings from representative literary works of German literature, focusing on genre (Gattungen).

GRMN 3360. Introductory International Business: Language and Culture 3 hours
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.
GRMN 4435. German Cinema
3 hours
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.

GRMN 4930 Internship in German Language
1-3 credits
Description: A supervised learning experience in the area of German Language that links academic knowledge with practical experience by providing an opportunity for student to apply knowledge learned from the classroom.

HISTORY (HIST)

HIST 1111. World History to the Mid-17th Century
3 hours
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.

HIST 1112. World History since the Mid-17th Century
3 hours
A survey of the main currents of political, social, religious, and intellectual activity from the Age of Discovery to the present.

HIST 2212. Pivotal Moments in Recent U.S. History
3 hours
The political, social, economic and cultural development of the United States from 1912 to the present.

HIST 2280. Introduction to Historiography
3 hours
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.

HIST 3301. History of the United States to 1836
3 hours
The political, social, economic and cultural development of the United States from the Colonial period to the end of the Jacksonian era.

HIST 3302. History of the United States, 1836-1912
3 hours
The political, social, economic and cultural development of the United States from 1836 to 1912.

HIST 3305. History of Women
3 hours
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.

HIST 3310. Twentieth Century Europe
3 hours
Europe’s economic, social, intellectual and political development since 1870.

HIST 3320. History of England to 1714
3 hours
English institutional, intellectual and constitutional development from the Roman occupation through the reign of Queen Anne.

HIST 3321. History of England since 1714
3 hours
English institutional, intellectual and constitutional development from 1714 to the present.

HIST 3326. History of African Civilizations
3 hours
The history of Africa from pre-colonial times to the 20th century; introduction to political economics of African people as well as to their social and cultural innovations.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 3330.</td>
<td>History of Georgia</td>
<td>3 hours</td>
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<td>Political, economic and social developments in</td>
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<td>Georgia; the relationship of these developments</td>
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<td>to those on the national level; a look at some</td>
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<td>of the outstanding personalities in Georgia’s</td>
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<td>history and the structure of the state government.</td>
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<td>HIST 3340.</td>
<td>Latin America</td>
<td>3 hours</td>
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<td>History of the nations of Latin America from the</td>
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<td>wars for independence to the present, with</td>
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<td>special emphasis on the growing importance of</td>
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<td></td>
<td>Latin America in world affairs.</td>
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<td>HIST 3341.</td>
<td>Antebellum South</td>
<td>3 hours</td>
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<td></td>
<td>History of the American South from the</td>
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<td>Federalist era to the election of 1860, with</td>
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<td>special emphasis on the institutions of the</td>
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<td></td>
<td>plantation and slavery.</td>
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<td>HIST 3350.</td>
<td>Russia/Soviet Union</td>
<td>3 hours</td>
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<td>History and culture of the peoples of Russia and</td>
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<td>the former U.S.S.R./Commonwealth of Independent</td>
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<td>States from the prehistorical period to the</td>
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<td>present.</td>
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<tr>
<td>HIST 3360.</td>
<td>American Colonial History</td>
<td>3 hours</td>
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<td></td>
<td>History of what is now the continental United</td>
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<td>States during the Colonial and Revolutionary</td>
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<td>period, from 1492 to 1789.</td>
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<tr>
<td>HIST 3370.</td>
<td>American Social and Intellectual History</td>
<td>3 hours</td>
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<tr>
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<td>American concepts, attitudes and ideas within</td>
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<td>their social framework, beginning with the</td>
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<td>European heritage and continuing to the present,</td>
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<td>with a particular focus on American philosophy,</td>
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<td></td>
<td>science, literature, religion and art.</td>
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<tr>
<td>HIST 3380.</td>
<td>The Rise of Modern China</td>
<td>3 hours</td>
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<td></td>
<td>The history of China, 1600 to present. The</td>
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<td>course deals with the decline of the traditional</td>
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<td></td>
<td>Chinese system, imperialism, and the rise of a</td>
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<td></td>
<td>new China.</td>
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<tr>
<td>HIST 3390.</td>
<td>Modern Southeast Asia</td>
<td>3 hours</td>
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<tr>
<td></td>
<td>The modern transformation of Southeast Asia,</td>
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<td>focusing on the colonial encounter and its</td>
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<td>transformational impact on the Southeast Asians.</td>
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<tr>
<td>HIST 4400.</td>
<td>History of the Ancient World</td>
<td>3 hours</td>
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<tr>
<td></td>
<td>Cultural, intellectual and institutional</td>
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<td>development of the ancient world to the fall of</td>
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<td>the Roman Empire.</td>
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<tr>
<td>HIST 4425.</td>
<td>The Renaissance and Reformation</td>
<td>3 hours</td>
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<td></td>
<td>Cultural, political, social and theological</td>
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<td>developments in Europe from about 1350 to 1650.</td>
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<tr>
<td>HIST 4430.</td>
<td>History of Spain</td>
<td>3 hours</td>
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<td></td>
<td>History and culture of the people of Spain from</td>
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<td></td>
<td>prehistory to the present.</td>
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<td>HIST 4440.</td>
<td>History of Modern Germany</td>
<td>3 hours</td>
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<td></td>
<td>History and culture of Germany from 1858 to the</td>
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<td>present.</td>
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<tr>
<td>HIST 4480.</td>
<td>Historiography</td>
<td>3 hours</td>
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<td>Prerequisite HIST 2280</td>
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<td>The writing of history, concentrating on the</td>
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<td>major historians and interpretations; philosophies</td>
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<td>of history and the relationship of history to</td>
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<td>other disciplines; directed research involving</td>
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<td>topic selection, source selection, and</td>
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<td>evaluation; and writing style and form. A</td>
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<td>formal research paper is a major component of</td>
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<td>this course. This is the capstone course for the</td>
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<td>history major and broad field social sciences</td>
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<td>major in secondary education.</td>
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<td>Course Code</td>
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<tr>
<td>HIST 4490</td>
<td>Special Topics I</td>
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<td></td>
<td>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.</td>
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<tr>
<td>HIST 4491</td>
<td>Special Topics II</td>
<td>3</td>
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<td></td>
<td>Prerequisite: HIST 4490 This course may be a continuation of work done in HIST 4490 or may focus on an entirely different subject. NOTE: Undergraduate students may earn no more than three hours credit via HIST 4490 and HIST 4491 in their major or minor in history.</td>
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<tr>
<td>HIST 6600</td>
<td>Early American History</td>
<td>3</td>
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<td></td>
<td>A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of the period of American history from the Pre-Columbian Era to the outbreak of the American Civil War. May be offered online or in the classroom.</td>
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<tr>
<td>HIST 6601</td>
<td>Recent American History</td>
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<td></td>
<td>A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of the period from the conclusion of the American Civil War to the present. May be offered online or in the classroom.</td>
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<tr>
<td>HIST 6602</td>
<td>United States History Since 1945</td>
<td>3</td>
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<td>A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major elements of the period from the end of World War II to the present. May be offered online or in the classroom.</td>
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<tr>
<td>HIST 6610</td>
<td>History of the Ante-Bellum American South</td>
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<td></td>
<td>A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements from the colonial era to the Secession (the “Old South”). May be offered online or in the classroom.</td>
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<tr>
<td>HIST 6611</td>
<td>History of the “New South.”</td>
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<td></td>
<td>A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of history of this region from the Era of Reconstruction to rise of the Sun Belt. May be offered online or in the classroom.</td>
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<tr>
<td>HIST 6612</td>
<td>History of Georgia</td>
<td>3</td>
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<td>A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements from the period immediately preceding European settlement to the present. Major personalities and the relationship of the colony/state with the other colonies/states are emphasized. May be offered online or in the classroom.</td>
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<tr>
<td>HIST 6620</td>
<td>Recent Latin America</td>
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<td>A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements in the history of Latin America from the “Liberation” to the present. Special emphasis is focused on the relationship of the region with the United States of America. May be offered online or taught in the classroom.</td>
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<tr>
<td>HIST 6621</td>
<td>World History I</td>
<td>3</td>
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<td></td>
<td>A graduate level directed readings course in which conflicting historical interpretations, cross-cultural interaction and influence, and primary sources comprise major elements in the history of man from the beginning of civilization to the Enlightenment. May be offered online or in the classroom.</td>
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HIST 6622. World History II  
A graduate level directed readings course in which conflicting historical interpretations, cross-cultural interaction and influence, and primary sources comprise major elements in the history of civilized man from the Enlightenment to the present. May be offered online or in the classroom.

HIST 6630. Special Topics  
A graduate level directed readings and/or research based course whose content varies in accordance with student interest not met by the content in any existing HIS 600 level course. May be taught online or in the classroom.

**HEALTH SCIENCE (HSCS)**

HSCS 1101. Emergency Techniques  
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.

HSCS 1105. Medical Terminology  
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.

HSCS 1110. Introduction to Health Sciences  
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.

HSCS 2200. Introduction to Health Professions  
Addresses study/test taking skills, time management, and the relationship of the general education courses to the healthcare professions. Emphasizes critical thinking and problem solving skills.

HSCS 2210. Basic Nutrition  
Prerequisite: BIOL 2100.  
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.

HSCS 2220. Introduction to Health Processes  
Prerequisite: BIOL 2100 and HSCS 1105  
Focus is on common diseases and disorders of each body system. Topics include etiology, signs and symptoms, diagnostic procedures, treatment, management, and prevention. (Note: This course will no longer be offered after Fall 2014; this course and HSCS3340 have been replaced by HSCS3302 Pathology and Pharmacology.)
HSCS 2221. Kinesiology and Biomechanics 3 Hours
Prerequisite: BIOL 2100.
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. (SONHS majors only)

HSCS 2270. Clinical Nutrition 3 Hours
Prerequisite: HSCS 2210
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. (SONHS Majors only)

HSCS 2301. Health Promotion, Physical Activity, and Wellness 3 hours
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.

HSCS 3301. Physiology of Exercise 4 Hours
Prerequisites: BIOL 2100 and BIOL 2110.
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. (SONHS majors only)

HSCS 3302. Pathology and Pharmacology 4 Hours
Prerequisite: ATRG2202
This course includes the knowledge and clinical skills used to recognize, assess, and care for general medical conditions affecting the physically active. Basic pharmacological concepts, drug classifications, and medication administration in athletic training practice are also introduced.

