PIEDMONT UNIVERSITY

GRADUATE
CATALOG

2024-25

ATHENS | DEMOREST | ONLINE

TABLE OF CONTENTS

Graduate Catalog 2024-2025

ABOUT PIEDMONT UNIVERSITY

Vision and Mission

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

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

Our Core Values

Inquiry

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

Service

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

Legacy

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

ACADEMIC CALENDAR

This catalog describes an academic calendar for Piedmont University that consists of two 15-week semesters, one 8-week summer semester, and one 6-week summer semester for Athletic Training program courses. The requirements in this catalog apply to students entering Piedmont in the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025). An official copy of the academic calendar can be found on the Piedmont University website at www.piedmont.edu/registrar/academic-calendars/

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

ACCREDITATION

Piedmont University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, specialist, and doctoral degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Piedmont University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Normal inquiries about the institution such as admission requirements, financial aid, or educational programs should be addressed to the university and not to the Commission.

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

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

The Piedmont University Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2001 K Street, NW, Washington, DC, 20006.

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

The Master of Science (MS) education program in Speech-Language Pathology (residential) at Piedmont University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-

Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

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

NON-DISCRIMINATION POLICY

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

It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

Inquiries or complaints from students or employees concerning the prohibition of discrimination on the basis of any of the above in this statement should be directed to:

Coordinator for Title IX and 504
Daniel Hall, Room 303D
1021 Central Avenue
PO Box 10
Demorest, GA 30535
(706) 778-8500
titleix@piedmont.edu

Students and employees may also submit a complaint of discrimination to the U.S. Department of Education, Office of Civil Rights:

U.S. Department of Education Office of Civil Rights
400 Maryland Ave., SW
Washington, D.C. 20202-1328
1-800-421-3481
Email Address: ocr@ed.gov
Web: https://www2.ed.gov/about/offices/list/ocr/index.html

Employees may also submit a complaint of discrimination to the Equal Employment Opportunity Commission:
Equal Employment Opportunity Commission Atlanta District Office
100 Alabama Street, SW, Suite 4R30
Atlanta, GA 30303
1-800-669-4000
Email Address: info@eeoc.gov
Web: https://www.eeoc.gov/

PATENTS, COPYRIGHTS, TRADE SECRETS, AND INTELLECTUAL PROPERTY

The entirety of this policy relates to all Piedmont University faculty, staff, and students.

Individual faculty and staff, on occasion, generate new ideas and concepts that result in marketable products and opportunities. Piedmont University encourages, promotes, and protects the academic research, scholarship, and development of products of its employees. Simultaneously, the university maintains its commitment to stewardship and cultivation of its financial resources. Individual employees may pursue efforts to create commercially marketable products and, in cases where Piedmont University has invested resources, the university may assert a financial interest in such products.

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

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

A.   Sponsorship: If an outside private (i.e., not state or federally funded) agency funds an activity that results in a product, unless the sponsorship agreement between the individual, the sponsor, and the institution states otherwise, such product will be owned by the institution.

B.   Institution work: If a product is developed during the course and conduct of institution- assigned work, the institution owns the product. Income, defined as net revenue after all personal and institutional expenses have been paid, from such property shall be shared between the individual and the institution at the following rate: All income up to the first $8,000 goes to the individual. This amount will be divided equally if more than one individual exists. Remaining income is divided with one-third to the individual and two-thirds to the institution.

C.   Institution-assisted work: When institution resources assist and support individual employees in the generation of an income producing product, income shall be shared between the individual and the institution at a rate of 45 percent of net revenue to the institution. Institutional support and assistance may include use of office and laboratory space, technology, access to library, and support staff, and institution-paid time within the employment period. Ownership of institutional assisted work is in the institution.

D.   Individual employee work: Any product developed by an individual employee that uses no institution resources, contains no sponsorship agreement, and is unrelated in any way to institution-assigned work, shall be the sole ownership of the individual employee. It is the individual's responsibility to demonstrate the total independence of the work.

E.   Intellectual property rights of students: Intellectual property rights belong to the students who create the work. This includes work that has been created to meet course requirements using university resources whether or not the student has paid tuition or fees for the course. However, work that is created by students as part of their student employment belongs to the university, as do the subsequent intellectual property rights.

F.   Disputes: Any disputes about ownership of products shall be directed to the President.

Copyright Infringement Policies and Sanctions

1.   File Sharing and Copyright Many scholars and music artists rely on copyright to protect their intellectual property. "Peer-to-peer" (P2P) file sharing applications have made it easy for Internet users to share files with one another. There are many legitimate uses of P2P file sharing, such as updates and software purchases. However, P2P file sharing applications are also used to share copyrighted material such as songs, movies, software applications, and games without permission. If you upload or distribute copies you make of copyrighted works, or download or acquire unlicensed copies of copyrighted works, you may be infringing someone else's rights. Although using P2P file sharing technology is not in itself illegal, if you share copyrighted material without permission -even unwittingly -- you are breaking both the law and university policy and could be subject to university, civil, and/or criminal sanctions.

2.   Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws The Department of Education publishes in the Federal Student Aid Handbook a summary of the civil and criminal penalties for violation of federal copyright laws:

a.   Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504 and 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

b.   Disciplinary action, including loss of use of the University information technology systems up to and including expulsion from the University or employee termination could result from violations of these policies. Piedmont University informs students regarding copyright infringement and academic integrity though each class instructor and is included on all syllabi. The university's statement can be found at the link below:

Piedmont University - Patents, Copyrights, Trade Secrets, and Intellectual Property (smartcatalogiq.com)

PRIVATE PROPERTY RIGHTS

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

officials in the employ of the university and for licensed public safety officers from other jurisdictions who are on university property in the discharge of their official duties.

STUDENT COMPLAINTS

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

Academic:

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

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

2. Concerns related to a faculty or staff member that cannot be resolved between the two parties should be presented to the department chair.

3. If the concern cannot be resolved by the department chair or is related to the department chair, the complaint should be filed with the dean of the college.

4. Academic resolutions made by a dean are considered final unless the complaint is related to the dean of the college. In such case, the complaint should be filed with the Vice President for Academic Affairs.

5. If the concern cannot be resolved by or relates to the Vice President for Academic Affairs, appropriate written documentation should be presented to the President of the University.

Non-Academic:

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

2. Concerns related to a staff member or office that cannot be resolved between the two parties should be discussed with the respective director or dean of the unit. You can also submit through the following link https://piedmontcollegega.wufoo.com/forms/z1wwjwp41au8nke/

3. Resolutions made by a director or dean are considered final unless the complaint is related to the director or dean. In such case, the complaint should be filed with the Vice President for responsibility over the unit.

4. Should the concern not be resolved by or is related to the Vice President, appropriate documentation should be presented in writing to the President of the University.

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

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

A non-resident of Georgia enrolled in an online-only program at Piedmont University who wishes to file a complaint should follow the Student Complaint procedure outlined in the appropriate academic catalog. If, after exhausting internal grievance procedures, Piedmont University has not responded to the complainant's satisfaction, or a satisfactory remedy has not been found, the complainant may contact GA-SARA for further investigation into the issue. The GA-SARA Student Complaint form may be found at https://gnpec.georgia.gov/student-resources/student-complaints/ga-sara-online-student-complaint-form.

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

Grievances

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

Any faculty member or member of the staff who believes that her or his rights have been invaded or ignored by a member of the faculty,

staff, or by a student has the right to present a grievance to the Title IX Coordinator or the Director of Human Resources at:

Title IX Coordinator	**Human Resources**
Daniel Hall - Room 303D	Daniel Hall – Room 213
1021 Central Avenue	1021 Central Avenue
P.O. BOX 10	P.O. BOX 10
Demorest, GA 30535	Demorest, GA 30535
(706) 778-8500	(706) 778-8500
TitleIX@piedmont.edu	hr@piedmont.edu

The University is committed to resolving employee grievances collegially. It is normally expected that informal resolution will be attempted by frank discussion between the appropriate persons. At-will employees may address grievances to their supervisors and, if deemed necessary, to their supervisors' supervisor. Employees holding contracts may address grievances to their department chairs, and if deemed necessary, to their deans. Grievances involving alleged illegal discrimination or harassment shall be made pursuant to Sections 3.16 and 3.9 (Title IX Policy), respectively. Decisions concerning the termination of an at-will employee, non-renewal of a faculty contract, faculty promotion, or denial of tenure may not be the subject of a grievance.

Non-Retaliation

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

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

Anonymous Tip Line

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

STUDENT RESPONSIBILITY

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

TITLE IX POLICIES AND PROCEDURES

Piedmont University ("Piedmont" or the "University") has policies and procedures in place regarding the receipt, investigation, and resolution of complaints of discrimination, including sex and gender identity discrimination. The University has enacted a Sexual Misconduct Policy (Title IX Policy) to reflect and maintain its institutional values and community expectations, to provide for fair and equitable procedures for determining when this Policy has been violated, and to provide recourse for individuals and the community in response to violations of this Policy.

This Policy prohibits all forms of sexual harassment and discrimination, gender-based harassment and discrimination, and sexual assault, domestic violence, dating violence, and stalking. This Policy also prohibits retaliation against a person who reports, complains about, or who otherwise participates in good faith in any matter related to this Policy. The University's full policy and procedures can be found here: Title IX/Legal Disclosures | Piedmont University.

CONTACT INFORMATION

Demorest Campus   706-778-3000
                                                                   800-277-7020

Admissions, Graduate	706-776-0109
Admissions, Undergraduate	706-776-0103
Campus Police (24/7 and emergencies)	706-939-1349
College of Arts and Sciences	706-776-0113
College of Business	706-776-0115
College of Education	706-776-0117
College of Nursing and Health Sciences	706-776-0116
Dining Services	706-778-0702
Financial Aid	706-776-0114
Financial Aid Fax	706-778-0708
Human Resources	706-776-0108
Information Technology	866-224-7259
Library	706-776-0111
Mason-Scharfenstein Museum of Art	706-894-4201
President	706-776-0100
Registrar	706-776-0112
Student Accounts	706-776-0101
University Bookstore	706-776-0013
Vice President, Academic Affairs	706-776-0110
Vice President, Administration and Finance	706-778-3000 ext. 1457
Vice President, Student Life and Leadership	706-778-3000 ext. 1050

Athens Campus   706-548-8505
                                                                   800-277-7020

Admissions, Undergraduate	706-548-8102
Admissions, Graduate	706-548-8505 ext. 8813

Mailing address:

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

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

PROGRAMS OF STUDY

ADMISSION TO PIEDMONT - GRADUATE

Application for graduate admissions is open to any person who has successfully completed, or will complete by expected date of entry, the appropriate degree from an accredited institution. The application for admission to graduate studies may be secured from the University website (www.piedmont.edu/admission-aid/apply/). Prospective students are urged to submit a completed application as early as possible before the application deadlines. (See Section "Application Deadlines (p. 19)" for specific dates for each degree.)

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

A $25 non-refundable application fee is required upon application submission. For EdD applications there is a $50 non-refundable application fee required upon application submission.

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

GRADUATE APPLICATION REQUIREMENTS

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

Doctor of Education (Ed.D.)

In order to be eligible to apply for the doctor of education program, applicants must have earned the minimum of a Master's Degree with a 3.5 cumulative grade point average from an accredited institution and have five or more years of verified teaching experience at public or private schools accredited by Cognia or the Georgia Accrediting Commission Inc. (GAC.) at the Accredited with Quality (AWQ) or Accredited (ACC) Level.

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

1. Completed graduate admissions applications.

2. Two professional references; one from the supervisor (the person who evaluates your performance) and one from a colleague. References submitted as part of the application process for previous degree programs will not be accepted.

3. Professional activities resume.

4. Copy of valid professional Georgia teaching certificates at the appropriate level (Georgia-certified educators) or letters from the head of the school, Board of Trustees, dean, or department chair to verify the quality of work (Non-Georgia-certified educators). Applicants who do not hold Georgia certification and desire to be certified in Georgia must complete all requirements established by the Professional Standards Commission (PSC).

5. Personal affirmation form.

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

7. Scholarly, informative letter of intent.

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

Education Specialist (Ed.S)

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

Applicants must also submit:

1. Graduate Admissions Application

2. Official, final transcripts from the college or university awarding your master's degree. (Piedmont University transcripts are on file.)

3. Two professional references; one from the supervisor (the person who evaluates your performance) and one from a colleague. References submitted as part of the application process for previous degree programs will not be accepted.

4. 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].)

5. Letter of Intent (scholarly)

6. Professional Activities Resume

7. Verification of Professional Experience (two years)* at the time of application

8. Personal Affirmation Form
   * For Art Education Ed.S you must verify three years of professional teaching experience.

Master of Arts in Education (MA)

Master of Arts (MA) 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 Cognia 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 an accredited college or university and a copy of a valid teaching certificate or letter from the principal or head of school verifying full-time employment as a teacher or educational administrator.*

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

Applicants must also submit:

1. Graduate Admissions Application

2. Official, final transcripts from the college or university awarding the Bachelor's degree showing all course work from granting your bachelor's degree. (Piedmont University transcripts are on file.)

3. Two professional references; one from the supervisor (the person who evaluates your performance) and one from a colleague. References submitted as part of the application process for previous degree programs will not be accepted.

4. 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].)

5. For Art Education, the art education coordinator must approve a portfolio of past work and a philosophy of teaching before acceptance.

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

7. 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 [Cognia or GAC (top two levels)] verified through submitted annual evaluations.

Online Graduate Programs:

Online classes are offered at the graduate level. To enroll in an online class, you must have permission from your advisor.

Master of Arts in Teaching (MAT)

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

Applicants must also submit:

1. Graduate Admissions Application.

2. *All* official, final transcripts from every college attended.

3. Two professional references; one from the supervisor (the person who evaluates your performance) and one from a colleague. References submitted as part of the application process for previous degree programs will not be accepted.

4. Personal Affirmation Form.

5. 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 and a philosophy of teaching for review. The art education coordinator must approve a portfolio of past work and a philosophy of teaching before acceptance.

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

Master of Education in School Counseling (MED)

Admission Requirements:

1. Graduate Admissions Application

2. Bachelor's degree with a minimum cumulative grade point average of 3.0 or better on a 4.0 scale.

3. One official transcript from each university, college, and professional school attended. Students currently pursuing their baccalaureate degree may submit an official transcript-in-progress for admission consideration.

4. Two professional references

5. Personal Affirmation Form

6. A current résumé detailing education, work experiences, leadership activities, volunteer/service work, etc.

Note: Candidates must be Admitted to Counselor Education (ACE) before enrolling in their 3rd semester. This includes passage of a criminal records background check.

Master of Science in Management (MSM)

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

Applicants must also submit:

1. Graduate Admissions Application

2. *All* official, final transcripts from the college or university awarding the Bachelor's degree showing all coursework from all colleges and universities attended

3. Two professional references

4. Professional resume

5. Current job description, if applicable

Master of Science in Clinical Mental Health Counseling (MS)

Application Requirements:

1. Bachelor's degree with a minimum cumulative grade point average of 3.0 or better on a 4.0 scale.

2. GRE waived.

3. Final transcript from the university, college, or professional school granting the bachelor's degree. Students currently pursuing their baccalaureate degree may submit an unofficial in-progress transcript for admission consideration.

4. Two professional references (not friends or relatives, and one should ideally be a former/current professor or instructor).

5. Statement of Intent/Personal Statement (minimum of two pages, double-spaced). In essay form, tell us about yourself.

   o What does mental health counseling mean to you, and why do you want to become a counselor? Include your personal and professional interests and goals in the counseling field.
   o What is your personal background and work history? How does it relate to the counseling field?
   o How do you demonstrate respect for groups or individuals different from you?
   o What do you see as your dedication and aptitude for succeeding in a graduate-level program?

6. A current résumé detailing education, work experiences, leadership activities, volunteer/service work, etc.

Once all application materials have been reviewed by the counseling faculty, if reasonable questions remain about an applicant's fit for the program and/or profession, the counseling faculty will invite the applicant to participate in a virtual interview to determine admission to the program.

Acceptance letters into the program are generally sent out within one week of the decision. A mandatory virtual program orientation is required before the start of the semester. This date will be in the acceptance letter.

Master of Science (MSAT) degree in Athletic Training

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

- Ability to meet the Technical Standards of Admission as documented by a licensed physician, nurse practitioner, or physician's assistant.

- Admission to Piedmont University

- Declare Athletic Training as a major

- "C" or better on all required prerequisite coursework, with minimum 3.0 GPA in the pre-requisites

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

- Copy of unofficial transcripts (Final, official transcripts due before summer classes begin)

- 35 clinical observation hours with a Certified Athletic Trainer

- Copy of First Aid and CPR certification cards (must be valid through the start of summer courses)

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

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

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

- Successful interview (Interviews are extended in February)

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

- Current medical physical as documented by a licensed MD, PA, or NP within the last 12 months

Master of Science (MS) degree in Forensic Science

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

Applicants must also submit:

1. Graduate Admissions Application

2. *All* official, final transcripts from the college or university awarding the bachelor's degree showing all coursework from all colleges and universities attended

3. Two professional references

4. A 500-700 word essay addressing the applicant's professional interests, work history, career goals, and potential for success in the program.

Master of Science (MSHHP) degree in Health and Human Performance

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

- Admission to Piedmont University

- Declare Health and Human Performance as a major

- "C" or better on all required prerequisite coursework

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

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

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

- Overall cumulative minimum GPA of 2.80

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

- Successful background check and drug screen (must be completed prior to participating in the internship)

Master of Science (MS) degree in Speech Language Pathology

To be admitted into the Speech-Language Pathology Program, the applicant must meet the minimum criteria listed below:

- Copy of official transcripts (Final, official transcripts are due before fall classes begin)

- Completion of an undergraduate degree with a GPA of 3.0

- Completion of the following foundational courses that cannot be related to communication sciences and disorders: Biological Sciences; Physical Sciences (a physics or chemistry course); Statistics; Social Sciences and Behavioral Sciences.

- Completion of prerequisite courses in communication sciences and disorders prior to the beginning of fall graduate classes with a GPA of 3.0. If a student is missing one pre-requisite course, they can be accepted with a deficiency in that they will need to complete the course concurrent with graduate work. Determination of suitability for concurrent coursework will be made on an individual basis.

- Completed application to Communication Sciences and Disorders Centralized Application System (CSDCAS) including letter of intent, professional resume, three letters of recommendation, and an interview.

- Completed application to Piedmont University Graduate Admissions (demographic information only; other records and documents will be obtained through the CSDCAS System). The fee is waived for applicants to the speech-language pathology program.

- Completion of 25 observation hours with a certified, licensed speech-language pathologist prior to the beginning of fall classes

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

A minimum of a bachelor's degree with a 2.5 cumulative GPA from an accredited college or university is required.

1. Graduate Admissions Application

2. Official, final transcripts from *all* colleges and universities attended

3. Two professional references; one from the supervisor (the person who evaluates your performance) and one from a colleague. References submitted as part of the application process for previous degree programs will not be accepted.

4. Personal Affirmation Form

5. If you are a returning BA or MA Educational Studies graduate from Piedmont University, you may return within five years as a certification only student. A prerequisite for admission as a certification-only student is successful completion of the appropriate GACE content tests.

Certification-only in School Counseling

Admission Requirements:

1. Graduate Admissions Application

2. Master's degree with a minimum cumulative grade point average of 3.0 or better on a 4.0 scale.

3. One official transcript from each university, college, and professional school attended. Students currently pursuing their baccalaureate degree may submit an official transcript-in-progress for admission consideration.

4. Two professional references

5. Personal Affirmation Form

6. A current résumé detailing education, work experiences, leadership activities, volunteer/service work, etc.
Note: Candidates must be Admitted to Counselor Education (ACE) before enrolling in their 3rd semester. This includes passage of a criminal records background check.

Certification-only option in Drama Education

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

1. Graduate Admissions Application

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

3. Two professional references; one from the supervisor (the person who evaluates your performance) and one from a colleague. References submitted as part of the application process for previous degree programs will not be accepted.

4. Personal Affirmation Form

Certification-only option in Tier I Educational Leadership

Individuals must currently hold the Education Specialist (Ed.S.) degree in Curriculum and Instruction. The certification program requires a total of 24 credits (12 in addition to the 30 credits earned in the Ed.S. degree program in Curriculum and Instruction). Candidates who hold an Ed.S. degree from another accredited institution may be considered for admission to the Educational Leadership Certification

program, but may, at the discretion of the faculty, be required to complete additional course work in curriculum and instruction and pass the GACE assessments in Curriculum and Instruction.

1. Graduate Admissions Application

2. Official, final transcript for the college or university awarding the Education Specialist degree

3. Two professional references; one from the supervisor (the person who evaluates your performance) and one from a colleague. References submitted as part of the application process for previous degree programs will not be accepted.

4. Copy of current educator certificate issued by the Georgia Professional Standards Commission. Candidates from independent schools should submit a letter from the principal of head of school verifying full-time employment as a teacher or educational administrator. (Note: candidates not currently certified in Georgia who are seeking certification must contact the Georgia Professional Standards Commission.)

5. Professional Activities Resume

6. Personal Affirmation Form

Non-Degree Graduate (NDG)

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

Applicants must also submit:

1. Graduate Admissions Application

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

3. Personal Affirmation Form (education only)

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

    Non-degree status is available for applicants who wish to take undergraduate or graduate level courses for personal or professional enrichment. No more than 15 semester hours may be taken as a non-degree graduate student. Applicants who wish to enroll in more than 15 semester hours as a non-degree graduate student must apply for permission from the Dean of the College.

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

    Courses taken as a non-degree graduate student may not be applied to a degree until the applicant has completed the admissions requirements for that degree including any required admissions test. Up to nine semester hours may be allowed to transfer into a degree program as long as it is within the six-year period. These courses will be evaluated by the Registrar and the program director or chair. Policies regarding transfer courses will apply.

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

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 University, 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 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 previously enrolled in a graduate program at an accredited college or university may transfer up to a maximum of 12 semester hours to any graduate program at Piedmont University with the approval of the Registrar and the appropriate program director, department chair, or dean. 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." No transfer credit is accepted for Capstone or Orientation in the College of Education programs. No transfer credit is awarded for internships, practica, or clinical coursework. No credit is allowed toward graduate degrees for courses taken by correspondence or through Professional Learning Units (PLUs).

Credit for graduate coursework at Piedmont University 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 except for doctoral students for whom no course may be older than six years at the point of admission to candidacy. The six-year rule is applied at the end of the semester (i.e. a fall 2020 course expires at the end of the fall 2026 semester).

INTERNATIONAL ADMISSION FOR GRADUATE STUDENTS

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

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

1.	All official, final transcripts from colleges that you have attended. Transcripts from foreign schools must be received by Piedmont University 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 Educational Services www.wes.org or Josef Silny & Associates, Inc. www.jsilny.com or any current member of NACES

2.	Non-native English speakers must also provide proof of English proficiency. Students may submit official scores of one of the following:

- Test of English as a Foreign Language (TOEFL). A satisfactory TOEFL score is 550 or higher on the paper-based version, 213 or higher on the computer-based version, or 79 or higher on the Internet-based version. A TOEFL score more than two years old will not be accepted.

- International English Language Testing System (IELTS). A satisfactory IELTS band score is 6 or higher. 3. Georgia Tech Language Institute's Intensive English Program (GTLI-IEP). Students must complete GTLI-IEP's 700 Upper Advanced Level with a grade of "B" or higher in each of the four required classes and take the Michigan Test and receive a minimum score of 80 to show that they have successfully exited the ESL program. 4. Duolingo English Examination. Students must score a minimum of 100 on the Duolingo exam, as well as submit the video requirement. Scanned score reports of the above examinations are not acceptable for admissions consideration. Scores more than 2 years old will not be accepted.

3.	A financial statement showing sufficient availability of funds and the source of these funds to cover at least one year of university study, including educational and living expenses.

4.	Copy of your Passport and Visa.

5.	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 University or with a check from a U.S. bank. Please contact Student Accounts for further details.

6.	When all of the items listed above are received and if the student has been accepted to the University, a Certificate of Eligibility for Nonimmigrant (F-1) Student Status – For Academic and Language Students (I-20) can be released to the student.

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

GRADUATE READMISSION

Graduate students who have been away from Piedmont University 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 University website: https://www.piedmont.edu/professional-graduate-admissions/forms/. Upon receipt of the readmission request, the Office of Graduate Admissions will send the application and associated documents to the appropriate Dean of the program of study for review. The Dean of the program of study will make a determination and inform the Office of Graduate Admissions of the decision to admit or deny. The Office of Graduate Admissions will notify the student of the result to admit or deny.

Graduate students who have been away from Piedmont University 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 2016 course expires at the end of the fall 2022 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 college. **No academic conditional acceptances are granted for the Doctor of Education (Ed.D.) program.**

ADMISSIONS APPEAL

An applicant who is denied admission may appeal to the Director of Graduate Admissions. The appeal must be made in writing and submitted electronically. Once this is submitted, the original file and the letter of appeal will be submitted to the appropriate college dean for a decision.

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 MAT, MA, MS, Ed.S., Certification Only, and Non-Degree applications:

Fall semester	July 30
Spring semester	December 1
Summer semester	May 1

For Ed.D. applications:

Fall semester	June 1

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

EXPENSES - GRADUATE

The University is responsible for the prompt billing of Board-approved tuition and fees and the collection of those charges in accordance with policy contained in the catalog.

TUITION CHARGES

The 2024-2025 graduate tuition starting Fall semester 2024 approved by the Piedmont University Board of Trustees is as follows.

- Master of Science in Athletic Training $520 per credit hour

- Master of Science in Speech-Language Pathology $670 per credit hour

- Master's Degree – All Education Programs including Education Specialist $550 per credit hour

- All other Master's Degrees $670 per credit hour

- Education Doctorate $790 per credit hour
  Technology Fee of $130.00 per semester for all graduate students.

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.

TUITION CHARGE ADJUSTMENTS & REFUND POLICY

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

The difference between a course dropped and a course withdrawal is explained in the following chart:

Dropping a Course	Withdrawing from a Course
"Dropping" a course means you dropped it before the end of the drop/add period	A student "withdraws" from a course after the end of the drop/add period
Credit hours for dropped courses are not included in your hours of enrollment for financial aid	Results in a grade of W or WF
Dropped courses do not count in your HOPE/Zell Miller or Undergraduate Admissions Academic Scholarship attempted hours	Withdrawn courses count in your HOPE/Zell Miller or Undergraduate Admissions Academic Scholarship attempted hours
Dropped hours do not appear on your transcript	Withdrawn hours appear on your transcript
Repayment of financial aid may be required if it was previously disbursed to you based on planned enrollment and then you drop courses	Students who withdraw from all of their courses may need to repay a portion of their student financial aid
Dropped hours do not count toward Satisfactory Academic Progress calculations	Withdrawn hours count toward Satisfactory Academic Progress calculations

Tuition charges will be calculated based on hours of enrollment reported by the Registrar's Office. Students are responsible for referring to and understanding the published Academic Calendar dates for drop/add and for withdrawal. A student must notify Student Accounts before dropping, adding, or withdrawing from a course to determine the effect on the student's financial aid and subsequent account balance. The Academic Programs section of the Piedmont University catalog contains further information regarding these topics.

A student dropping all courses during the drop/add period results in the removal of all tuition charges. Charges other than tuition remain incurred by the student. Courses that are removed from a student's schedule after the drop/add period are considered withdrawals. Tuition charges for withdrawn courses remain incurred and are payable by the student. Withdrawing from one or more courses and withdrawing from all courses have different effects on a student's account due to adjustments in financial aid. From a billing perspective, medical withdrawals are treated the same as total withdrawals.

Total Withdrawal from University:

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

When a student withdraws from all classes, written notification must be given to the University Registrar. Depending on the withdrawal date, the University may adjust tuition charges according to the schedule below. 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:15-week courses

- 60% of tuition charges will be refunded if a student totally withdraws during the second week of the term (days 8-14)

- 40% of tuition charges will be refunded if a student totally withdraws during the third week of the term (days 15-21)

- 20% of tuition charges will be refunded if a student totally withdraws during the fourth week of the term (days 22-28)

- No adjustments to charges will be made if a student withdraws after the fourth week of the term (after day 28)

For any session shorter than standard term of 15 weeks

- If # of days is 1-4 percent of the refund is 100%

- If # of days is 5-10 percent of the refund is 50%

- If over 10 days, percent of refund is 0

Room and Board Charge Adjustments:

Residential students who complete a total withdrawal during a semester do not receive tuition adjustments for residence hall charges; however, meal plan charges are pro-rated based on the withdrawal date of determination.

Credit Balance Refunds

Piedmont University adheres to Title IV regulation which requires credit balances be refunded within 14 days of the credit appearing on the student account.

Refunds for Excess Financial Aid

The University requires all students & parent loan recipients to sign up for Direct Deposit. Direct deposit allows students and parent plus loan recipients to receive excess funds quickly and securely. If Direct Deposit is not set up when refunds are processed, a refund check will be mailed to the student's address on file in the Registrar's office. If there is a Parent Loan on the student's account, the excess aid is returned to the guarantor. The amount refunded to the parent will not exceed the balance of the parent loan. If there exists an additional credit balance due after the parent loan has been refunded, the remaining credit balance will be refunded to the student. Piedmont University adheres to Title IV regulation which requires credit balances be refunded within 14 days of the credit appearing on the student account. Any federal or state aid that is disbursed but not accepted by the student, or parent in case of parent loans, will be returned to the appropriate department within 240 days from the time the refund was first issued. The term "not accepted" includes refund checks which are issued but are not cashed by the student or are returned by the postal service as undeliverable if no forwarding address can be obtained from the student.

ROOM AND BOARD CHARGES

All residential students are required to enroll full-time and have a meal plan.

Room charges for the 2024-2025 academic year:

OCCUPANCY			
Dormitory	**Standard**	**Double**	**Triple**
Mystic			$3,500/semester $7,000 per year
Purcell Wallace		$3,400/semester $6,800 per year	
Ipswich Village	$4,000/semester $8,000 per year		
Johnson Mayflower New Bedford Plymouth Swanson	$3,600/semester $7,200 per year		

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

Meal charges for the 2024-2025 academic year:

Unlimited* meals per week (Plus $150 Declining Balance/semester)	$3,050/semester $6,100/year
250 Block Meals (Plus $100 Declining Balance/semester)	$2,550/semester $5,100/year
170 Block Meals (Plus $235 Declining Balance/semester)	$2,500/semester $5,000/year
7 meals per week (Plus $300 Declining Balance/semester)	$2,150/semester $4,300/year

- *Unlimited per week meal plan is required for any student with less than 25 credit hours.

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

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

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.

ACCOUNT STATUS

Students are responsible for checking their account status online by logging into the student portal, Self Service, or by contacting Student Accounts at the beginning and end of each term to make sure all financial arrangements are current. A student account balance can be satisfied by payment in full, with financial aid, or students pay sign up for payment plan.

ADDITIONAL CHARGES

Applied music - private lessons $100 per credit hour

Technology Fee (per semester) $130/semester

Bridge Books+	$22/credit hour
Late Fee	$100/semester
Move-In Penalty (See Account Balance and Collection for Non-Payment (p. 23))	$250/semester
Returned check (first occurrence)	$35
Returned check (second occurrence) (No future checks accepted)	$50
Experiential credit (per credit hour)	$150
Transcript (Clearinghouse paper copy, does not include additional shipping if multiple copies or express delivery is selected.)	$9.20 each
Transcript (Clearinghouse electronic copy)	$8.50 each
Housing deposit (new student)	$250
Housing deposit (returning student)	$50
Application for graduation for doctoral students	$200
Application for graduation for graduate students	$125
Late fee for graduation applications submitted past published deadlines (*Increases to $100 if late application is received in the same term as expected graduation.)	$25
Replacement diploma	$100
Dissertation editing fee – doctoral candidates	$150-$250 depending on length
Replacement student ID	$25
Fax service	$2 first page, $1 additional pages

ACCOUNT BALANCE AND COLLECTION FOR NON-PAYMENT

Students must pay in full or make payment arrangements with Student Accounts before they can complete registration and officially enroll in classes. Any student who has not satisfied their financial obligation either by payment in full or satisfactory payment arrangement before the beginning of the term may incur a $100 late fee and have their registration voided. Students with past-due account balances may not be able to attend class or live in residence halls. Outstanding account balances will also prohibit future course registrations and the release of diplomas. Students whose accounts remain unpaid may be sent to a third party for collection. Upon registration, students agree to reimburse Piedmont University the fees assessed by any agency, which may be based on a percentage at a maximum of 33.3% of the debt, and all costs and expenses, including reasonable attorney's fees incurred in such collection efforts. More information can be found on the Student Financial Responsibility Agreement, which is displayed during online registration.

Payment of Fees, Charges, and Fines

1. Students are required to pay fees, charges, and fines within a specified time by the specified due date. Piedmont University students whose student accounts do not have an acceptable payment arrangement in place by the published due date will be charged a $100 late fee. This fee will be billed to the student's account and must be paid along with any other unpaid fees.

2. Students whose accounts are delinquent may forfeit their right to attend classes, live in residence halls, take final examinations or otherwise participate in the academic program until satisfactory arrangements have been made with the Student Accounts Office to meet financial obligations. Diplomas are issued only when the students' accounts have been paid in full.

3. Students whose accounts are delinquent as of the payment due dates for each semester may not be permitted to register for the following semester. In addition, transient letters are not issued to students with outstanding financial obligations to Piedmont University.

Residential Check-in (Move-In Penalty)

Students with past-due account balances are not permitted to attend class or live in residence halls. Any resident student who hasn't settled their account by their scheduled move-in time will be charged a $250 move-in penalty. The student will be provided with a detailed list of items that are required in order to avoid the penalty fee. The move-in penalty will be billed to the student's account. The fee will be removed if satisfactory payment is received by Student Accounts by 2:00 pm on the following business day after the scheduled check-in.

What is a satisfactory payment?

Satisfactory payment is (1) submitting payment in full or (2) making the first payment on the payment plan. This payment must be paid by 2:00 pm on the following business day after the scheduled check-in. If a residential student is unable to pay their account balance in full by the due date, a 4-month installment payment plan is available. There is a $50 enrollment fee for the payment plan. Payments will be divided into four equal monthly installments.

TERMS OF PAYMENT

Tuition, Room/Board, and other charges must be paid by published deadlines. Payment installment arrangements may be made using the Piedmont University Payment Plan (PPP). The charge for using PPP is $50 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 $25 late fee will be assessed on any payment received greater than five days beyond the payment due date. International students are responsible for paying their balance in U.S dollars using either a wire transfer to Piedmont University or by providing a check for payment from a U.S. Bank. Payments from international credit cards are also accepted through the student portal, Self-Service, or through the online payment method at www.piedmont.edu/business-aid. Please contact Student Accounts for further details.

WITHDRAWAL POLICY

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

FINANCIAL AID FOR GRADUATE STUDENTS

The Piedmont University 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 catalog in order to continue to receive financial assistance. Financial aid is administered under the direction of the Senior Vice President for Administration and Finance.

APPLICATION PROCEDURES

Application Procedures

The Piedmont University Office of Financial Aid is committed to assisting graduate students with applying for and receiving student financial aid. The financial aid application procedures for graduate students are available on the Financial Aid website at piedmont.edu. To apply for federal student financial aid, a student should complete the Free Application for Federal Student Aid (FAFSA). This form may be completed online at studentaid.gov. Contact the Piedmont University Financial Aid Office at (706) 776-0114 with questions. For technical help when applying online, call the Federal Aid Help Line at 1-800-4-FED-AID. For Piedmont University to receive a copy of the FAFSA report, the student must add Piedmont University's federal aid school code 001588 to the application.

Piedmont University participates in the Federal Direct Student Loan program through the U.S. Department of Education. Graduate students are considered independent for the purposes of federal financial aid. Loan funds are credited to the student's account at Piedmont University. Interest rates are variable. Half-time enrollment is required for receiving student loans. Repayment begins six months after the student is no longer enrolled at least halftime or graduates. Students would be required to complete direct loan entrance counseling, and a master promissory note before a federal student loan would disburse to the school. When enrollment ceases or drops below half-time, the student would also be required to complete direct loan exit counseling. For more information, visit studentaid.ed.gov.

FINANCIAL AID

Federal Direct Unsubsidized Loan Program
Graduate students may borrow unsubsidized student loans. Unsubsidized loans have interest that accrues while a student is in school. The loan amount available is based on the student's classification and other eligible aid received. A student enrolled in a teacher certification program may only qualify for undergraduate federal loans.

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

The TEACH Grant Program was created by Congress in the University Cost Reduction and Access Act. For more information, students may call the Federal Information Student Center: 1-800-4-FEDAID or view the website studentaid.gov/understand-aid/types/grants/teach. In exchange for receiving the TEACH Grant, a student 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 studentaid.gov/app/tcli.action. For a definition of a highly qualified teacher, students may visit ed.gov/policy/elsec/leg/esea02/pg107.html.

Federal Graduate PLUS Loan
Students pursuing a graduate degree may qualify to borrow funds through the Graduate PLUS Loan program. A Free Application for Federal Student Aid (FAFSA) must be filed prior to applying for Graduate PLUS in order to first determine eligibility for the Unsubsidized Federal Direct Loan. All Graduate PLUS applicants must undergo a credit check and be approved to borrow funds. The maximum amount an approved graduate student may borrow is the student's cost of attendance, as determined by the Financial Aid Office, minus any other financial aid the student is expected to receive.

Behavioral Health Professions Service Cancelable Loan Program (Clinical Mental Health Counseling program)
The Behavioral Health Professions Service Cancelable Loan Program provides up to $20,000 per academic year. This program is offered through the GSFC and is for students who are pursuing a Clinical Mental Health Counseling degree. In exchange for receiving the BHPSCL, a student must be a U.S. citizen or eligible non-citizen, be a legal resident of Georgia for 12 months prior to receiving the BHPSCL and are enrolled in the Clinical Mental Health Counseling program. Students in this program should intend to graduate from the eligible advanced degree, be employed or practicing full time in Georgia in an eligible Behavioral Health profession and providing mental

or substance abuse assistance, counseling, or treatment to Georgia residents. Males must meet federal Selective Service registration requirements per Georgia state law, and meet other requirements as set forth on the GSFC website. Students may visit gafutures.org/hope-state-aid-programs/loans/behavioral-health-professions-scl/eligibility/ for additional information including how to apply, and eligible employment.

TITLE IV FEDERAL AID POLICY

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

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

SATISFACTORY ACADEMIC PROGRESS FOR GRADUATE STUDENTS

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

Standards

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

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

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

For example, a student who has attempted 16 credits must successfully complete at least 11 credits to meet the 67% required minimum completion rate.

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

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

Satisfactory Academic Progress Statuses

FINANCIAL AID GOOD STANDING – Student has a cumulative GPA of 3.0 or higher, student is completing sixty-seven percent (67%) of all attempted credit hours, and student is able to graduate within 150% maximum timeframe limit.

- FINANCIAL AID WARNING – Student's cumulative GPA dropped below a 3.0, and/or student did not complete sixty-seven percent (67%) of all attempted credit hours, and student is able to graduate within 150% maximum timeframe limit. A student is able to receive federal financial aid while on financial aid warning status but must meet SAP standards during that term of enrollment to remain eligible for subsequent federal financial aid.

- FINANCIAL AID SUSPENSION – Student did not meet SAP standards while in Financial Aid Warning or Financial Aid Probation status, or it is determined that the student will not be able to graduate within 150% maximum timeframe limit. Student is

not eligible to receive federal financial aid while on Financial Aid Suspension. Classes taken after losing eligibility will be at the student's expense and will need to use funds other than federal financial aid.

- FINANCIAL AID PROBATION – This status is only granted upon the approval of a Financial Aid SAP Appeal. Student may receive federal aid for one semester but must meet SAP standards by the end of that term to remain eligible for subsequent federal aid.

Incomplete grades

When an incomplete grade is finalized, it would be factored into the student's SAP calculations at the end of the next semester of enrollment. There will not be a retroactive change of the student's SAP status when the grade of "I" becomes a final grade since, at the time of the SAP evaluation, the grade of "I" was a valid grade.

Reestablishing Eligibility of Federal Financial Aid

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

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

Appeals Process

A student may request consideration for reinstatement of financial aid eligibility through a formal appeal process by completing the Satisfactory Academic Progress (SAP) Appeal Form.

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

Appeals may result in any one of the following actions:

- Reinstatement of federal financial aid on probation.

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

- Denial of reinstatement of federal financial aid

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

1. The extenuating circumstances that resulted in the student's failure to make SAP. Acceptable circumstances on which a student could base an appeal are those that could not have been foreseen at the beginning of the semester or enrollment period, and that was completely beyond the student's control. They could include serious injury, illness (physical or mental) of the student or an immediate family member, death of an immediate family member, financial difficulties, relationship problems, family responsibilities, or other extenuating circumstances. Appeals should include a detailed description of the applicable circumstances, along with related documentation (i.e., a statement from a physician or other healthcare provider, a report from law enforcement or social services agency, a copy of a death certificate, etc.) that supports those circumstances.

2. The positive changes that have occurred that will ensure the student can achieve SAP by the next evaluation. The student must include information regarding extenuating circumstances that will no longer exist or be an issue, as well as any additional measures that will be taken to ensure they will make SAP during the probationary semester or enrollment period, if granted.

3. The Director of Financial Aid, or another designated senior member of the Financial Aid Office, will review each written appeal, along with relevant academic history. The student will be notified via their Piedmont University email account of the appeal decision. A student whose appeal is approved will be placed on Financial Aid Probation for one semester. While on Financial Aid Probation, a student may receive federal financial aid for one probationary semester or enrollment period, after which another SAP review will be conducted. A student who fails to meet the academic requirements outlined in the Financial Aid Probation email notification, will be placed on Financial Aid Suspension. A student may appeal a second time. However, the circumstances must be unforeseen at the beginning of the term.

Maximum Timeframe Extension Appeal Process

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

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

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

VETERANS ADMINISTRATION EDUCATION BENEFITS

Piedmont University is an approved Institution of Higher Learning with the Veterans Administration with many approved programs. The university is also a participant in the Yellow Ribbon Program. Information regarding education benefits is available on the VA website at benefits.va.gov/gibill/.

Piedmont University allows students who are using Veteran Educational Benefits to enroll and will not impose any penalty, including the assessment of late fees and/or the denial of access to classes or other university services, due to the delayed disbursement of funding from the Department of Veterans Affairs.

To certify enrollment hours with the Department of Veterans Affairs, the University requires proof of eligibility which must be submitted each semester. Failure to submit the requested document may delay the processing of your benefits and you may be fully responsible for tuition and fees.

Students receiving benefits under the Veterans Administration programs are encouraged to apply for federal, state, and institutional aid by completing the Free Application for Federal Student Aid (FAFSA) at studentaid.gov. Contact the Student Accounts Office for more information at 706-776-0101.

STUDENT LIFE

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

ALUMNI ASSOCIATION & P-CLUB

The Office of University Advancement acts as liaison between the University and its alumni. The Piedmont University Alumni Association is open to any person who matriculated and left in good standing. There are no membership fees. The Alumni Association Board of Directors govern policies, finances and activities of the association. Directors are elected to serve a term length of three years. The Board is led by four officers, the President, Vice President, Secretary and Treasurer, who serve a term of three years.

www.piedmont.edu/alumni-friends/

The Piedmont University Letter Club, also known as the P-Club, is the organization that acts as the University booster club and as the organization that sponsors the Piedmont University Athletic Hall of Fame. The P-Club is open to all former Piedmont University athletes, friends, or supporters of Piedmont athletics. Funds raised by the club support the entire athletic department, as well as the Hall of Fame and individual sports.

ATHLETICS

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

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

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

Athletic Academic Eligibility Policy

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

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

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

OUTDOOR RECREATION AND TRIPS

Campus Recreation and Wellness offers outdoor recreation and trips to all Demorest and Athens students. These trips give students the chance to try a new activity or explore a new area with their fellow students. Off-Campus trips will usually have a minimal registration fee to cover travel expenses and food, but this fee is priced to be accessible to most students. Current news and outdoor events are posted on the Piedmont University App, posters around campus, and the Piedmont University Fitness Center website.

For more information, contact:

Jason Croy – Programs Coordinator of Campus Recreation and Wellness
jcroy@piedmont.edu
706-778-8500 x1466
Student Commons 119

CAMPUS ACTIVITY BOARD

The Campus Activities Board provides a variety of programming and strives to engage all students in the Piedmont University Community. The purpose of the organization is to promote social interaction and involvement to enrich campus life on both campuses. CAB provides opportunities for students to develop enhanced leadership knowledge through student-led program development. The organizations also schedule various events, including entertainers, open mics, and other events like movie nights, DIY events, grab and go, and late night programming.

For more information, contact:

Cat Wiles – Director Student Life
cwiles@piedmont.edu
706-778-8500 x2837
Student Commons 243

CLUBS AND ORGANIZATIONS

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

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

For more information, contact:

Cat Wiles – Director Student Life
cwiles@piedmont.edu
706-778-8500 x2837
Student Commons 243

FITNESS CENTER AND ROCK WALL

The University operates the Fitness Center and Rock Wall on the Demorest campus through the Campus Recreation and Wellness department. Operating hours and waiver forms required for membership are available on the website or in the Piedmont app. The fitness center is open to current students, faculty, and staff and includes the use of all equipment, attendance to group fitness classes, and use of the Rock Wall. Current news and events are posted on the Piedmont app, posters around campus, and the Piedmont University Fitness Center website.

For more information, contact:

Jason Croy – Programs Coordinator of Campus Recreation and Wellness
jcroy@piedmont.edu
706-778-8500 x1466
Student Commons 119

GREEK LIFE

Greek Life at Piedmont University is a great way to be involved on campus and in the community. Participation in our Greek organizations allows members to develop leadership skills among a small community of students who work together to achieve academic excellence while engaging in service and philanthropy.

For more information, contact:

Cat Wiles – Director Student Life
cwiles@piedmont.edu
706-778-8500 x2837
Student Commons 243

INTRAMURALS

Campus Recreation and Wellness offers single tournaments and league play during the academic year on the Demorest campus. All registration forms may be accessed in the Fitness Center or Piedmont App. Current news and intramural events are posted on the Piedmont App, posters around campus, and the Piedmont University Fitness Center website.

For more information, contact:

Jason Croy – Programs Coordinator of Campus Recreation and Wellness
jcroy@piedmont.edu
706-778-8500 x1466
Student Commons 119

LYCEUM

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

MUSIC ENSEMBLES

The Piedmont University Singers is an auditioned vocal chamber ensemble of mixed voices that presents special programs during the academic year and serves as the University's touring choir. Cantabile is an elite group of mixed voices chosen from the Piedmont University Singers. This auditioned group performs jazz, pop arrangements, and early music compositions in concerts on campus 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, which presents two concerts per year as part of the Conservatory of Music concert series. The Wind Ensemble is an ensemble of woodwind, brass, and percussion players. In addition, there are chamber ensembles available for woodwinds, brass, percussion, strings, and collaborative piano. Private instrumental instruction is strongly suggested while a member of the Wind Ensemble and Chamber Ensembles. Auditions are required.

PUBLICATIONS

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

RADIO STATIONS

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

RELIGIOUS LIFE

Piedmont University has been affiliated with Congregational churches since 1901, and is now affiliated with both the United Church of Christ and the National Association of Congregational Christian Churches. A resource for the entire University community regarding

matters of faith, the Campus Minister provides oversight for religious activities and organizations and is available for counseling for all students. In keeping with the Congregational heritage and church affiliations of the University, the Campus Minister respects that persons from all faith traditions act according to conscience. The University Chapel in Demorest is a space designated for worship under the guidance of the Campus Minister. In order to uphold the tenets of Congregationalism espoused by Piedmont University, we regret that these spaces are not available for use beyond those employed by the University, whether for religious or alternate purposes.

RESIDENTIAL HOUSING, DEMOREST CAMPUS

Residential housing is available on the Demorest Campus only. The on campus living experience is designed to enhance residential students' academic and social lives. The staff, services, and facilities are designed to meet residents' needs with a balance of structure and flexibility. Proof of health insurance is required for all residential students. Students can contact University administrators for more information on plan coverages available for those that do not currently have insurance. We house undergraduate and graduate students in 11 residence halls with traditional and apartment-style accommodations.

All undergraduate Piedmont University students must live in the residence halls except the following:

- Married, divorced, or widowed students or students with dependents. Because of the limited housing space, we do not allow for couples to live on campus.

- Students living at the primary residence of their parents or legal guardian in Habersham, Banks, Hall, Rabun, Stephens, Lumpkin, Jackson, Franklin, Towns, or White counties (with the exception of student athletes).

- Students who are 21 years of age on the first day of registration for the fall term (with the exception of athletes).

   All Piedmont University student athletes are required to live on campus.

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

For more information, contact:
Residential Living
Residencelife@piedmont.edu
706-778-8500 x1357
Student Commons 241

STUDENT GOVERNMENT ASSOCIATION (SGA)

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

For more information, contact:
Kim Crawford – Vice President, Student Life and Leadership
kcrawford@piedmont.edu
706-778-8500 x1050
Student Commons 244

STUDENT HANDBOOK

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

Student Handbook

STUDENT SUCCESS SUPPORT SERVICES

CAREER SERVICES

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

For more information, contact:

Lisa Mann
Director of Career Services
Lane Hall Student Success Center Room 104
706-778-8500, ext. 1507

COUNSELING SERVICES

The mission of Piedmont University Counseling Services is to provide quality services, training, education, and programs that foster the well-being of Piedmont University's campus community.
College can be an exciting time, and sometimes, a difficult time. Counseling Services is here to help when life gets overwhelming.
Piedmont University offers free counseling services to students who may need help with:

•   Suicidal thoughts or self-harm
•   Depression
•   Anxiety and panic
•   Relationship problems
•   Trauma
•   Identity issues
•   Grief and loss
•   Stress
•   Adjusting to college life
•   And much more

Individual counseling is provided in a safe, confidential atmosphere, and is designed to be short-term. If students require longer-term counseling, they may be referred to community resources (to which any cost would be the responsibility of the student).

To learn more about Counseling Services, visit our website at www.piedmont.edu/student-success-center/counseling-services/

To make an appointment, visit Starfish and click on Counseling Services.

Virtual Care
Piedmont University students also have free, unlimited access to telehealth services through Virtual Care. All enrolled, full-time undergraduate students are eligible. Some benefits of this service include accessing a crisis counselor immediately, making appointments online 24/7, and receiving regular individual sessions with a licensed mental health professional, including evening and weekend appointments.

Getting started with Virtual Care is easy – activate an account   here: https://portal.thevirtualcaregroup.com/tvcg/register

Students will need to enter Last Name, Date of Birth and Zip Code 30535 to register, or call Customer Support at 866-533-1827.

For more information, contact:
Sean Williamson - Director of Counseling Services
Lane Hall Student Success Center
swilliamson@piedmont.edu
706-778-8500, ext. 1295

LEARNING CENTER AND STUDENT SUPPORT SERVICES

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

The Learning Center offers academic support in most content areas and offers athletic study hall, peer tutoring (individual) and small group (SNAP) free of cost to Piedmont University students. Tutoring services are available in person or online.

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

Appointments can be made for academic consultations (with the Student Support Services Team) or tutoring services through Starfish.

For more information, contact:
Ineke Dyer
Lane Hall Student Success Center
idyer@piedmont.edu
706-778-8500, ext. 1503

OFFICE OF ACCESSIBILITY, RESOURCES, AND SERVICES (OARS)

Piedmont University strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **O**ffice of **A**ccessibility, **R**esources, and **S**ervices (OARS) to initiate a conversation with our Director of Compliance, Equity, and Inclusion about your options. **Please know that accommodations are not retroactive, so avoid any delays.** Contact information is as follows:

To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password:
https://piedmont-accommodate.symplicity.com/public_accommodation/.

If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password:
https://piedmont-accommodate.symplicity.com/students

ACADEMIC PROGRAM

ACADEMIC INTEGRITY POLICY

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

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

- Cheating — using or attempting to use unauthorized materials, information or study aids in any academic exercise.

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

- Facilitating academic dishonesty — helping or attempting to help another to commit an act of academic dishonesty.

- Plagiarism — representing the words or ideas of another as one's own in any academic exercise.

- Fabrication — unauthorized invention or falsification of any information or citation in an academic exercise or altering official university records or documents.

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

- Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

Examples of Collusion

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

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

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

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

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

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

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

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

- write or edit work for another student;

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

Examples of Deception

- Giving a false excuse for missing a project deadline;

- Claiming to have submitted coursework that one did not actually submit;

- Taking an exam or submitting coursework on behalf of someone else, especially when using their personally identifying credentials to do so;

- Forging an advisor's or instructor's signature on an academic form.

Academic 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 college where the course resides a signed statement fully describing the act of dishonesty, naming persons involved and witnesses, and listing all physical evidence. All physical evidence is to be secured, if possible, by the dean

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

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

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

5. A student may appeal the decision of the dean to the 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.

ACADEMIC ADVISEMENT

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

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

ACADEMIC YEAR

This catalog describes an academic calendar for Piedmont University that consists of two 15-week semesters, one 8-week summer session, and one 6-week summer session for Athletic Training program courses. The requirements in this catalog apply to students entering Piedmont in the 2024-2025 academic year (Fall 2024, Spring 2025, Summer 2025). An official copy of the academic calendar can be found on the Piedmont University website at www.piedmont.edu/registrar/academic-calendars/. Piedmont University reserves the right to change the modality of instruction (traditional, hybrid, online) at any time and without any financial adjustment to fees charged.

ASSESSMENT

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

Assessment includes evaluation of departmental programs and evaluation of the overall University environment.

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

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

CLASS ATTENDANCE, ABSENCES, AND REGULATIONS

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

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

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

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

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

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

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

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

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

Honor Pledge

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

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

Academic Integrity Policy

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

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

- **Cheating —** 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.

Campus Email

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

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

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

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

Class Attendance, Absences, and Regulations

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

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

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

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

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

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

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

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

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. Students enrolled in either a 3+2 or 4+1 program may take graduate hours up to the amount approved by each respective program.

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).

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

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

Credit Hour Policy (Credit Hour Definition)

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

1. An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

    a. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

    b. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practical, studio work, and other academic work leading to the awarding of credit hours. (34 CFR 600.2)

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

Course Length

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

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

(50 x 1) x 15 weeks = 750 minutes = 1 credit hour

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

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

(50 x 1) x 15 weeks = 750 minutes = 1 credit hour

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

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

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

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

Program Length

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

Degree Type	Minimum Credit Hours
Baccalaureate	120 semester credit hours
Master's	30
Specialist	30
Doctoral	60 minimum

Online and Hybrid 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.

Types of Online Courses:

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

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

Academic Requirements for Online and Hybrid Courses

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

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

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

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

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

Hybrid Courses/Programs

A hybrid course/program is an educational course or program that includes both face-to-face and distance education. In a hybrid course, a minimum of 25% of the meetings take place face-to-face with the remaining course sessions held online, either synchronously or asynchronously. A course that meets face-to-face over 75% of the time but uses web-based learning as a support for the instruction are identified as web-enhanced courses.

1. Online course: 100% web-based

2. Hybrid course: A minimum of 25% of meetings face-to-face with the remaining course sessions held online, either synchronously or asynchronously

3. Web-enhanced course: 1%-24% web-based

Academic Requirements for Online and Hybrid Courses

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

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

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

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

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

Directed Independent Study (DIS)

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

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

2. A directed independent study course is typically taught 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 college before the beginning of the drop/ add period of the semester in which the directed independent study is to be undertaken. Failure to obtain 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 college, all materials will be forwarded to the Vice President for Academic Affairs for final approval. If approved, the student will be registered for the DIS by the Registrar's office and notified via email. If denied, the student will be notified via email.

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

Piedmont University does not offer classes for audit.

MATRICULATION

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

GRADUATION

Piedmont University holds three graduation ceremonies each academic year. Each year's class consists of students graduating in December, May and July. Example: The Class of 2023 includes graduates from December 2022, May 2023, and July 2023.

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. Graduation audits of requirements will be sent to students and advisors confirming requirements to complete for the conferring of the degree. Graduation audits of requirements will be sent to students and advisors confirming requirements to complete for the conferring of the degree. Correspondence will be sent each semester with graduation information such as event details, RSVP, transcript availability, and diploma dispersion.

Graduation and Residency Requirements

A maximum of 12 graduate hours from an accredited institution may be transferred into a graduate program of study if applicable. The last 12 academic hours, exclusive of student teaching in Education programs, must be taken at Piedmont University.

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

1. Hold unconditional acceptance status;

2. Successfully complete an approved program of study;

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

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

Special Events Dress Code

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

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

Tassels:

The tradition of moving the tassel signifies graduation. Since graduate students already have the distinction of achieving graduation, their tassels are worn on the left throughout the ceremony.

Mortarboards:

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

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

Graduation Charges

An application fee is due at the time of application for graduation.* The fees are $125 for master's and education specialist and $200 for doctoral candidates. It is the student's responsibility to be familiar with application deadlines which are posted on the academic calendars. All university accounts must be paid in full before the degree is conferred.

* Late fees are assessed following the deadline published on the academic calendar. A late fee of $25 is required during the late fee period before the semester the student is graduating begins. A late fee of $100 is required during the late fee period after the semester the student is graduating begins. No late applications are accepted after the late fee period without permission from the Vice President of Academic Affairs.

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.

TRANSIENT PERMISSION

Candidates who wish to take courses (maximum of six semester hours) at another institution, may do so only with prior written permission of the academic advisor and the dean. A Transient Permission Form must be properly executed (available from Registrar's Office). Graduation requirements of the University apply. The last 6 hours of course work must be completed at Piedmont University. 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 SACSCOC accredited institutions may apply as a transient student to take graduate courses on the Demorest or Athens campuses.

STUDENT ACADEMIC RECORDS – UNDERGRADUATE AND GRADUATE

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a Federal Law that sets forth requirements regarding the privacy of student records. FERPA governs the disclosure of education records maintained by the University and the access to these records. FERPA rights transfer to the student at the time the student enrolls in Piedmont University.

FERPA provides students with the right to:

- inspect and review their education records

- request to amend their education records and to have a hearing if the outcome of the challenge is unsatisfactory, including the option for the student to submit an explanatory statement for inclusion in the student's record if the decision of the hearing panel is unacceptable to the student

- limit the disclosure of directory information by notifying the Registrar. Requests for non-disclosure authorization to withhold directory information must be filed with the Registrar

- file a written complaint with the Department of Education concerning an alleged failure by Piedmont to comply with FERPA.

The Registrar at Piedmont University has been designated by the institution to coordinate the inspection and review procedures for student education records. FERPA defines student education records as "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 faculty and administrators for their own use and not shown to others. Students wishing to review their records must make written, signed requests to the Registrar listing the item(s) of interest. Only records covered by the Act will be made available. Students may have copies made of their records with certain exceptions, (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original source document which exists elsewhere). Law enforcement records, student health records, employment records, alumni records, parental tax documentation, letters of recommendation, and records containing information about another student may not be reviewed.

Piedmont University may provide directory information without the student's written consent in accordance with the provisions of the Act. Directory information at Piedmont follows: student name, address, telephone number, email address, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, weight and height of members of athletic teams, and photographic, video and digital images.

In general, the student has the right to control to whom the student's education record is released. FERPA allows for release of a student's education records without the student's written permission under the following exceptions:

- to school officials with a legitimate educational interest or "need to know" to fulfill their job obligations

- to officials at another institution in which the student intends to enroll

- to the Department of Education or state/local education authorities

- in connection with the receipt of financial aid

- to organizations conducting studies to improve instruction or to accrediting agencies

- in response to a parental affidavit, a judicial order, or lawfully issued subpoena

- to health and safety officials in response to a health/safety emergency

- disclosure of disciplinary information to the alleged victim of a crime of violence

- to parents of any student under the age of 21; a violation of federal, state, local or institutional laws/regulations related to substance abuse

PHOTO/VIDEO RELEASE AGREEMENT

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

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

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

TRANSCRIPTS

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

OFFICIAL TRANSCRIPT REQUESTS

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

Current students may access a version of the unofficial transcript in Self Service. Unofficial transcripts are not available for students who are not currently enrolled.

EXPERIENTIAL CREDIT

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

The portfolio is the method used whereby students can demonstrate learning prior to and during their time at the University. Because portfolio assessment is competence based, students need to demonstrate mastery of transferable skills acquired through the professional work experience and/or community service. There is a per credit hour charge for experiential credit awarded. See Additional Charges (p. 22) for current fee. No experiential credit will be granted during a student's final semester.

GRADES

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

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

In determining the A-F grades for each course, Piedmont University instructors use the following percentage scale:
A – 90% and above
B – 80-89%

C – 70-79%
D – 60-69%
F – 59% and below

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

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

At the end of each semester, a complete report of academic achievement is available on Self Service.

Incomplete

If a student experiences an extenuating circumstance at the end of classes for a course(s) that prevents the student from completing the final assignment, exam, or project, the student may request a grade of incomplete (I) in the course with the approval of the course instructor and the dean of the appropriate college. The student must provide supporting evidence of the extenuating circumstance and must have earned a passing grade in completed course work to be eligible for a grade of incomplete. Incomplete grades are not appropriate in cases of excessive absences or missed deadlines throughout the semester; instead, withdrawal or medical withdrawal may be appropriate. Incomplete grades are not appropriate if the faculty member is uncertain if the student attended the course; wherein a grade of F should be assigned.

Failure to remove the incomplete grade within twenty business days (excepting university holidays) following the last day of classes for the course(s) will result in a grade of "F." The Vice President for Academic Affairs must approve extensions beyond the 20-business day completion period. The faculty member, with the dean's approval, may submit a request for an extension. Assignment of Incomplete Grade forms are available in the Registrar's Office.

In Progress

Assigning an In-Progress grade "IP" is at the discretion of an instructor with the approval by the Dean of the college. Failure to remove the "IP" by the end of the next term will result in an "F."

A grade of "IP" (in progress) may be used in a limited number of courses approved by the Dean of each college for a candidate who initiates coursework which cannot be completed during the semester because of specific circumstances, such as failure to pass the predictor exam, unavoidable delay in completing required practicum hours, or other situation specific to course progression.

The procedures for using the IP grade are as follows:

- The candidate and instructor meet and decide to initiate a request for an "IP" grade.

- The candidate fully completes the candidate section of the IP grade form and submits the form to the course instructor.

- The instructor signs the IP grade form and forwards it to the Dean the college no later than the last day of classes for that term.

- 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 and then assign an appropriate grade.

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 college in which the student is enrolled and/or the Vice-President for Academic Affairs.

Grade Appeals

Students who wish to dispute a final grade and are prepared to present evidence to support a grade appeal must initiate the procedure by speaking first with the instructor who assigned the grade in question. If there are no errors in the computation of the grade or other substantial evidence to support an appeal, the student is encouraged to accept the grade assigned. A disagreement about the subjective

evaluation of the student's performance by the instructor is not grounds for an appeal. It is assumed that the instructor, as the subject matter expert, is the one most qualified to evaluate all work submitted. Therefore, for an appeal to be considered, the student must demonstrate an objective discrepancy between the way in which the student was evaluated, and the grading policies and procedures outlined in the course syllabus. In cases where there are substantial grounds for a review of the grade and a resolution cannot be reached between the student and the instructor, the student has the following recourse:

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

2. If the student can show evidence that relevant information was not taken into consideration or that the department chair's decision lacks due process, the student may submit documentation to the appropriate academic dean (in the college where the course was taught) who will determine if new information or insufficient consideration of the student's case merits further review of the assigned grade. The dean's decision to proceed or not to proceed will be final in all cases.