HSCS 3321. Fitness Assessment and Prescription 3 Hours
Prerequisites: HSCS 2221.
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. (SONS majors only)

HSCS 3330. Health Care Finance 3 Hours
Prerequisite: BUSA1210 (required); ACCT 2010 and ACCT 2020 (recommended); or instructor permission
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.
HSCS 3331. Nutrition Through the Life Cycle  
Prerequisite: HSCS 2210  
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.

HSCS 3340. Pharmacology  
Prerequisite: HSCS 2220  
Common classifications of medications, the link to specific body systems and disease processes is the focus of this course. (Note: This course will no longer be offered after Spring 2015; this course and HSCS2220 have been replaced by HSCS3302 Pathology and Pharmacology.)

HSCS 3395. Cross-Cultural Health  
Prerequisite: 6 hours of ANTH, SOCI, and/or PSYC  
Focus is on health care practices and beliefs in a variety of cultures that impact the health care system. Political, economic, and geographic factors affecting health care are addressed.

HSCS 4410. Research Methodology in Health Sciences  
Prerequisite: Math 2100 and junior standing.  
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. (SONHS majors only)

HSCS 4420. Exercise for Special Populations  
Prerequisite: HSCS 3321  
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. (SONHS Majors only)

HSCS 4440. Sport Nutrition  
Prerequisite: HSCS 2210  
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. (SONHS Majors only)

HSCS 4411. Health Policy, Law, and Issues  
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.
HSCS 4450. Health Sciences Capstone (Capstone Course) 3 Hours
Prerequisite: HSCS 4410; Spring semester senior year (other terms with instructor permission)

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.

HSCS 4499. Internship in Health Sciences 1-6 hours
Prerequisites: Instructor permission.
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.

INTERDISCIPLINARY STUDIES (IDIS)
IDIS 2500. Lillian E. Smith Studies 1 hour
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.

IDIS 3300 Cultural Creativity 3 hours
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.

IDIS 3305 Cultural Explorations 3 hours
This course will familiarize students with the educational, political, spiritual, psychological, and cultural aspects of various nations.

IDIS 4499 Interdisciplinary Capstone Course 3 hours
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.

IDIS 2050. Prior Learning Portfolio Construction 1 hour
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 College. 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.

JAPANESE (JPNS)
JPNS 1101. Elementary Japanese I 3 hours
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.)

JPNS 1102. Elementary Japanese II 3 hours
Prerequisite: JPNS 1101 or equivalent entrance credit.
Continuation of JPNS 1101 with addition of learning kanji and simple composition.

JPNS 2201. Intermediate Japanese I 3 hours
Prerequisite: JPNS 1102 or equivalent entrance credit.
A course designed to help students express themselves with ease in oral and written Japanese.

JPNS 2202. Intermediate Japanese II 3 hours
Prerequisite: JPNS 2201 or permission of instructor.
A continuation of JPNS 2201

JPNS 3360. Introductory International Business: Language and Culture 3 hours
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.

MATHEMATICS (MATH)

MATH 1005. Intermediate Algebra 3 hours
This course is designed to help equip students with the skills necessary for MATH 1100, College 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.

MATH 1100. College Algebra 3 hours
Prerequisite: Minimum Math ACT score of 17 OR Minimum Math SAT score of 470 OR “C” or better in MATH 1005 OR Sufficient score on Placement Exam
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.

MATH 1113. Precalculus 3 hours
Prerequisite: Minimum Math ACT score of 17 OR Minimum Math SAT score of 470 OR “C” or better in MATH 1005 OR Sufficient score on Placement Exam
Preparation for calculus: fundamentals of algebra, functions and graphs, exponential, logarithmic, and trigonometric functions and introduction to analytical geometry.

MATH 2010. Mathematics for Teachers 3 hours
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.
MATH 2020. Geometry for Middle Grades Teachers  3 hours
Prerequisite: Successful completion of at least one mathematics course numbered 2000 or above; familiarity with high school level geometry. This course will not count toward general education requirements. Review and extensions of Euclidian geometry, with an emphasis on constructions, practical applications, and fundamental proofs.

MATH 2050. Mathematics for the Liberal Arts  3 hours
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.

MATH 2100. Elementary Statistics  3 hours
Prerequisite: Minimum Math ACT score of 17 OR Minimum Math SAT score of 470 OR “C” or better in MATH 1005 OR Sufficient score on Placement Exam
Elementary study of quantitative data, frequency distributions, graphical representations of data, mean and variance of the sample and population, combinatorics, probability theory and probability distributions. Study of binomial, normal and Poisson distributions, sampling and hypothesis tests.

MATH 2300. Discrete Mathematics  3 hours
Prerequisite: MATH 1100 or MATH 1113 or MATH 2450 or consent of instructor.
Set theory, logic, logic circuits, number systems, proof techniques, combinatorics, probability, recurrence relations and difference equations and modern algebra.

MATH 2350. Special Topics  3 hours
Prerequisite: Permission of instructor
This course examines special topics related to mathematics or statistics which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

MATH 2450. Calculus I  4 hours
Prerequisite: Minimum Math ACT score of 22 OR Minimum Math SAT score of 560 OR “C” or better in MATH 1113 OR Sufficient score on Placement Exam OR permission of the instructor.
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.

MATH 2460. Calculus II  4 hours
Prerequisite: MATH 2450
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.

MATH 2470. Calculus III  4 hours
Prerequisite: MATH 2460
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.
MATH 3000. Introduction to Differential Equations  
Prerequisite: MATH 2460  
Solution techniques of first-order ordinary differential equations and second-order linear differential equations, existence and uniqueness theorem, series solutions, Bessel equations, and applications to real-world problems.

MATH 3300. Probability and Statistics  
Prerequisite: MATH 2460 or consent of instructor.  
Sample space, events, axioms of probability distributions, special distributions, independence, central limit theorem, mathematical expectation and moment-generating functions.

MATH 3400. Number Theory  
Induction, congruencies, Chinese Remainder Theorem, prime numbers, set-theoretic functions, and cryptology.

MATH 3500. Elementary Numerical Methods  
Prerequisite: MATH 2460  
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.

MATH 3550. Linear Algebra  
Prerequisite: MATH 2450 or consent of instructor.  
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.

MATH 3600. Abstract Algebra  
Prerequisite: MATH 2300 and MATH 3550, or consent of instructor.  
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.

MATH 3700. Geometry  
Prerequisite: Completion of at least two mathematics courses numbered 2000 or above.  
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).

MATH 4000. Advanced Differential Equations  
Prerequisite: MATH 3000  
Laplace transform, systems of first-order linear equations, numerical methods, Fourier series, separation of variables, even and odd functions, heat and wave equation, Hermite and Legendre functions.

MATH 4100. Mathematical Modeling  
Prerequisite: MATH 2470 or consent of instructor.  
Mathematical models of linear and nonlinear systems, mathematical models in physical, social, and environmental sciences, ecological models, deterministic and statistical modeling, formulation, analysis, solution and interpretation of the models using computer.
MATH 4350. Advanced Studies in Mathematics  
1-3 hours  
Prerequisite: At least 12 hours of mathematics or permission of instructor  
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.

MATH 4500. History and Development of Mathematics  
3 hours  
Prerequisite: MATH 2450 or MATH 2020 or MATH 3700 or consent of instructor  
Historical development of mathematical systems and concepts, significant applications of mathematics from early times to the present.

MATH 4600. Real Analysis  
3 hours  
Prerequisite: MATH 2300 and MATH 2470  
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.

MATH 4700. Complex Analysis  
3 hours  
Prerequisite: MATH 2300, MATH 2470 and the consent of the instructor.  
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.

MATH 4950. Directed Independent Research  
3 hours  
Prerequisite: Senior standing or consent of instructor.  
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.

MATH 4960. Senior Seminar  
2 hours  
Prerequisite: MATH 4950 and Senior standing in mathematics or permission of instructor.  
As a capstone experience, students will prepare and present results from MATH 4950 orally and in writing.

MATH 4990. Directed Independent Study  
3 hours  
Prerequisite: MATH 2470 and consent of instructor.  
Independent study of various mathematical topics.

MATH 5010. Geometry  
3 hours  
Review of numerical and axiomatic Euclidean Geometry. Introduction to non-Euclidean geometries (hyperbolic, spherical, and projective).

MATH 5020. Linear Algebra  
3 hours  
Systems of linear equations, matrices, vectors, determinants, linear transformations, vector spaces, Eigen values and vectors.

MATH 5030. Discrete Mathematics  
3 hours  
Set theory, algebraic functions, logic, number systems, techniques of counting, probability, modulo, proof techniques.

MATH 5040. Calculus  
3 hours  
Derivatives of rational, trigonometric, exponential and logarithmic functions with applications; basic techniques of integration. Or Integration of trigonometric, exponential and
logarithmic functions, area and volume, techniques of integration, sequence and series.

MATH 5500/6500. Special Topics 3 hours
This course examines special topics related to mathematics or statistics, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

MATH 6650. Multicultural Mathematics 3 hours
The course is divided into two interlocking parts. First, it focuses on historical non-European mathematics of societies ranging from the Far East through the Islamic and African countries to Central and South America. Students will perform mathematics from the different cultures. Then with an understanding of the past, students will concentrate on the impact varied world cultures have on mathematics today. This will include Singapore, Japan, Korea, and successful European models.

MATH 6700. Explorations in Geometry 3 hours
Students will expand geometric content knowledge through the use of Geometer’s Sketchpad. They will visualize concepts of geometry, manipulate geometric figures to show relationships, identify transformations and develop dynamic visual proofs of theorems.

MATH 6750. Explorations in Algebraic Concepts 3 hours
This course is designed for middle grade and secondary teachers to develop a deeper understanding of algebraic concepts and varied approaches to solutions of algebraic problems. It will balance content, problem solving and technology while concentrating on techniques to convey mathematical content. The course correlates to the algebra content strands in mathematics for the Common Core State Standards.

MATH 6800. Mathematical Technology for Teachers 3 hours
In this course students will learn to use and apply a variety of software and technology to middle and secondary teaching. In particular, software and technology useful in the teaching of statistics geometry, algebra, trigonometry and calculus will be introduced, demonstrated, and used by the students. Software used to typeset mathematics will also be introduced. Students will work collaboratively to use the technology to develop conceptual lesson plans and present these to their fellow students. The course will be online only, with a mandatory session near the end of semester to present potential lessons using the software.