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

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

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

Academic Standing

A student must maintain a cumulative GPA of 3.0 to remain in good standing in the program. No more than one grade of C is permitted, and a second grade of C or a grade of D or F leads to automatic exclusion. 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 University to be considered in good standing. Students falling below a cumulative 3.0 or receiving a grade of C in a class will be placed on academic probation. A student who is on academic probation whose subsequent semester cumulative GPA improves and reaches a minimum of 3.0 will be removed from academic probation. A student who is on academic probation whose subsequent cumulative GPA has not improved will be placed on academic exclusion.

ACADEMIC EXCLUSION

A graduate student will be excluded from the University upon earning a second grade of C or a grade of D or F. Any violation of the University's academic integrity policy also leads to academic exclusion. Academic exclusion is normally for a period of one (1) semester.

For graduate programs, whose course rotation expects students to attend during the summer to stay on track for completion, the summer semester will count toward the one-semester exclusion.

ACADEMIC DISMISSAL

Students who have been readmitted to Piedmont University after exclusion and receive a grade of C or below will be dismissed from the University. Academic Dismissal is final, and the student may not return.

Non-academic Dismissal or Exclusion

Students who are found to be in violation of University regulations, in violation of local and/ or state laws, or for circumstances deemed to be in the best interest of the University, may be dismissed from the University. Students may appeal the decision to the Vice President of Academic Affairs and, in turn, the president, if warranted. Grades of "W" or "WF" may be assigned. Grades of "W" after midterm require the approval of the Vice President for Academic Affairs and will be approved only in cases of acceptable extenuating circumstances. The Title IV Federal Aid Policy may apply. Please see the Tuition & Expenses (p. 20)/Financial Aid (p. 25) section of the catalog.

Graduate Readmission After Exclusion or Dismissal

Students who have been excluded by Piedmont University may reapply after one (1) semester has passed by submitting an Application for Readmission form to Graduate Admissions. This form must be submitted at least two weeks prior to the beginning of the semester the student plans to attend. The applicant must include a letter of explanation, as well as relevant supporting documents, with the application. Graduate Admissions will direct the appeal to the dean of the appropriate college, the Student Accounts Office, and the Financial Aid Office. The Dean will make the determination to deny or approve readmission on a conditional basis and will notify the student of the decision in writing and will send a copy of the letter to Graduate Admissions.

A readmitted graduate student will be required to work with their advisor to outline a plan of action to improve their academic standing and meet regularly with their academic advisor each semester. Any courses with a grade of "C" or below must be repeated; however, both the new and original grades will appear on the transcript. After being granted readmission, the student may petition the Dean to resume their program with a new cumulative grade point average (GPA). Graduate students who receive a grade of "C" or below after readmission are subject to dismissal from the university. Academic Dismissal is final.

Course Repetition/Grade Forgiveness

Grade forgiveness is the circumstance in which a new grade replaces the former grade with respect to the Grade Point Average (GPA) calculation. The original grade remains on the transcript with a note that the grade is "excluded". However, the student's GPA will be refreshed using points earned by the new grade, regardless, if the new grade is higher or lower than the original.

Grade forgiveness is limited to just one class within a given graduate program and only one additional attempt is allowed.

- Grade forgiveness is available only for courses with a grade of C or lower.

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

- Grade forgiveness is not available to replace a grade that is the result of an academic integrity violation.

- Credit hours earned for the course count only once toward total hours earned for graduation.

Students must submit a Request for Grade Forgiveness form to the registrar's office to request grade forgiveness.

Athletic Academic Eligibility

NCAA requires students to be full-time. A student is required to be registered for nine credit hours to be considered full-time by Financial Aid standards. To have eligibility, the student must have a GPA of 3.0 or above. If they receive a C grade, they are not eligible until they are one semester removed from the C grade.

WITHDRAWAL POLICIES

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 15-week). Students should check the academic calendar for specific information. Courses dropped during the drop/add period do not appear on the transcript.

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

Students who withdraw from a course on or prior to the date noted in the University's official academic 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. Class withdrawals after this date will result in a grade of "W" or "WF" based on the grade at time of withdrawal, and the hours will be counted in the calculation of GPA if a grade of "WF" is earned. Students who stop attending but do not submit appropriate forms to withdraw will receive an "F."

Voluntary Withdrawal from University

Students who wish to voluntarily withdraw from the University (withdraw from ALL classes) must complete a withdrawal form, available from the registrar's office. The appropriate form must be signed and filed with the registrar's office before refunds (if applicable) can be made. Withdrawal from the University can have financial aid and student account implications. Students are encouraged to contact these offices to discuss withdrawal implications prior to submitting a withdrawal form.

Students who withdraw from all courses prior to or on the date noted in the University's official academic calendar as the "last day to withdraw without receiving academic penalty" shall receive a "W" for each course and the hours will not be counted in the calculation of GPA. Students who withdraw from all courses after the last day to withdraw from a course without academic penalty shall receive a "W" or "WF" in each course, based on the grade at time of withdrawal.

Medical/Hardship Withdrawal

1. Policy Definitions

 A. Student: Anyone who has ever been enrolled at Piedmont University.

 B. Immediate Family Member: A parent, guardian, sibling, spouse, child, or other member of the student's immediate household.

 C. Medical Withdrawal: The process used after the last date to withdraw without academic penalty period to fully remove a student from the requested term where a student is faced with a serious or unexpected physical or behavioral health condition that completely precludes the student from being able to function as a student.

 D. Hardship Withdrawal: The process used after the last date to withdraw without academic penalty period to fully remove a student from the requested term where a student is faced with providing care to an immediate family member who is experiencing a serious or unexpected physical or behavioral health condition or a student who has experienced the death of an immediate family member.

2. Purpose

A medical or hardship withdrawal is granted in instances of medical or family emergencies or prolonged illness whereby it completely precludes the student from being able to function as a student and in which the regular university withdrawal process is not appropriate. The medical withdrawal is to be used after the last date to withdraw without academic penalty period ends. No refund is available for a reduction in hours due to individual course withdrawals that occur after the drop/add period.

A medical/hardship withdrawal request may be granted to students:

1. Who experience a serious or unexpected physical or behavioral health condition;

2. Who may need to provide care to an immediate family member who is experiencing a serious or unexpected physical or behavioral health condition; or

3. Who have experienced the death of an immediate family member.

3. Approval

Approval will be granted on a case-by-case basis by the Registrar, in consultation with the Vice President for Academic Affairs. Medical/Hardship Withdrawals are **<u>not</u>** retroactive. The deadline to request a medical/hardship withdrawal is the last day of class (as specified by the academic calendar) in the semester for which a medical/hardship withdrawal is being requested. Upon approval of a medical/hardship withdrawal, resident students must vacate and return all keys to University Housing and/or Residence Life and complete the checkout process within 24 hours of notification.

If it is determined by the Registrar that a student is not capable of completing the withdrawal process, the student's parent, guardian, or legal next of kin may act on behalf of the student.

In the case of pre-existing, recurring, or chronic health conditions, documentation must show that the *recurrence* or *worsening* of the condition(s) began after initiation of the term for which the withdrawal is requested. Having a disability on file with the Office of Accessibility, Resources, and Services (OARS) does not automatically substantiate approval for a medical withdrawal.

4. Process and Procedures

The Registrar can approve a medical/hardship withdrawal from all courses in the term for which a student is *currently* registered. **Please note that class rigor, poor performance in class, or lack of deadline awareness are not considered a hardship.**

In the case of an approved medical/hardship withdrawal from all courses, the Registrar will assign grades of W for those classes. Hardship withdrawals are typically processed as total or complete withdrawals from the university. Partial withdrawals will only be permitted under *exceptional* circumstances and require substantial supporting documentation from a qualified medical or other appropriate professional. Required documentation must demonstrate how a student's particular situation impacted some, but not all, courses. There is no monetary refund for a partial or total withdrawal.

A. Documentation

In order to request a medical/hardship withdrawal, students should contact the Registrar's Office to discuss their circumstances. In order to be reviewed, the student must provide documentation related to the medical condition and/or hardship. Documentation can be provided from the student's healthcare provider, hospital records, accident reports, obituary, court documents, or other as appropriate.

If related to a medical and/or behavioral health condition, the provider must have knowledge of the student's current level of functioning and articulate the impact that the condition has had on the student's ability to continue in their course(s) and be successful. In addition, the provider must be qualified to diagnose and treat the condition and be the provider that has recently provided such treatment and/or care. Students will be required to submit the **Medical/Hardship Withdrawal Form** along with supporting documentation related to their expressed medical/hardship.

B. Implications

It is the responsibility of the student to contact other university offices to determine how the decision to withdraw may affect them. With that in mind, all students who request a medical/hardship withdrawal are instructed to contact Financial Aid and the Student Accounts Office to be informed about changes to their accounts, if any. Withdrawing may affect a student's financial aid. The impact on financial aid may include, but is not limited to, mandatory repayment of already disbursed funds. Students with an active financial or registration hold on their record must clear that hold before being able to withdraw from their coursework.

1. Students should be aware that a reduction in their hours might result in the loss of full-time student status and thus affect their financial aid, scholarships, and athletic eligibility, University housing accommodations, use of University resources and access to University facilities, immigration status for international students, and Veterans Educational Benefits.

2. Students should contact the appropriate office and their academic advisor with questions about the impact of their withdrawal from a course before initiating a withdrawal. Students who are returning from academic dismissal are advised to consult with their academic advisor prior to withdrawal because violation of the minimum enrollment requirements can lead to a second dismissal from the University. Veterans and dependents of veterans who receive educational benefits must notify the Veterans School Certifying Official in the Office of the Registrar of any course load reductions.

3. A student who files or attempts to file a fraudulent application for a medical withdrawal to avoid a failing grade or disciplinary action will be considered in violation of the Piedmont University Student Code of Conduct and subject to conduct charges.

Administrative Withdrawal

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

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

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

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

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

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

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

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

  - violating learning or behavioral contracts if applicable

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

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

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

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

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

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

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

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

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

Involuntary Withdrawal Policy

1. Purpose

The purpose of this policy is to provide a procedure for determining whether an identified student's behavior poses a Direct Threat (as defined herein), and for responding to such behavior. However, involuntary withdrawal may be appropriate when:

- The student displays behavior which is not prohibited by and/or could not be adjudicated by the Student Code of Conduct, the Sexual Misconduct Policy, or the Academic Integrity Policy, but that nonetheless poses a Direct Threat;

- The student demonstrates a risk of repeated display of such behavior.

The University's Behavioral Intervention Team (herein referred to as "BIT") will convene to respond to complaints about a student who is allegedly disrupting the living, learning environment and/or poses a direct threat to themselves or to the University community.

2. Policy

In the *absence* of other reasonable means or university procedures available for addressing a student's behavior which poses a direct threat, the University will conduct an individualized assessment of the student behavior and circumstances related to the observed behavior of concern and, if appropriate, implement the involuntary, total withdrawal of the identified student from the University.

If a student is suspended by the Office of Student Life following a violation of the University's Code of Conduct not related to academic dishonesty, the Office of Student Life may facilitate a University-initiated involuntary withdrawal from courses for which a student is registered for the term and may (*depending on the circumstances of the situation*) have the Registrar assign grades of W for those courses. The instructor must be informed of the assignment of the W grade.

The student may appeal an involuntary withdrawal decision or may seek reenrollment to the University at a later time, in accordance with the guidelines and procedures articulated below. The decision regarding an appeal or reenrollment request will be considered on the basis of whether the student continues to pose a Direct Threat.

The policy will be applied in a nondiscriminatory manner, and decisions will be based on consideration of the student's conduct, actions, and statements, not on knowledge or belief that the student has a disability. The University may request, however, documentation from the student's provider to help the Behavioral Intervention Team (BIT) in assessing the student's ability to remain or return to academic enrollment and/or the residential environment.

3. Definitions

A. Direct Threat

Behavior which poses:

- significant risk to the health or safety of self or of others, or

- significant risk of damage to University property, or

- substantial disruption to the activities or education of other students.

B. Significant Risk

Behavior which has a high probability (not just a slightly increased, speculative, or remote risk) of substantial harm to the campus community, given information concerning the behavior that is available at the time of consideration.

C. Substantial Disruption

Behavior which continually and considerably interferes with other students' participation in academic, work, extracurricular, housing/residence life, or other university-related activities.

D. BIT

Behavioral Intervention Team which is comprised of Director of Residence Life, Director of Counseling, Director of Student Support Services, Chief of Campus Police, Assistant Athletic Director, Director of Compliance, Equity, and Inclusion, and the Vice President of Student Life.

4. Procedures

A. Review Process

1. When a member of BIT is made aware of an identified student whose behavior could warrant involuntary withdrawal, the BIT will convene as quickly as possible and oversee the review process, conduct an individualized assessment of the student's behavior and circumstances related to the observed behavior of concern, and advise whether or not a direct threat exists based on the NABITA Threat Assessment Tool. Depending on the nature of a particular case, and in accordance with FERPA and other relevant laws, other individuals who can assist in evaluating the potential risk posed by the student's behavior may be identified to advise the BIT Team, including professionals qualified to interpret the information available for consideration.

   The goal of the BIT will be to ascertain whether the student's behavior poses a Direct Threat. Factors to consider may include:

   - the nature, duration, and severity of the risk of harm;

   - the likelihood that the potential harm will occur;

   - if the student asserts to have a legally protected disability entitled to reasonable accommodation, consideration should be given to whether reasonable modification of University policies, practices, and procedures would sufficiently mitigate the risk.

2. The BIT may implement interim measures until an informed decision has been made.

3. The BIT may request to review educational records and/or to consult with various campus community members or others who may be knowledgeable of the student and/or the behavior of concern.

4. The BIT may request that the student take part in a medical/psychological evaluation with the University's Campus Crisis Counselor and/or the student's own health provider and will require the submission of the Provider Assessment Form.

5. The BIT may request that all supporting documentations, meetings, and notes be submitted for review within two weeks of facility release date.

6. The BIT may request a personal meeting(s) with the student. Although it is highly desirable that the student choose to attend such a meeting(s), the review process will proceed if they do not attend. Furthermore, the Direct Threat review process will proceed regardless of the student's ongoing University status. At the meeting(s), the BIT will present and discuss the information that is available for consideration.

7. Based upon the BIT assessment, including consultation with professionals qualified to interpret the information available for consideration, the BIT may conclude that a Direct Threat exists and, if so, will determine an appropriate next step, which may entail involuntary, total withdrawal of the student from the University, but would not preclude other actions depending on the particular situation, including but not limited to, an interim restriction from campus.

8. A quorum of the BIT is needed for an official decision to be made.

9. The BIT decision will be communicated to the student and will provide the primary information that led to the decision. Any conditions for later reenrollment will also be communicated at that time. The decision and related information will be communicated in writing to the student, and may be additionally communicated in other forms if the situation permits.

10. At any time prior to conclusion of the review process, the student may withdraw voluntarily. Students may not qualify for a refund of tuition, room or board.

B. Appeal Process

1. The decision of the BIT may be appealed in writing by the student to the Vice President for Academic Affairs (VPAA).

2. An appeal must be filed within three (3) business days after the decision of the BIT Team is communicated in writing to the student.

3. The VPAA's decision on the appeal will be final and conclusive.

4. During the appeal process, the student will remain totally withdrawn and/or restricted from campus as an interim measure (whichever is applicable) from the University.

C. Reenrollment Process

1. A student involuntarily withdrawn may not re-enroll or be re-admitted before the start of the next semester. A student for whom the BIT concluded a Direct Threat exists may later request reenrollment to the University. A request must be made to the Vice President of Student Life. In their request, the student should provide evidence that they would no longer pose a Direct Threat, and that any conditions for reenrollment have been met. Such student is responsible for any fees associated with treatment, activities, and/or evaluations that they have taken part in or obtained in an attempt to demonstrate appropriateness for reenrollment.

2. The Vice President for Student Life will then convene the BIT to review the case regarding the reenrollment of the student.

3. The BIT may request an updated, independent, University-obtained medical/psychological evaluation and/or request to meet with the student. The University will request for the student to sign the BIT Release of Information Form.

4. The decision of BIT will be based on a determination of whether the student can return safely to the campus community and no longer pose a Direct Threat.

D. Emergency Situation

At any time prior to the initiation or conclusion of the review process, the BIT may implement an interim involuntary withdrawal of the student, and/or an interim restriction from campus and/or residential living environment should immediate action appear warranted. A review process, as outlined above, will occur as soon as reasonably possible to consider the interim decision.

Reasonable deviation from these procedures due to crisis and/or emergency situations will not invalidate the need for a review process and its subsequent decision.

E. **Relationship to Conduct Process:**

An Involuntary Withdrawal is not a substitute for appropriate action pursuant to the Student Code of Conduct and administrative actions outlined in the Student Code of Conduct, including interim suspension, may be enacted if one or more of the following situations exist:

- an imminent threat of danger or harm to any member of the community
- a significant new or continuing disruption to the community is imminent
- a student is unwilling or unable to meet with the appropriate office
- a student refuses to complete a required assessment; or
- other exceptional circumstances exist that make administrative action appropriate.

ADMINISTRATIVE STRUCTURE

Marshall Criser, President
Brant Wright, Senior Vice President for Administration and Finance
Kimberly Crawford, Vice President for Student Success and Leadership
Vickie Turner, Interim Vice President for Academic Affairs

College of Arts and Sciences

Steve Jacobs, Dean
Elaine Bailey, Associate Dean of the School of Humanities and Sciences and Department of Natural Sciences, Chair
Tony Frye, Associate Dean of the School of Humanities and Sciences
Christopher Kelly, Associate Dean of the School of Fine Arts and Communications
Conservatory of Music, Director; Department of Music, Chair: TBD
Department of Art: Santanu Majumdar, Chair
Department of Humanities: Hugh Davis, Chair
Department of Interdisciplinary Studies: TBD
Department of Mass Communication: Joe Dennis, Chair
Department of Mathematical Sciences: Douglas Torrance, Chair
Department of Professional Counseling: Mindie Blackshear-Turner, Chair
Department of Social Sciences: Ryan Franklin, Chair
Department of Theatre: Kathy Blandin, Chair

Harry W. Walker College of Business

J. Kerry Waller, Dean
Jeff Bruns, Associate Dean

College of Education

Octavius Mulligan, Dean
Kelly Land, Associate Dean
Elias Clinton, Associate Dean
Department of Elementary Education: Angela Rainwater, Chair
Department of Educational Leadership: Ann Gazell, Chair
Department of Exceptional Child Education: Elias Clinton, Chair
Department of Middle Grades and Secondary Education: Katrina Short, Chair
Department of Advanced Graduate Studies: Toni Bailey, Chair

College of Nursing and Health Sciences

Jaime Johnson-Huff, Dean
Chanda Carlan, Associate Dean of Nursing
Kimberly Farinella, Associate Dean of Rehabilitative Sciences
Christine Kaiser, Program Coordinator, Athens

GRADUATE STUDIES

MISSION AND PURPOSE

The primary purpose of graduate studies at Piedmont University 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.

AN EQUAL OPPORTUNITY INSTITUTION

Piedmont University is an equal opportunity University 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 University 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 University-administered programs.

PIEDMONT UNIVERSITY LIBRARY

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

To accomplish our mission, the Library will provide:

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

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

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

The Online Library provides access to an extensive array of online research services in all subjects in the University's curricula; participates in GALILEO, the online library of the State of Georgia; and provides access to its collections and services via its web page, library.piedmont.edu.

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

DEGREES AND PROGRAMS

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

1. Doctor of Education (Ed.D.) in Curriculum and Instruction or Educational Leadership.

2. Education Specialist (Ed.S.) in Curriculum and Instruction, Art Education, and Music Education.

3. Master of Arts in Teaching (MAT) for applicants seeking initial certification as teachers in the following fields:

    a.   Elementary Education (P-5);

    b.   Middle Grades Education (grades 4-8). All Middle Grades concentrations are available on the Demorest campus. Language arts, math and social studies concentrations are available on the Athens campus.

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

- d. Art Education (P-12) Demorest campus only;

- e. Music Education (P-12) Demorest campus only;

- f. Special Education Adapted Curriculum (P-12) Online only;

- g. Special Education General Curriculum (P-12) Online only.

4. Master of Arts (MA) for teachers seeking advanced degrees or seeking to change teaching fields to:

- a. Elementary Education (P-5);

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

- c. Secondary Education (6-12) in the fields of English, history, math, and science (Demorest only);

- d. Art Education (P-12) Art classes offered on the Demorest campus only;

- e. Educational Leadership (Tier I)

- f. Music Education (P-12) Music courses offered on the Demorest campus only

- g. Special Education General Education Curriculum: Instructional and Behavior Support Specialist (P-12) (Online only)

- h. Educational Leadership

5. Master of Education (MEd) in School Counseling

6. Certification only (post baccalaureate non-degree) programs not leading to a degree are limited courses of study designed for applicants who wish to pursue teacher certification. Additionally, experienced teachers are eligible to pursue initial certification-only programs in Educational Leadership. Piedmont University offers Elementary Education (P-5), Middle Grades Education (grades 4-8), Drama Education (grades P-12), School Counseling (P-12), Special Education General Curriculum (P-12), Music Education (P-12), and Secondary (grades 6-12) 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.*

7. Master of Science in Management (MSM) for applicants seeking an advanced degree in business.

8. Master of Science in Clinical Mental Health Counseling for applicants seeking to become licensed professional counselors (LPC).

9. Master of Science

- a. Athletic Training

- b. Health and Human Performance

- c. Speech-Language Pathology

- d. Forensic Science

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

CERTIFICATION-ONLY PROGRAM DESCRIPTIONS

Art Education

A candidate seeking Art Education Certification-only must hold a minimum of a master's degree from an accredited institution in a field of art other than Art education. The art department chair evaluates a candidate's transcript and outlines a program of study necessary for the candidate to be recommended for Art Education certification (P-12) in the State of Georgia. When appropriate, staff development units, teaching internship, and/or other experiences will be accepted in lieu of the same or similar college courses completed at other institutions. A minimum of 15 hours of course-work, unless approved by the department chair, must be completed at Piedmont University (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." Students in certification-only programs must complete the admission to teacher

education process and successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test in order to be recommended for certification. Completion of requirements for Certification Only does not lead to a degree. Non-degree programs are not eligible for financial aid.

Elementary Education

A candidate seeking Elementary Education Certification-only must hold a minimum of a master's degree from an accredited institution in a field other than Elementary education or an undergraduate degree in education. The department chair evaluates a candidate's transcript and outlines a program of study necessary for the candidate to be recommended for Elementary Education certification. A minimum of 15 hours of course-work, unless approved by the department chair, must be completed at Piedmont University (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." Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test in order to be recommended for certification. Completion of requirements for Certification Only does not lead to a degree.

Secondary Education

Certification only is an option (not a program) for broadfield science, biology, chemistry, physics, English, history, and mathematics and 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 certification for grades 6-12 in one of the fields offered at Piedmont University. The applicant's transcript is reviewed by the advisor in the intended field of certification. A proposed program of study is designed to ensure depth in the content field, as well as meeting all requirements prescribed in the field of education, including an internship. The proposed program is reviewed by the department chair and, if approved, serves as the advisement sheet for that candidate. All other procedures and requirements of the College of Education and the University apply. Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) test in order to be recommended for certification. Completion of this program does not lead to a degree in education. Non-degree programs are not eligible for financial aid.

Middle Grades Education

A candidate seeking Middle Grades Certification-only (4-8) must hold a Bachelor's degree and/or a content-area master's degree from a PSC-accepted accredited institution. The candidate must maintain a GPA of 3.0 in all coursework completed for certification, with not more than one grade of "C," and must pass the appropriate GACE test(s) as a prerequisite for certification. In order for Piedmont University to recommend certification, at least 24 semester hours must be taken at Piedmont University. When appropriate, Piedmont University will accept teaching experiences in lieu of similar college credit courses for post-baccalaureate candidates. Transfer credits 10 years or older are not accepted. Completion of requirements for certification-only does not lead to a degree. Completion of the program leads to recommendation for a Georgia induction certificate in middle grades education. Students in certification-only programs must successfully pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content test(s) in order to be recommended for certification. Non-degree programs are not eligible for financial aid.

Special Education

Certification only is an option (not a program) that may be requested by a prospective candidate who holds at least a bachelor's from an accredited institution and prefers not to pursue a higher degree while seeking certification in Special Education General Curriculum. The applicant's transcript is reviewed by the advisor in the applicant's intended field of certification. A proposed program of study is designed to provide depth of knowledge as well as applied experiences in the form of practical, student teaching, or internships. A minimum of three 3-credit hour courses and completion of Internships II and III must be completed at Piedmont University. 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 College of Education and the University 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. Non-degree programs are not eligible for financial aid.

Music Education

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

Drama Education

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

Educational Leadership Tier One

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

Educational Leadership Tier Two

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

School Counseling

The certification-only option is designed for candidates who hold at least a master's degree from an accredited institution in education, psychology, or counseling. Program length varies based on certification requirements and the candidate's prior academic record; however, a minimum of 15 hours of coursework and internships I and II must be taken at Piedmont University. After a transcript analysis, an individual program of study will be developed with the faculty advisor based on the certification requirements. The range of required credits is between 21-51 hours. Completion of requirements does not lead to a degree.

AREAS OF INSTRUCTION

The various areas of instruction or disciplines of study within Piedmont University are listed by college 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 University faculty members teaching in each discipline are also noted.

THE LIBERAL ARTS AT PIEDMONT UNIVERSITY

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

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

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

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

COLLEGE OF ARTS AND SCIENCES

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

Mission

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

FORENSIC SCIENCE (MS)

The Master of Science in Forensic Science will help a student become an expert in the application of scientific principles and techniques to investigate crimes and solve legal cases. Our program provides comprehensive training in forensic analysis, including DNA analysis, toxicology, and digital forensics. You will learn from experienced professionals and gain hands-on experience in in the field. Graduates are prepared for careers in forensic laboratories, law enforcement agencies, and other criminal justice organizations.

To graduate, students earning the MS in Forensic Science will complete degree requirements totaling 39 graduate credit hours with an overall GPA of 3.0.

Forensic Science (MS) Curriculum Outline

Required Courses

BIOL 5100	Biological Science	3
BIOL 6240	Forensic Genetics	4
BIOL 6300	Forensic Entomology	4
CHEM 6000	Topics in Chemistry	3
CHEM 6550	Chemical Forensics	4
FRSC 6000	Alternate Light Source and Low Light Photography	3
FRSC 6050	Human Blood and DNA	3
FRSC 6100	Forensic Anthropology	3
FRSC 6600	Forensic Capstone	3
FRSC 6750	Internship in Forensic Science	3

Subtotal: 33

Elective Courses (Select 2):

CHEM 6050	Forensic Chemistry and Toxicology	3
FRSC 6150	Medicolegal Death Investigation	3
FRSC 6200	Bloodstain and Ballistic Reconstruction	3
FRSC 6250	Imprint Evidence	3

Subtotal: 6

Subtotal: 39

CLINICAL MENTAL HEALTH COUNSELING (MS)

The Master of Science in Clinical Mental Health Counseling, is a fully online graduate program of 60 to 63 semester credit hours including 9 hours of supervised field experience (practicum and internship). A one-day residency/clinical training is required for CNSL 6420 (Counseling and Helping Relationship) year one, spring semester, and CNSL 6140 (Group Counseling) year two, spring semester. Residency/clinical training will be offered in person at the Demorest or Athens campus on one Saturday of the semester. Virtual participation options will be provided for out-of-state students. The degree prepares students for employment in a wide variety of positions in community agencies, hospitals, businesses, and institutions. The degree fulfills the academic requirements for licensure as a Licensed Professional Counselor (LPC) in the state of Georgia.

Master of Science Degree

Required Courses

CNSL 6100	Theories of Counseling	3
CNSL 6110	Family Systems	3
CNSL 6140	Group Counseling and Group Work	3
CNSL 6160	Assessment and Testing	3
CNSL 6180	Lifespan Development	3
CNSL 6200	Social and Cultural Foundation	3
CNSL 6210	Addictions and Substance Use Counseling	3
CNSL 6230	Telemental Health Counseling	3
CNSL 6400	Professional Foundations of Counseling	3
CNSL 6410	Ethical, Legal, and Professional Issues in Counseling	3
CNSL 6420	Counseling and Helping Relationships	3
CNSL 6430	Psychopathology and Diagnosis	3
CNSL 6450	Practicum	3
CNSL 6480	Internship I	3
CNSL 6485	Internship II	3
CNSL 6530	Career Development and Counseling	3
CNSL 6800	Research and Program Evaluation	3
CNSL 6830	Crisis, Trauma, and Emergency Intervention Counseling	3
CNSL 6840	Special Topics in Counseling	3
CNSL 6840	Special Topics in Counseling	3

Subtotal: 60

Students will take CNSL 6840 - Special Topics - a minimum of two times, but may take three times.
Subtotal: 60-63

WALKER COLLEGE OF BUSINESS

Mission Statement

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

Core Values

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

Accreditation Council for Business Schools and Programs (ACBSP)

The Walker College of Business received national accreditation in November 2007 and is currently reaccredited through 2029 from the Accreditation Council for Business Schools and Programs (ACBSP) for both the undergraduate and graduate business programs. ACBSP's mission is to establish, promote, and recognize educational practices that contribute to the continuous quality improvement of business education programs, teaching of business courses, and student learning outcomes in colleges and universities throughout the United States and abroad.

Course Descriptions (p. 93)

MASTER OF SCIENCE IN MANAGEMENT (MSM)

The Master of Science in Management (MSM) program is a specialized degree for non-industry specific graduate education. The program is designed to equip individuals with a broad management perspective for students who come from a wide range of undergraduate majors and are looking to enhance their skills and marketability. The program provides managerial knowledge focusing on organizational foundations, data analysis, operations research, decision making, as well as strategic leadership skills that are necessary in today's global environment.

Students graduating with a Master of Science in Management degree will have demonstrated the following goals:

- A professional proficiency in the functional areas of business.

- The ability to apply critical thinking and effective research skills to complex business problems.

- A clear perception of an engaged attitude toward business education activities and the strategic management process.

Master of Science in Management (MSM) Curriculum Outline

Required Courses

BUSA 5600	Managerial Business Analytics	3
BUSA 5610	Project & Operations Management	3
BUSA 6030	Strategic Information Systems	3
BUSA 6310	Strategic Leadership and Organizational Behavior	3
BUSA 6820	Human Resource Management and Compliance	3
BUSA 6920	Business and Corporate Level Strategic Management and Capstone	6

Subtotal: 21

Elective Courses in Management (Select 2):

BUSA 6140	Liability Risks in Products and Services	3
BUSA 6520	Entrepreneurship and Strategic Innovation	3

| BUSA 6630 | Global Managerial Issues | 3 |
| BUSA 6700 | Managerial Decision Making & Team Building | 3 |

Subtotal: 6

Electives (1 class needed):

Subtotal: 3

This course can be any graduate level course offered at Piedmont University (including one of the courses in the previous section), subject to approval by the program coordinator.

Subtotal: 30

COLLEGE OF EDUCATION

Preparing proactive educators to improve the lives of all children.

Mission

The College of Education offers a variety of undergraduate and graduate programs to prepare teachers at the initial and advanced levels. Programs of study include undergraduate programs in Elementary Education, Middle Grades Education, Secondary Education, Art Education, Educational Studies, and Drama Education. Graduate programs at both the initial and advanced certification levels include master's programs in Art Education, Elementary Education, Middle Grades Education, Music Education, four content areas in Secondary Education, Instructional Technology, and Special Education. The College also offers the Education Specialist and Doctor of Education degrees in Curriculum and Instruction.

The theme of the College of Education is "Mastering the art of teaching: Preparing proactive educators to improve the lives of all children." The College of Education strives to prepare scholarly, reflective, proactive educators in a caring environment with challenging and meaningful learning experiences. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

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

All Piedmont students are required to utilize the Piedmont email system for the dissemination of information by the administration. Students are responsible for all information distributed in this manner. Additionally, information for students is posted in the College 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 College of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont University reserves the right to withdraw a teacher candidate from teacher education for failure to meet these outcomes.