MATH 6850. Modern Geometry 3 hours
Uses Geometer’s Sketchpad for exploration and conjecture. Includes circles and triangles from Euclidean geometry, analytical, transformational, hyperbolic and projective geometries.

MATH 6900. Probability and Statistics for Teachers 3 hours
This course surveys some statistical methods of data analysis which are used to provide empirical answers. Topics covered are probability, hypothesis testing, chi-square, analysis of variance, regression analysis, covariance analysis, and nonparametric approaches.

MASS COMMUNICATIONS (MCOM)

MCOM 1110. Public Speaking 3 hours
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.
MCOM 1500. Mass Media Survey 3 hours
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.

MCOM 2200. Media Writing I 3 hours
Prerequisite: ENGL 1101
In this course, students learn how to write for print and electronic media to include newspapers, magazines and journals.

MCOM 2250. Copyediting 3 hours
Prerequisite: MCOM 1500 and 2200
This course examines concepts of writing and copyediting and provides practical experience in copyediting with an emphasis on print and broadcast journalism.

MCOM 2275. Magazine Workshop 3 hours
Prerequisite: MCOM 1500 and 2200
This course examines advanced writing concepts focusing on the magazine industry. Students will complete an individual, original, feature-length article that they will submit to a professional magazine for consideration for publication. They will also produce shorter feature articles for the Piedmont College newspaper and magazine.

MCOM 2300. Media Writing II 3 hours
Prerequisite: MCOM 1500 and 2200
This course explores advanced writing for print and electronic media, including television, radio, and the Internet.

MCOM 2350. Investigative Reporting 3 hours
Prerequisite: MCOM 1500 and 2200
Working seminar focused on the strengthening of basic journalism skills, including in-depth reporting and editing print, broadcast and online journalism. Writing exercises are combined with field reporting so that students gain practical experience. Creativity, cooperation, and critical thinking are used to shape effective messages for diverse audiences.

MCOM 2400. Television Production I 3 hours
This course examines the methods of pre-production, production, and post-production for television. It includes active management of TV Piedmont.

MCOM 2500. Radio Production I 3 hours
Introduction course to audio production and announcing, including on-air experience on WPCZ, the student-run radio station.

MCOM 3000 – 3010. Practicum 1 hour
This course provides academic credit to students who work in areas of responsibility in mass communications, such as an editor or reporter for the newspaper, managing and producing a regularly-scheduled radio program, working on the yearbook or magazine, reporting, producing or directing for TV Piedmont, or serving as a member of the Piedmont Debate Team. Students are required to work individually with the assigned professor, log a minimum of 30 hours work in the field, and submit a reflective paper at the end of the semester.
MCOM 3050. Mass Media Internship  
3 hours  
Prerequisite: MCOM 1500 and Mass Communications faculty approval.  
This course introduces students to the professional workplace and provides practical experience with organizations and companies in mass communications.

MCOM 3100. Special Topics in Mass Media  
3 hours  
Prerequisite: MCOM 1500  
This course covers selected topics in mass media, including Introduction to Film Studies, Film Production, Screenwriting, Documentary Films, Community Journalism, Advanced Public Speaking and Debate, Entertainment Programs for TV, Web Design, and Writing Opinions and Editorials.

MCOM 3200. Web Applications for Mass Media  
3 hours  
Prerequisite: MCOM 1500  
In this course, students develop websites utilizing Adobe Dreamweaver and Flash software and learn best practices for website development in mass media.

MCOM 3250. Mass Media Technology: Layout and Design  
3 hours  
Prerequisite: MCOM 1500 and MCOM 3200  
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.

MCOM 3300. Media, Society, and Technology  
3 hours  
This course analyzes relationships among media, technology, and society in relation to economic, political, professional, institutional, and ethical dimensions within a global context.

MCOM 3400. Television Production II  
3 hours  
Prerequisite: MCOM 2400  
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.

MCOM 3450. Editing & Graphics for TV and Film.  
3 hours  
Prerequisite: MCOM 1500 and MCOM 2400  
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.

MCOM 3500. Radio Production II  
3 hours  
Prerequisite: MCOM 2500  
This course provides academic credit for active management of the College radio station, including student-produced radio programming, technical assistance, announcing and promotion.

MCOM 3600. Announcing for Radio & TV  
3 hours  
Prerequisite: MCOM 1500  
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.
MCOM 3650. Sportscasting 3 hours
Prerequisite: MCOM 1500
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.

MCOM 3700. Advertising and Communications 3 hours
Prerequisite: MCOM 1500
This course places emphasis on understanding advertising concepts, organization, and practice—including the economic and social effects—of advertising and promotion.

MCOM 3750. Electronic Media Sales and Programming 3 hours
Prerequisite: MCOM 1500
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.

MCOM 3800. Media Management 3 hours
Prerequisites: MCOM 1500
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.

MCOM 3900. Public Relations 3 hours
Prerequisite: MCOM 1500
This course examines the methodologies for producing successful public relations campaigns for corporations, non-profits, community-based organizations and political campaigns.

MCOM 4200. Telecommunications & Globalization 3 hours
Prerequisite: MCOM 1500
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.

MCOM 4300. Communications Law and Ethics 3 hours
Prerequisite: MCOM 1500
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.

MCOM 4900. Professional Development in Mass Communications 0 hours
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).

MCOM 4999. Advanced Studies in Mass Media 3 hours
Prerequisite: Senior standing.
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.

**MUSICAL THEATRE (MTHE)**

MTHE 3000. Music Theatre History 3 hours
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.

MTHE 4900. Music Theatre Capstone 1 hour
Prerequisite: Senior standing.
Co-requisite: THTR 4414 MTHE 4900 is the final step in the Music Theatre degree. 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.

**MUSIC EDUCATION (MUED)**

MUED 2500. Explorations in Music Educations 2 hours
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.

MUED 3500. Instrumental Techniques 2 hours
Designed to acquaint students with knowledge of woodwind, brass, string and percussion instruments.

MUED 4100. Music Methods, B-8 3 hours
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.)

MUED 4200. Music Methods, 6-12 3 hours
Principles and theories of teaching music. Directed field-based experience is required. (Music majors only.)

MUED 7100. Advanced Study in Music Education 3 hours
Prerequisite: Graduate Standing in Music Education.
This course is designed to give certified and experienced music teachers additional study in the area of music education and give them the opportunity to improve their knowledge of instructional methods, and the opportunity to learn from the experiences of their colleagues, administrators, and community members. Current trends in music education research will be discussed and explored. Each candidate will make presentations based on their personal experience in their areas of interest and expertise.

MUED 7400. Internship I (Observation)
MUED 7410. Internship II (Previously titled Apprentice Teaching in Music) 5 hours  
Prerequisite: Satisfactory completion of MUSC 7400, a 3.0 cumulative GPA, recommendation of advisor and field placement coordinator. A continuation of the internship teaching experience during which candidates work full-time under the joint supervision of a certified teacher and college supervisor in the classroom.

MUED 7440. Advanced Internship in Music Education I  
(Previously titled Internship in Music Education I) 5 hours  
Prerequisites: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the Georgia Professional Standards Commission (which requires a passing score on the appropriate GACE content assessments), and permission of the department chair. A candidate must complete an application for internship prior to registering for MUED 7440 and provide a copy of his/her yearlong teaching contract to the department chair. The internship experience is based in a public or accredited private school. Candidates are jointly supervised by college faculty and the employing school.

MUED 7450. Advanced Internship in Music Education II  
(Previously titled Internship in Music Education II) 5 hours  
Prerequisites: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the Georgia Professional Standards Commission (which requires a passing score on the appropriate GACE Tests), and permission of the department chair. Continuation of the yearlong internship sequence.

MUED 7800. Fine Arts Capstone Exhibition/Project 3 hours  
This course is non-transferable and must be completed at Piedmont College. Application for graduation must be submitted when registering for this class. Designed to synthesize the graduate experience for candidates in the music education program. The course culminates in a project that demonstrates the individual’s mastery of the graduate program in music education, including conceptual, content, and pedagogical skills. Candidates will submit a formal written document of the project and will demonstrate their work in a public presentation to peers, faculty, and other attendees at the end of the semester.

MUED 5100. Seminar in Music Theory 3 hours  
Prerequisite: Graduate Standing in Music Education. This course will provide an intensive study of traditional harmony and from analysis learned in the undergraduate curriculum, as well as the study of a variety of advanced music theory topics. Students will consider various pedagogical approaches toward teaching fundamental music theory concepts covered in the early units.
MUED 6100. Music Education Methods I-E.C.E./M.G.  3 hours
Prerequisite: Graduate Standing in Music Education.
This course provides students the opportunity to study the principles and methods of teaching music in early childhood and middle grades classrooms through the development of musical skills and the learning of proven methods of teaching to teach and direct a class in musical activities. Directed field-based experience is required. Teaching of laboratory classes required.

MUED 6200. Music Education Methods II-SE  3 hours
Prerequisite: Graduate Standing in Music Education
This course provides students the opportunities to study the principles and methods of teaching music in secondary school classroom through the development of musical skills and the learning of proven methods of teaching to teach and direct a class in musical activities, including rehearsal methods. Directed field-based experience is required. Teaching of laboratory classes required.

MUSIC (MUSC)

MUSC 1000. Introduction to Music  3 hours
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.

MUSC 1050. Music Fundamentals  1 hour
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.

MUSC 1100. Music Theory I  3 hours
Prerequisite MUSC 1050, or passing score on the Music Theory Placement exam.
Corequisite: MUSC 1110.
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.

MUSC 1110. Aural Skills I  1 hour
Melodic, harmonic and rhythmic dictation, sight singing, and keyboard harmony. Designed to be taken in conjunction with MUSC 1100.

MUSC 1120. Music Theory II  3 hours
Prerequisite: MUSC 1100.
Corequisite: MUSC 1130.
Discussion of functional tonality, principles of harmonization, diatonic seventh chords, elementary modulation and secondary function of chords.

MUSC 1130. Aural Skills II  1 hour
Prerequisite: MUSC 1110.
Melodic, harmonic and rhythmic dictation, sight singing and keyboard harmony. Designed to be taken in conjunction with MUSC 1120.