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

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

COLLEGE OF EDUCATION PROGRAMS AND DEGREES

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

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

Initial educator preparation programs (include art education, drama education, early childhood education, middle grades education, music education, secondary education, and special education) are offered on our campuses in Athens and Demorest.

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

Master of Arts (M.A.) degree programs in art education*, early childhood education, educational leadership, middle grades education, music education*, secondary education) are offered on the campuses in Athens and Demorest, and with some courses available online. *Specialized course work in art education and music education is offered only on the Demorest campus in the summer, usually in a compacted format.*

Master of Education (M.Ed.) degree program in school counseling is offered in a hybrid format.

Education Specialist (Ed.S.) degree programs in art education, music education, and curriculum and instruction are offered fully online. Curriculum & Instruction is offered in a hybrid format, with a blend of face to face and online instruction.

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

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

AREAS OF STUDY

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

> **Program Contact:**
> Professor S. Majumdar, Department Chair
> Dr. Jackie Ellett, Coordinator

Curriculum and Instruction (P-12)

Education Specialist (Ed.S.)

> **Program Contact:**
> Mark Merges, Department Chair

Drama Education (P-12)
Certification Only

> **Program Contact:**
> Professor W. Gabelhausen, Department Chair
> Dr. Kathy Blandin, Coordinator

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

> **Program Contact:**
> Dr. Angie Rainwater, Department Chair

Education Specialist (Ed.S.)

> **Program Contact:**
> Mark Merges, Department Chair

Middle Grades Education (Grades 4-8)
Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.)

> **Program Contact:**
> Dr. Katrina Short, Department Chair

Music Education (P-12)

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

> **Program Contact:**
> Department Chair

School Counseling (P-12)
Certification-only, Master of Education (M.Ed.)

> **Program Contact:**
> Department Chair

Secondary Education (6-12)
Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.)

> **Program Contact:**
> Dr. Katrina Short, Department Chair

Special Education (P-12)
Certification-only, Master of Arts in Teaching (M.A.T.), Master of Arts (M.A.)

> **Program Contact:**
> Dr. Elias Clinton, Department Chair

PROGRAM COMPLETION REQUIREMENTS

Initial Teacher Certification Programs

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

- Completion of the Georgia Educators Ethics Assessments (exit levels)

- Completion of all courses in the professional education sequence (each with a minimum grade of "C"); Note: if the Exceptional Child course is required, it must be completed with a minimum grade of "B".

- All professional education courses must be completed within 10 years of the student's graduation date unless approved by the department chair;

- Application for graduation;

- Submit documents of all field experience requirements;

- Attainment of the baccalaureate degree;

- Clearance on a personal affirmation form reflecting the moral standards and code of ethics of the Georgia Professional Standards Commission and the Piedmont University College of Education;

- Applications to teacher education and to Internship may be denied based on information presented in the background clearance. Before being hired by a Georgia Public School System, another background check, including fingerprinting, will be conducted by the system;

- An overall 2.5 GPA, and a 2.75 GPA for secondary education majors in their content field;

- A passing score on the appropriate GACE Content Assessments.

Candidates must take and pass the appropriate GACE (Georgia Assessments for the Certification of Educators) content tests prior to beginning the Internship III semester. Individuals who have not passed the GACE tests will not be permitted to register for Internship III. Candidates who do not pass the GACE content tests may elect to change majors and/or apply to receive the Bachelor of Arts degree in Educational Studies.

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

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

School Counseling Program

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

- Completion of the Georgia Educators Ethics Assessments (exit levels)

- Completion of all courses in the professional education sequence (each with a minimum grade of "C"); Note: if the Exceptional Child course is required, it must be completed with a minimum grade of "B".

- All professional 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 including grade bands (PK-2, 3-5, 6-8 and 9-12);

- Clearance on a personal affirmation form reflecting the moral standards and code of ethics of the Georgia Professional Standards Commission and the Piedmont University College of Education;

- Applications to counselor education* and to Internship may be denied based on information presented in the background clearance.

- An overall 3.0 GPA

- A passing score on the appropriate GACE Content Assessments**

- A passing score on the CPCE exam**

*Candidates must be Admitted to Counselor Education (ACE) before beginning the 3rd semester. Individuals who have not been admitted will not be permitted to register for 3rd semester courses. ACE requirements includes passage of the ethics exam, personal affirmations, a criminal records check, obtainment of liability insurance, and a 3.0 GPA.

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

In-Progress Grade Policy for the College of Education

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

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

- The candidate is expected to initiate the request for an "IP" grade, completing all the items in the candidate section of the form and submitting the form to the course instructor.

- If the candidate is unable to initiate the request, the instructor may do so by completing all sections and writing "by phone" or "by email" for the candidate's signature.

- If the instructor approves the request, it should be forwarded to the Dean of Education no later than the last day of classes for that semester.

- The Dean makes the final determination if the request is granted and will forward approved requests to the Registrar and instructor. Requests not approved by the Dean will be returned to the instructor who will notify the candidate then assign an appropriate grade.

Courses Approved for In-Progress Grades:

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

PROGRAMS

Art Education

ART EDUCATION (MA)

Master of Arts Degree

Required Courses

ARED 6630	Art Criticism and Aesthetic Inquiry	3
ARED 6650	Special Topics in 2D Art Studio	3
ARED 6651	Special Topics in 3D Art Studio	3
ARED 6675	Special Topics in Art History	3
ARED 7701	Studies in Art Instruction	3
ARED 7702	Advanced Studies in Art Instruction	3
ARED 7788	Art Education Capstone	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3

Subtotal: 30

Subtotal: 30

ART EDUCATION (MAT)

Master of Arts in Teaching Degree

Required Courses

ARED 6620	Art Education Methods P-6	3
ARED 6621	Art Education Methods 7-12	3
ARED 6630	Art Criticism and Aesthetic Inquiry	3
ARED 6650	Special Topics in 2D Art Studio	3
ARED 6651	Special Topics in 3D Art Studio	3
ARED 6675	Special Topics in Art History	3
EDUC 5330	Foundations of Literacy	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6

Minimum grade of "B" required in EDUC 6655 Exceptional Children.

EDUC 6607 and EDUC 6655 can be transferred.

Subtotal: 36-43

ART EDUCATION (EDS)

Educational Specialist Degree

Required Courses

ARED 8650	Theoretical Perspectives in Art Education	3
EDS 8800	Program Orientation and Scholarship	3
EDS 8816	Advanced Curriculum and Instruction in the Fine Arts	3
EDS 8822	Practice of Research Analysis in Fine Arts	3
EDS 8830	Foundations of Learning and Cognition	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8846	Principles of Assessment Design and Application	3
EDS 8851	Professional Resource Utilization	3
EDS 8860	Principles of Law, Policy, and Ethics	3
EDS 8890	Contemporary Trends in Fine Arts Education	3

Subtotal: 30

Subtotal: 30

ART EDUCATION (CERTIFICATION ONLY)

Program Description

Individuals who hold a degree but no not wish to pursue a master's degree may elect to pursue a sequence of study that will enable them to be eligible for teacher certification. The certification-only option is designed for candidates who hold at least a bachelor's degree from an accredited institution in a field other than education. Program length varies based on certification requirements and the candidate's prior academic record; however, a minimum of 16 hours of coursework must be taken at Piedmont University. After a transcript analysis, an individual program of study will be developed with the faculty advisor. Certification-only candidates may take courses at the undergraduate or graduate level to meet certification requirements, but it is strongly recommended that graduate-level courses be taken. Candidates may be eligible to receive experiential credit for Internship I but Internship II and Internship III must be completed at Piedmont. All certification-only candidates must be admitted to the teacher education program, maintain a 3.0 GPA, and pass the Georgia Assessment for Certification of Educators (GACE) in their specific certification area.

Certification Only Program

Required Courses

ARED 6620	Art Education Methods P-6	3
ARED 6621	Art Education Methods 7-12	3
ARED 6630	Art Criticism and Aesthetic Inquiry	3
ARED 6650	Special Topics in 2D Art Studio	3
ARED 6651	Special Topics in 3D Art Studio	3
ARED 6675	Special Topics in Art History	3
EDUC 5000	Introduction to Professional Practice	3
EDUC 5330	Foundations of Literacy	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6

Subtotal: 43

Minimum grade of "B" required in EDUC 6655 Exceptional Children.
Subtotal: 43

Curriculum and Instruction

CURRICULUM AND INSTRUCTION (EDS) FOR INITIAL CERTIFICATION

Educational Specialist Degree

Required Courses

EDS 8800	Program Orientation and Scholarship	3
EDS 8815	Curriculum Design for a Changing World	3
EDS 8823	Representation and Analysis of Quantitative Data	3
EDS 8824	Analysis and Evaluation of Research	3
EDS 8830	Foundations of Learning and Cognition	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8846	Principles of Assessment Design and Application	3
EDS 8851	Professional Resource Utilization	3
EDS 8860	Principles of Law, Policy, and Ethics	3
EDS 8880	Planning for Teacher Leadership in 21st Century Schools	3

Subtotal: 30

Subtotal: 30

CURRICULUM AND INSTRUCTION (EDS) ADVANCED CERTIFICATION

Educational Specialist Degree - Advanced Certification (Candidates already hold a master's degree in Curriculum and Instruction)

Required Courses

EDS 7831	Trends and Issues in Curriculum Leadership	3
EDS 7855	Writing Seminar I: Scholarly Reading and Writing	3
EDS 7869	Advanced Assessment/Assessment and Data Analysis	3
EDS 7870	Understanding Diversity in Education	3
EDS 7892	Action Research I	3
EDS 8847	Advanced Topics in Learning and Cognition	3
EDS 8851	Professional Resource Utilization	3
EDS 8857	Leading Professional Practice	3
EDS 8860	Principles of Law, Policy, and Ethics	3
EDS 8880	Planning for Teacher Leadership in 21st Century Schools	3

Subtotal: 30

Subtotal: 30

Doctoral Studies

Educational Leadership (EDD)

EDUCATIONAL LEADERSHIP (EDD)

Education Doctoral Degree

Required Courses

EDD 8831D	Trends and Issues in Curriculum Leadership	3
EDD 8850	Introduction to Scholarly Practice	3
EDD 8857	Leading Professional Practice	3
EDD 8860	Writing Seminar I	3
EDD 8862D	Educational Law, Ethics, and Policy	3
EDD 8869	Assessment and Data Analysis	3
EDD 8870D	Program Design and Evaluation	3
EDD 8880	Writing Seminar II	3
EDD 8890	Foundations of Research	3
EDD 8892	Action Research I	3
EDD 8893	Action Research II	3
EDD 8899	Quantitative Research and Statistical Analysis	3
EDD 9900	Qualitative Research in Practice	3
EDD 9908	EDD 9908 Dissertation	1-12
EDEL 8872D	Organizational Leadership	3
EDEL 8873D	School/Community Relationships	3
EDEL 8874D	Human Resources Management	3
EDEL 8882D	Educational Leadership Residency I	1
EDEL 8883D	Educational Leadership Residency II	1
EDEL 8884D	Educational Leadership Residency III	1
EDEL 8885D	Educational Leadership Residency IV	1
EDEL 8886D	Educational Leadership Residency V	1

Subtotal: 60

Subtotal: 60

Curriculum and Instruction (EDD)

CURRICULUM AND INSTRUCTION (EDD)

Education Doctoral Degree

Required Courses

EDD 8821	Curriculum Theory and Design	3
EDD 8831D	Trends and Issues in Curriculum Leadership	3
EDD 8847	Advanced Studies in Learning and Cognition	3
EDD 8849	Power, Self, and Pedagogy	3
EDD 8850	Introduction to Scholarly Practice	3
EDD 8857	Leading Professional Practice	3
EDD 8860	Writing Seminar I	3
EDD 8862D	Educational Law, Ethics, and Policy	3
EDD 8869	Assessment and Data Analysis	3
EDD 8870D	Program Design and Evaluation	3
EDD 8880	Writing Seminar II	3
EDD 8890	Foundations of Research	3
EDD 8892	Action Research I	3
EDD 8893	Action Research II	3
EDD 8899	Quantitative Research and Statistical Analysis	3
EDD 9900	Qualitative Research in Practice	3
EDD 9908	EDD 9908 Dissertation	1-12

Subtotal: 60

Subtotal: 60

Educational Studies

EDUCATIONAL STUDIES (MA)

The Educational Studies program at the master's degree level focuses on the educational needs of candidates who want to pursue advanced studies but do not want or need teacher certification. This program helps candidates become critical consumers of media, to explore current issues in education, and examine the role collaboration plays in the learning environment. The capstone experiences requires self-reflection, academic research, and scholarly writing. Candidates will complete written portfolios and oral presentations during the capstone component of the program. Candidates who complete the graduate program in Educational Studies will not receive a recommendation for teacher certification.

Graduates of the program may apply to return to Piedmont University within five years to pursue a certification-only program. Students who want to enroll in a certification-only program must first pass the appropriate Georgia Assessment for the Certification of Educators (GACE) content examinations and obtain a preservice certificate.

Program-Level Student Learning Outcomes

Upon the completion of this program, students will be able to:

1. Describe their personal philosophy of education.

2. Determine the academic value of articles and published media pieces.

3. Design learning environments that meet the needs of a variety of learners.

4. Exhibit ethical and professional behaviors and dispositions.

Career Opportunities

Candidates who earn master's degrees in Educational Studies are prepared for employment as well as graduate-level study. Recent graduates have obtained employment as:

• Educational program coordinators

• Professional development coordinators

• Daycare directors/owners

• Teachers at private schools

• Camp directors

• Recreational/youth program coordinators

Master of Arts Degree

Course Requirements

EDUC 7788	Capstone/Exhibition	3
	Education Foundations (21)	21
	General Electives	6

Subtotal: 30

Elementary Education

ELEMENTARY EDUCATION (MA)

Master of Arts Program

Required Courses

EDEM 6601	Interdisciplinary Teaching for Diverse Elementary Classrooms	3
EDEM 6602	Differentiation for the Elementary Classroom	3
EDEM 6603	Teaching for Joy: Play, Movement, and the Imagination in the Elementary Classroom	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7788	Capstone/Exhibition	3

Subtotal: 21

Endorsement Focus

Students must select one of the following endorsement focuses:

Subtotal: 9

Autism Education

EDUC 6685	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 6686	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 6687	The Autism Advisor	3

Gifted Education

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

Instructional Coaching

EDUC 7761	Adult Learning and Supervision	3
EDUC 7762	Interprofessional Collaboration	3
EDUC 7763	Current Issues, Initiatives, and Innovations	3

Subtotal: 30

ELEMENTARY EDUCATION (MAT)

Master of Arts in Teaching Degree

Required Courses

EDEM 6627	Math Methods I	3
EDEM 6629	Children's Literature and Integrated Arts	3
EDEM 6630	Math Methods II	3
EDEM 6631	Literacy Methods	3
EDEM 6634	Social Studies Methods	3
EDEM 6636	Science Methods	3
EDEM 6638	Advanced Assessment and Instruction in Reading	3
EDUC 5000	Introduction to Professional Practice	3
EDUC 6600	Educational Assessment	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3

EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6

Subtotal: 49

Minimum grade of "B" required in EDUC 6655 Exceptional Children.
Subtotal: 49

ELEMENTARY EDUCATION (CERTIFICATION ONLY)

Program Description

Individuals who hold a degree but no not wish to pursue a master's degree may elect to pursue a sequence of study that will enable them to be eligible for teacher certification. The certification-only option is designed for candidates who hold at least a bachelor's degree from an accredited institution in a field other than education. Program length varies based on certification requirements and the candidate's prior academic record; however, a minimum of 16 hours of coursework must be taken at Piedmont University. After a transcript analysis, an individual program of study will be developed with the faculty advisor. Certification-only candidates may take courses at the undergraduate or graduate level to meet certification requirements, but it is strongly recommended that graduate-level courses be taken. Candidates may be eligible to receive experiential credit for Internship I but Internship II and Internship III must be completed at Piedmont. All certification-only candidates must be admitted to the teacher education program, maintain a 3.0 GPA, and pass the Georgia Assessment for Certification of Educators (GACE) in their specific certification area. Because this program does not result in a degree, candidates are not eligible for financial aid.

Certification Only Program

Required Courses

EDEM 6627	Math Methods I	3
EDEM 6629	Children's Literature and Integrated Arts	3
EDEM 6630	Math Methods II	3
EDEM 6631	Literacy Methods	3
EDEM 6634	Social Studies Methods	3
	OR	
EDEM 6636	Science Methods	3
EDEM 6638	Advanced Assessment and Instruction in Reading	3
EDUC 5000	Introduction to Professional Practice	3
EDUC 6600	Educational Assessment	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6

Subtotal: 42

Minimum grade of "B" is required in EDUC 6655 Exceptional Children.
Subtotal: 42

Educational Leadership

EDUCATIONAL LEADERSHIP (TIER I CERTIFICATION) MA

Educational Leadership Tier I Certification (MA)

Required Courses

EDEL 7710	Introduction to Educational Leadership	3
EDEL 7715	Curriculum & Instruction Leadership	3
EDEL 7730	School Law	3
EDEL 7751	Resource Utilization	3
EDEL 7752	School Community & Family Engagement	3
EDEL 7761	Data Analysis for School Improvement	3
EDEL 7771	Internship I	3
EDEL 7772	Internship II	3
EDEL 7773	Internship III	3
EDEL 7774	Human Resource Leadership	3

Subtotal: 30

Subtotal: 30

TIER I EDUCATIONAL LEADERSHIP (CERTIFICATION)

Certification Program

Required Courses

EDEL 8810	Introduction to Educational Leadership	3
EDEL 8852	Monitoring and Evaluating School Practices	3
EDEL 8861	Data Driven School Improvement	3
EDEL 8881	Internship in School Leadership	3

Subtotal: 12

Subtotal: 12

TIER II EDUCATIONAL LEADERSHIP (CERTIFICATION)

Certification Program

Required Courses

EDD 8831E	Trends and Issues in Curriculum Leadership	3
EDD 8862E	Educational Law, Ethics, and Policy	3
EDD 8870E	Program Design and Evaluation	3
EDEL 8871E	Leading Change for School/District Improvement	3
EDEL 8872E	Organizational Leadership	3
EDEL 8873E	School/Community Relationships	3
EDEL 8874E	Human Resources Management	3
EDEL 8875E	School and District Resource Management	3
EDEL 8882E	Educational Leadership Residency I	1
EDEL 8883E	Educational Leadership Residency II	1
EDEL 8884E	Educational Leadership Residency III	1
EDEL 8885E	Educational Leadership Residency IV	1
EDEL 8886E	Educational Leadership Residency V	1

Subtotal: 29

Subtotal: 29

Exceptional Childhood Education

Special Education Adapted Curriculum (MAT)

SPECIAL EDUCATION ADAPTED CURRICULUM (MAT)

Master of Arts in Teaching Degree

EDUC 5330	Foundations of Literacy	3
EDUC 6600	Educational Assessment	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6
SPED 6602	Learning Characteristics of Children with Disabilities	3
SPED 6606	Applied Behavior Analysis for Teachers	3
SPED 6634	Instructional Methods for Individuals with Moderate/Severe Disabilities and Autism Spectrum Disorder	3
SPED 6684	Advanced Strategies for Behavior Change	3
SPED 7705	Policies and Legal Issues in Special Education	3
		Subtotal: 43

Minimum grade of "B" is required in EDUC 6655 Exceptional Children.
Subtotal: 43

Special Education: General Curriculum

SPECIAL EDUCATION GENERAL CURRICULUM (MA)

Master of Arts Degree

Required Courses

EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7788	Capstone/Exhibition	3
SPED 6633	Curriculum and Differentiated Instruction	3
SPED 6684	Advanced Strategies for Behavior Change	3
SPED 7705	Policies and Legal Issues in Special Education	3
		Subtotal: 21

Endorsement Focus

Students must select one of the following endorsement focuses:

| | | **Subtotal: 9** |

Dyslexia

EDUC 6631	Reading Methods	3
EDUC 6656	Introduction to Dyslexia	3
EDUC 6659	Structured Literacy Instruction and Intervention	3

Autism Education

EDUC 6685	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 6686	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 6687	The Autism Advisor	3

Gifted Education

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

Instructional Coaching

EDUC 7761	Adult Learning and Supervision	3
EDUC 7762	Interprofessional Collaboration	3
EDUC 7763	Current Issues, Initiatives, and Innovations	3

Subtotal: 30

SPECIAL EDUCATION GENERAL CURRICULUM (MAT)

Master of Arts in Teaching Degree

Required Courses

EDUC 5330	Foundations of Literacy	3
EDUC 6600	Educational Assessment	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6
SPED 6602	Learning Characteristics of Children with Disabilities	3
SPED 6606	Applied Behavior Analysis for Teachers	3
SPED 6633	Curriculum and Differentiated Instruction	3
SPED 6684	Advanced Strategies for Behavior Change	3
SPED 7705	Policies and Legal Issues in Special Education	3

Subtotal: 43

Minimum grade of "B" is required in EDUC 6655 Exceptional Children.
Subtotal: 43

SPECIAL EDUCATION GENERAL CURRICULUM (CERTIFICATION ONLY)

Program Description

Individuals who hold a degree but no not wish to pursue a master's degree may elect to pursue a sequence of study that will enable them to be eligible for teacher certification. The certification-only option is designed for candidates who hold at least a bachelor's degree from an

accredited institution in a field other than education. Program length varies based on certification requirements and the candidate's prior academic record; however, a minimum three 3-credit courses and completion of Internships II and III must be completed at Piedmont University. After a transcript analysis, an individual program of study will be developed with the faculty advisor. Certification-only candidates may take courses at the undergraduate or graduate level to meet certification requirements, but it is strongly recommended that graduate-level courses be taken. Candidates may be eligible to receive experiential credit for Internship I but Internship II and Internship III must be completed at Piedmont. All certification-only candidates must be admitted to the teacher education program, maintain a 3.0 GPA, and pass the Georgia Assessment for Certification of Educators (GACE) in their specific certification area.

Certification Only Program

Required Courses

EDUC 5000	Introduction to Professional Practice	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6
SPED 6602	Learning Characteristics of Children with Disabilities	3
SPED 6606	Applied Behavior Analysis for Teachers	3
SPED 6633	Curriculum and Differentiated Instruction	3
SPED 6684	Advanced Strategies for Behavior Change	3
SPED 7705	Policies and Legal Issues in Special Education	3

Subtotal: 28

Subtotal: 28

Middle Grades Education

MIDDLE GRADES EDUCATION: ENGLISH, MATH, SCIENCE, SOCIAL STUDIES (MA)

Master of Arts Degree

Required Courses

EDMG 6645	Advanced Teaching in the Middle School	3
EDUC 5537	Teaching Reading and Writing in the Content Areas	3
EDUC 6600	Educational Assessment	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7788	Capstone/Exhibition	3

Subtotal: 21

Endorsement Focus Areas

Endorsements all are three courses each, which must be taken in order and passed with a 'B' before moving to the next (Please Note: courses in the Dyslexia Endorsement can be taken in any order).

Subtotal: 9

Dyslexia

EDUC 6631	Reading Methods	3
EDUC 6656	Introduction to Dyslexia	3
EDUC 6659	Structured Literacy Instruction and Intervention	3

Autism Education

EDUC 6685	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 6686	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 6687	The Autism Advisor	3

Gifted Education

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

Instructional Coaching

EDUC 7761	Adult Learning and Supervision	3
EDUC 7762	Interprofessional Collaboration	3
EDUC 7763	Current Issues, Initiatives, and Innovations	3

Subtotal: 30

MIDDLE GRADES EDUCATION (MAT)

Master of Arts in Teaching Degree

Required Courses

EDMG 6645	Advanced Teaching in the Middle School	3
EDUC 5000	Introduction to Professional Practice	3
EDUC 5330	Foundations of Literacy	3
	OR	
EDUC 6631	Reading Methods	3
EDUC 6600	Educational Assessment	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6

Subtotal: 34

Minimum grade of "B" required in EDUC 6655 Exceptional Children.

Methods Courses

Students must select one of the following methods courses:

EDSE 6632	Secondary Language Arts Methods	3
EDSE 6634	Secondary Social Studies Methods	3
EDSE 6635	Secondary Science Methods	3
EDSE 6636	Secondary Mathematics Methods	3

Subtotal: 3

Subtotal: 37

MIDDLE GRADES EDUCATION (CERTIFICATION ONLY)

Program Description

Individuals who hold a degree but no not wish to pursue a master's degree may elect to pursue a sequence of study that will enable them to be eligible for teacher certification. The certification-only option is designed for candidates who hold at least a bachelor's degree from an accredited institution in a field other than education. Program length varies based on certification requirements and the candidate's prior academic record; however, a minimum of 16 hours of coursework must be taken at Piedmont University. After a transcript analysis, an individual program of study will be developed with the faculty advisor. Certification-only candidates may take courses at the undergraduate or graduate level to meet certification requirements, but it is strongly recommended that graduate-level courses be taken. Candidates may be eligible to receive experiential credit for Internship I but Internship II and Internship III must be completed at Piedmont. All certification-only candidates must be admitted to the teacher education program, maintain a 3.0 GPA, and pass the Georgia Assessment for Certification of Educators (GACE) in their specific certification area.

Certification Program

Required Courses

EDMG 6645	Advanced Teaching in the Middle School	3
EDUC 5000	Introduction to Professional Practice	3
EDUC 5330	Foundations of Literacy	3
EDUC 6600	Educational Assessment	3
EDUC 6655	Exceptional Children	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6

Subtotal: 25

Minimum grade of "B" required in EDUC 6655 Exceptional Children.

Methods Courses

Students must select two elective courses from the following list:

EDSE 6632	Secondary Language Arts Methods	3
EDSE 6634	Secondary Social Studies Methods	3
EDSE 6635	Secondary Science Methods	3
EDSE 6636	Secondary Mathematics Methods	3

Subtotal: 6

Subtotal: 31

Music Education

MUSIC EDUCATION (MA)

Master of Arts Degree

Required Courses

EDUC 6600	Educational Assessment	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
MUED 7100	Advanced Study in Music Education	3
MUED 7800	Music Education Capstone Exhibition/Project	3
MUSC 5100	Seminar in Music Theory	3
MUSC 6750	Special Topics in Music History	3
	6000-Level or Higher Education (EDUC) Electives	6

Subtotal: 30

Subtotal: 30

MUSIC EDUCATION (MAT)

Master of Arts in Teaching Degree

Required Courses

EDUC 5330	Foundations of Literacy	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6
MUED 6100	Music Education Methods I	3
MUED 6200	Music Education Methods II	3
MUSC 5910	Applied Music Lessons	2
MUSC 5920	Applied Music Lessons	2

Subtotal: 34-40

Minimum grade of "B" required in EDUC 6655 Exceptional Children.

Music Education Elective

Students must select one elective course from the following list:

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

Subtotal: 2-3

Subtotal: 36-43

MUSIC EDUCATION (EDS)

Educational Specialist Degree

Required Courses

EDS 8800	Program Orientation and Scholarship	3
EDS 8816	Advanced Curriculum and Instruction in the Fine Arts	3
EDS 8822	Practice of Research Analysis in Fine Arts	3
EDS 8830	Foundations of Learning and Cognition	3
EDS 8845	Theory and Practice of Differentiated Instruction	3
EDS 8846	Principles of Assessment Design and Application	3
EDS 8851	Professional Resource Utilization	3
EDS 8860	Principles of Law, Policy, and Ethics	3
EDS 8890	Contemporary Trends in Fine Arts Education	3
MUED 8100	Advanced Music Education Methods	3

Subtotal: 30

Subtotal: 30

MUSIC EDUCATION (CERTIFICATION ONLY)

Program Description

Individuals who hold a degree but do not wish to pursue a master's degree may elect to pursue a sequence of study that will enable them to be eligible for teacher certification. The certification-only option is designed for candidates who hold at least a bachelor's degree from an accredited institution in a field other than education. Program length varies based on certification requirements and the candidate's prior academic record; however, a minimum of 16 hours of coursework must be taken at Piedmont University. After a transcript analysis, an individual program of study will be developed with the faculty advisor. Certification-only candidates may take courses at the undergraduate or graduate level to meet certification requirements, but it is strongly recommended that graduate-level courses be taken. Candidates may be eligible to receive experiential credit for Internship I but Internship II and Internship III must be completed at Piedmont. All certification-only candidates must be admitted to the teacher education program, maintain a 3.0 GPA, and pass the Georgia Assessment for Certification of Educators (GACE) in their specific certification area.

Certification Only Program

Required Courses

EDUC 5000	Introduction to Professional Practice	3
EDUC 5330	Foundations of Literacy	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6
MUED 6100	Music Education Methods I	3
MUED 6200	Music Education Methods II	3

Subtotal: 31

Minimum grade of "B" required in EDUC 6655 Exceptional Children.
Subtotal: 31

School Counseling

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

- Completion of the Georgia Educators Ethics Assessments (exit levels)

- Completion of all courses in the professional education sequence (each with a minimum grade of "C"); Note: if the Exceptional Child course is required, it must be completed with a minimum grade of "B".

- All professional 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 including grade bands (PK-2, 3-5, 6-8 and 9-12);

- Clearance on a personal affirmation form reflecting the moral standards and code of ethics of the Georgia Professional Standards Commission and the Piedmont University College of Education;

- Applications to counselor education* and to Internship may be denied based on information presented in the background clearance.

- An overall 3.0 GPA

- A passing score on the appropriate GACE Content Assessments**

- A passing score on the CPCE exam**

*Candidates must be Admitted to Counselor Education (ACE) before beginning the 3rd semester. Individuals who have not been admitted will not be permitted to register for 3rd semester courses. ACE requirements includes passage of the ethics exam, personal affirmations, a criminal records check, obtainment of liability insurance, and a 3.0 GPA.

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

SCHOOL COUNSELING (MED)

Master of Education Degree

Course Requirements

CNSL 6100	Theories of Counseling	3
CNSL 6140	Group Counseling and Group Work	3
CNSL 6160	Assessment and Testing	3
CNSL 6180	Lifespan Development	3
CNSL 6200	Social and Cultural Foundation	3
CNSL 6400	Professional Foundations of Counseling	3
CNSL 6410	Ethical, Legal, and Professional Issues in Counseling	3
CNSL 6420	Counseling and Helping Relationships	3
CNSL 6430	Psychopathology and Diagnosis	3
CNSL 6450	Practicum	3
CNSL 6480	Internship I	3
CNSL 6540	College & Career Readiness	3
6550 6550	Counseling Systems and Interventions	3
CNSL 6580	School Internship II	3
CNSL 6800	Research and Program Evaluation	3
EDUC 5330	Foundations of Literacy	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3

Subtotal: 54

Minimum grade of "B" is required in Exceptional Child.

SCHOOL COUNSELING (CERTIFICATION ONLY)

Certification Only

Course Requirements

CNSL 6100	Theories of Counseling	3
CNSL 6140	Group Counseling and Group Work	3
CNSL 6160	Assessment and Testing	3
CNSL 6180	Lifespan Development	3
CNSL 6200	Social and Cultural Foundation	3
CNSL 6400	Professional Foundations of Counseling	3
CNSL 6410	Ethical, Legal, and Professional Issues in Counseling	3
CNSL 6420	Counseling and Helping Relationships	3
CNSL 6430	Psychopathology and Diagnosis	3
CNSL 6480	Internship I	3
CNSL 6540	College & Career Readiness	3
6550 6550	Counseling Systems and Interventions	3
CNSL 6580	School Internship II	3
CNSL 6800	Research and Program Evaluation	3

| CNSL 6800 | Research and Program Evaluation | 3 |
| EDUC 6655 | Exceptional Children | 3 |

Subtotal: 48

Minimum grade of "B" is required in Exceptional Child.