MUSC 1171-1174. Piano Class I-IV  1 hour
Group lessons in piano for music majors only.
MUSC 1175. Piano Class V 1 hour
Group lesson designed to prepare piano majors for an advanced Piano Proficiency Exam.

MUSC 1810-4820. 1 hour private lesson

MUSC 1910-4920. 2 hours private lesson

A letter suffix must follow any applied music course number in order to identify the instrument. Brass (B), Composition (C), Conducting (D), Strings (S), Guitar (G), Harpsichord (H), Voice (V), Organ (O), Woodwinds (W), Piano (P), Percussion (X). A permission of department form signed by a member of the music faculty is required for registration for applied music courses.

MUSC 1500. Piedmont Chorale 0-1 hour
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.

MUSC 1510. Piedmont College Singers 0-1 hour
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.

MUSC 1520. Wind Ensemble 0-1 hour
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.

MUSC 1530. Opera Workshop 0-1 hour
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.

MUSC 1540. Chamber Ensemble 0-1 hour
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.

MUSC 1550. Piedmont Cantabile 0-1 hour
An elite group of mixed voices chosen from the Piedmont College Singers. This auditioned group performs jazz, pop arrangements, and avant garde compositions in concerts on campus for special events and on tour across the state and the nation. May be repeated for credit.

MUSC 1900. Recital Attendance 0 hours
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 judgments on the performances heard and express those judgments using developmentally appropriate nomenclature.

MUSC 2000. History of Jazz and Rock Music 3 hours
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.
MUSC 2100. Music Theory III 3 hours
Prerequisite: MUSC 1120.
Corequisite: MUSC 2110.
Neapolitan and augmented sixth chords, borrowed chords, enharmonic function and chromatic modulation.

MUSC 2110. Aural Skills III 1 hours
Prerequisite: MUSC 1130.
Melodic, harmonic and rhythmic dictation, sight singing and keyboard harmony. Designed to be taken in conjunction with MUSC 2100.

MUSC 2120. Music Theory IV 3 hours
Prerequisite: MUSC 2100.
Corequisite: MUSC 2130.
Linear chromaticism, nonfunctional harmony, ninth chords, eleventh chords, thirteenth chords, free tonality, set theory, serial procedures and indeterminacy.

MUSC 2130. Aural Skills IV 1 hours
Prerequisite: MUSC 2110.
Melodic, harmonic and rhythmic dictation, sight singing and keyboard harmony. Designed to be taken in conjunction with MUSC 2120.

MUSC 2300. Music in the Christian Church 3 hours
A historical survey of the philosophy and practice of church music and liturgies from the time of the early Christian church to the present.

MUSC 3210-3220-3230. Music History 3 hours each
Prerequisite: MUSC 1110 or consent of instructor.
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.

MUSC 3240. Arranging 2 hours
Prerequisite: MUSC 2120 and 2130
Basic techniques of arranging music for chorus, orchestra and band.

MUSC 3400. Accompanying Seminar and Practicum 2 hours
Prerequisite: Consent of instructor.
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.

MUSC 3430. Choral Literature 2 hours
A survey of choral literature from the Renaissance to the present with particular emphasis on performance.

MUSC 3440. Diction I 2 hours
Fundamentals in English and Italian pronunciation for singers.

MUSC 3450. Diction II 2 hours
Prerequisite: MUSC 3440 or consent of instructor.
Fundamentals in German and French pronunciation for singers.
MUSC 3480. Beginning Conducting 2 hours
Prerequisite: MUSC 1100, or consent of instructor.
Development of skills in conducting choral and instrumental music. Special attention is given to learning basic conducting patterns and gestures.

MUSC 4480. Advanced Conducting 2 hours
Prerequisite: MUSC 3480.
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 College Singers, and/or the Wind Ensemble in rehearsals.

MUSC 4500. Applied Pedagogy 3 hours
Prerequisite: MUSC 2910.
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.

MUSC 4750. Special Topics in Music 3 hours
Prerequisite: MUSC 1120 and 1130 or consent of instructor.
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.

MUSC 4900. Music Capstone 1 hour
Prerequisite: Senior standing.
A capstone course designed to integrate material studied throughout the music programs.

MUSC 4930. Church Music Internship I 1 hour
Prerequisite: A minimum of the completion of 90 credit hours and consent of department chair.
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.

MUSC 4940. Church Music Internship II 1 hour
Prerequisite: Satisfactory completion of MUSC 4800 and consent of department chair
A continuation of the church music internship experience. May be repeated for credit.

MUSC 4950. Arts Administration Internship in Music I 1 hour
Prerequisite: Consent of instructor
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 negotia-
tions, 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.

MUSC 4960. Arts Administration Internship in Music II 1 hour
Prerequisite: MUSC 4820
A continuation of the arts administration internship in music. May be repeated for credit.

MUSC 4990. Senior Recital 3 hours
Prerequisite: Senior standing (completion of 90 semester hours) and successful completion of MUSC 3920.
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.

MUSC 6480. Advanced Conducting and Literature 3 hours
Prerequisite: Graduate Standing in Music Education.
A continuation of the skills learned in undergraduate conducting, this course is advanced study of the techniques of conducting vocal and instrumental ensembles with emphasis on the advanced development of one’s individual style of conducting and rehearsing; score reading, analysis, and interpretation. Advanced study in choral and instrumental literature for high school choruses, bands, and/or orchestras.

MUSC 6500. Advanced Applied Pedagogy 3 hours
Prerequisite: Graduate standing in Music Education, or approval of the Music Department Chair.
This course is designed as an extension of the undergraduate pedagogy course, giving graduate candidates in the music education program opportunities to continue to develop pedagogical techniques in piano, vocal, and/or choral music. Course work will include written reviews of periodical articles and reference texts. A research paper on a pedagogical topic is required.

MUSC 6750. Special Topics in Music History 3 hours
Prerequisite: Graduate Standing in Music Education.
This course is designed for the study of special topics in music history that are not part of the formal offering within the music department.

NASC 6400. History of Scientific Thought 2 hours
A course on the history of scientific thought, from early human attempts to explain the natural world to modern issues arising from applications of science.

NURSING (NURS)
NURS 3311. Conceptual Foundations of Professional Nursing (3/3/0)
Prerequisite: Admission to the School of Nursing
Corequisites: NURS 3312
Focus is on the basic concepts and dimensions that support health and professional nursing. Interdisciplinary relationships among nurses, nursing roles, clients and culture, health and the health care system are explored. 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.
NURS 3312. Foundational Nursing Skills  
Prerequisite: Admission to the School of Nursing 
Corequisite: NURS 3311 
Introduces the basic cognitive and psychomotor skills essential for professional nursing practice. A practicum allows opportunity for application of learned skills.

NURS 3322. Adult Health Care I  
Prerequisites: NURS 3311 NURS 3312 
Focus is on the effects of health problems of adults. Problems and concepts specific to altered sensorium, movement and coordination, blood and body fluids, anemias, immune response, pain and the gastrointestinal system are addressed. Strategies that promote and maintain a healthy lifestyle are examined. The nurse’s role in assisting individuals to meet health care needs is emphasized.

NURS 3323. Health Assessment  
Prerequisites or corequisites: NURS 3311, NURS 3312 
For RN-BSN: 
Prerequisite or corequisite: NURS 3350 
Presents a comprehensive approach to health assessment. Techniques for the assessment of individuals across the lifespan are addressed.

NURS 3324. (RN-BSN). Issues in Nursing  
Prerequisite or corequisite: NURS 3350 
Explores current issues impacting nursing and the health care system. The nurse’s role related to these issues is discussed.

NURS 3325. LPN to BSN Role Transition  
Corequisites: NURS 3323, NURS 3326 
Examines the conceptual foundation of professional nursing practice as the licensed practical nurse changes roles. Understanding the role difference, essential foundational information for the role of provider and manager of care and member of the profession is incorporated. This course is opened to Licensed Practical Nurses only.

NURS 3326. Introduction to Pharmacology  
Prerequisites or corequisites: NURS 3311, NURS 3312 
An introduction to pharmacological concepts, drug classifications, medication administration and application of pharmacology in nursing practice. Drug therapy across the lifespan including special populations is addressed.

NURS 3330. Adult Health Care II  
Prerequisites: NURS 3322, NURS 3323, NURS 3326 
Examines the effects of health problems on adults with alterations in regulation and metabolism, problems of protection, ventilation and excretion, concepts of the surgical experience, abnormal cell growth, and reproductive health. Strategies that promote and maintain a healthy lifestyle are examined. Emphasis is on the nurse’s role in planning, implementing, and evaluating strategies that promote client movement toward optimal health and functioning.

NURS 3331. Family Nursing  
Prerequisites: NURS 3323 
Provides a comprehensive approach to the childbearing family. The nurse’s role in assisting families toward optimal functioning is stressed.
NURS 3332. Population Focused Community Health Nursing  
Prerequisites: NURS 3322, NURS 3323, NURS 3326  
For RN-BSN: Prerequisites or corequisites: NURS 3323, NURS 3350, or permission  
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.

NURS 3350. (RN-BSN ONLY). Foundations of Professional Nursing  
Prerequisite: Admission to the RN-BSN program of the School of Nursing  
Examines the conceptual foundation of professional nursing practice. The interrelationships of clients, health care, the health care system, and professional practice are investigated. Role expectations and responsibilities of the professional nurse are also addressed. This course is opened to Registered Nurses only.

NURS 3365. (RN-BSN Only). Disaster Nursing  
Prerequisite: NURS 3350  
Explores the role of the nurse in disaster preparedness, planning, mitigation, recovery and evaluation for natural and man-made disasters.

NURS 3398. (RN-BSN Only). Care of the Geriatric Population  
Prerequisites: NURS 3350 and 9 hours of biology courses  
Provides for core knowledge in gerontology care. Emphasis is on the changes that occur with aging and on geriatric issues of health care, health, and wellness. Common geriatric disorders are introduced.

NURS 4420. Research in Nursing  
Prerequisites: MATH 2100 and senior standing  
Prerequisites for RN-BSN: NURS 3350, MATH 2100  
Highlights the research process, the use of research in nursing, and the nurse as a consumer of research.

NURS 4425. Nursing of Acute and Chronic Mental Health Conditions  
Prerequisites: NURS 3326  
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.

NURS 4426. Adult Health Care III  
Prerequisite: NURS 3330 and senior standing  
A continuum of the adult health care series addressing the role of the nurse caring for the client with cardiac/circulatory and neurological alterations and for those with cancer. Emphasizes utilization of critical thinking and problem solving skills.

NURS 4427. Health Care of the Child  
Prerequisite: NURS 3311, NURS 3312, NURS 3322, NURS 3326  
Focuses on the utilization of critical thinking, communication, and clinical competence in meeting the special needs of children and their families.
NURS 4430. Nursing Care of the Complex Client with Multiple Problems  
Prerequisite: NURS 4426  
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.

NURS 4431. Nursing Leadership and Management  
Prerequisites: NURS 4420 and successful completion of junior curriculum  
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.

NURS 4432. Clinical Internship  
Prerequisites: NURS 4420, NURS 4426  
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.

NURS 4434. Capstone Seminar  
Prerequisites: NURS 4420 and senior standing  
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.

NURS 4435. Holistic Nursing  
Prerequisite: Current student in the School of Nursing  
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.

NURS 4436. Palliative Care & Hospice  
Prerequisite: Current student in the School of Nursing  
Analysis of the physiological, psychological, social, and spiritual issues as they relate to palliative care, hospice, and dying patients.

NURS 4441. (RN-BSN Only). Evidence-Based Practice  
Prerequisite: NURS 4420  
Explores the basics in identifying and utilizing evidence-based nursing practice.

NURS 4451. (RN-BSN Only). Nursing Leadership and Management  
Prerequisite: NURS 3323 and one nursing elective or permission  
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 explored. Allows for clinical application of theoretical knowledge in leadership and management.

NURS 4458. (RN-BSN Only). Role Synthesis Practicum  
Prerequisite: NURS 3323, NURS 3324, NURS 3332, NURS 4420, NURS 4451 and one nursing elective or permission  
Must be taken during last semester of program and may not be taken with more than one other clinical course. Allows for application of nursing knowledge in an approved clinical setting though the use of preceptors. The course is designed to provide for synthesis and refinement of nursing skills required of the BSN graduate including research and leadership. This course includes
the nursing capstone experience for the RN-BSN program.

NURS 4490. Special Topics in Nursing (1-5)
Prerequisite: Permission of instructor
Focuses on an in-depth exploration of a particular topic in nursing. Utilization of various methods of research will be employed. This course is open to registered nurses only or by special permission of the Dean of the School of Nursing

*(Credit Hours/Classroom Hours per Week/Clinical Practicum Hours per Week)*

NURS 6601. Advanced Nursing Theory 3 hours
Provides students with opportunity to relate a philosophical and theoretical base to concepts and processes inherent in nursing. Emphasis is on analysis of nursing and other theories and their relationship and application to evidence-based nursing research and practice. PR: Admission to the masters program.

NURS 6602. Advanced Pathophysiology 3 hours
Focus is on advanced knowledge of body systems altered by disease and or injury.

NURS 6605. Concepts of Nursing Education I 3 hours
Introduces students to the various components in the curriculum development process. Emphasis is placed on philosophy, objectives, curriculum designs and total program evaluation. Factors that influence curriculum development, implementation, evaluation and nursing curriculum patterns are examined.

NURS 6606. Nursing Administration I 3 hours
Focus is on complex adaptive systems, trends in nursing leadership, the business of healthcare, collaborative decision making and communication.

NURS 6620. Research Methodology & Statistics 3 hours
Prerequisite: Advanced Nursing Theory and undergraduate statistics
Provides students the opportunity to explore the methods and processes used to conduct quantitative and qualitative nursing research, thus developing a research-oriented approach to nursing issues utilizing advanced statistical methods. Focus is on the development of the knowledge and skills to facilitate sound critique of existing research and utilization of research findings in establishing evidence-based nursing practice.

NURS 6621. Nursing Informatics 3 hours
Explores the role of technology for emerging nurse leaders including health data standards, electronic health records, computerized provider order entry, medication systems and translation of evidence into nursing practice.

NURS 6624. Advanced Physical Assessment 3 hours
Introduction to family-centered primary health care with focus on knowledge and skills essential for comprehensive health assessments, analysis of data, formulation of nursing as well as medical diagnoses, development of therapeutic plans, and implementation of preventative care, health promotion and maintenance activities for all age groups and selected cultures. Emphasis is also placed on advanced anatomy and physiology, the prenatal client, the child bearing family, and normal growth and development.

NURS 6630. Concepts of Nursing Education II 3 hours
Investigates the responsibilities of the educator in contemporary nursing. Emphasis is upon the instructional process. The student is provided with the opportunity to practice the role of
the teacher in a variety of educational experiences. PR: Concepts of Nursing Education I.

NURS 6631. Advanced Pharmacology 3 hours
Focus is on the science of drugs and the application to patient care, across the lifespan.

NURS 6632. Tests, Measurement and Assessment 3 hours
History, philosophy and elementary statistical methods for testing, measuring and evaluating student behavior are studied.

NURS 6640. Nursing Leadership and Issues 3 hours
Explores the theoretical basis for effective leadership in nursing as well as social, economic, political, and technological forces issues influencing nursing. Emphasis is placed on analysis of leadership, characteristics and behaviors of leaders, and the role of the nurse leader in effecting change.

NURS 6641. Teaching Practicum (3 hours)
Guided experience in didactic teaching of nursing, clinical teaching, supervision and evaluation of students.

NURS 6650. Nursing Administration II 3 hours
Focus is on strategic planning and management, information management and technology, health policy, laws and regulatory issues, quality management, and risk management.

NURS 6651. Financial Management 3 hours
Focus is on the role of financial management and nurse leadership in the health care organization, applied economics, the relationship between quality, costs and financing, financial accounting, cost analysis and planning and control.

NURS 6661. Nursing Administration Practicum 3 hours
Practicum focuses upon the application of the role components of the nurse manager in selected health care settings.

NURS 6684. Capstone Project 1-3 hours for a total of 3 hours
Application for graduation must be submitted when registering for this class. Designed to synthesize the graduate experience in nursing. The course culminates in a project that demonstrates the individual’s mastery of the graduate program including conceptual, content and pedagogical or administrative skills. Candidates must submit a formal written document of the project and will demonstrate their work in a public presentation to peers, faculty and other attendee at the end of the semester.

OR

NURS 6685. Capstone Thesis 1-3 hours for a total of 3 hours
Application for graduation must be submitted when registering for this class. Designed to synthesize the graduate experience in nursing. The development and implementation of a research topic (qualitative or quantitative) in nursing education or nursing administration under the supervision of a graduate faculty member/committee. This course allows individuals to study and to research topic(s) selected from their professional interests. Candidates are expected to examine professional literature and read widely in their chosen topics. Candidates will exhibit qualities of the scholarly, reflective and proactive practitioner.

PDMT 1101. Intro to College Life and Liberal Arts Tradition 1 hour
This discussion-oriented course will provide students entering Piedmont College with fewer than 24 hours of transfer credit the opportunity to engage in discussions and activities that will promote their understanding of college life, the purpose and content of a Liberal Arts
education, and an introduction to their intended major. Discussions of reading material will foster critical thinking and oral skills, while written assignments will promote the development of writing skills.

**PHYSICS, ENGINEERING (PENG)**

PENG 2000. Engineering Statics 3 hours  
Prerequisite: PHYS 2110  
This course is designed for the Pre-engineering/engineering physical 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.

**PHILOSOPHY (PHIL)**

PHIL 1101. Introduction to World Philosophy 3 hours  
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 mind and its place in the universe; and the meaning of moral and aesthetic values. A survey of representative schools of philosophy is included.

PHIL 1102. Critical Thinking 3 hours  
A study of the methods and principles for analyzing and evaluating claims and arguments with particular attention to fallacies and deductive and inductive reasoning.

PHIL 2201. History of Philosophy I — Ancient and Medieval 3 hours  
A study of the development of Western philosophy from early Greek philosophy to the end of the Middle Ages.

PHIL 2202. History of Philosophy II — Modern and Contemporary 3 hours  
A study of the development of Western philosophy from the beginning of the Modern period to the Contemporary period.

PHIL 2210. Symbolic Logic 3 hours  
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.

PHIL 3301. Metaphysics 3 hours  
Prerequisite: PHIL 1101 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.

PHIL 3303. Epistemology 3 hours  
Prerequisite: PHIL 1101 A study of the basic questions of knowledge theory; topics may include definitions of knowledge, truth, evidence, and the rational status of belief.

PHIL (RELG) 3305. Ethics 3 hours  
An introductory study of the history, principles, and current state of ethical thought with special focus on selected contemporary problems.

PHIL (RELG) 3306. Applied Ethics 3 hours  
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.
PHIL (RELG) 3325. Environmental Ethics 3 hours
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.

PHIL 4400. Special Topics 3 hours
Prerequisite: 15 hours of philosophy or permission of instructor.
Course topics to be announced; offered on occasional basis. May be repeated for credit only if the topic changes.

PHIL (RELG) 4425. Philosophy of Religion 3 hours
Prerequisite: PHIL 1101 or RELG 1101
A study of the interplay between philosophy and religion.

PHIL 4490. Independent/Directed Study 3 hours
Prerequisite: permission of department.
Independent study of a selected philosophical problem(s) or text(s); to be arranged as needed.

PHIL 4499. Senior Seminar in Philosophy 3 hours
Prerequisite: 15 hours of philosophy or permission of instructor.
As a capstone experience, students will write and present a major research project that conforms to standards in the field.

PHYSICS (PHYS)

PHYS 1010. Conceptual Physics 4 hours
Mechanics, properties of matter, heat, sound, electricity and magnetism, and light. Lecture and laboratory.

PHYS 1011. Physical Science I 4 hours
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.

PHYS 1012. Physical Science II 4 hours
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.

PHYS 2110. General Physics I 4 hours
Corequisite: MATH 2450
Study of mechanics including equilibrium, motion, force, work, momentum and energy, and waves. Lecture and laboratory.

PHYS 2120. General Physics II 4 hours
Prerequisite: PHYS 2110 Study of electricity and magnetism, radiation, heat, temperature, sound and light, including optics. Lecture and laboratory.