Secondary Education

SECONDARY EDUCATION: ENGLISH, HISTORY, MATH, SCIENCE (MA)

Master of Arts Program

Required Courses

EDSE 6603	Teaching in the Secondary School	3
EDUC 5537	Teaching Reading and Writing in the Content Areas	3
	OR	
EDUC 6631	Reading Methods	3
EDUC 6600	Educational Assessment	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7788	Capstone/Exhibition	3

Subtotal: 21

Concentrations

Select courses in your content area of certification; these may include graduate level content courses, or an endorsement focus related to your content area. 9 hrs

Endorsement Focus Areas

Subtotal: 9

Dyslexia

EDUC 6631	Reading Methods	3
EDUC 6656	Introduction to Dyslexia	3
EDUC 6659	Structured Literacy Instruction and Intervention	3

Autism Education

EDUC 6685	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 6686	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 6687	The Autism Advisor	3

Gifted Education

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

Instructional Coaching

EDUC 7761	Adult Learning and Supervision	3
EDUC 7762	Interprofessional Collaboration	3
EDUC 7763	Current Issues, Initiatives, and Innovations	3

Subtotal: 30

SECONDARY EDUCATION (MAT)

Master of Arts in Teaching Program

Required Courses

EDSE 6603	Teaching in the Secondary School	3
EDUC 5000	Introduction to Professional Practice	3
EDUC 5330	Foundations of Literacy	3
	OR	
EDUC 6631	Reading Methods	3
EDUC 6600	Educational Assessment	3
EDUC 6607	Fundamentals of Learning and Cognition	3
EDUC 6655	Exceptional Children	3
EDUC 6657	Critical Skills for the Modern Classroom	3
EDUC 6699	Methods and Interpretation of Educational Research	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6

Subtotal: 34

Minimum grade of "B" required in EDUC 6655 Exceptional Children.

Methods Courses

Students must select one of the following methods courses:

EDSE 6632	Secondary Language Arts Methods	3
EDSE 6634	Secondary Social Studies Methods	3
EDSE 6635	Secondary Science Methods	3
EDSE 6636	Secondary Mathematics Methods	3

Subtotal: 3

Subtotal: 37

SECONDARY EDUCATION (CERTIFICATION ONLY)

Program Description

Individuals who hold a degree but no not wish to pursue a master's degree may elect to pursue a sequence of study that will enable them to be eligible for teacher certification. The certification-only option is designed for candidates who hold at least a bachelor's degree from an accredited institution in a field other than education. Program length varies based on certification requirements and the candidate's prior academic record; however, a minimum of 16 hours of coursework must be taken at Piedmont University. After a transcript analysis, an individual program of study will be developed with the faculty advisor. Certification-only candidates may take courses at the undergraduate or graduate level to meet certification requirements, but it is strongly recommended that graduate-level courses be taken. Candidates may be eligible to receive experiential credit for Internship I but Internship II and Internship III must be completed at Piedmont. All certification-only candidates must be admitted to the teacher education program, maintain a 3.0 GPA, and pass the Georgia Assessment for Certification of Educators (GACE) in their specific certification area.

Certification Only Program

Required Courses

EDSE 6603	Teaching in the Secondary School	3
EDUC 5000	Introduction to Professional Practice	3
EDUC 5330	Foundations of Literacy	3
EDUC 6600	Educational Assessment	3
EDUC 6655	Exceptional Children	3
EDUC 7779	Internship I	1
EDUC 7789	Internship II	3
EDUC 7799	Internship III	6

Subtotal: 25

Minimum grade of "B" required in EDUC 6655 Exceptional Children.

Methods Courses

Students must select one of the following methods courses:

EDSE 6632	Secondary Language Arts Methods	3
EDSE 6634	Secondary Social Studies Methods	3
EDSE 6635	Secondary Science Methods	3
EDSE 6636	Secondary Mathematics Methods	3

Subtotal: 3

Subtotal: 28

ENDORSEMENT PROGRAMS

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

AUTISM EDUCATION

Endorsement Program

Per PSC requirements: Candidates must earn a grade of 'B' or higher in each required course to be recommended for the Autism Education Endorsement.

Required Courses

EDUC 6685	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 6686	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 6687	The Autism Advisor	3

Subtotal: 9

Subtotal: 9

DYSLEXIA ENDORSEMENT

Piedmont University's fully online Dyslexia Endorsement is designed to equip educators with specialized knowledge and skills to address the distinctive needs of students with dyslexia. Through a series of three online courses, graduate and undergraduate students will learn the latest research. assessment techniques. and evidence-based instructional practices to effectively support learners with dyslexia. Our engaging curriculum fosters a comprehensive understanding of dyslexia and empowers educators to cultivate inclusive learning environments conducive to student success. By completing our Dyslexia Endorsement program you'll be empowered to Impact the lives of students with dyslexia significantly. Students must achieve a minimum grade of B in each course of this endorsement, ensuring a thorough mastery of the material and upholding our commitment to academic excellence.

Endorsement Program

Per PSC requirements: Candidates must earn a grade of 'B' or higher in each required course to be recommended for the Dyslexia Endorsement.

Required Courses

EDUC 6631	Reading Methods	3
EDUC 6656	Introduction to Dyslexia	3
EDUC 6659	Structured Literacy Instruction and Intervention	3

Subtotal: 9

Subtotal: 9

GIFTED EDUCATION (IN-FIELD ENDORSEMENT)

Endorsement Program

Per PSC requirements: Candidates must earn a grade of 'B' or higher in each required course to be recommended for the Gifted Education In-Field Endorsement.

Required Courses

EDUC 7721	Characteristics of Gifted Students	3
EDUC 7722	Assessment of Gifted Students	3
EDUC 7723	Programs, Curriculum and Methods for Gifted Students	3
		Subtotal: 9

Subtotal: 9

INSTRUCTIONAL COACHING (ENDORSEMENT)

Per PSC requirements candidates must have at least 3 years of teaching experience and hold a professional level teaching certificate

Endorsement Program

EDUC 7761	Adult Learning and Supervision	3
EDUC 7762	Interprofessional Collaboration	3
EDUC 7763	Current Issues, Initiatives, and Innovations	3
		Subtotal: 9

Subtotal: 9

COLLEGE OF NURSING AND HEALTH SCIENCES

College of Nursing and Health Sciences Mission Statement

In accordance with the mission of Piedmont University, the College of Nursing and Health Sciences (CONHS) is committed to providing the graduate with the foundations to integrate knowledge, skills, and values from the arts and sciences through the development of a reciprocal learning community. The health professional will provide or accommodate quality care with respect for the diversity of individuals, groups and communities. The health professional, through engagement, personal growth, and ethical reasoning, will be a responsible global citizen who is a leader upholding high standards, while working collaboratively through the interprofessional team.

ATHLETIC TRAINING (MS)

A CAATE-accredited degree in Athletic Training is necessary for students to be eligible to sit for the National Board of Certification Exam and practice as Certified Athletic Trainers. In 2015, the CAATE, in partnership with the NATA and Board of Certification, announced the mandatory transition of all undergraduate professional Athletic Training programs to the graduate level. To meet this goal, Piedmont University began a 3+2 program in Fall 2017, in which incoming undergraduate students who wish to become Certified Athletic Trainers will earn both bachelor's and master's degrees in five academic years (BS in Exercise and Sport Science and MS in Athletic Training). This program also allows students who hold a bachelor's degree from another institution to complete the master's in two academic years through a traditional admission route. The Piedmont University Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Prerequisite Courses:

- Anatomy and Physiology I and II with lab

- Chemistry with lab

- Biology with lab

- Physics with lab

- Exercise Physiology

- Nutrition or Sport Nutrition

- Psychology

- Statistics

Graduation Requirements: (3+2 and Traditional Entry)

- If on the 3+2 track, completion of a minimum of 165 credit hours, of which all 65 hours in the professional phase of the program must be completed at Piedmont University.

- Complete all professional phase required courses and elective coursework with no more than one grade lower than a "B"

- Have a cumulative GPA of at least 3.0

- Demonstrate didactic and clinical competence by: maintaining a >74% test average in all graduate-level courses; passing all Level A, B, C, and D competency exams with an average grade greater than or equal to 74%; Complete all remediation plans as designed. Students will not complete the program until they successfully pass the final Level D exam (a maximum of three attempts are allowed).

- Demonstrate satisfactory performance during the clinical experiences (≥74% on all evaluations)

- Complete all required skills as documented in the Master Log on e*Value

- Complete all required clinical hours (900hrs) as documented in the Practicum (required) and Internship (recommended) courses

- Demonstrate satisfactory performance on the thesis project and presentation (≥74% on each)

Master of Science Degree

Required Courses

ATRG 5120	Practical and Emergency Techniques in Athletic Training	3
ATRG 5125	Physical Assessment and the Patient Experience	3
ATRG 5201	Practicum I in Athletic Training	4
ATRG 5221	Practicum II in Athletic Training	4
ATRG 5222	Therapeutic Modalities	4
ATRG 5303	Orthopedic Assessment: Upper Extremity	3
ATRG 5322	Therapeutic Exercise	4
ATRG 5323	Orthopedic Assessment: Lower Extremity	3
ATRG 6301	Practicum III in Athletic Training	6
ATRG 6321	Practicum IV in Athletic Training	6
ATRG 6402	Organization and Administration of AT Programs	3
ATRG 6420	Seminar (Capstone Course)	3
HSCS 5100	Epidemiology and Biostatistics	3
HSCS 5302	Pathology and Pharmacology	4
HSCS 5410	Research Methodology in Health Sciences	3
HSCS 5411	Current and Emerging Issues in Health Policy, Economics, and Advocacy	3
HSCS 6411	Assessing Healthcare Quality	3
HSCS 5301	Implementation and Evaluation of Health Programming OR	3
HSCS 5340	Coaching Behavior Change	3

Subtotal: 65

Optional Courses

ATRG 5499	Internship in Athletic Training	1-6
HSCS 5420	Advanced Strength and Conditioning	3
HSCS 5440	Nutrition for Health Programming	3

Subtotal: 0

Subtotal: 65

HEALTH AND HUMAN PERFORMANCE (MS)

The Master of Science in Health and Human Performance is a full-time, residential program which follows a 14-month (36 credits), sequenced curriculum focused on improving access to and quality of health services provided to clients. This program is designed for students who wish to explore the interaction between sociocultural variables, resource availability, and programming strategies that promote health and wellness. Throughout their coursework, students will assess population needs and use targeted behavior coaching and health education principles to address chronic and acute conditions, enhance team and individual physical performance, and promote a healthy lifestyle. All students complete both a culminating thesis project on a professionally-relevant topic and a 2 credit hour (minimum) internship with a community partner. Upon program completion, students will be prepared to take the CHES (certified health education specialist) and CSCS (certified strength and condition specialist) exams. The M.S. in Health and Human Performance is appropriate for students from a variety of majors including, but not limited to: exercise science, athletic training, community and commercial recreation, community health or health promotion, applied health science, physical education, and sport administration.

Prerequisite Courses:
- Anatomy and Physiology I and II with lab
- Kinesiology or Biomechanics
- Fitness Assessment, Exercise Prescription, Strength and Conditioning, or similar
- General Psychology, Anthropology, or Sociology
- Nutrition or Sport Nutrition
- Statistics

Recommended Courses:

The following courses are recommended, but not required for program admission:
- Introduction to health science, exercise science, athletic training, physical education, or similar
- Exercise physiology
- Health Policy and Law or similar

- Developmental or abnormal psychology
- Sport Psychology
- Health Promotion or similar

Master of Science Degree

Required Courses

ATRG 5120	Practical and Emergency Techniques in Athletic Training OR	3
HSCS 5440	Nutrition for Health Programming	3
ATRG 5125	Physical Assessment and the Patient Experience	3
ATRG 6402	Organization and Administration of AT Programs	3
HSCS 5100	Epidemiology and Biostatistics	3
HSCS 5301	Implementation and Evaluation of Health Programming	3
HSCS 5302	Pathology and Pharmacology	4
HSCS 5410	Research Methodology in Health Sciences	3
HSCS 5411	Current and Emerging Issues in Health Policy, Economics, and Advocacy	3
HSCS 5420	Advanced Strength and Conditioning	3
HSCS 5421	Laboratory Techniques in Exercise Physiology	3
HSCS 5499	Internship in Health Sciences	1-6
HSCS 6411	Assessing Healthcare Quality	3

Subtotal: 36

HSCS 5499 is a variable credit hour course. For the Nutrition concentration, at least 2 credit hours from HSCS 5499 are required.

Optional Courses

HSCS 5340	Coaching Behavior Change	3

Subtotal: 0

Subtotal: 36

SPEECH LANGUAGE PATHOLOGY (MS)

As a CMSD major, students can apply to Piedmont University's integrated BS-MS Speech-Language Pathology program by February 1st their junior. If accepted, during their senior year, students will enroll in the graduate courses while they complete their BS degree. Following their senior year at Piedmont University, students will fully transition into the master's program. Students will graduate from Piedmont University with both a bachelor of science degree (BS) in communication sciences & disorders and a master's degree (MS) in speech-language pathology. Graduate courses required for the BS-MS Integrated program are listed below.

Students who follow the course sequence of the MS-SLP program will complete the courses outlined below. This program path to the MS degree is designed for students who have completed an undergraduate degree in a CMSD program.

Master of Science Degree

Required Courses

CMSD 5001	Speech Sound Disorders in Children	3
CMSD 5002	Language and Learning Disabilities in School-Age Populations	3
CMSD 5003	Voice and Resonance Disorders	3
CMSD 5004	Fluency Disorders	3
CMSD 5006	Language Disorders in Children	3
CMSD 5102	Research Methods	1
CMSD 5103	Current Trends in Professional Practice	1
CMSD 5108	Dysphagia	4
CMSD 5109	Aphasia	3

CMSD 5110	Cognitive-Communication Disorders	3
CMSD 5111	Motor Speech Disorders	3
CMSD 5113	Augmentative/Alternative Communication	3
CMSD 5114	Interprofessional Practice	3
CMSD 5112	Grand Rounds	1
CMSD 5112	Grand Rounds	1

Subtotal: 38

Students enroll twice in CMSD 5112 Grand Rounds

Additional Courses

Students seeking the 2-year MS-SLP degree will enroll in CMSD 5101 Clinical Practicum each of the graduate program (i.e., 5 enrollments/15 credit hours).

Students enrolled in the BS-MS Integrated program will enroll in CMSD 4000 Undergraduate Clinical Practicum (3 credit hours) their first semester. In subsequent semesters, they will enroll in CMSD 5101 Clinical Practicum (i.e., 4 enrollments/12 credit hours).

Subtotal: 15

Subtotal: 53

COURSES

ACCT—ACCOUNTING

ACCT 6500 - Corporate Financial Analysis (3)

Students explore theoretical and practical applications of making successful financing and investing decisions. Course content includes capital markets, financial statement analysis, portfolio theory, securities valuation, capital budgeting, capital structure decision-making, financial planning, capital market financing techniques, merger and acquisition, international finance, and regulatory reporting requirements.

Prerequisite: ACCT 2010, ACCT 2020 Cross-Listed as: BUSA 6500. Offered: TBA.

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

- Demonstrate comprehensive professional knowledge of research.

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

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

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

- Demonstrate comprehensive professional knowledge of problem solving in business.

- Demonstrate comprehensive professional knowledge of critical analysis in business.

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

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

ACCT 6530 - Managerial Accounting (3)

Students examine how internal managers use accounting data for planning and controlling operations as well as other management responsibilities. Course emphasis is on the manager's ability to add value using financial analyses for effective decision-making.

Prerequisite: ACCT 2010, ACCT 2020 Cross-Listed as: BUSA 6530. Offered: TBA.

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

- Make operating decisions based on a comprehensive understanding of an operation's product cost, cost behavior, and the impact of those costs on the external financial statements.

-
Utilize operational budgets to communicate operational goals

- Understand managerial accounting performance evaluation, and use the feedback to control operations and make improvements.

- Analyze and interpret managerial accounting outputs for effective decision making, considering both the quantitative and qualitative factors in the decision-making process.

- Utilize managerial accounting concepts and critical thinking to solve complex business questions.

ACCT 6990 - Special Topics (3)

The content varies from offering to offering. This course is used to add special material to the curriculum on an ad hoc basis and also provides a venue for visiting faculty to teach their specialties thereby enriching the student's M.B.A. experience.

Cross-Listed as: BUSA 6990. Offered: TBA.

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

ARED—ART EDUCATION

ARED 6620 - Art Education Methods P-6 (3)

Studio work, seminars, and presentations on planning and implementing an art program for grades P-8 is the focus of this course. Emphasis is placed 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 is required.

Offered: Demorest: Fall.

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

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

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

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

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

ARED 6621 - Art Education Methods 7-12 (3)

Seminars, presentations, workshops, and peer collaborative planning will help students understand their role as curriculum designers. An emphasis will be on developing age-appropriate units of study based on studio practice, art history, and aesthetic inquiry methods appropriate for the 7-12 grade child and instructional methodologies for teaching and assessing. Topics include a history of art education related to current issues, integration across subjects, and socio-cultural approaches to pedagogy. Must be accepted into College of Education.

Offered: Spring.

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

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

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

3. Engage in practical experiences in working with the materials, media and processes appropriate to teaching art: 2-Dimensional and 3-Dimensional Processes.

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

ARED 6630 - Art Criticism and Aesthetic Inquiry (3)

A study of issues in art criticism and aesthetics, including artistic theories and the analysis and evaluation of works of art. Criticism and analysis of specific works are examined. Creative, pedagogical and social implications are emphasized. Only available at the Demorest campus during summer semester.

Offered: Summer.

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

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

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

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

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

5. Design and implement a research project reflecting familiarity with current research and innovative teaching strategies.

6. Utilize the principles of critical thinking to synthesize coursework and experiences in the College of Education.

7. Design assessment strategies that foster teamwork, constructive criticism, higher order and critical thinking skills to develop the student's sense of creativity and pride in their original work.

8. Assess and plan instruction for students of all ability levels and cultural backgrounds and with varied intelligences and learning styles.

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

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

ARED 6650 - Special Topics in 2D Art Studio (3)

Development of two-dimensional studio course work as an artist/educator. Emphasis on individualized instruction leading to the development of a focused body of professional work. May be repeated for credit. Additional studio work outside of class is required. Only available at the Demorest Campus.

Offered: Summer.

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

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

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

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

4. Recognize the function of color in composition.

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

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

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

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

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

ARED 6651 - Special Topics in 3D Art Studio (3)

Development of three-dimensional studio course work as an artist/educator. Emphasis on individualized instruction leading to the development of a focused body of professional work. May be repeated for credit. Additional studio work outside of class is required. Only available at the Demorest Campus.

Offered: Summer.

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

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

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

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

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

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

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

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

ARED 6675 - Special Topics in Art History (3)

Selected topics and research problems in art history. Emphasis on individualized research with professional and/or pedagogical applications. May be repeated for credit.

Offered: Summer.

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

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

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

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

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

5. Demonstrate an understanding of the creative process.

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

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

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

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

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

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

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

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

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

ARED 7650 - Advanced Theoretical Perspectives in Art Education (3)

This advanced graduate-level seminar focuses on theoretical perspectives in the area of art education and the relevance of theory to the practice of curriculum development and implementation, and scholarly writing in art education leadership. Students research and apply selected theories of the 20th and 21st centuries that hold a place of prominence in current research, curriculum, and pedagogical dialogues in art education. This course will involve careful analysis of the work of critical theorists through both primary sources and secondary sources that exemplify putting theory to work in art education leadership and related fields.

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

1. demonstrate advanced depth and breadth of knowledge of research of theories/theorists as they relate to research in art education to fine arts leadership

2. analyze and respond critically to scholarly works of various theorists

3. critique the influence of modern and postmodern developments in general and art education curriculum theory and apply these to current curricular trends

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

5. experiment with theory in relation to research pursuits, formulating a research proposal

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

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

ARED 7701 - Studies in Art Instruction (3)

This course explores and analyzes contemporary social, cultural, and educational issues impacting art education curriculum and practices. Through weekly readings and discussions and course research projects, candidates will explore, analyze, and question the current trends and issues in art education today. As an issues-oriented course, candidates will bring experiences grounded in practices that envision art and education as a form of critical public engagement based on democratic values. Directed field-based experience required. Teaching of laboratory classes required.

Offered: Fall.

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

1. Analyze how contemporary research and social/cultural/educational issues reflect and impact art education curriculum and practice
2. Identify and Understand how historical and contemporary theories and events in art education are shaped in relation to broader issues and movements in society and cultures.
3. Examine the impact of poverty on educational success and the implications for the art classroom.
4. Critically evaluate contemporary socio-cultural issues to one's creative and professional practices as an artist and educator.
5. Formulate strategies to address current issues impacting art education practices.
6. Develop a knowledge of the impact socio-cultural issues have on art teaching and design engaging teaching and classroom management strategies appropriate to the art room.
7. Design assessments based on an understanding child development and artistic growth in the visual arts.
8. Demonstrate a basic understanding of curriculum structures for k-12 art programs in the content areas of studio production, art history and art analysis.
9. Commit to continual growth as an art educator through the study of current scholarly, professional, and creative practices, research, and online resources (books, journals, zines, websites, blogs, exhibitions, multi-media presentations, online sites, etc.).
10. Engage in self-reflective practice to further explain one's understanding of the profession and educational practices of teaching art.

ARED 7702 - Advanced Studies in Art Instruction (3)

Seminars, presentations, workshops, and peer collaborative planning will help students understand their role as curriculum designers. An emphasis will be on developing age-appropriate long-range curricula based on current strategies used in studio practice, art history, and aesthetic inquiry methods appropriate for the k-12 grade child. Instructional methodologies for teaching and assessing will be reassessed. Topics include a history of art education related to current issues, integration of art instruction into the total process of education, and sociocultural approaches to pedagogy. Directed field-based experience required. Teaching of laboratory classes or within personal classroom are required.

Offered: Spring.

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

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

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

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

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

5.   Demonstrate effective action research practices that are designed to impact the local school and student in a positive way.

ARED 7737 - Art Education Content Synchesis (1)

A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. Guided practicum in collaboration with corequisite ART 7742 teaching experience.

Corequisite: ART 7742 Offered: TBA.

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

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

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

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

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

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

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

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

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

ARED 7788 - Art Education Capstone (3)

This course is non-transferable and must be completed at Piedmont University. Designed to synthesize the graduate experience for candidates in the art education program. The course culminates in research that demonstrates the individual's mastery of the graduate program in education, including conceptual, content, and pedagogical skills. Components of this course include written documentation of research skills, and a portfolio containing graduate studies.

Prerequisite: EDUC 6699-Methods & Interpretation of Educational Research Offered: Fall.

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

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

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

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

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

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

ARED 8650 - Theoretical Perspectives in Art Education (3)

This is a graduate level seminar, which focuses on theoretical perspectives in the area of art education and the relevance of theory to the practice of curriculum development and implementation, and scholarly writing in art education. Students will explore and engage with selected theories of the 20th and 21st century's that hold a place of prominence in current research, curriculum, and pedagogical dialogues

in the field of art education. This course will involve careful reading of the work of key theorist through both primary sources and secondary sources that exemplify putting theory to work in art education and related fields. This course is not intended to promote particular theories or theorists, but rather to assist graduate students in their development as researchers and scholars who persist in the difficult work of challenging the limitations of personal experience, understanding, and ways of knowing through engagement with theories that can offer alternative perspectives.

Offered: Summer.

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

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

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

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

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

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

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

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

8. To experiment with theory in relation to research pursuits

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

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

ARED 8651 - Contemporary Issues in Art Education (3)

This is a graduate level seminar, which focuses on theoretical perspectives in the area of art education and the relevance of theory to the practice of curriculum development and implementation, and scholarly writing in art education. Students will explore and engage with selected theories of the 20th and 21st century's that hold a place of prominence in current research, curriculum, and pedagogical dialogues in the field of art education. This course will involve careful reading of the work of key theorist through both primary sources and secondary sources that exemplify putting theory to work in art education and related fields. This course is not intended to promote particular theories or theorists, but rather to assist graduate students in their development as researchers and scholars who persist in the difficult work of challenging the limitations of personal experience, understanding, and ways of knowing through engagement with theories that can offer alternative perspectives.

Offered: TBA.

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

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

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

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

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

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

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

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

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

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

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

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

ATRG—ATHLETIC TRAINING

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

This laboratory-based course includes principles and techniques in the emergency care of injuries and conditions to the physically active. Content will include, but is not limited to; CPR, basic life support, AED usage, oxygen administration, Heimlich maneuver, emergency response and planning, and the healthcare chain. Special consideration will be given to bloodborne and airborne pathogens and the prevention of disease transmission.   Additionally, concepts and skills regarding protective equipment fitting and removal, taping, wrapping, bracing (preventatively and functionally), emergency transportation techniques including spine boarding will be included.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Summer.

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

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

2. (70a) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cardiac compromise (ECC, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low dose aspirin) with and without suspected spine injury and/or protective equipment.

3. (70b) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen, spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment.

4. (70c) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: environmental conditions (lightning, heat, cold, rectal thermometry) with and without suspected spine injury and/or protective equipment.

5. (70d) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods).

6. (70e) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: traumatic brain injury (catastrophic and emergent, subdural hematoma, epidural hematoma, second impact syndrome, non-epileptic seizure disorder) with and without suspected spine injury and/or protective equipment.

7. (70f) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: internal and external hemorrhage (tourniquet and hemostatic agent use, hypovolemic shock) with and without suspected spine injury and/or protective equipment.

8. (70g) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: fractures and dislocations (including reductions) with and without suspected spine injury and/or protective equipment.

9. (70l) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: wounds (including care and closure) with and without suspected spine injury and/or protective equipment.

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

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

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

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

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

15. (CHES 1.2.1) Students will identify primary data, secondary data, and evidence-informed resources related to health education/promotion.

16. (CHES 1.2.3) Students will conduct a literature review related to health education/promotion.

17. (CHES 1.2.4) Students will procure secondary data sources related to health education/promotion.

18. (CHES 1.2.5) Students will determine the validity and reliability of secondary data related to health education/promotion.

19. (CHES 1.2.6) Students will identify potential gaps in secondary data related to health education/promotion.

20. (CHES 1.2.7) Students will determine primary data collection needs, instruments, methods, and procedures related to health education/promotion.

21. (CHES 1.2.8) Students will adhere to established procedures to collect qualitative and/or quantitative data related to health education/promotion.

22. (CHES 6.5.4) Students will use current and emerging tools and trends (e.g., social media) to communicate health information.

23. (CHES 6.5.5) Students will deliver oral and written health communication that aligns with professional standards of grammar, punctuation, and style.

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

This laboratory-based course explores physical assessment skills including pre-participation physical examinations, hydration status, environmental safety, urinalysis, glucometers, peak flow meters, vital signs, sphygmomanometer, stethoscope, ophthalmoscope, and otoscope use among many others. This course also explores the patient experience and strategies to enhance that experience for all patients.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Summer.

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

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

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

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

4. (59b) Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) recognizing potentially dangerous conditions related to the environment, field, or playing surface; and 2) devising strategies to rectify the situation.

5. (59c) Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) describing how common pharmacological agents influence pain and healing, their therapeutic use, general categories used for treatment, desired outcomes, and the typical duration of treatment; and 2) communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy.

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

7. (61e) When practicing in collaboration with other health care and wellness professionals, students will be able to describe their roles, functions, and protocols that govern patient referrals between caregivers.

8. (63b) Students will use quality assurance and quality improvement strategies to enhance client/patient care, including: 1) the use of patient- and clinician-based clinical outcome assessment data (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of prevention and intervention strategies.

9. (66b) Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the use of universal precautions and disinfectant procedures to prevent the spread of infectious diseases; and 2) exposure control planning and reporting procedures.

10. (70b) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen, spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment.

11. (70h) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: anaphylaxis (epinephrine auto injector) with and without suspected spine injury and/or protective equipment.

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

13. (70j) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: diabetes (glucometer, administering glucagon, insulin) with and without suspected spine injury and/or protective equipment.

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

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

16. (72b) Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions.

17. (74a) Students will describe how common pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by educating clients on the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions.

18. (74b) Students will determine when a metered-dose inhaler is warranted based on a patient's condition and educate/assist a patient in its use or that of a nebulizer in the presence of asthma-related bronchospasm.

19. (74c) Students will identify and use appropriate pharmaceutical terminology to explain pharmacodynamic principles (receptor theory, dose-response relationship, placebo effect, potency, drug interactions, bioavailability, half-life, bioequivalence, generic vs brand name) as they relate to drug action, therapeutic effectiveness, patient choice, dosing schedule for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.

20. (74d) Students will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition appropriate for the patient's ability to respond.

21. (74e) Students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes and use their findings to educate patients.

22. (75a) Prior to administering medications or other therapeutic agents (as legally prescribed), students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes.

23. (75b) Students will practice assisting and/or instructing a patient in the proper use, cleaning, and storage of drugs commonly delivered by auto-injectors (epi-pen), metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.

24. (75c) Students will use appropriate terminology and adhere to federal, state, and local laws, regulations ,and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications or other therapeutic agents.

25. (75d) Students will describe how common legally prescribed pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions.

26. (77a) Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate.

27. (79b) Students will use physical fitness concepts (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition), testing procedures, and programming to mitigate long-term health risks, encourage a healthy lifestyle, and assess clients' physical status and readiness for activity across the lifespan.

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

29. (82b) Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client specific.

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

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

32. (NSCA Scientific foundations 1.B.) Students will apply knowledge of neuromuscular and muscular anatomy and physiology.(NSCA Scientific foundations 1.D.) Students will apply knowledge of bone and connective tissue (tendons and ligaments) anatomy and physiology.

33. (CHES 3.2.1) Students will create an environment conducive to learning.

ATRG 5201 - Practicum I in Athletic Training (4)

This experiential learning course allows students to practice skills learned in their didactic courses under a clinical preceptor's supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

Prerequisite: ATRG 5120 and ATRG 5125 Offered: Demorest: Fall.

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

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

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

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

4. (61d) When practicing in collaboration with other health care and wellness professionals, students will be able to describe the legal, moral, and ethical parameters that define the athletic trainers' scope of acute and emergency care and differentiate their role, responsibilities, preparation, and scope of practice from other pre-hospital care and hospital-based providers within the context of the broader healthcare system.

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

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

7. (64c) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making.

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

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

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

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

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

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

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

15. (70h) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: anaphylaxis (epinephrine auto injector) with and without suspected spine injury and/or protective equipment.

16. (71a) Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

17. (71b) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions.

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

19. (71d-8) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system.

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

21. (74d) Students will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition appropriate for the patient's ability to respond.

22. (75b) Students will practice assisting and/or instructing a patient in the proper use, cleaning, and storage of drugs commonly delivered by auto-injectors (epi-pen), metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.

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

24. (82a) Students will use osteokinematic and arthrokinematic principles to develop, implement, and supervise comprehensive programs to maximize sport performance and reduce the influence of pathomechanics that are safe and client specific.

25. (82b) Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client specific.

26. (83a) Students will create educational programming for clients which incorporates nutritional analysis, dietary recommendations, and strategies for preventing illness and improving quality of life related to fluid and nutrient ingestion prior to, during, and after participation for a variety of activities across the lifespan.

27. 27. (83b) Students will create educational programming for clients which incorporates thermoregulatory mechanisms and principles of environmental assessment, acclimation, and conditioning related to fluid and nutrient ingestion prior to, during, and after participation for a variety of activities and environmental conditions.

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

29. (88a) Students will identify key regulatory agencies, stakeholders, and community partners that impact healthcare delivery and perform strategic planning as a means to assess and promote revenue generation and reimbursement, facility design and staffing, and patient outcomes.

30. (88b) Students will identify key agencies, standards, and regulations that govern healthcare delivery services and perform administrative duties related to managing physical, human, and financial facility to remain compliant.

31. (88c) Students will identify how organizational structure and strategic planning impact the daily operations of a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan for purchasing (proposal, bidding, requisition), inventory, profit and loss ratios, budget balancing, recognition for the value of services provided, and operational and capital budgeting.

32. (88d) Students will identify and mitigate sources of risk to the individual, organization, and community while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services.

33. (88e) Students will identify and navigate the links between multipayor insurance systems, the recruitment, selection, and employment of personnel, and the negotiated related benefits and exclusions while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services.

34. (88f) Students will identify how organizational structure and strategic planning impact the delivery model chosen by a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan to promote revenue generation and reimbursement, facility design and staffing, and patient outcomes.

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

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

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

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

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

ATRG 5221 - Practicum II in Athletic Training (4)

This experiential learning course allows students to practice skills learned in their didactic courses under a clinical preceptor's supervision. Students must complete 150 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

Prerequisite: ATRG 5201 Offered: Demorest: Spring.

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

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

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

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

4. (62c) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of patient- and clinician-based clinical outcome assessment instruments (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of intervention strategies.

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

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

7. (66a) Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the legal, moral, and ethical parameters of an athletic trainer's scope of practice; 2) the key regulatory agencies and legislation (HIPPA, FERPA) that impact healthcare delivery; 3) the role and function of state practice acts, registration, licensure, and certification agencies, and how to obtain and maintain those credentials; and 4) the principles of recruiting, selecting, employing, and communicating with healthcare personnel in the deployment of healthcare services.

8. (66b) Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the use of universal precautions and disinfectant procedures to prevent the spread of infectious diseases; and 2) exposure control planning and reporting procedures.

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

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

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

12. (70a) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cardiac compromise (ECC, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low dose aspirin) with and without suspected spine injury and/or protective equipment.

13. (70b) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen, spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment.

14. (70c) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: environmental conditions (lightning, heat, cold, rectal thermometry) with and without suspected spine injury and/or protective equipment.

15. (70d) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods).

16. (70f) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: internal and external hemorrhage (tourniquet and hemostatic agent use, hypovolemic shock) with and without suspected spine injury and/or protective equipment.

17. (70g) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: fractures and dislocations (including reductions) with and without suspected spine injury and/or protective equipment.

18. (70l) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: wounds (including care and closure) with and without suspected spine injury and/or protective equipment.

19. (70n) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: other musculoskeletal injury with and without suspected spine injury and/or protective equipment.

20. (71a) Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

21. (71b) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions.

22. (71d-3) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the eyes, ears, nose, throat, mouth, and teeth.

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

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

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

ATRG 5222 - Therapeutic Modalities (4)

This course explores the therapeutic and physiologic effects, indications, and contraindications of various treatment modalities. Students will practice application of these techniques in both the laboratory component and during clinical experience hours under preceptor supervision.

Prerequisite: ATRG 5120 and ATRG 5125 Offered: Demorest: Fall.

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

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

2. (58b) Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait,

posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product.

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

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

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

6. (63a) Students will use quality assurance and quality improvement strategies to enhance client/patient care, including the use of evidence to: 1) differentiate between narrative reviews, systematic reviews , and meta-analyses; 2) describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions.

7. (63b) Students will use quality assurance and quality improvement systems to enhance client/patient care, including: 1) the use of patient- and clinician-based clinical outcome assessment data (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of prevention and intervention strategies.

8. (64a) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 1) use outcome assessment data to drive informed decisions regarding intervention efficacy, patient status, and progress toward goals using psychometrically sound instruments.

9. (64b) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 2) search, retrieve, analyze, and use information derived from databases and online critical appraisal libraries for clinical decision support.

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

11. (71d-10) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing pain level.

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

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

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

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

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

17. (73e) Students will select and incorporate motor control and proprioceptive technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

18. (73g) Students will select and incorporate therapeutic modality interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation.

19. (73h) Students will select and incorporate home care management interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

ATRG 5303 - Orthopedic Assessment: Upper Extremity (3)

This course emphasizes evaluation, diagnosis, and treatment of sports-related head, neck, abdomen, and upper extremity injuries and conditions. Special attention will be given to inspection, palpation, and special testing of bony, neurological, vascular, muscular, and inert soft tissues.

Prerequisite: ATRG 5120, ATRG 5125, ATRG 5323 Offered: Demorest: Fall.

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

1. (64c) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making.

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

3. (70d) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods).

4. (70e) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: traumatic brain injury (catastrophic and emergent, subdural hematoma, epidural hematoma, second impact syndrome, non-epileptic seizure disorder) with and without suspected spine injury and/or protective equipment.

5. (70f) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: internal and external hemorrhage (tourniquet and hemostatic agent use, hypovolemic shock) with and without suspected spine injury and/or protective equipment.

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

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

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

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

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

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

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

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

14. (71d-3) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the eyes, ears, nose, throat, mouth, and teeth.

15. (71d-7) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the patient's mental status.

16. (71d-8) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system.

17. (71d-9) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the neurological system.

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

19. (72b) Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions.

20. (76a) Students will evaluate and treat a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

21. (76b) Students will re-examine on an on-going basis a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

22. (76c) Students will recognize an atypical response in a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

23. (76d) Students will implement a plan of care for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond.

24. (76e) Students will implement a return to play plan for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain,

headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond.

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

ATRG 5322 - Therapeutic Exercise (4)

An examination of the theory, use, and effects of rehabilitative exercises used in the treatment of orthopedic injuries. Students will practice designing and implementing comprehensive rehabilitative programs in both the laboratory component and during clinical experience hours under preceptor supervision.

Prerequisite: ATRG 5222 Offered: Demorest: Spring.

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

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

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

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

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

5. (62a) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions.

6. (62b) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies.

7. (62c) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of patient- and clinician-based clinical outcome assessment instruments (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of intervention strategies.

8. (63b) Students will use quality assurance and quality improvement strategies to enhance client/patient care, including: 1) the use of patient- and clinician-based clinical outcome assessment data (patient- and disease-oriented); 2) using accepted methods to assess

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

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

10. (64b) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 2) search, retrieve, analyze, and use information derived from databases and online critical appraisal libraries for clinical decision support.

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

12. (66a) Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the legal, moral, and ethical parameters of an athletic trainer's scope of practice; 2) the key regulatory agencies and legislation (HIPPA, FERPA) that impact healthcare delivery; 3) the role and function of state practice acts, registration, licensure, and certification agencies, and how to obtain and maintain those credentials; and 4) the principles of recruiting, selecting, employing, and communicating with healthcare personnel in the deployment of healthcare services.

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

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

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

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

17. (71d-10) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing pain level.

18. (71d-13) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics.

19. (71d-8) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system.

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

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

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

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

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

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

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

27. (73f) Students will select and incorporate task-specific functional training technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

28. (73g) Students will select and incorporate therapeutic modality interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation.

29. (73h) Students will select and incorporate home care management interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

30. (73i) Students will select and incorporate cardiovascular training interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation.

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

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

33. (76c) Students will recognize an atypical response in a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

34. (76e) Students will implement a return to play plan for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond.

35. (76f) Students will refer to an appropriate provider when indicated a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

36. (77b) Students will describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, stress response, confidence, and patient and social environment interactions as they affect patient interactions, clinical referral decisions, and eventual return to activity/participation for injuries or forced inactivity.

37. (77e) Students will select and integrate appropriate behavioral health techniques (motivation, goal setting, imagery, anxiety reduction, positive self-talk, and/or relaxation) into a patient's treatment, pain management, or rehabilitation program to enhance compliance, progress, return to play, and overall outcomes.

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

39. (79b) Students will use physical fitness concepts (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition), testing procedures, and programming to mitigate long-term health risks, encourage a healthy lifestyle, and assess clients' physical status and readiness for activity across the lifespan.

40. (82a) Students will use osteokinematic and arthrokinematic principles to develop, implement, and supervise comprehensive programs to maximize sport performance and reduce the influence of pathomechanics that are safe and client specific.

41. (82b) Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client specific.

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

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

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

45.

ATRG 5323 - Orthopedic Assessment: Lower Extremity (3)

This course emphasizes evaluation, diagnosis, and treatment of sports-related lumbar spine, pelvic, and lower extremity injuries and conditions. Special attention will be given to inspection, palpation, and special testing of bony, neurological, vascular, muscular, and inert soft tissues and gait analysis.

Prerequisite: ATRG 5120 and ATRG 5125 Offered: Demorest: Spring.

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

1. (64c) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making.

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

3. (71a) Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

4. (71b) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions.

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

6. (71d-10) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing pain level.

7. (71d-13) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing function, gait, and joint mechanics.

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

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

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

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

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

Supervised learning experience in an approved setting. Students must complete 75 experiential learning hours per academic credit hour. Internship application and signed clinical contract are required no later than the day before the term begins. Can be repeated for a total of 6 hours. NOTE: If students are using the internship to meet program clinical competencies and/or clinical hours requirements, proof of affiliated site agreement and memo of supervisor understanding are required no later than 14 days BEFORE the first day of the internship. Sites used to meet program clinical competencies and/or clinical hours requirements must also be evaluated by the University and preceptors trained before the internship can begin.
Prerequisite: Instructor permission

Prerequisite: Instructor permission Offered: Demorest: Fall, Spring, and Summer.

Outcomes:

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

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

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

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

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

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

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

ATRG 6301 - Practicum III in Athletic Training (6)

This experiential learning course allows students to practice skills learned in their didactic courses under a clinical preceptor's supervision. Students must complete 300 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

Prerequisite: ATRG 5221 Offered: Demorest: Fall.

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

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

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

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

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

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

6. (64a) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 1) use outcome assessment data to drive informed decisions regarding intervention efficacy, patient status, and progress toward goals using psychometrically sound instruments.

7. (64c) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making.

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

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

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

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

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

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

14. (70i) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: exertional sickling, rhabdomyolysis, and hyponatremia with and without suspected spine injury and/or protective equipment.

15. (70j) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: diabetes (glucometer, administering glucagon, insulin) with and without suspected spine injury and/or protective equipment.

16. (70k) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: drug overdose (including administering rescue medications such as Narcan) with and without suspected spine injury and/or protective equipment.

17. (71a) Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

18. (71b) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions.

19. (71d-1) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing cardiovascular function (including auscultation).

20. (71d-11) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the reproductive system.

21. (71d-12) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the respiratory system (including auscultation).

22. (71d-2) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the endocrine system.

23. (71d-3) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the eyes, ears, nose, throat, mouth, and teeth.

24. (71d-4) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the gastrointestinal system.

25. (71d-5) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the genitourinary system.(71d-6) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the integumentary system.

26. (71d-7) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the patient's mental status.

27. (71d-8) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system.

28. (71d-9) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the neurological system.

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

30. (72a) Students will explain the creation of clinical prediction rules and use them to perform or obtain the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions.

31. (72b) Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions.

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

33. (73d) Students will select and incorporate functional and gait training technique interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

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

35. (74d) Students will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition appropriate for the patient's ability to respond.

36. (75a) Prior to administering medications or other therapeutic agents (as legally prescribed), students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes.

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

38. (77c) Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines.

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

40. (82a) Students will use osteokinematic and arthrokinematic principles to develop, implement, and supervise comprehensive programs to maximize sport performance and reduce the influence of pathomechanics that are safe and client specific.

41. (82b) Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client specific.

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

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

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

ATRG 6321 - Practicum IV in Athletic Training (6)

This intensive experiential learning course allows students to practice skills learned in their didactic courses under a clinical preceptor's supervision. Students must complete 300 clinical hours and assigned proficiencies. Proof of current PPD and CPR/AED certification and signed clinical agreement are required no later than 7 days after the first day of classes.

Prerequisite: ATRG 6301 Offered: Demorest: Spring.

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

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

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

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

4. (61b) Students will use effective interpersonal and cross-cultural communication, culturally sensitive intervention strategies to promote positive behavior change and impact emotional well-being and consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes when practicing in collaboration with other health care and wellness professionals.

5. (61c) When practicing in collaboration with other health care and wellness professionals, students will 1) describe how common pharmacological agents influence pain and healing, their therapeutic use, general categories used for treatment, desired outcomes, and the typical duration of treatment; and 2) communicate the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy.

6. (61d) When practicing in collaboration with other health care and wellness professionals, students will be able to describe the legal, moral, and ethical parameters that define the athletic trainers' scope of acute and emergency care and differentiate their role, responsibilities, preparation, and scope of practice from other pre-hospital care and hospital-based providers within the context of the broader healthcare system.

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

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

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

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

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

12. (66a) Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the legal, moral, and ethical parameters of an

athletic trainer's scope of practice; 2) the key regulatory agencies and legislation (HIPPA, FERPA) that impact healthcare delivery; 3) the role and function of state practice acts, registration, licensure, and certification agencies, and how to obtain and maintain those credentials; and 4) the principles of recruiting, selecting, employing, and communicating with healthcare personnel in the deployment of healthcare services.

13. (66b) Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the use of universal precautions and disinfectant procedures to prevent the spread of infectious diseases; and 2) exposure control planning and reporting procedures.

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

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

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

17. (70a) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cardiac compromise (ECC, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low dose aspirin) with and without suspected spine injury and/or protective equipment.

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

19. (70c) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: environmental conditions (lightning, heat, cold, rectal thermometry) with and without suspected spine injury and/or protective equipment.

20. (70d) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: cervical spine compromise (stabilization and transportation techniques, equipment removal considerations and methods).

21. (70e) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: traumatic brain injury (catastrophic and emergent, subdural hematoma, epidural hematoma, second impact syndrome, non-epileptic seizure disorder) with and without suspected spine injury and/or protective equipment.

22. (70f) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: internal and external hemorrhage (tourniquet and hemostatic agent use, hypovolemic shock) with and without suspected spine injury and/or protective equipment.

23. (70g) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: fractures and dislocations (including reductions) with and without suspected spine injury and/or protective equipment.

24. (70h) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: anaphylaxis (epinephrine auto injector) with and without suspected spine injury and/or protective equipment.

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

26. (70m) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: testicular injury with and without sus pected spine injury and/or protective equipment.

27. (70n) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: other musculoskeletal injury with and without suspected spine injury and/or protective equipment.

28. (71a) Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

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

30. (71d-11) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the reproductive system.

31. (71d-5) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the genitourinary system.

32. (71d-7) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the patient's mental status.

33. (71d-8) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the musculoskeletal system.

34. (71d-9) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the neurological system.

35. (71e) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals.

36. (72a) Students will explain the creation of clinical prediction rules and use them to perform or obtain the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions.

37. (72b) Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions.

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

39. (74a) Students will describe how common pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by educating clients on the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions.

40. (74c) Students will identify and use appropriate pharmaceutical terminology to explain pharmacodynamic principles (receptor theory, dose-response relationship, placebo effect, potency, drug interactions, bioavailability, half-life, bioequivalence, generic vs brand name) as they relate to drug action, therapeutic effectiveness, patient choice, dosing schedule for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.

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

42. (75b) Students will practice assisting and/or instructing a patient in the proper use, cleaning, and storage of drugs commonly delivered by auto-injectors (epi-pen), metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.

43. (75c) Students will use appropriate terminology and adhere to federal, state, and local laws, regulations ,and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications or other therapeutic agents.

44. (75d) Students will describe how common legally prescribed pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions.

45. (76d) Students will implement a plan of care for a patient who has sustained a concussion or other brain injury with consideration to established guidelines that includes addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction appropriate for the circumstances and patient's ability to respond.

46. (76f) Students will refer to an appropriate provider when indicated a patient who has sustained a concussion or other brain injury with consideration to established guidelines to formulate a diagnosis and plan of care that includes a neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

47. (77a) Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate.

48. (77c) Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines.

49. (77d) Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

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

51. (88a) Students will identify key regulatory agencies, stakeholders, and community partners that impact healthcare delivery and perform strategic planning as a means to assess and promote revenue generation and reimbursement, facility design and staffing, and patient outcomes.

52. (88b) Students will identify key agencies, standards, and regulations that govern healthcare delivery services and perform administrative duties related to managing physical, human, and financial facility to remain compliant.

53. (88c) Students will identify how organizational structure and strategic planning impact the daily operations of a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan for purchasing (proposal, bidding, requisition), inventory, profit and loss ratios, budget balancing, recognition for the value of services provided, and operational and capital budgeting.

54. (88d) Students will identify and mitigate sources of risk to the individual, organization, and community while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services.

55. (88e) Students will identify and navigate the links between multipayor insurance systems, the recruitment, selection, and employment of personnel, and the negotiated related benefits and exclusions while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services.

56. (88f) Students will identify how organizational structure and strategic planning impact the delivery model chosen by a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan to promote revenue generation and reimbursement, facility design and staffing, and patient outcomes.

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

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

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

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

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

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

Examination of organization and administration, including: budgeting, legal concerns, leadership theories, facility and event planning, program and personnel evaluation, human resource management, insurance and risk management practices, and Code of Ethics.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Fall.

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

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

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

3. (61d) When practicing in collaboration with other health care and wellness professionals, students will be able to describe the legal, moral, and ethical parameters that define the athletic trainers' scope of acute and emergency care and differentiate their role, responsibilities, preparation, and scope of practice from other pre-hospital care and hospital-based providers within the context of the broader healthcare system.

4. (61e) When practicing in collaboration with other health care and wellness professionals, students will be able to describe their roles, functions, and protocols that govern patient referrals between caregivers.

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

6. (66a) Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the legal, moral, and ethical parameters of an athletic trainer's scope of practice; 2) the key regulatory agencies and legislation (HIPPA, FERPA) that impact healthcare delivery; 3) the role and function of state practice acts, registration, licensure, and certification agencies, and how to obtain and maintain those credentials; and 4) the principles of recruiting, selecting, employing, and communicating with healthcare personnel in the deployment of healthcare services.

7. (66b) Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the use of universal precautions and disinfectant procedures to prevent the spread of infectious diseases; and 2) exposure control planning and reporting procedures.

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

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

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

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

12. (88a) Students will identify key regulatory agencies, stakeholders, and community partners that impact healthcare delivery and perform strategic planning as a means to assess and promote revenue generation and reimbursement, facility design and staffing, and patient outcomes.

13. (88b) Students will identify key agencies, standards, and regulations that govern healthcare delivery services and perform administrative duties related to managing physical, human, and financial facility to remain compliant.

14. (88c) Students will identify how organizational structure and strategic planning impact the daily operations of a healthcare facility and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan for purchasing (proposal, bidding, requisition), inventory, profit and loss ratios, budget balancing, recognition for the value of services provided, and operational and capital budgeting.

15. (88d) Students will identify and mitigate sources of risk to the individual, organization, and community while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services.

16. (88e) Students will identify and navigate the links between multipayor insurance systems, the recruitment, selection, and employment of personnel, and the negotiated related benefits and exclusions while performing administrative duties related to the physical, human, and financial resource management of healthcare delivery services.

17. (88f) Students will identify how organizational structure and strategic planning impact the delivery model chosen by a healthcare Facility Project and will perform administrative duties relating to managing budgetary and financial processes as part of a basic business plan to promote revenue generation and reimbursement, Facility Project design and staffing, and patient outcomes.

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

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

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

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

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

23. (94) Students will develop and implement specific policies and procedures to identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures

interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

24. (CHES 3.3.1; 3.3.4) Students will monitor implementation progress to ensure it is delivered with fidelity and in accordance with the timeline.

25. (CHES 3.3.2) Students will assess progress in achieving objectives.

26. (CHES 3.3.3) Students will assess a health education/promotion intervention to make modifications when needed to meet individual needs.

27. (CHES 3.3.4) Students will monitor implementation progress to ensure it is delivered with fidelity and in accordance with the timeline.

28. (CHES 3.3.5; 3.3.6) Students will monitor use of resources when implementing a health education/promotion plan to evaluate its sustainability.

29. (CHES 3.3.6) Students will monitor use of resources when implementing a health education/promotion plan to evaluate its sustainability.

30. (CHES 6.6.1) Students will conduct process and impact evaluations of communications.

31. (CHES 7.1.1; 7.1.2) Students will identify potential partners and stakeholders and assess their capacity for health education/promotion interventions.

32. (CHES 7.1.2) Students will identify potential partners and stakeholders and assess their capacity for health education/promotion interventions.

33. (CHES 7.1.3) Students will involve partners and stakeholders throughout the health education and promotion process in meaningful and sustainable ways.

34. (CHES 7.1.5) Students will evaluate relationships with partners and stakeholders on an ongoing basis to make appropriate modifications.

35. (CHES 7.2.1) Students will develop culturally responsive content.

36. (CHES 7.2.2) Students will recruit individuals needed in health education/promotion implementation.
    37. (CHES 7.3.8) Students will apply team building and conflict resolution techniques as appropriate.

37. (CHES 8.1.6) Students will apply principles of cultural humility, inclusion, and diversity in all aspects of practice (e.g., Culturally and Linguistically Appropriate Services (CLAS) standards and culturally responsive pedagogy).

38. (CHES 8.4.1) Students will promote the health education profession by explaining the major responsibilities, contributions, and value of the health education specialist.

39. (CHES 8.4.2; 8.4.3) Students will advocate for health education professional development by explaining the role of professional organizations and the benefits of participating in them.

40. (CHES 8.4.3) Students will advocate for health education professional development by explaining the role of professional organizations and the benefits of participating in them.

41. (CHES 8.4.4) Students will educate others about the history of the health education/promotion profession, its current status, and its implications for professional practice.

42. (CHES 8.4.5) Students will explain the role and benefits of credentialing (e.g., individual and program) in health education/promotion.

43. (NSCA Practical/applied 3.) Students will determine facility design, organization, and policies/procedures to create an appropriately staffed and safe training environment.

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

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

ATRG 6420 - Seminar (Capstone Course) (3)

This course includes BOC exam preparation, professional resume/vitae development, and interview skills practice. Research literature will be used to determine the evidence underpinning current practice and to develop critical thinking skills. Each student will also complete an original research project, write a professional report, and present the results of the study to the faculty, staff, and students. CAPSTONE COURSE

Prerequisite: HSCS 5410 Offered: Demorest: Spring.

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

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

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

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

4. (63b) Students will use quality assurance and quality improvement strategies to enhance client/patient care, including: 1) the use of patient- and clinician-based clinical outcome assessment data (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of prevention and intervention strategies.

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

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

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

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

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

BIOL—BIOLOGY

BIOL 5100 - Biological Science (3)

This course is based on current topics and issues in the world of science. Students will research current scientific developments in the areas of environmental biology, ecology, genetics, etc. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Offered: TBA.

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

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

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

BIOL 5200 - Plant Diversity (3)

This course is an introduction to the evolution, diversification and conservation of plant species. Includes identification of plant species, and interactions among and within plant populations and communities.

Offered: TBA.

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

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

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

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

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

BIOL 5700 - Ecological Concepts (3)

This course serves as an introduction to ecological concepts and emphasizes interactions at the individual, population, and community levels. Natural selection, population dynamics, and ecological succession are also covered.

Offered: TBA.

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

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

2. Develop an understanding of major ecological concepts.

3. Know how to collect and analyze ecological data.

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

BIOL 5800 - The Internal Environment (3)

A survey of the major functions of the human body with special emphasis on their interconnection and homeostasis. Intended for secondary education and middle grades graduate students with a science concentration. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Offered: TBA.

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

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

2. Understand and explain the connections between those systems.

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

BIOL 6100 - Biological Science (3)

This course is based on current topics and issues in the world of science. Students will research current scientific developments in the areas of environmental biology, ecology, genetics, etc. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Offered: TBA.

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

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

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

BIOL 6200 - Plant Diversity (3)

This course is an introduction to the evolution, diversification and conservation of plant species. Includes identification of plant species, and interactions among and within plant populations and communities.

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

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

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

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

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

BIOL 6240 - Forensic Genetics (4)

This course covers basic genetic principles as they pertain to forensics.

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

1. Demonstrate a fundamental knowledge of forensic genetics

2. Demonstrate a fundamental knowledge of population genetics and the Human Genome Project

3. Demonstrate a fundamental knowledge of interpretation and application of forensic DNA analysis

4. Demonstrate a fundamental knowledge of DNA profiling

BIOL 6300 - Forensic Entomology (4)

Forensic Entomology covers arthropods and their general biology, succession, developmental cycles and population biology in matters of criminal prosecution and civil litigation. Emphasis is on basic arthropod biology, ecological and developmental concepts, methods, development of reasoning abilities, hypothesis formulation, development of opinions, and evidence.

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

1. Have an understanding of arthropods and their general biology, succession, developmental cycles and population biology in matters of criminal prosecution and civil litigation.

2. Be able to apply their understanding of arthropods and their general biology, succession, developmental cycles and population biology in matters of criminal prosecution and civil litigation.

3. Develop applied skills in forensic methods, development of reasoning abilities, hypothesis formulation, development of opinions, and evidence.

BIOL 6500 - Animal Diversity (3)

A survey of the animal phyla with emphasis on functional morphology, ecology and phylogeny. Intended for secondary education and middle grades graduate students with a science concentration.

Offered: TBA.

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

1. Students will develop an understanding of the phylogenetic relationships among animal phyla.

2. Examine and investigate the functional differences among animal phyla.

3. Explore the role those differences play in determining the distribution of those phyla in time and space.

BIOL 6700 - Ecological Concepts (3)

This course serves as an introduction to ecological concepts and emphasizes interactions at the individual, population, and community levels. Natural selection, population dynamics, and ecological succession are also covered.

Offered: TBA.

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

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

2. Develop an understanding of major ecological concepts.

3. Know how to collect and analyze ecological data.

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

BUSA—BUSINESS ADMINISTRATION

BUSA 5600 - Managerial Business Analytics (3)

Research plays an important role in designing efficient processes, improving productivity, understanding consumer pain points and perspectives, defining the competitive landscape and addressing the impact of business decisions. This course dives into quantitative and qualitative techniques that are widely used in business strategy, including control charts, survey design, hypothesis testing, focus groups, ethnographies and individual interviews.

Offered: Once per year..

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

- Describe how research is used to support business strategy.

- Compare and contrast qualitative and quantitative research techniques.

- Identify best practices in research design, including crafting a research objective statement.

- Apply, calculate and interpret control charts.

- Apply, calculate and interpret hypothesis tests.

- Design and implement a survey.

- Design and implement a focus group.

- Derive insights from quantitative and qualitative data to inform business strategy.

BUSA 5610 - Project & Operations Management (3)

Project and Operations Management involves planning, monitoring, controlling, and improving daily functions within a corporation, whether service or manufacturing. Students will explore current supply chain theories and a variety of tools and strategies for quality, production, and logistics, to provide a platform for critical thinking and analysis that will ensure operational resiliency. The course will cover project management techniques for continuous improvement, reducing cycle time, and mitigating risks or failure modes to complete production as the basis for competitive advantage.

Offered: Once per year..

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

- Perform project selection to achieve organizational objectives.

- Employ modern, readily available, computer software program(s) to plan organize and control all elements of the production and operations.

- Perform an analysis of inbound and outbound materials and services to achieve organizational objectives.

- Determine and analyze the critical components of interdependent supply chains - outbound, inbound, and internal - to get materials transported efficiently and effectively.

- Perform risk analysis to determine potential root causes of disrupted operations.

- Demonstrate competencies in the tools commonly employed in operations and quality management practice to control business processes and outcomes.

- Implement critical thinking, ethical considerations in management, strategic planning, and oral and written communications.

- Explain the need for complex communications required in providing information to all organizational stakeholders, both upstream and downstream in the supply chain.

- Demonstrate a familiarity with quality management themes including continuous improvement, cost control, data analysis tools, and working within an organizational culture.

BUSA 6030 - Strategic Information Systems (3)

Information systems are an integral component of the business enterprise. In addition to pr□viding support for day-to-day administrative and processing activities, information systems can create strategic advantage in competitiveness and profitability. This course provides students with background to understand the business technological environment-and to wield technology for strategic leverage. Day--to-day information systems - competent management of which can provide strategic advantage - are presented and explained. Emerging technologies that will drive innovative information systems in the future are also explored, along with managerial concepts useful in guiding companies through the ever-shifting technological landscape.

Prerequisite: None Offered: Hybrid - every summer.

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

1. Demonstrate information systems knowledge and skills for business functionality.

2. Discuss the links between strategy and information systems within an organization.

3. Develop strategic information systems strategy for an organization.

4. Describe the implementation process of a strategic information system strategy.

BUSA 6100 - Managerial Ethics (3)

This course explores a broad range of ethical issues and that impact one's role in both society and the corporate world. Special emphasis is given to the integration of ethics into key strategic business decisions. Topics covered include stakeholder relationships, agency theory, individual factors versus organizational factors, legal requirements versus ethical duties, and ethical decision-making processes and the ethical concerns in the global arena.

Offered: At least once every 2 years..

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

- Increase their critical thinking skills with case studies, hypotheticals, and ethical theory.

- Improved written skills, particularly in the use of APA.

- Improved presentation skills.

- Improved group discussions that require compromise, discourse theory, and professionalism.

- Retain business ethic theory and knowledge to aid them in their work environments and critical analysis.

BUSA 6140 - Liability Risks in Products and Services (3)

This course examines liability risks and how those laws impact American businesses in the production of goods and services. law is an important part of the environment in which business operates. Time, money, and opportunity can be lost through failure to identify the

legal factor earlier enough or, indeed, at all. For this reason, any manager should gain familiarity with the basic principles of those major areas of law which impinge upon business activity.

Prerequisite: None Offered: Hybrid - every other fall.

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

1. Discuss the historical sources of law in the United States that are applicable to product liability.

2. Discuss the nature of the United States legal system and examine the resolution of disputes inside and outside the legal system

3. Identify problems related to liability, safety and reliability for an existing product or service.

4. Describe how business entities are held liable in different situations and why the law works that way.

5. Discuss the different types of business entities and evaluate risk mitigation for each.

BUSA 6200 - Strategic Marketing (3)

The marketing mix involves price, product, promotion and place. By adopting a strategic view of marketing, we ensure that the marketing plan clearly articulates the business level strategy in the marketplace. A necessary attribute of "clear articulation" is internal consistency with the mix. This strategic view then ensures that marketing decision-making focuses on the linkages between strategic management and marketing management. Specific topics covered include opportunity analysis, the formulation of marketing strategies, and the implementation and control of these strategies.

Offered: At least once every 2 years..

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

- Demonstrate understanding of marketing concepts and theory and their application to the business environment.

- Demonstrate understanding of the relationship of marketing to corporate and business level strategy.

- Demonstrate critical and analytical thinking skills to solving marketing problems.

- Demonstrate recognition of ethical issues / dilemmas and their potential consequences when analyzing marketing problems

- Demonstrate understanding of the impact of product life cycle and market maturity in developing a marketing strategy.

- Demonstrate the ability to formulate functional level marketing strategies to complement and support corporate and business level strategy.

BUSA 6230 - Managerial Economics (3)

The course applies microeconomic tools and theory to a manager's decision process regarding market structure, consumer behavior, production cost and profit maximization at the firm level. In this course we analyze data and evaluate outcomes to determine optimal output choices and pricing methods in various settings to explain how markets function. This course also covers the impact of corporate structure market failures and government regulation on the firm.

Offered: Twice a year as needed.

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

- Apply economic principles and critical thinking to markets and consumer behavior.

- Use data to apply economic theory and regression analysis to business decision making.

- Describe a variety of markets structures and the optimal managerial behavior related to each market type.

- Apply economic theory to managerial decisions related to revenue, costs, pricing, and profitability.

BUSA 6310 - Strategic Leadership and Organizational Behavior (3)

The purpose of the strategic management process, at the business unit level of analysis, is the development and sustainment of competitive advantage. Competitive advantage is based upon knowledge and ultimately, all knowledge is held either in human brains or in technology. Explicit knowledge resides in both technology and the human brain whereas tacit knowledge resides only in the human brain.

In this course, students will learn leadership theory and the behavioral science literature that underpins leadership theory. Students will then understand the linkage between competitive advantage and human resources.

Offered: Once per year..

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

- Understand the major academic theories of leadership and related theories of organizational behavior, individually and as part of a historical continuum.

- Develop the ability to assess a leader's actions (or their own actions) objectively and through the multiple lenses that these theories provide.

- Assess and examine personal beliefs, styles, and leadership behaviors to increase self-awareness.

- Combine a rational approach to leadership with a concern for people and ethics.