PHYS 3010. Advanced Physics Lab I 1 hour
Prerequisite: PHYS 2110 and PHYS 2120
Students will design and perform experiments in a variety of physical principles including computer-controlled measurements, dynamics, sound, light, heat, fluid dynamics, and sub-atomic particles.
PHYS 3020. Advanced Physics Lab II 1 hour
Prerequisite: PHYS 2110 and PHYS 2120 and PHYS 3010.
Students will design and perform experiments in a variety of physical principles including electrostatics, electrodynamics, circuit design, and computer simulations.

PHYS 3100. Classical Mechanics 3 hours
Prerequisite: PHYS 2110 and PHYS 2120, Corequisite: PHYS 3010 Study of systems of particles, rigid body dynamics, continuous media, Lagrange and Hamilton equations, and small vibrations.

PHYS 3200. Modern Physics 3 hours
Prerequisite: PHYS 2110 and PHYS 2120, Corequisite: PHYS 3010 Relativity, relativistic mechanics, wave and particle duality, molecular spectra, electron energy bands, kinetic theory of matter, and the Schrodinger Equation.

PHYS 3300. Thermal and Statistical Physics 3 hours
Prerequisite: PHYS 2110 and PHYS 2120, Corequisite: PHYS 3010 Macro-thermodynamics including entropy, enthalpy, ideal gases, statistical-thermodynamics including ensembles, Maxwell-Boltzmann, statistics, partition functions, and black-body radiation.

PHYS 3990. Philosophy and Methodology of Science 3 hours
Prerequisite: At least one course in a 3000/4000 level science. 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.

PHYS 4100. Materials 3 hours
Prerequisite: PHYS 2110 and PHYS 2120, Corequisite: PHYS 3010 Elasticity, stress, strain, plasticity, waves, and fractures in solids, liquids, gases and crystals.

PHYS 4400. Electricity and Magnetism 3 hours
Prerequisite: PHYS 2110 and PHYS 2120, Corequisite: PHYS 3010 Electric fields and forces, dielectrics, Laplace and Poisson equations, Maxwell equations, and electromagnetic waves.

PHYS 4500. Fluids 3 hours
Prerequisite: PHYS 2110 and PHYS 2120, Corequisite: PHYS 3010 Fluid statics, dynamics, viscosity, incompressible and compressible fluids, and porous media fluid flow.

PHYS 4600. Circuits 3 hours
Prerequisite: PHYS 2110 and PHYS 2120, Corequisite: PHYS 3010 Circuit diagrams, measuring instruments, LRC circuits, semiconductors, diodes, transistors, and operational amplifiers.

PHYS 4800. Quantum Mechanics 3 hours
Prerequisite: PHYS 2110 and PHYS 2120 Corequisite: PHYS 3010 This course is a continuation of CHEM 4452 Physical Chemistry II/Quantum Mechanics. It expands on concepts of quantum mechanics introduced in CHEM 4452. This course covers Linear Vector Spaces, Hilbert spaces, the path integral formulation of Quantum Theory,
Hermitian operators including spin and angular momentum operators.

PHYS 4950. Science Seminar 1 hour
Prerequisite: Senior standing in science major.
Seminar presentation of a senior research project.

PHYS 4959. Honors Science Seminar 1 hour
Prerequisite: Senior standing in science major; must be taken simultaneously with PHYS 4999.
Seminar presentation of honors research project.

PHYS 4980. Senior Research 1 hour
Prerequisite: Senior standing in science major
Conduction of senior research under the direction of a research director.

PHYS 4989. Honors Senior Research 3 hours
Prerequisite: Senior standing in science major.
Honors research under the direction of the thesis director.

PHYS 4999. Honors Thesis 2 hours
Prerequisite: PHYS 4989; must be taken simultaneously with PHYS 4959.
Writing and approval of a thesis on a research project conducted in PHYS 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.

PHYS 5000/6000. Topics in Physical Science 1-3 hours
This course is a survey course of physics. It covers mechanics, properties of matter, heat, sound, electricity and magnetism, and light. No math prerequisite is required for this course. It is specifically designed for students seeking the M.A. or M.A.T. degree.

POLITICAL SCIENCE (POSC)

POSC 1101. American Government 3 hours
A study of the origins, principles, processes and structures of U.S. government.

POSC 3315. Georgia Politics 3 hours
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.

POSC 3300. Comparative Politics 3 hours
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.

POSC 3310. Research Methods 3 hours
Prerequisite: MATH 2100 or permission of instructor.
Basic processes of scientific inquiry in the social sciences, problem formation, research design, measurement, data collection, data analysis, interpretation, and reporting of results.
POSC 3330. National Political Issues 3 hours
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.

POSC 3340. Political Ideologies 3 hours
Examines contemporary political ideologies, focusing on liberalism, conservatism, libertarianism, fascism, socialism and communism.

POSC 3350. Governmental Institutions 3 hours
An in-depth examination of the major national institutions of government focusing on the presidency, judiciary, Congress, political parties, and elections.

POSC 3360. International Relations 3 hours
The structure and process of conflict and cooperation in the international community of states.

POSC 3370. Adjudication Processes 3 hours
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.

POSC 3380. International Law 3 Hours
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.

POSC 4405. Global Issues 3 hours
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.

POSC 4415. Criminal Law and Procedure 3 hours
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.

POSC 4475. Selected Topics 3 hours
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.

POSC 4480. Senior Seminar 3 hours
Application for graduation must be submitted when registering for this class. Integrates the student’s knowledge through reading, writing, and discussion concerning current developments in criminal justice. This is the capstone experience for criminal justice majors.
POSC 6600. Advanced Studies in Political Science  
The course requires intensive reading and/or research on political science topics. The content of the course can vary from course to course. The course may be taken more than once for credit if the course topic is different.

POSC 6650. Governmental Institutions  
Prerequisite: POSC 1101 or permission of instructor.  
An in-depth examination of the major national institutions of government focusing on the presidency, judiciary, Congress, political parties, and elections.

**PSYCHOLOGY (PSYC)**

PSYC 1101. General Psychology  
Covers the main and sub areas of psychology: development, learning, motivation, tests and measures, biological foundations, and disorder identification and treatment.

PSYC 2201. Psychological Inquiry and Writing  
Prerequisite: PSYC 1101  
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.

PSYC 2202. Introduction to Research Methods and Statistics  
Prerequisite: PSYC 1101  
Corequisite: PSYC 2201  
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.

PSYC 2204. Human Sexuality  
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.

PSYC 2240. Psychology of Childhood and Early Adolescence  
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.

PSYC 2260. Psychology of Women  
Covers the study of female behavior from historical and current perspectives in psychology including theories, research issues, and the place of women in psychology.

PSYC 2290. Human Growth and Development  
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.
PSYC 3303. Social Psychology 3 hours
Mutual interactions of individuals, groups and social structures including a focus on self, attitudes, prejudice, roles and norms, groups and leadership.

PSYC 3311. Psychology of Adolescence 3 hours
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.

PSYC 3312. Psychology of Adulthood 3 hours
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.

PSYC 3357. Special Topics in Psychology 3 hours
This course explores special areas in psychology. Selected topics are announced in advance.

PSYC 3360. Sensation and Perception 3 hours
Prerequisite: PSYC 1101 and PSYC 2201
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.

PSYC 3380. Psychology of Learning 3 hours
Prerequisite: PSYC 1101 and PSYC 2201
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.

PSYC 3381. Theories of Personality 3 hours
Prerequisite: PSYC 1101 and PSYC 2201
Major personality theories influencing psychology, historical roots and early theories, personality assessment, current theories, and approaches to normal and abnormal personality development.

PSYC 3382. Introduction to Counseling 3 hours
Major theories of counseling and development of counselor skills including a focus on the therapeutic relationship, communication procedures, theoretical orientations and counselor assessment tools.

PSYC 3383. Tests and Measurements 3 hours
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.

PSYC 4401. History and Systems 3 hours
Prerequisite: PSYC 1101 and PSYC 2201
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.
PSYC 4410. Cognitive Psychology  
Prerequisite: PSYC 1101 and PSYC 2201  
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.

PSYC 4415. Abnormal Psychology  
Prerequisite: PSYC 1101 and PSYC 2201  
Psychological models as applied to normal and abnormal behavior including identification, etiology, and treatment of anxiety, somatoform, dissociative, affective, schizophrenic and personality disorders.

PSYC 4430. Environmental Psychology  
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.

PSYC 4441. Internship in Human Services  
Prerequisite: consent of instructor.  
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.

PSYC 4490. Independent Research Project  
Prerequisite: PSYC 2202 and junior standing and written prospectus approved by a psychology faculty member.  
Special project involving original research in some area of psychology. Written report and seminar presentation of findings are required.

PSYC 4491. Independent Research Project  
Prerequisite: PSYC 4490  
Continuation of PSYC 4490. Written report and seminar presentation of findings are required. (Does not count toward major or minor requirements in psychology.)

PSYC 4492. Honors Practicum  
Prerequisites: Permission of psychology faculty member, must apply in preceding semester, and senior standing.  
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.

PSYC 4495. Advanced Experimental Psychology (Senior Seminar)  
Prerequisites: PSYC 2202, MATH 2100  
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.

**RELIGION (RELG)**

RELG 1101. Religions of the World 3 hours
Major living religions, with emphasis on the attempts of each to deal with the problems which confront humanity.

RELG 2201. Religious Movements in North America 3 hours
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.

RELG 2221. Introduction to the Old Testament 3 hours
An introduction to the history, literature, and theology of the Old Testament.

RELG 2222. Introduction to the New Testament 3 hours

RELG 2254. History of Christianity 3 hours
Survey of vital periods in the life of Christianity, from Jewish sect to imperial religion to global network of diverse Christian communities.

RELG 3301. Introduction to Theology 3 hours
Prerequisite: RELG 1101 or PHIL 1101 or permission of instructor.
A systematic study of such fundamental Christian concepts as revelation, creation, God, Christ, human nature, the Church, and salvation.

RELG (PHIL) 3305. Ethics 3 hours
Prerequisite: Sophomore standing or permission of instructor.
An introductory study of the history, principles, and current state of ethical thought with special focus on selected contemporary problems.

RELG (PHIL) 3306. Applied Ethics 3 hours
Prerequisite: RELG 2221 or permission of instructor.
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.

RELG 3312. Hebrew Prophets 3 hours
Prerequisite: RELG 2221 or permission of instructor.
Origin and development of the prophetic movement in Israel and its literature.