BUSA 6500 - Corporate Financial Analysis (3)

Students explore theoretical and practical applications of making successful financing and investing decisions. Course content includes capital markets, financial statement analysis, portfolio theory, securities valuation, capital budgeting, capital structure decision-making, financial planning, capital market financing techniques, merger and acquisition, international finance, and regulatory reporting requirements.

Prerequisite: ACCT 2010 and ACCT 2020 or equivalent. Cross-Listed as: ACCT 6500. Offered: TBA.

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

- Demonstrate comprehensive professional knowledge of research.

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

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

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

- Demonstrate comprehensive professional knowledge of problem solving in business.

- Demonstrate comprehensive professional knowledge of critical analysis in business.

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

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

BUSA 6520 - Entrepreneurship and Strategic Innovation (3)

Entrepreneurship and Strategic Innovation is an introductory course to the essential knowledge and skills of entrepreneurship and strategic innovation, while focusing on the planning, management, marketing, financing and operating entrepreneurial enterprises. The course will culminate with a business plan and feasibility study.

Offered: At least once every 2 years..

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

- Develop an understanding of entrepreneurship and the entrepreneurial process.

- Integrate and apply the functional business areas such as operations, marketing, accounting, and finance within all levels of the firm.

- Integrate functional area material as it applies to new venture creation and growth.

- Develop and understanding of the role of entrepreneurship and new venture creation in economic development.

- Provide an opportunity to evaluate our own entrepreneurial tendencies and create new venture utilizing a business plan.

- Discover and evaluate which data/information is of value and prioritize resources for a forward-thinking plan of action.

BUSA 6530 - Managerial Accounting (3)

Students examine how internal managers use accounting data for planning and controlling operations as well as other management responsibilities. Course emphasis is on the manager's ability to add value using financial analyses for effective decision making.

Prerequisite: ACCT 2010 and ACCT 2020 or equivalent. Cross-Listed as: ACCT 6530. Offered: TBA.

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

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

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

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

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

BUSA 6630 - Global Managerial Issues (3)

An examination of the international side of business is gaining importance as organizations expand globally. Managers need to be fully aware that domestic firms can be principles actors in a global system thereby integrating insights from a global management environment. This class is designed to explore the unique opportunities and problems that confront international mangers as they navigate through the complex and ever changing global economic, political, legal, and cultural environment.

Offered: At least once every 2 years..

Learning objectives are those objectives that the student should be able to attain. At the successful completion of this course, students will be able to:

- Describe the relationship between multi-national strategy and structure.

- Explain the concepts of international business and global business.

- Identify the benefits and costs of economic integration and how it influences global business operations.

- Describe different international strategies for entering foreign markets.

- Explain why understanding cultural differences are crucial for global business.

BUSA 6700 - Managerial Decision Making & Team Building (3)

This course is an examination of the conceptual and practical aspects of managerial decision making. Decision making skills are one of the most valued in the business world. It is important for managers to understand human decision processes. This course focuses on the behavioral approach to managerial decision making. In addition, the course will also examine the basic structure of teams, why they are important, how they are developed, and how they are managed and evaluated. Topics will include the purpose of teams and the team-building process, conflict resolution, talent management, and team-building activities.

Prerequisite: None Offered: Hybrid every other summer beginning 2026.

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

1. Develop the basic process of Evidence-Driven Decision Making.

2. Employ ethical frameworks to facilitate sustainable decisions

3. Identify and characterize operational and financial metrics commonly employed in managerial decision making.

4. Demonstrate knowledge of group and individual dynamics and human resources in organizations.

5. Explain and discuss the purpose and the value of team building

6. Discuss and explain the application of talent management so the best team members can be recruited while being able to effectively evaluate techniques to assure good team function.

BUSA 6820 - Human Resource Management and Compliance (3)

This course focuses on compliance with the relevant labor laws associated with each phase of the employment process and their potential impacts upon the strategic management of the firm. Topics covered include hiring processes, issues in managing a diverse workforce, compensation management, performance management, termination, and downsizing.

Offered: Once per year..

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

- Discuss the importance of performance management, organizational strategic planning and succession planning.

- Identify the important elements that constitute the rules and functions associated with human resource management in contemporary organizations.

- Recognize the importance of ethics to effectively manage people in organizations and how ethical concepts apply in practice.

- Demonstrate critical thinking and problem-solving skills to the analysis of resolution of human resource issues.

- Summarize legal obligations as a human resource manager in confronting legal issues that arise in the workplace and distinguish between workplace legal duties and rights and those guided by ethics and company policy.

BUSA 6920 - Business and Corporate Level Strategic Management and Capstone (6)

The strategic management process addresses business-level, corporate-level, and international strategies with a special emphasis on their relationships. This means focusing on the macro, industry and rival analysis, competitive advantage assessment, and value chain development. The evaluation of student thinking to the strategic level, the synthesis of business strategy through the examination of the resource-based view (RBV), structure-conduct-performance (SCP) analysis, and the expression 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.

In addition, this course serves as an integration mechanism for the MBA curriculum and serves as a vehicle for program assessment. Students will focus on running a business computer-based simulation (CAPSIM) that will challenge the learner to integrate knowledge acquired throughout the MBA curriculum. The simulation integrates a capstone assessment model approved by the Accreditation Council for Business Schools and Programs (ACBSP), which accredits the Walker School of Business at Piedmont University.

Offered: Online: Fall and Spring.

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

- Develop a strategic business plan using the strategic management process.

- Integrate and apply the functional business areas such as operations, marketing, accounting, and finance within all levels of the firm.

- Master both business and corporate levels of analysis when using the strategic management process.

- Express knowledge of various academic topics covered throughout the MBA program, with a special emphasis on ethical decision making.

- Appraise, assess, and apply standard business judgement and analysis to form valued recommendations for organizational improvements.

- Discover and evaluate which data/information is of value and prioritize resources for a forward-thinking plan of action.

BUSA 6990 - Special Topics (3)

The content varies from offering to offering. This course is used to add special material to the curriculum on an ad hoc basis and also provides a venue for visiting faculty to teach their specialties thereby enriching the student's M.B.A. experience.

Cross-Listed as: ACCT 6990. Offered: TBA.

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

CHEM—CHEMISTRY

CHEM 5000 - Topics in Chemistry (3)

This course is based on current topics and issues in the area of chemistry. Examples include biochemistry, pharmacology, and synthetic compounds. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Offered: TBA.

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

1. Display an understanding and knowledge of the wave nature and characteristics of light.

2. Be able to compare and contrast reflection, refraction and absorption of light rays as they interact with matter.

3. Demonstrate knowledge of absorption spectroscopy.

4. Demonstrate a working knowledge of the types of spectroscopy (absorption and emission), and the corresponding electronic, vibrational and rotational transitions.

5. Demonstrate and explain reflection and refraction (using laser pointers, mirrors, and transparent solids and liquids).

CHEM 6000 - Topics in Chemistry (3)

This course is based on current topics and issues in the area of chemistry. Examples include biochemistry, pharmacology, and synthetic compounds. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Offered: TBA.

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

1. Display an understanding and knowledge of the wave nature and characteristics of light.

2. Be able to compare and contrast reflection, refraction and absorption of light rays as they interact with matter.

3. Demonstrate knowledge of absorption spectroscopy.

4. Demonstrate a working knowledge of the types of spectroscopy (absorption and emission), and the corresponding electronic, vibrational and rotational transitions.

5. Demonstrate and explain reflection and refraction (using laser pointers, mirrors, and transparent solids and liquids).

CHEM 6010 - Research in Chemistry (3)

Course will include OSHA regulations and guidelines for laboratory safety as well as the proper storage and disposal of chemicals. Students will begin researching the chemical literature. First five-week summer session: two meetings with the instructor and one or more laboratory or research session per week. Individual research project into the synthesis and reactions of novel organic compounds. Investigation of the means of synthesis of specific chemical substrates and their isolation and identification. Students are required to synthesize and characterize the compounds needed for the final project. Properly maintained laboratory notebooks will be required for satisfactory completion of this course.

Prerequisite: All science courses necessary to be certified at the initial level and at least one course in organic chemistry. Offered: TBA.

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

• Conduct individual research project into the synthesis and reactions of novel organic compounds.

CHEM 6020 - Synthesis and Reactions of Organic Compounds (3)

Second five-week summer session: one or more meetings with instructor and two to three laboratory sessions per week. Individual research to be carried out by the student independently. Students are to investigate the rates of hydrolysis and other reactions of a series of organic compounds that have been specifically modified. A written report, following the guidelines of the American Chemical Society, and a seminar presentation of the results of the research are required.

Prerequisite: CHEM 6010 Offered: TBA.

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

1. Investigate the rates of hydrolysis and other reactions of a series of organic compounds that have been specifically modified.

2. Write up a report and present the material researched.

CHEM 6050 - Forensic Chemistry and Toxicology (3)

This is a seminar course designed to introduce students to environmental and chemical toxins as they apply to the field of forensics. Methods of detection and treatment will also be discussed. This course involves student participation in the review and research of chemicals and their effect on the human body.

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

1. Demonstrate a fundamental knowledge of processes and endpoints in the human body associated with exposure to toxic agents.

2. Demonstrate a fundamental knowledge of detection methods of toxic agents.

3. Demonstrate a fundamental knowledge of risk assessment and risk management as it is applied to toxic agents in the environment.

CHEM 6550 - Chemical Forensics (4)

Chemical Forensics is the application of chemistry to analyze and identify forensic evidence and data. In this course, students will learn the chemistry behind the evidence collected and how it can be used to identify unknown materials. Topics covered include the following: soils, fibers, fire and explosives, drug analysis, and many others. The corresponding laboratory course will focus on using instrumentation and chemical techniques to analyze forensic data and evidence. The lab portion of this class will be 25% of the final class grade.

Upon completion of this course students will be able to understand the chemistry behind and identify the differences in the following:

1. Natural and Synthetic Fibers

2. Drugs and Poisons (including heavy metal)

3. Fire and Combustion Products

4. Students will also have a basic understanding of how instrumentation can be used to identify unknown chemicals and materials.

CMSD COMMUNICATION SCIENCES AND DISORDERS

CMSD 5001 - Speech Sound Disorders in Children (3)

This graduate course includes advanced topics related to speech sound disorders, including normal and disordered speech development, theories of speech acquisition and organization, and evaluation and management of speech sound disorders.

Offered: Demorest: Spring.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will devise a working theory of speech development after examining various developmental models. (IV-B&C)

2. Students will describe the arc of development of an integrated speech sound system.(IV-B)

3. Students will outline relationships between phonological development, language, and later abilities in phonological awareness, reading, and writing. (IV-B & C)

4. Students will create an assessment plan for evaluating and diagnosing speech sound disorders, including childhood apraxia of speech. (IV-D)

5. Students will integrate assessment information to provide an appropriate prognosis, developmental/treatment level, and recommendations for individual clients. (IV-D)

6. Students will explain the impact of dialect on speech development and disorders. (IV-B, C, D)

7. Students will describe research and evidenced-based practice as it relates to SSD and analyze, synthesize and evaluate research for integration into evidence-based clinical practice. (IV-D & F)

8. Students will identify technology based communication options for children with SSD, including AAC devices and listening technology for hearing impairment. (IV-D; V-B)

9. Students will recognize current contemporary research and professional issues in the management of SSD in children. (IV-F)

10. Students will demonstrate ethical conduct regarding assessment and invention for management of SSD in children. (IV-E).

CMSD 5002 - Language and Learning Disabilities in School-Age Populations (3)

This graduate course includes study of oral and written language and the implications of these relationships for theoretical models of learning, assessment, and intervention with school-age children and adolescence.

Offered: Demorest: Spring.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will devise a working theory of oral and written language development after examining various developmental models. (IV-B&C)

2. Students will describe the arc of development from early school-age through adolescence. (IV-B)

3. Students will outline relationships between language development, reading, and writing. (IV-B & C)

4. Students will outline programs for response-to-intervention programs for school-age children. (IV-D)

5. Students will create an assessment plan for evaluating and diagnosing language disorders, including formal and informal procedures and dynamic assessment methods. (IV-D)

6. Students will integrate assessment information to provide an appropriate prognosis, developmental/treatment level, and recommendations for individual clients. (IV-D)

7. Students will identify cultural considerations for children and families from diverse backgrounds. (IV-B, C, D)

8. Students will describe research and evidenced-based practice as it relates to school-age children and adolescents with language and learning disabilities and analyze, synthesize and evaluate research for integration into evidence-based clinical practice. (IV-D & F)

9. Students will identify technology based communication options for school-age children and adolescents with language and learning disabilities, including AAC devices and listening technology for hearing impairment. (IV-D; V-B)

10. Students will outline principles of school-based service delivery for school-age children and adolescents with language and learning disabilities (IV-D; V-B)

11. Students will recognize current contemporary research and professional issues in the management of school-age children and adolescents with language and learning disabilities. (IV-F)

12. Students will demonstrate ethical conduct regarding assessment and invention for management of school-age children and adolescents with language and learning disabilities. (IV-E).

CMSD 5003 - Voice and Resonance Disorders (3)

This course includes exploration of anatomy and physiology of vocal resonance and voice production. Qualitative and quantitative assessment methods of organic, functional, and psychogenic voice and resonance disorders are analyzed. Students will develop clinical decision-making skills for intervention and treatment of a wide scope of voice and resonance disorders.

Offered: Demorest: Spring.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will conduct screening procedures, report results, and refer clients for services as appropriate (V-A, V-B)

2. Students will design patient/family education materials that demonstrate understanding of basic voice and resonance production, screening/assessment methods and procedures, and evidence-based interventions. (IV-B, IV-C, IV-D, IV-F)

3. Students will assemble materials that demonstrate understanding of basic voice and resonance production, screening/assessment methods/ procedures, and evidence-based interventions. (IV-B, IV-C, IV-D, IV-F)

4. Students will construct an evaluation plan that includes integration of intake information and appropriate evaluation procedures (V-B)

5. Students will interpret, integrate, and synthesize assessment results to develop diagnoses and formulate a diagnostic report (V-A, V-B)

6. Students will modify an evaluation plan to accommodate a variety of individual needs, values, preferences, and cultural/linguistic backgrounds (V-B)

7. Students will construct a treatment plan that includes interpretation and synthesis of information to develop diagnoses and make appropriate recommendations for intervention (V-B)

8. Students will modify a treatment plan to accommodate a variety of individual needs, values, preferences, and cultural/linguistic backgrounds (V-B)

9. Students will formulate measurable and achievable goals that meet client's needs (V-B)

10. Students will justify and/or revise plans related to professional scenarios that account for contemporary issues, ethics, and social justice (IV-E, IV-G, V-B)

11. Students will develop a plan for a multidisciplinary team meeting that includes questions, recommendations, and/or appropriate referrals to support comprehensive client care. (V-B)

CMSD 5004 - Fluency Disorders (3)

This course is concerned with developmental stuttering and other disorders that affect speech fluency. Students will develop the knowledge and skills required to provide effective and evidence-based services to children and adults who stutter or who have other fluency disorders.

Offered: Demorest: Spring.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will compare and contrast basic concepts related to fluency, disfluency, stuttering, and cluttering (IV-B, IV-C)

2. Students will analyze contemporary theories/models of fluent and disfluent speech (IV-B, IV-F)

3. Students will analyze the roles of cognitive and emotional factors in the instantiation, assessment, and treatment of stuttering and other fluency disorders (IV-C, IV-D)

4. Students will construct an evaluation plan that includes integration of intake information pertinent to fluency disorders (V-B)

5. Students will select and administer appropriate fluency assessment procedures (V-B, IV-C, IV-D, IV-F)

6. Students will interpret, integrate, and synthesize assessment results to develop diagnoses and formulate a diagnostic report (V-A, V-B)

7. Students will modify an evaluation plan to accommodate a variety of individual needs, values, preferences, and cultural/linguistic backgrounds (V-B)

8. Students will construct a treatment plan that includes interpretation and synthesis of information to develop diagnoses and make appropriate recommendations for intervention (V-B)

9. Students will modify a treatment plan to accommodate a variety of individual needs, values, preferences, and cultural/linguistic backgrounds (V-B)

10. Students will evaluate and measure fluency performance in individuals who have impaired fluency (V-B, IV-B, IV-C)

11. Students will integrate information about typical and atypical development to diagnose different types of fluency disorders.

12. Students will design individualized intervention plans for children, teens, and adults (V-B)

CMSD 5006 - Language Disorders in Children (3)

This course includes the nature of language disorders in early childhood clinical populations (birth to pre-k), principles of assessment and treatment, and clinical decision-making skills related to knowledge of the literature, professional issues, and cultural and linguistic diversity.

Offered: Demorest: Spring.

Student learning outcomes and associated ASHA standards:

1. Students will devise a working theory of language development and disorders after examining various developmental models. (IV-B&C)

2. Students will describe the arc of development of an integrated language system.(IV-B)

3. Students will outline relationships between early language development and later abilities in phonological awareness, reading, and writing. (IV-B & C)

4. Students will outline programs for prevention of child language disorders. (IV-D)

5. Students will create an assessment plan for evaluating and diagnosing language disorders, including formal and informal procedures and dynamic assessment methods. (IV-D)

6. Students will integrate assessment information to provide an appropriate prognosis, developmental/treatment level, and recommendations for individual clients. (IV-D)

7. Students will identify cultural considerations for children and families from diverse backgrounds. (IV-B, C, D)

8. Students will describe research and evidenced-based practice as it relates to child language disorders and analyze, synthesize and evaluate research for integration into evidence-based clinical practice. (IV-D & F)

9. Students will identify technology based communication options for children with language disorders, including AAC devices and listening technology for hearing impairment. (IV-D; V-B)

10. Students will outline principles of family-centered practice for service delivery of children with language disorders (IV-D; V-B)

11. Students will recognize current contemporary research and professional issues in the management of child language disorders. (IV-F)

12. Students will demonstrate ethical conduct regarding assessment and invention for management of child language disorders. (IV-E)

CMSD 5101 - Clinical Practicum (3)

The graduate clinical practicum experience is designed to train students how to plan and conduct assessment and intervention sessions for clients with communication and swallowing disorders.
Students will complete supervised direct clinical experience or simulated experiences in the assessment and treatment of speech, language, and swallowing disorders across the lifespan. Prior to
participating in CMSD 5101, students will be required to have completed 25 observation hours and complete all orientation activities.
In addition to completing direct clinical experiences, students are required to attend clinic colloquium.

Offered: Demorest: Spring.

The following outcomes must be met at a level of "adequate," which indicates skill is developed/implemented most of the time, though in need of some continued refinement or consistency. Student demonstrates some independent ability to generalize superior feedback to other aspects of intervention. Student is aware and can modify behavior in-session. Student demonstrates ability to self-reflect and evaluate clinical performance. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).

Treatment

1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process

2. Implements intervention plans (involves clients/patients and relevant others in the intervention process)

3. Selects or develops and uses appropriate materials/instrumentation

4. Sequences tasks to meet objectives

5. Provides appropriate introduction/explanation of tasks

6. Measures and evaluates clients'/patients' performance and progress

7. Uses appropriate models, prompts or cues. Allows time for patient response.

8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs

9. Completes administrative and reporting functions necessary to support intervention and does so within a timely manner

10. Identifies and refers patients for services as appropriate

Evaluation

1. Conducts screening and prevention procedures

2. Collects case history information and integrates information from clients/patients and/or relevant others

3. Selects appropriate evaluation instruments/procedures

4. Administers and scores diagnostic tests correctly

5. Adapts evaluation procedures to meet client/patient needs

6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorders

7. Interprets integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses

8. Makes appropriate recommendations for intervention

9. Completes administrative and reporting functions necessary to support evaluation and does so within a timely manner

10. Refers clients/patients for appropriate services.

Professional Practice

1. Demonstrates knowledge of and interdependence of communication and swallowing processes

2. Uses clinical reasoning and demonstrates knowledge of and ability to integrate research principles into evidence-based clinical practice

3. Adheres to federal, state, and institutional regulations and demonstrates knowledge of contemporary professional issues and advocacy (includes trends in best professional practices, privacy policies, models of delivery, and reimbursement procedures/fiduciary responsibilities)

4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others

5. Establishes rapport and shows care, compassion, and appropriate empathy during interactions with clients/patients and relevant others

6. Uses appropriate rate, pitch, and volume when interacting with patients or others

7. Displays effective oral communication with patient, family, or other professionals

8. Displays effective written communication for all professional correspondence

9. Adheres to the ASHA Code of Ethics and Scope of Practice documents and conducts him or herself in a professional, ethical manner

10. Demonstrates professionalism

11. Demonstrates openness and responsiveness to clinical supervision and suggestion

12. Displays organization and preparedness for all clinical sessions

CMSD 5102 - Research Methods (1)

This graduate course includes research design and methods pertinent to communication sciences and disorders.

Offered: Demorest: Spring.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will describe current research and evidenced-based practice as it relates to communication sciences and disorders and analyze, synthesize and evaluate research for integration into evidence-based clinical practice. (IV-B, D & F)

CMSD 5103 - Current Trends in Professional Practice (1)

The graduate course includes current trends in all nine ASHA areas of specialty, including articulation/ phonological disorders, child language/literacy disorders, adult language/neurological disorders, voice disorders, fluency disorders, augmentative and alternative communication, dysphagia, research methods, and cultural aspects of communication disorders. These include but are not limited to ethics, billing and reimbursement, interprofessional practice, telepractice, counseling, and technology.

Offered: Demorest: Spring.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will describe current research and evidenced-based practice as it relates to diagnostic practices and analyze, synthesize and evaluate research for integration into evidence-based clinical practice. (IV-B, D & F)

2. Students will explain client perspectives of their lived experiences with any deficit related to the speech, language, or hearing mechanisms from a social model of disability (IV-C, D)

CMSD 5108 - Dysphagia (4)

This course focuses on development of clinical skills related to management of the disordered swallow. Anatomy and physiology of the typical swallowing mechanism will be discussed. Clinical and instrumental assessment methods and evidence-based treatment strategies will be analyzed. Person-centered decision-making related to management of dysphagia will be emphasized.

Offered: Demorest: Spring.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will design patient/family education materials that demonstrate understanding of basic voice and resonance production, screening/assessment methods and procedures, and evidence-based interventions. (IV-B, IV-C, IV-D, IV-F, V-A, V-B)

2. Students will assemble materials that demonstrate understanding of basic voice and resonance production, screening/assessment methods/ procedures, and evidence-based interventions. (IV-B, IV-C, IV-D, IV-F)

3. Students will justify and/or revise plans related to professional scenarios that account for contemporary issues, ethics, and social justice (IV-E, IV-G, V-B)

4. Students will develop dysphagia screening form with potential outcome and referral recommendations (V-A, V-B)

5. Students will construct an evaluation plan that includes integration of intake information and appropriate evaluation procedures (V-B)

6. Students will modify an evaluation plan to accommodate a variety of individual needs, values, preferences, and cultural/linguistic backgrounds (V-B)

7. Students will interpret, integrate, and synthesize assessment results to develop diagnoses and formulate a diagnostic report (V-A, V-B)

8. Students will construct a treatment plan that includes interpretation and synthesis of information to develop diagnoses and make appropriate recommendations for intervention (V-B)

9. Students will formulate measurable and achievable goals that meet client's needs (V-B)

10. Students will describe counseling/education you would provide regarding a variety of swallowing disorders that accounts for specific needs, values, preferred mode of communication, and cultural/linguistic background of the client/caregivers.

11. Students will complete a review of articles/resources that demonstrates knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice (IV-F)

12. Students will develop a plan for a multidisciplinary team meeting that includes questions, recommendations, and/or appropriate referrals to support comprehensive client care. (V-B)

CMSD 5109 - Aphasia (3)

This graduate course includes causes, diagnosis, progression, outcomes and treatments of aphasia due to a central nervous system injury or disease. Neurology of language, diagnostic process and evidence-based treatment protocols will be addressed. Family involvement, cultural considerations, working with medical professionals, and clinical documentation will be integrated throughout the course.

Offered: Demorest: Spring.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will demonstrate knowledge of the nature of aphasia and related disorders, including etiologies, characteristics, and anatomical and cultural correlates. (IV-C)

2. Students will differentiate between normal aging processes and aohasia (IV-B).

3. Students will discuss the advantages and pitfalls of classification systems used in aphasia (IV-C)

4. Students will describe the deficit patterns in each modality that coincide with aphasia. (IV-C)

5. Students will explain prognostic factors that contribute to recovery and the psychosocial impact of aphasia on life. (IV-C)

6. Students will review and report the cultural considerations for bilingual and multilingual individuals with aphasia. (IV-C)

7. Students will describe competing theoretical positions on assessment and treatment in aphasia. (IV-D)

8. Students will observe assessment and intervention session of people with aphasia and outline clinical techniques. (IV-D)

9. Students will differentiate between process oriented and social models of assessment and intervention. (IV-D)

10. Students will analysis no-tech and low-tech AAC options in therapy. (IV-D)

11. Students will describe research and evidenced-based practice as it relates to aphasia and analyze, synthesize and evaluate research for integration into evidence-based clinical practice. (IV-D & F)

12. Students will outline principles of patient and family-centered practice approaches for adults with aphasia (IV-D; V-B)

13. Students will recognize current contemporary research and professional issues in the management of aphasia. (IV-F)

14. Students will demonstrate ethical conduct regarding assessment and invention for management of adults with aphasia. (IV-E).

CMSD 5110 - Cognitive-Communication Disorders (3)

This graduate course includes nature, assessment, and remediation of a variety of cognitive-communication disorders including traumatic brain injury, right hemisphere brain damage, mild cognitive impairment, and dementia. Additional professional practice issues include issues of aging, cultural diversity, and the rationale and methods for providing person/family centered treatment.

Offered: Demorest: Fall, Athens: Fall 1 time per academic year.

Student learning outcomes and associated CAA-ASHA standards:

1. Describe how cognition and communication interact. (IV-B)

2. Identify various etiologies and components of conditions that involve cognitive-communication disorders including: traumatic brain injury, right hemisphere brain damage and various dementias, as well as a basic understanding of issues related to aging and communication. (IV-C)

3. Plan a theoretically grounded, functionally based, and person focused course of treatment to compensate for, or remediate, a cognitive-communication disorder. (IV-D)

4. Students will describe research and evidenced-based practice as it relates to cognitive-communication disorders in adults and analyze, synthesize and evaluate research for integration into evidence-based clinical practice. (IV-D & F)

5. Students will recognize current contemporary research and professional issues in the management of cognitive-communication disorders in adults. (IV-F)

6. Students will demonstrate ethical conduct regarding assessment and invention for management of cognitive-communication disorders in adults. (IV-E).

7. Students will outline principles of IPP approaches for cognitive-communication disorders in adults (IV-D; V-B)

CMSD 5111 - Motor Speech Disorders (3)

This graduate course includes current theory and practice in the prevention, identification, assessment, and remediation of neuromotor disorders in children and adults. This course includes concepts and clinical procedures related to the remediation of neurogenic speech disorders across the lifespan. This course includes cultural differences, intervention environments, and reimbursement as related to progress monitoring.

Offered: Demorest: Fall, Athens: Fall 1 time per academic year.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will implement working comprehension of normal neuromotor system function associated with speech production. (IV-B)

2. Students will compare common childhood motor speech disorders (e.g., dysarthrias associated with cerebral palsy, developmental apraxia of speech) in terms of etiology, symptomology, and effects on speech production. (IV-C)

3. Students will compare and contrast the etiology, symptomology, and effects on speech production of common adult non-progressive (stroke based) motor speech disorders. (IV-C)

4. Students will compare and contrast motor speech disorders which may exist in progressive neurological disorders (e.g., amyotropic lateral sclerosis, Parkinson's disease, multiple sclerosis, Huntington's disease) in terms of their etiology, symptomology, and effects on speech production. (IV-C)

5. Students will exhibit proficiency in differential diagnostic procedures utilized for both adult and for childhood neuromotor speech disorders. (IV-D)

6. Students will conduct a thorough clinical evaluation of speech production in persons exhibiting neurogenic motor speech disorders, including assessment of respiratory, laryngeal, velopharyngeal, and articulatory function as well as suprasegmentals (e.g., rate, prosody, intonation). (IV-D)

7. Students will implement effective intervention strategies for children and adults exhibiting neurogenic motor speech disorders. (IV-D)

8. Students will implement knowledge of treatment plan taking clinical environment and cultural differences into consideration. (IV-D)

9. Students will describe research and evidenced-based practice as it relates to motor speech disorders and analyze, synthesize and evaluate research for integration into evidence-based clinical practice. (IV-D & F)

10. Students will recognize current contemporary research and professional issues in the management of motor speech disorders. (IV-F)

11. Students will demonstrate ethical conduct regarding assessment and invention for management of adults with motor speech disorders. (IV-E).

12. Students will outline principles of IPP approaches for adults with dysphagia (IV-D; V-B)

CMSD 5112 - Grand Rounds (1)

The graduate course exposes students to reflective practice and problem solving in client case management. Students will present client cases to the audience of peers and faculty. Discussions will include a case presentation followed by question/answer component. Students will be taught to and encouraged to reflect on their practice.

Offered: Demorest: Fall, Spring; Athens: Fall, Spring 2 times per academic year.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will identify basic concepts of effective teamwork among professionals with an emphasis on communication and teamwork. (IV-D, G)

2. Students will explore real-life case examples to guide IPP. (IV-D, G)

3. Students will collaborate with other professionals in case management (std V-B, 3b, std 3.1.1B, 3.1.6B)

4. Students will display effective oral communication with patient, family, or other professionals (std V-A, std 3.1.1B)

CMSD 5113 - Augmentative/Alternative Communication (3)

This graduate course includes augmentative and alternative communication (AAC) and the strategies used to improve the communication skills of individuals with limited or nonfunctional speech.

Offered: Demorest: Spring, Athens: Spring 1 time per academic year.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will identify and describe types of individuals who would benefit from AAC (IV-C)

2. Students will apply differences between no, low, mid, and high tech AAC options (IV-C)

3. Students will discuss different AAC access methods and define characteristics of individuals related to the different access methods (IV-C)

4. Students will use general assessment procedures for individuals who require AAC (IV-D)

5. Students will describe the basic process for AAC report writing and funding and developing treatment (IV-D)

6. Students will write communication goals related to AAC use (IV-D)

7. Students will outline high-tech devices for AAC purposes. (IV-D)

8. Students will develop procedures for client- family- and community- centered practice. (IV-D)

9. Students will describe research and evidenced-based practice as it relates to cognitive-communication disorders in adults and analyze, synthesize and evaluate research for integration into evidence-based clinical practice. (IV-D & F)

10. Students will recognize current contemporary research and professional issues in the management of cognitive-communication disorders in adults. (IV-F)

11. Students will demonstrate ethical conduct regarding assessment and invention for management of cognitive-communication disorders in adults. (IV-E).

12. Students will outline principles of IPP approaches for service delivery related to AAC (IV-D; V-B)

CMSD 5114 - Interprofessional Practice (3)

This graduate course focuses on the principles in working with professions outside the discipline of CMSD. The emphasis will be on the importance of educational and health professionals to understand the roles, knowledge and skills of allied professionals and how collaboration with other professionals advances speech, language, and hearing outcomes.

Offered: Demorest: Spring, Athens, Spring 1 time per academic year.