RELG 3313. Life of Jesus 3 hours
Prerequisite: RELG 2222 or permission of instructor.
Life and teachings of Jesus as reflected in the Gospels. Attention is given to critical problems related to the Gospels.

RELG 3314. Life and Teachings of Paul 3 hours
Prerequisite: RELG 2222 or permission of instructor.
Life and teachings of the Apostle Paul as reflected in the Book of Acts and Pauline letters.

RELG (PHIL) 3325. Environmental Ethics 3 hours
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.

**RELG 4400. Special Topics**  
Prerequisite: 15 hours of religion or permission of instructor.  
Course topics to be announced; offered on occasional basis; may be repeated for credit only if the topic changes.

**RELG (PHIL) 4425. Philosophy of Religion**  
Prerequisite: PHIL 1101 or RELG 1101 A study of the interplay between philosophy and religion.

**RELG 4490. Independent/Directed Study**  
Prerequisite: Permission of department.  
Independent study of a selected problem(s) or text(s) in religion; to be arranged as needed.

**RELG 4499. Senior Seminar in Religion**  
Prerequisite: 15 hours of religion or permission of instructor.  
As a capstone experience, students will write and present a major research project that conforms to standards in the field.

**SOCIOLOGY (SOCI)**

**SOCI 1101. Introduction to Sociology**  
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.

**SOCI 2210. Social and Cultural Problems**  
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.

**SOCI 3300. Classical Social Theory**  
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.  
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.

**SOCI 3302. Contemporary Social Theory**  
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.  
The course is designed to develop an appreciation of and an understanding of the development of contemporary sociological theories. This course will focus of functionalism, conflict theory, symbolic interactionism, macrosociological perspectives, feminism, and post-modernism. The course will end by examining the various theoretical challenges to modernity and the Enlightenment from both a pre-modern perspective as well as from a post-modern perspective.

**SOCI 3304. Feminist Theories**  
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.  
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.
SOCI 3310. Research Methods 3 hours
Prerequisite: MATH 2100 or permission of instructor.
Basic processes of scientific inquiry in the social sciences, problem formation, research
design, measurement, data collection, data analysis, interpretation, and reporting of results.

SOCI 3330. Police and Society 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
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.

SOCI 3331. Juvenile Justice 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
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.

SOCI 3335. History, Memory and the Holocaust 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
The purpose of this course is to develop a critical understanding of the role of history and
memory in the construction of social reality with particular emphasis on the Holocaust.

SOCI 3350. Marriage and the Family 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
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.

SOCI 3355. Society, Politics, and the Cinema: Film as Sociology 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
A sociological study of the relationships among society, politics, and films.

SOCI 3357. Sociology of Gender and Sexuality 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
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 dif-
ferent genders are victimized or oppressed on the basis of gender.

SOCI 3375. Social and Cultural Change 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
Enhances critical understanding of the dynamics of, reasons for, and the consequences of
social and cultural change.

SOCI 3390. Deviant Behavior 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
Examines the various theories and the varieties of deviant behavior with special emphasis
placed on the social construction of deviance.
SOCI 4410. Ethnic and Racial Minorities 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
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.

SOCI 4420. Structured Social Inequality 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
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.

SOCI 4450. Family Violence 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
This course examines a number of myths and realities about family violence; reviews
historical patterns and attitudes regarding family violence. Topics to be discussed include
spouse abuse and rape, child abuse, elderly abuse, murder among family members, and legal
defenses to criminal family violence based on patterns of abuse. The course also addresses
the consequences of family violence, and legal and community responses.

SOCI 4475. Selected Topics 3 hours
Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.
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.

SOCI 4480. Senior Seminar 3 hours
Application for graduation must be submitted when registering for this class.
Integrates the student’s knowledge through reading, writing, and discussion concerning
current developments in criminal justice. This is the capstone experience for criminal
justice majors.

SOCI 6600. Advanced Studies in Sociology 3 hours
This course is designed to meet the content needs of M.A.T. Secondary Education whose
Teaching area is Broad Field Social Sciences. The course requires intensive reading and/or
research on sociological topics. The content of the course can vary from course to course.
The course may be taken more than once for credit if the course topic is different.

SOCIAL SCIENCE (SOSC)
SOSC 3398. Internship 1-6 hours
Prerequisite: permission of instructor.
The internship is a supervised volunteer learning experience in a criminal justice 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.

SOSC 4480. Senior Seminar 3 hours
Application for graduation must be submitted when registering for this class.
Integrates the student’s knowledge through reading, writing, and discussion concerning
current developments in criminal justice. This is the capstone experience for criminal
justice majors.
SPANISH (SPAN)

SPAN 1101. Elementary Spanish I 3 hours
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.

SPAN 1102. Elementary Spanish II 3 hours
Prerequisite: SPAN 1101 or equivalent credit.
Continuation of SPAN 1101. One hour of language lab per week is required.

SPAN 2201. Intermediate Spanish I 3 hours
Prerequisite: SPAN 1102, equivalent credit, or permission of department.
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.

SPAN 2202. Intermediate Spanish II 3 hours
Prerequisite: SPAN 2201 or permission of department.
A continuation of SPAN 2201.

SPAN 2205. Spanish Conversation 3 hours
Prerequisite: SPAN 2202 or permission of department.
Designed to improve pronunciation and to increase proficiency in the practical use of Spanish in conversation.

SPAN 3300. Spanish Culture and Civilization 3 hours
Prerequisite: SPAN 2202 or permission of department.
A study of Spanish civilization through its literature, art, history and its political and social institutions.

SPAN 3305. Spanish-American Culture and Civilization 3 hours
Prerequisite: SPAN 2202 or permission of department.
A study of Spanish-American civilization through its literature, art, history and its political and social institutions.

SPAN 3326. Advanced Conversation and Composition 3 hours
Prerequisite: SPAN 2205 or permission of department.
Continues development of fluency through intensive practice and study of the spoken and written language. Stresses accurate use of grammatical structures and sensitivity to differences in style, tone, and levels of language from colloquial to formal.

SPAN 3340. Survey of Spanish Literature I 3 hours
Prerequisite: SPAN 3326 or permission of department.
Readings from representative literary works from the origins of Spanish literature through the Golden Age.

SPAN 3341. Survey of Spanish Literature II 3 hours
Prerequisite: SPAN 3326 or permission of department.
Readings from representative literary works from the Golden Age to the present.

SPAN 3350. Survey of Spanish-American Literature I 3 hours
Prerequisite: SPAN 3326 or permission of department.
Readings from representative literary masterpieces of Spanish America from conquest to Modernism.
SPAN 3351. Survey of Spanish-American Literature II 3 hours
Prerequisite: SPAN 3326 or permission of department.
Readings from representative literary masterpieces of Spanish America from Modernism to the present.

SPAN 3360. Introductory International Business: Language and Culture 3 hours
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.

SPAN 3370. Practicum B-5 3 hours
Prerequisite: one methodology course
A 90-semester-hour practicum for one semester, at the B-5 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.

SPAN 3371. Practicum 6-12 3 hours
Prerequisite: one methodology course
A 90-semester-hour practicum for one semester, at the B-5 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.

SPAN 3380/5580. Spanish for the Professions 3 hours
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.

SPAN 4435. Spanish Cinema 3 hours
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.

SPAN 4400. Spanish Linguistics 3 hours
Prerequisite: SPAN 2202 or permission of department.
In-depth study of the syntax, morphology, and phonology of the Spanish language. Emphasis is on written practice through composition, study of idioms, and finer points of grammar.

SPAN 4460. Second Language Acquisition: Theory and Methodology 3 hours
Introduction to the field of Second Language Acquisition (SLA) and explores the implications of SLA findings for L2 teaching.

SPAN 4481. Special Topics in Spanish Linguistics 3 hours
Prerequisite: SPAN 3326 or permission of department.
May be taken up to four times and will rotate among topics such as Spanish Dialectology and History of the Spanish Language.

SPAN 4490. Special Topics in Spanish, Spanish-American or U.S. Latino Literature and
Culture  
Prerequisites: SPAN 3326 permission of department.
Investigation of themes of cultural and literary interest in the Hispanic world. Emphasis on mastery of productive language skills, research practices, reading comprehension skills, and cultural knowledge as appropriate to a college Spanish major.

SPAN 4491. Spanish Practicum  
1 hour
Supervised practical experience in an organization or in an activity appropriate to a student’s career and educational interests. Internships are supervised by faculty members and require periodic student/faculty meetings.

SPAN 4499. Senior Seminar  
3 hours
Prerequisites: SPAN 3326 and at least one other 3000-4000 level SPAN course, Senior standing.
As a capstone experience, students will write and present a major research project that conforms to standards in the field.

SPECIAL EDUCATION (SPED)

SPED 6602. Characteristics of Mild/Moderate Disabilities  
3 hours
This course will examine learning and behavioral characteristics of students with mild and moderate disabilities. This course will focus on the academic and behavioral needs of the learner rather than a disability category. (Field Experience required)

SPED 6606. Applied Behavior Analysis for the Classroom  
3 hours
This course is designed to prepare educators to use Applied Behavior Analysis to the preparation of Functional Behavior Analysis and Behavior Intervention Programs. (Field Experience required)

SPED 6607. Single Case Research for Special Educators  
3 hours
Prerequisite EDUC 6655, SPED 6602, SPED 6606
This course focuses on the study and application of current research methods, procedures, and designs to aid in the process of individualizing instructions and behavior management in the classroom. Emphasis is placed on developing an understanding of approaches and techniques used to conduct single-subject research and to analyze resulting data which can be applied to professional practice. (Field Experience required)

SPED 6633. Curriculum and Differentiated Instruction  
3 hours
Prerequisites EDUC 6655, SPED 6602, SPED 6606
This course will examine curriculum and differentiated instruction for effectively educating students with disabilities and those from various socioeconomic and culturally diverse backgrounds. (Field Experience required)

SPED 6634. Instructional Methods for Individuals with Moderate/Severe Disabilities and Autism Spectrum Disorder  
3 hours
Prerequisite: SPED 6607
This course will examine systematic instruction as a methodology for effectively educating students with disabilities including those from various socioeconomic and culturally diverse backgrounds. The purpose of this course is to provide teachers and teacher candidates with the knowledge and skills required to create instructional programs and conduct systemic instruction primarily for students with intellectual and developmental disabilities or Autism Spectrum Disorders; however, these teaching methods are useful and appropriate for students with other mild disabilities including or without disabilities. The foundation of
systematic instruction is based on the application of behavioral and social-cognitive theories to teach students both academic and functional skills. During this course, students will learn the components of systematic instruction, use response prompting procedures, and use technology to create, collect and analyze instructional data that evaluate programs and develop generalized and maintained behaviors. Additionally, students will learn to identify and modify instructional variables to increase effectiveness and efficiency of instruction.

SPED 6635. Curriculum and Assessment for Individuals with Significant Cognitive Disabilities 3 hours
Prerequisites: SPED 6607 and SPED 6634
IDEA requires that all children, including those with the most significant cognitive disabilities, have access to general education curriculum and functional curriculum. For the purposes of this course, children with significant cognitive disabilities includes those who require “intensive individualized instruction in order to acquire and generalize knowledge” and “requires substantial modifications, adaptations, or supports to meaningfully access the grade-level content” (Browder & Spooner, 2006, p. xviii). This course will provide candidates with the information and skills necessary to promote progress of students with significant cognitive disabilities in core curriculum and other critical skills such as adaptive skills and self-determination necessary to participate in the community. Assessment is integral to educational decision-making process of choosing the curriculum appropriate for individuals with exceptionalities. Through assessment and understanding of the curriculum, candidates will discover ways for individuals with significant cognitive disabilities to meet expectations.

SPED 6684. Advanced Strategies for Behavior Change/Functional Behavior Analysis 3 hours
Prerequisite: SPED 6606 or equivalent and SPED 6602
This course is designed to present candidates with advanced strategies for modifying problem behaviors of students. Application of learning theory, measurement procedures, and verification of functional relationships will be emphasized. Knowledge of significant research in applied behavior analysis will be facilitated through reading current journals and publications. (Field experience required.)

SPED 7705. Policies and Legal Issues in Special Education 3 hours
Prerequisites: EDUC 6655, SPED 6602, SPED 6606
This course is designed to highlight the history and current status of litigation and school law which serves as the foundation for Special Education. The purpose of this course is to teach educators about laws and policies that affect educating students with disabilities. (Field Experience required)

SPED 7740. Applied Practicum 3 hours
Field-based experiences are conducted with students in the general education curriculum, teachers, school personnel, and parents of students with disabilities under supervision of college faculty. All field-based research projects will be reviewed by the instructor for compliance with the College policy regarding human subjects with further review by the Institutional Review Board as needed. Therefore, all candidates involved in research with human subjects should become thoroughly familiar with the College guidelines and procedures to protect human subjects, researchers and the College. This is a Pass or Fail course.

SPED 7742. Internship II (Previously titled Student Teaching) 9 hours
Prerequisite: Cumulative GPA of 3.0, admission to teacher education, and pre-service certification.
The student must be fully admitted to Teacher Education and have permission of the Dean of Education to register. Application deadlines for student teaching will be posted in the
School of Education and on the School of Education Student Bulletin Board. Internship II includes a 16-week experience, during which teacher candidates work full time under the joint supervision of a certified teacher and college supervisor in a collaborative classroom for students with disabilities. Periodic seminars are also required. This is a Pass or Fail course.

Prior to Internship II, candidates will undergo a criminal background check as part of the pre-service certification process. Applications to student teaching may be denied based upon information presented in these background clearances. Before being hired by a Georgia public school system, another background check, including fingerprinting, will be conducted by the school system.

Internship II placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

SPED 7744. Advanced Internship I (Previously titled Internship I) 5 hours

SPED 7745. Advanced Internship II (Previously titled Internship II) 5 hours

Each internship is conducted in a semester-long format with periodic seminars. This experience, based in a public school, emphasizes the application and integration of developmental and instructional principles in a collaborative setting. Students will be jointly supervised by college faculty and the employing school. This is a Pass or Fail course.

For students enrolled in each of the internship courses the following must occur:

(1) Be teaching on a non-renewable certificate in Special Education General Curriculum at a school within 50 miles of the Athens campus, unless otherwise approved by the Dean of the School of Education.

(2) Have a completed application for an internship approved prior to registration for SPED 7744.

(3) Have a completed an unconditional acceptance to Teacher Education and hold a pre-service certificate prior to enrollment in SPED 7744.

SPED 7780. Capstone Seminar (with required portfolio exhibition) 3 hours

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

Application for graduation must be submitted when registering for this class.

The purpose of this course is to provide the candidates with a synthesizing opportunity in order to integrate the program objectives in an applied format. Application will take place through the development of a Capstone portfolio and the exhibition presentation with a selected committee. This is a Pass or Fail course.

THEATRE ARTS (THTR & THED)

THED 3360. Internship I, B-8 (Previously titled Practicum P-8) 3 hours

Prerequisite: one methodology course

A 90-semester-hour practicum for one semester, at the B-8 grade level, performed under the combined supervision of a certified teacher and the College 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. Please note application deadlines on the School of Education portal or Student Bulletin Board.
THED 3361. Internship I, 9-12 (Previously titled Practicum 9-12)  3 hours
Prerequisite: one methodology course
A 90-semester-hour practicum for one semester, at the 9-12 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement. Please note: THED 3361 is designed for prospective intern teachers who would like to be placed in B-8 level Drama Education classroom for their Internship II experience. Please note application deadlines on the School of Education.

THED 3400. Drama Education  3 hours
Prerequisite: Children’s Theatre
This course is designed to exercise the skills necessary to teach theatre activities to students in grades B-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.

THED 4450. Drama Education II  3 hours
A Survey course on the analysis and application of Drama Education in the B-12 Classroom, with a focus on play production, classroom procedure, and field experience within the community.

THED 4499. Internship II (Previously titled Student Teaching)  9 hours
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 college 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.

THTR 1100. Introduction to Theatre  3 hours
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.

THTR 1110. Ballet  1 hour
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.

THTR 1111. Tap  1 hour
Prerequisite: THTR 1110
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.
THTR 1112. Jazz Dance 1 hour  
Prerequisite: THTR 1110 and 1111  
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.

THTR 1113. Modern Dance 1 hour  
Prerequisite: THTR 1110, 1111, 1112  
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.

THTR 1150. Technical/Production Practicum 1 hour  
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.

THTR 1151. Acting/Directing Practicum 1 hour  
Prerequisite: instructor’s approval.  
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.

THTR 2205. Fundamentals of Technical Theatre 3 hours  
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.

THTR 2210. Fundamentals of Acting 3 hours  
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.

THTR 2215. Script Analysis 3 hours  
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.

THTR 2220. Stage Movement and Dance 3 hours
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, and vocal sequencing. It includes stage combat and experimental performance art. Written analysis required. This course is suitable for majors and non-majors.

THTR 2230. Children’s Theatre 3 hours
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.

THTR 2235. Puppetry Arts 3 hours
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.

THTR 2240. Theatre for Youth Production I 3 hours
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.

THTR 2265. Makeup Design 3 hours
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.

THTR 2420. Selected Topics in Theatre 3 hours
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.

THTR 3301. Theatre History I 3 hours
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.

THTR 3302. Theatre History II 3 hours
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 presenta-
tion, and writing skills. Written analysis and research are required.

THTR 3305. Introduction to Scenic Design 3 hours
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.

THTR 3310. Advanced Acting 3 hours
Prerequisite: Fundamentals of Acting
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.

THTR 3312. Voice and Diction for the Stage 3 hours
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/accnt workshop in the last 4 weeks of the semester. The semester culminates with a performance showcase featuring the vocal instrument.

THTR 3314. Audition Techniques and Professional Development 3 hours
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.

THTR 3315. Sound Design 3 hours
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.

THTR 3317. Lighting Design 3 hours
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.

THTR 3318. Properties Design 3 hours
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.

THTR 3319. Costume Design 3 hours
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.
THTR 3320. Stage Management  
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.

THTR 3325. Theatre Management  
Prerequisites: THTR 2205 and THTR 2210  
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.

THTR 3335. Theatre for Social Change  
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 “mouthpiece” 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.

THTR 3340. Theatre for Youth Production II  
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.

THTR 3350. Playwriting  
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.

THTR 3426. Special Effects and Pyrotechnics for the Stage  
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.

THTR 4410. Fundamentals of Directing  
Prerequisite: Fundamentals of Acting  
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.
THTR 4420. Creative Dramatics 3 hours
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 first-hand in a school setting.

THTR 4425. Advanced Technical Theatre 3 hours
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.

THTR 4430. Advanced Directing 3 hours
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.)

THTR 4431. Arts Administration Internship in Theatre I 1 hour
Prerequisites: Fundamentals of Directing, Theatre History I & Theatre History II
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.

THTR 4432. Arts Administration Internship in Theatre II 1 hour
Prerequisite: THTR 4431
A continuation of the arts administration internship in theatre. May be repeated for credit.

THTR 4435. Advanced Scene Design 3 hours
Building on skills developed in THTR 3305, Basic Scene Design, this course addresses the specific needs of the set designer in regard to the various performance spaces in contemporary theatre (black box, arena, outdoor theatre, etc.)

THTR 4441. Capstone in Arts Administration 1 hour
Prerequisite: Senior standing
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.

THTR 4444/4445. Internship 5 hours
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 college 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.
THTR 4460. Senior Project  
Prerequisites: senior standing and/or instructor’s approval  
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.

THTR 4930. Internship in Theatre Arts  
Description: A supervised learning experience in the area of Theatre Arts that links academic knowledge with practical experience by providing an opportunity for student to apply knowledge learned from the classroom.
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<tr>
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<th>Title</th>
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<tr>
<td>Shahryar Heydari ('92, '94)</td>
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<td>Brian Hitselberger ('13)</td>
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<td>Megan Hoffman ('12)</td>
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<td>Randall J. Hollandsworth ('07)</td>
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<td>Wilma Hutcheson-Williams ('06)</td>
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<td>Steven Jacobs ('12)</td>
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<td>J. Henry Johnson ('06)</td>
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<td>Jamie Johnson-Huff ('07)</td>
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<td>Jennifer Kelley ('13)</td>
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<tr>
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<tr>
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<tr>
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<tr>
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</tr>
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<th>Position</th>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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<tr>
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