Student learning outcomes and associated CAA-ASHA standards:

1. Students will develop awareness of the diversity of expertise that underpins effective interprofessional collaborative teams in educational and medical settings. (IV-D, G)

2. Students will analyze the positive and negative aspects of interactions between professionals and patients, families and communities. (IV-D, G)

3. Students will identify basic concepts of effective teamwork among professionals with an emphasis on communication and teamwork. (IV-D, G)

4. Students will explore real-life case examples to guide IPP. (IV-D, G)

5. Students will understand the impact of their own personality, preferences, and communication style on their performance as a team leader and/or team member.¬ (IV-D, G)

6. Students will understand the cognitive and value maps that characterize the roles of educational and health professionals the impact on interdisciplinary communication. (IV-D, G)

7.   Students will evaluate the role of interdisciplinary teams in the context of the educational and medical settings. (IV-D, G)

CMSD 5201 - Externship (3)

During the two enrollments (3 hours per enrollment) of clinical externship, students will participate in experiences that take place outside Piedmont University Speech and Language Clinic. Students will be expected to further develop skills to become independent, thoughtful, analytic, and confident clinicians. Each student will be expected to provide services to individuals with communication and swallowing disorders in a clinical, educational, or medical setting under the supervision of ASHA-certified speech-language pathologists. Externships will include experience with student/client/patient
populations across the lifespan, from culturally/linguistically diverse backgrounds, and various types and severities of communication and/or related disorders, differences, and disabilities.

Prerequisite: CMSD 5101 Offered: Demorest: Fall and Spring.

1.   Practices the principles of universal precautions to prevent the spread of infectious and contagious diseases (CAA 3.8B)

2.   Differentiates service delivery models based on practice sites (e.g., hospital, school, private practice) (CAA 3.1.1 B - Accountability)

3.   Explains healthcare landscape and how to facilitate access to services in the healthcare sector (CAA 3.1.1 B - Accountability)

4.   Explains educational landscape and how to facilitate access to services in the educational sector (CAA 3.1.1 B - Accountability)

5.   Identifies and acknowledges the impact cultural and linguistic variables Of the individual served may have on delivery of effective care (CAA 3.4B)

6.   Identifies and acknowledges the interaction of cultural and linguistic variables between caregivers and the individual served (CAA 3.4B)

CNSL—COUNSELING

CNSL 6100 - Theories of Counseling (3)

This course defines and examines the major concepts and practices of emerging counseling theories. A major focus will be on the practical application and current use of the theories and techniques used in counseling, with particular attention to use with diverse populations.

Offered: Online: Fall.

Upon the completion of this course, students will:

1.   Acquire knowledge of the theories and models of counseling, including relevance to clients from diverse cultural backgrounds.

2.   Understand the theories, models, and strategies for understanding and practicing consultation.

3.   Understand a systems approach to conceptualizing clients.

4.   Formulate processes for aiding students in developing a personal model of counseling.

5.   Explore the theories and models related to clinical mental health counseling.

6.   Develop case conceptualization skills using a variety of models and approaches.

7.   Apply counseling strategies and techniques used to facilitate the client change process.

8.   Utilize techniques and interventions for prevention and treatment of a broad range of mental health issues.

CNSL 6110 - Family Systems (3)

This course defines and examines family and developmental theories. The focus is on examining different family systems theories with consideration of diverse populations.

Offered: Online: Fall.

Upon the completion of this course, students will:

1. Examine ways cultural worldviews shape self, family relationships/dynamics, and the family life cycle

2. Explore major family theories, key constructs and associated intervention techniques noting the influence of ecological and cultural context on family process, structure, and functioning

3. Discuss the influence of culture in various theoretical approaches and the therapeutic encounter/intervention,

4. Describe the impact of the healthcare environment on the therapist role and the relevance of integrative theoretical approaches (integrated behavioral health primary care and medical family therapy),

5. Relate methods and intervention techniques with a variety of family problems and

6. State the major results regarding process and outcome research in family therapy

CNSL 6140 - Group Counseling and Group Work (3)

This course provides for the understanding of leading, developing, and evaluating the effectiveness of group counseling. The course will include the development of various types of groups including group proposal, session development, group dynamics, group leadership and evaluation, treatment planning, group intervention, and counseling skills. This course involves student participation in a direct experience as a group member in an online synchronous small group activity, approved by the program, for a minimum of ten clock hours over the course of one academic term.

Students will be required to attend a one-day, face-to-face residency experience as part of this course.

Offered: Online: Spring.

Upon the completion of this course, students will:

1. Know the theoretical foundations of group counseling and group work.

2. Understand the dynamics associated with group process and development.

3. Know the therapeutic factors and how they contribute to group effectiveness.

4. Identify the characteristics and functions of effective group leaders.

5. Understand the approaches to group formation, including recruiting, screening, and selecting members.

6. Explore the application of technology related to group counseling and group work.

7. Identify the types of groups, setting, and other considerations that affect conducting groups.

8. Implement culturally sustaining and developmentally responsive strategies for designing and facilitating groups.

9. Utilize ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities.

10. Engage in direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

CNSL 6160 - Assessment and Testing (3)

This course examines the introduction to the history and theory of measurement as it applies to counselors. Students will learn the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. Basic statistical concepts will be explored and the use of assessment results in diagnosis and treatment planning will be discussed.

Offered: Online: Fall.

Upon the completion of this course, students will:

1. Know the historical perspectives concerning the nature and meaning of assessment and testing in counseling.

2. Utilize basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.

3. Apply statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).

4. Understand reliability and validity in the use of assessments (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).

5. Examine culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications.

6. Apply ethical and legal strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

7. Understand the use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.

8. Explore the use of assessments in academic/educational, career, personal, and social development.

9. Understand the use of environmental assessments and systematic behavioral observations.

10. Familiarize with the use of structured interviewing, symptom checklists, and personality and psychological testing.

11. Familiarize with the diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems.

12. Gain knowledge of procedures to identify substance use, addictions, and co-occurring conditions.

13. Gain knowledge of procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.

14. Understand procedures for assessing clients' experience of trauma.

15. Learn procedures for identifying and reporting signs of abuse and neglect.

16. Learn procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders.

17. Understand procedures for using assessment results for referral and consultation.

CNSL 6180 - Lifespan Development (3)

Theories and current research in development across the lifespan with emphasis on applications to counseling. This course explores the various developmental stages of the human lifespan including childhood, adolescence, adulthood, and death/ dying. The characteristics of each stage are addressed through key developmental theories. The focus is on milestones as well as developmental problems.

Offered: Online: Summer.

Upon the completion of this course, students will:

1. Understand the theories of individual and family development across the lifespan.

2. Examine the theories of cultural identity development, and learning, as well as personality and psychological development.

3. Explore the theories and neurobiological etiology of addictions.

4. Analyze structures for affective relationships, bonds, couples, marriages, and families.

5. Examine the structures for affective relationships, bonds, couples, marriages, and families.

6. Analyze the models of resilience, optimal development, and wellness in individuals and families across the lifespan.

7. Explore the models of psychosocial adjustment and adaptation to illness and disability.

8. Understand the role of sexual development and sexuality related to overall wellness.

9. Investigate biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.

10. Evaluate the systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.

11. Assess the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.

12. Examine the effects of crises, disasters, stress, grief, and trauma across the lifespan.

CNSL 6200 - Social and Cultural Foundation (3)

This course will examine multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. The focus will examine theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

Offered: Online: Spring.

Upon the completion of this course, students will:

1. Analyze the theories and models of multicultural counseling, social justice, and advocacy.

2. Evaluate the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews.

3. Assess the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors.

4. Examine the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.

5. Explore the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.

6. Investigate the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness.

7. Analyze disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.

8. Discuss principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship.

9. Develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

10. Review guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.

11. Examine the role of religion and spirituality in clients' and counselors' psychological functioning.

CNSL 6210 - Addictions and Substance Use Counseling (3)

This course examines the theory, diagnoses, and treatment of addictions including substance use and chemical dependency. Knowledge of the nature of substance use, models of addiction, assessment and diagnosis, treatment, and related issues will be a focus.

Offered: Online: Fall.

By the end of the course, students will be able to:

- Conduct screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

- Understand the theories and etiology of addictions and addictive behaviors

- Understand neurobiological and medical foundation and etiology of addiction and co-occurring disorders Identify potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

CNSL 6230 - Telemental Health Counseling (3)

This course examines the ethical, legal, clinical, technical, and practice considerations in using elemental health counseling.

Offered: Online: Summer.

By the end of the course, students will be able to:

- Examine telemental health technology and terminology: describe current technologies and service delivery systems.

- Understand clinical applications, standards, and guidelines in telemental health and analyze the impact of model telemental health platforms on client care outcomes.

- Know the issues surrounding credentialing and licensure of mental health counselors using telemental health. Recognize current status of reimbursements, legal, regulatory and policy issues related to implementation of telemental health.

- Explore the counselors' role in using telemental health creatively to address provision of care to the fullest extent of our profession

- Demonstrate utilization of telemental health technologies to explore the counseling role as telemental provider, to provide counseling and client education; gaining the skills and knowledge to integrate telemental health knowledge into practice.

CNSL 6400 - Professional Foundations of Counseling (3)

Orientation to the counseling profession with emphasis on philosophical, historical, psychological, and organizational foundations of professional practice. The course broadly examines the major tenets of the counseling profession: advocacy and multicultural counseling, licensure, professional associations, ethical/legal issues, crisis intervention, consultation, supervision, outcomes, research, and the counseling process, with diverse applications across the life span, settings, and specialties.

Offered: Online: Fall.

Upon the completion of this course, students will:

1. Understand the history and philosophy of the counseling profession and its specialized practice areas.

2. Explore the multiple professional roles and functions of counselors across specialized practice areas.

3. Recognize counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.

4. Examine the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success.

5. Discuss the role and process of the professional counselor advocating on behalf of the profession.

6. Investigate professional counseling organizations, including membership benefits, activities, services to members, and current issues.

7. Review professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas.

8. Analyze legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas.

9. Examine current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession.

10. Evaluate ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.

11. Implement self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.

12. Understand the purpose of and roles within counseling supervision in the profession.

CNSL 6410 - Ethical, Legal, and Professional Issues in Counseling   (3)

This course will provide an opportunity for understanding the complex ethical and legal issues in the counseling profession. Students will be expected to actively participate in online discussions focusing on complicated and challenging topics.

Offered: Online: Fall.

Upon the completion of this course, students will:

1. Understand the multiple professional roles and functions of counselors across specialized practice areas.

2. Understand counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.

3. Analyze the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success.

4. Examine the role and process of the professional counselor advocating on behalf of the profession.

5. Evaluate legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas.

6. Discuss ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.

7. Implement self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.

8. Understand the purpose of and roles within counseling supervision in the profession.

CNSL 6420 - Counseling and Helping Relationships (3)

This course focuses on the stages of the helping relationship. Students apply basic and advanced counseling skills in videotaped role-plays. Students learn to assist clients in identifying problems that provide the focus for counseling and implementing a treatment plan. A primary focus will be on methods, interventions, and skills essential to counseling.

Students will be required to attend a one-day, fact-to-face residency experience as part of this course.

Offered: Online: Fall.

Upon the completion of this course, students will:

1. Apply critical thinking and reasoning strategies for clinical judgment in the counseling process.

2. Develop case conceptualization skills using a variety of models and approaches.

3. Implement culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities.

4. Identify counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships.

5. Demonstrate interviewing, attending, and listening skills in the counseling process.

6. Apply counseling strategies and techniques used to facilitate the client change process.

7. Implement strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences.

8. Collaborate on goal consensus and collaborative decision-making in the counseling process.

9. Develop developmentally relevant and culturally sustaining counseling treatment or intervention plans.

10. Establish development of measurable outcomes for clients.

11. Utilize evidence-based counseling strategies and techniques for prevention and intervention.

12. Demonstrate record-keeping and documentation skills.

13. Apply principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources.

14. Implement suicide prevention and response models and strategies.

15. Utilize crisis intervention, trauma-informed, community-based, and disaster mental health strategies.

16. Engage in processes for developing a personal model of counseling grounded in theory and research.

CNSL 6430 - Psychopathology and Diagnosis (3)

This course is designed to help students understand the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).

Offered: Online: Spring.

Upon the completion of this course, students will:

1. Utilize diagnostic processes, including differential diagnosis, and the use of current diagnostic classification systems.

2. Understand theories of normal and abnormal personality development.

3. Know the biological, neurological, and physiological factors that affect human development, functioning, and behavior.

4. Apply use of assessment results to diagnose developmental, behavioral, and mental disorders.

5. Understand the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

6. Understand the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).

7. Understand the impact of biological and neurological mechanisms on mental health classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

8. Demonstrate the ability to conduct intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

9. Implement procedures to identify substance use, addictions, and co-occurring conditions.

CNSL 6435 - Pre-Practicum Professional Development (1)

This course prepares students prior to entering the practicum and internship. It is taken during the semester immediately preceding the practicum. Students will gain knowledge of federal and state laws affecting clinical practice, including HIPPA and FERPA. Students will practice treatment planning and case management skills. Students will create a counseling resume for site applications.

Offered: Online: Fall.

Upon the completion of this course, students will:

1. Apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

2. Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

3. Understand record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

4. Demonstrate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

CNSL 6450 - Practicum (3)

The Practicum is a one-term supervised counseling experience at a site offering psychological counseling services. It is designed to place student counselors in extended counseling relationships and situations with a variety of clients under close site and university supervision. Students are required to have the ability to tape client interactions and to provide evidence of a minimum of 100 clinical hours at the site.

Prerequisite: CNSL 6100, CNSL 6140, CNSL 6160, CNSL 6180, CNSL 6200, CNSL 6400, CNSL 6410, CNSL 6420, CNSL 6430, and CNSL 6530 Offered: Online: Summer.

Upon the completion of this course, students will:

1. Apply strategies for personal and professional self-evaluation and implications for practice.

2. Implement self-care strategies appropriate to the counselor role.

3. Participate in the role of counseling supervision in the profession.

4. Demonstrate multicultural counseling competencies.

5. Utilize a general framework for understanding differing abilities and strategies for differentiated interventions.

6. Apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

7. Demonstrate counselor characteristics and behaviors that influence the counseling process.

8. Apply essential interviewing, counseling, and case conceptualization skills.

9. Construct developmentally relevant counseling treatment or intervention plans.

10. Identify development of measurable outcomes for clients.

11. Implement strategies to promote client understanding of and access to a variety of community-based resources.

12. Understand processes for aiding students in developing a personal model of counseling.

13. Understand the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

14. Employ mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.

15. Recognize the impact of crisis and trauma on individuals with mental health diagnoses.

16. Demonstrate record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

17. Demonstrate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

18. Apply techniques and interventions for prevention and treatment of a broad range of mental health issues.

19. Apply strategies to advocate for persons with mental health issues.

CNSL 6480 - Internship I (3)

The Counseling Internship is a two-semester supervised counseling experience in at a site offering psychological counseling services. The internship provides for the application of theory and the development of counseling skills under supervision by both a site and a university supervisor. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. Students are required to have the ability to tape client interactions and to provide evidence of a minimum of 300 clinical hours at the site.

Prerequisite: CNSL 6100, CNSL 6140, CNSL 6160, CNSL 6180, CNSL 6200, CNSL 6400, CNSL 6410, CNSL 6420, CNSL 6430, CNSL 6530, and CNSL 6450 Offered: Online: Fall.

Upon the completion of this course, students will:

1. Apply strategies for personal and professional self-evaluation and implications for practice.

2. Implement self-care strategies appropriate to the counselor role.

3. Participate in the role of counseling supervision in the profession.

4. Demonstrate multicultural counseling competencies.

5. Utilize a general framework for understanding differing abilities and strategies for differentiated interventions.

6. Apply ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.

7. Demonstrate counselor characteristics and behaviors that influence the counseling process.

8. Apply essential interviewing, counseling, and case conceptualization skills.

9. Construct developmentally relevant counseling treatment or intervention plans.

10. Identify development of measurable outcomes for clients.

11. Implement strategies to promote client understanding of and access to a variety of community-based resources.

12. Understand processes for aiding students in developing a personal model of counseling.

13. Understand the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

14. Employ mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.

15. Recognize the impact of crisis and trauma on individuals with mental health diagnoses.

16. Demonstrate record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

17. Demonstrate intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

18. Apply techniques and interventions for prevention and treatment of a broad range of mental health issues.

19. Apply strategies to advocate for persons with mental health issues.

CNSL 6485 - Internship II (3)

The Counseling Internship is a two-semester supervised counseling experience in at a site offering psychological counseling services. The internship provides for the application of theory and the development of counseling skills under supervision by both a site and university supervisor. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community. Students are required to have the ability to tape client interactions and to provide evidence of a minimum of 300 clinical hours at the site.

Prerequisite: CNSL 6100, CNSL 6140, CNSL 6160, CNSL 6180, CNSL 6200, CNSL 6400, CNSL 6410, CNSL 6420, CNSL 6430, CNSL 6450, CNSL 6480, and CNSL 6530 Offered: Online: Spring.

By the end of the course, students will demonstrate the ability to initiate, maintain, and terminate ethically, culturally, and developmentally appropriate counseling skills and characteristics within a board range of mental health issues including the following:

• strategies for personal and professional self-evaluation and implications. for practice

• self-care strategies appropriate to the counselor role

• the role of counseling supervision in the profession

• multicultural counseling competencies

• a general framework for understanding differing abilities and strategies for differentiated interventions

- ethical and culturally relevant strategies for establishing and maintaining in-person and technology- assisted relationships

- counselor characteristics and behaviors that influence the counseling process

- essential interviewing, counseling, and case conceptualization skills

- developmentally relevant counseling treatment or intervention plans

- development of measurable outcomes for clients

- strategies to promote client understanding of and access to a variety of community- based resources

- processes for aiding students in developing a personal model of counseling

- principles, models, and documentation formats of biopsychosocial case

- conceptualization and treatment planning

- mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental

- health counseling services networks

- impact of crisis and trauma on individuals with mental health diagnoses

- record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

- intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and

- caseload management

- techniques and interventions for prevention and treatment of a broad range of mental health issues

- strategies to advocate for persons with mental health issues

CNSL 6490 - Counseling Seminar (1)

This course is designed to prepare students to take the departmental administered CPCE exam and NCE licensing exam through a study and synthesis of the coursework in the core areas of counseling: (a) social and cultural foundations; (b) counseling and helping relationships; (c) group counseling and group work; (d) assessment and testing; (e) career development and counseling; (f) lifespan development; (g) research and program evaluation; and (h) ethical, legal, and professional issues.

By the end of the course, students will be able to demonstrate knowledge through a series of exams in the following 8 core areas of counseling:

- Social and Cultural Foundations in Counseling

- Theories of Counseling and the Helping Relationships

- Group Counseling and Group Work

- Assessment and Testing

- Career Development and Counseling

- Lifespan Development

- Research and Program Evaluation

- Professional Orientation and Ethics

CNSL 6530 - Career Development and Counseling (3)

This course examines theories and models of career development, counseling, and decision-making. Students will learn approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

Offered: Online: Spring.

Upon the completion of this course, students will:

1. Examine theories and models of career development, counseling, and decision-making.

2. Analyze approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.

3. Utilize processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems.

4. Evaluate approaches for assessing the conditions of the work environment on clients' life experiences.

5. Implement strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development.

6. Explore career development program planning, organization, implementation, administration, and evaluation.

7. Implement developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities.

8. Explore strategies for advocating for employment support for individuals facing barriers in the workplace.

9. Develop strategies for facilitating client skill development for career, educational, and life-work planning and management.

10. Evaluate career and postsecondary training readiness and educational decision-making.

11. Implement strategies for improving access to educational and occupational opportunities for people from marginalized groups.

12. Address ethical and legal issues relevant to career development and career counseling.

CNSL 6540 - College & Career Readiness (3)

This course is designed to explore pathways throughout P-12 education that lead to college and/or careers. The course examines the field of career counseling including career development theories, career assessments, and current/future employment trends. The course also explores multicultural career issues and college admission trends.

Typically Offered: Demorest summer, yearly.

Upon the completion of this course, students will:

1. Understand career development theories and the connection between work and well-being

2. Establish P-20 partnerships including parents and stakeholders to promote college and career readiness

3. Understand systems theories, models, and processes of consultation in school settings

4. Demonstrate knowledge of the I 7 career clusters and the role of counselors in CTAE

5. Utilize the College Board's National Office of School Counselor Advocacy: Eight Components of College and Career Readiness

6. Understand motivational theories and goal-setting models

7. Explore empirical research on college and career preparation and readiness including vocational, educational, occupational, and employment market trends

8. Design college access and success programs

9. Use assessment tools and techniques specific to employment and career planning

6550 6550 - Counseling Systems and Interventions (3)

This course is designed to help candidates identify, prevent, and mediate barriers to learning including cognitive, social, emotional, and physical issues that may impact development and function. Candidates will explore intervention systems with specific emphasis placed on the Multi-tiered System of Support (MTSS). Candidates will also focus on social-emotional learning (SEL), positive behavior interventions (PBIS), and school climate. Field Experiences are required during this course.

Typically Offered: Athens, Demorest; Fall, yearly.

Upon completion of this course, students will:

1. Investigate school-based collaboration and consultation models

2. Understand the role of school counselors in consultation with families, educators, and communities

3. Demonstrate knowledge of the Multi-tiered System of Supports (MTSS) and differentiated interventions

4. Understand the roles and responsibilities of school counselors as members of interdisciplinary teams especially in the Multi-tiered System of Support (MTSS)

5. Identify and discuss barriers to learning including cognitive, social, emotional, economic, and physical issues

6. Demonstrate knowledge of the risk factors and warning signs for mental health and behavioral disorders for children and adolescents

7. Recognize and discuss signs and symptoms of substance abuse in children and adolescents

8. Recognize and discuss signs and symptoms of trauma and abuse and procedures for reporting abuse

CNSL 6580 - School Internship II (3)

The Counseling Internship is a supervised counseling experience in at a school-based setting. The internship provides for the application of theory and the development of counseling skills under supervision by both a site and university supervisor. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of local schools. Students are required to have the ability to tape client interactions and to provide evidence of a minimum of 300 clinical hours at the site.

Prerequisite: CNSL 6480 Typically Offered: Demorest, fall, yearly.

Upon completion of this course, students will:

1. Demonstrate an understanding of learning theories, cognitive development, and barriers to learning

2. Demonstrate basic and advanced counseling skills during individual, group, and classroom sessions

3. Demonstrate the ability to establish effective counseling relationships, select appropriate intervention strategies, and evaluate outcomes

4. Write progress notes and case reports that are clear, comprehensive, and accurate

5. Apply theory to practice while counseling clients from diverse backgrounds

6. Understand the effects of cultural variables, diversity, socioeconomic status, and language

7. Incorporate social justice and multicultural counseling concepts in counseling sessions

8. Seek consultation with cooperating counselor and college supervisor when situations involve safety, legal, and ethical issues

9. Reflect upon counseling performance and professional practice

10. Demonstrate an ability to communicate professionally with students, educators, and community members from diverse backgrounds

11. Demonstrate the leadership skills needed to advocate for students, schools, and communities

12. Demonstrate collaboration skills by working with different service providers, school personnel and parents

13. Demonstrate an understanding of and adherence to the professional code of ethics of ACA and the Georgia Code of Ethics for Educators

CNSL 6800 - Research and Program Evaluation (3)

This course examines the major modes of inquiry in counseling research including experimental, casual comparative, descriptive, qualitative inquiry, and action research models. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations, reliability, and validity in the use of assessments.

Offered: Online: Fall.

Upon the completion of this course, students will:

1. Recognize the importance of research in advancing the counseling profession, including the use of research to inform counseling practice.

2. Identify and evaluate the evidence base for counseling theories, interventions, and practices.

3. Understand qualitative, quantitative, and mixed methods research designs.

4. Implement practice-based and action research methods.

5. Apply statistical tests used in conducting research and program evaluation.

6. Analyze analysis and use of data in research.

7. Utilize use of research methods and procedures to evaluate counseling interventions.

8. Design and implement program evaluation procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy.

9. Develop culturally sustaining and developmentally relevant outcome measures for counseling services.

10. Address ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation.

11. Implement culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.

CNSL 6810 - Psychopharmacology (1)

This course provides an introduction to diagnostic considerations and medications to treat patients with comorbidity and other disorders.

Offered: Online: Fall.

By the end of the course, students will be able to:

• Understand the physical, mental health, and psychopharmacological factors affecting marriages, couples, and families

• Know the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

CNSL 6830 - Crisis, Trauma, and Emergency Intervention Counseling (3)

This course addresses the impact of crises, trauma and emergency events on people. Students will explore the principles of crisis intervention: appropriate use of diagnosis during a related event, theories and models of individual, group and community resilience. Students will examine the impact of crisis and trauma on individuals with mental health diagnoses. The importance of self-care of the counselor will be discussed.

Offered: Online: Spring.

By the end of the course, students will be able to:

1. Understand the impact of crisis and trauma on individuals with mental health diagnoses

2. Recognize counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

3. Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan

4. Understand cultural factors relevant to clinical mental health counseling

5. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.

6. Know counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.

7. Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

CNSL 6840 - Special Topics in Counseling (3)

This course explores advanced and specialized topics in the field of counseling, offering students the opportunity to delve into specific areas of interest or emerging trends. Topics may vary each semester based on faculty expertise and current developments in counseling practice and research.

Offered: Online: Fall, Spring, Summer.

By the end of the course:

1. Students will demonstrate the ability to identify and critically analyze emerging trends, challenges, and ethical dilemmas in specialized areas of counseling practice (e.g., trauma counseling, addiction counseling, multicultural counseling).

2. Students will apply advanced counseling techniques specific to the special topic area, demonstrating proficiency in interventions and strategies tailored to diverse client populations.

3. Students will evaluate and integrate current research and evidence-based practices related to the specialized area of counseling, demonstrating the ability to apply research findings to real-world counseling scenarios.

4. Students will develop cultural competence in working with diverse clients within the specialized area, recognizing and addressing cultural factors that influence counseling outcomes.

5. Students will synthesize theoretical knowledge with practical skills, demonstrating the ability to translate theoretical concepts into effective counseling interventions.

6. Students will demonstrate ethical decision-making in complex counseling situations, applying ethical principles and guidelines relevant to the specialized area of practice.

7. Students will engage in reflective practice, critically evaluating their own counseling approaches and professional development needs within the specialized area.

8. Students will communicate effectively in written and oral formats, presenting case studies, research findings, and counseling interventions related to the special topic area.

EDD—EDUCATION DOCTORAL STUDIES

EDD 8821 - Curriculum Theory and Design (3)

This course provides a comprehensive overview of curriculum orientations and paradigms, theoretical traditions, and emerging complexities within the field of curriculum studies. This course is designed to develop the theoretical knowledge, competencies, and strategies needed by teachers and other curriculum developers at all levels of education to participate in the curriculum change process.

Offered: Athens and Demorest: Second Spring sequence.

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

1. Identify primary and secondary historical sources considering the historical contexts.

2. Examine philosophical, historical, sociological, psychological, and political curriculum perspectives.

3. Analyze the relationship among the four main components of instruction – curriculum, teacher, students, and context.

4. Construct a curriculum perspective based on a complex problem of practice related to one's certificate field.

EDD 8831D - Trends and Issues in Curriculum Leadership (3)

This course is an in-depth study and analysis of contemporary issues and trends in curriculum. It is also an exploration of the social, historical, theoretical and political foundations which undergird and influence curriculum development. Trends that influence current curriculum practices and decisions will be discussed as well as the impact these practices have on student learning and student assessment.

Offered: Athens and Demorest: Second Fall sequence.

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

1. Describe tools for planning, developing, implementing, and evaluating curriculum.

2. Synthesize current issues and trends in curriculum and their impact on curriculum development.

3. Evaluate curriculum and its impact on assessment.

4. Articulate positions on issues in the curriculum.

EDD 8831E - Trends and Issues in Curriculum Leadership (3)

This course is an in-depth study and analysis of contemporary issues and trends in curriculum. It is also an exploration of the social, historical, theoretical and political foundations which undergird and influence curriculum development. Trends that influence current curriculum practices and decisions will be discussed as well as the impact these practices have on student learning and student assessment.

Offered: Athens and Demorest: Second Fall sequence.

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

1. Describe tools for planning, developing, implementing, and evaluating curriculum.

2. Synthesize current issues and trends in curriculum and their impact on curriculum development.

3. Evaluate curriculum and its impact on assessment.

4. Articulate positions on issues in the curriculum.

EDD 8847 - Advanced Studies in Learning and Cognition (3)

This course provides an analysis of the development and application of learning theory through a critical inspection of foundational and current research as they relate to contemporary issues in cognition and learning. Candidates will reflect on historical and philosophical orientations of learning and cognitions and their relevance to current day practices. Advanced theory and research related to human learning, memory, and overall cognitive development will be examined, with an emphasis on their implications for classroom instruction. Candidates will be expected to integrate these elements into a personal theory and philosophy of cognitive development at the conclusion of the course.

Offered: Athens and Demorest: Second Fall in sequence.

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

1. Describe complex concepts of learning and cognition and their impact on teaching and learning.

2. Relate complex concepts of learning and cognition and how they apply across classroom practices and experiences.

3. Argue for further inquiry into a problem of practice related to a complex concept of learning and cognition.

EDD 8848 - Special Topics: Issues and Trends in Instructional Technology (3)

Students will critically examine contemporary issues, explore current research, and investigate emerging trends in educational technology. Students will explore and develop strategies for making informed decisions concerning technology and equity, ethics, and enhancing the curriculum.

Offered: Athens and Demorest: Spring odd years.

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

1. Analyze key issues and trends in the field of educational technology.

2. Explore ways on how unique, powerful technologies can transfer teaching and learning in schools.

3. Integrate technology in planning, delivering, and evaluating learning experiences for students.

4. Develop strategies for successfully utilizing technology and creating change in schools.

5. Use web-based information curation tools, digital content, and inquiry-based and exploratory learning websites and applications to develop online learning experiences.

6. Use physical and digital technologies, including applications, 3-D printers, digital games, and simulations to promote problem solving and inquiry learning.

7. Use tools to enhance learning through online interaction and collaboration.

8. Use digital technologies to differentiate instruction and promote learning success for all students.

9. Use digital strategies to involve teachers and students in self-evaluation and reflection of their learning.

EDD 8849 - Power, Self, and Pedagogy (3)

This course will examine organizational and professional access and equity in the contexts of culture, ethnicity, race, sexual orientation, ability, and gender—viewing these contexts through connections among divisions of labor, class structures, power relationships, group marginalization, cultural images, residential patterns, health, family life, employment, education, and values. In addition to the challenges related to diversity, participants will also explore aspects of diversity as potential assets in creating rich and productive professional environments. Students will then apply the knowledge they gain from these explorations to the framing, analysis, and generation of solutions to contemporary educational problems.

Offered: Athens: Fall.

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

1. Identify systems of power and their impact on educational opportunities and environments.

2. Examine contemporary case studies related to inclusive practices in education.

3. Investigate problems of practice in one's local school context related to inclusivity.

EDD 8850 - Introduction to Scholarly Practice (3)

This doctoral course is designed to orient students to the foundational principles of scholarly practice including effective strategies for scholarly reading, academic writing, and preparing for doctoral coursework. Students will have opportunities to engage in critical reflection, analysis, and evaluation of scholarly practice, as well as to develop their own skills as scholarly practitioners.

Offered: Athens: Fall, annually.

EDD 8857 - Leading Professional Practice (3)

This course prepares doctoral students in curriculum and instruction to take a more active role in developing and delivering professional development activities at their schools and school districts by introducing them to the theoretical foundations of adult learning. Students will examine the unique nature of adult learning (andragogy) in contrast to the ways children learn (pedagogy). The course will provide students with opportunities to explore how life experiences shape adult learning and how self-direction is a valued attribute to adults as they undertake new learning endeavors. Students will also explore adult learning in the digital age.

Offered: Athens: Spring.

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

1. Critically evaluate the difference between andragogy and pedagogy.

2. Explain how technology is affecting adult learning.

3. Compare and contrast the role of self-direction and life experiences in the adult learning process.

4. Evaluate the content and structure of an adult learning experience.

5. Synthesize the literature and research on adult learning in contemporary society.

EDD 8860 - Writing Seminar I (3)

The ability to read critically, synthesize multiple academic articles, and write well-crafted scholarly papers are essential skills students need in order to be successful in the doctor of education program at Piedmont University. This hybrid course provides instruction designed to aid doctoral students in developing these essential skills.

Prerequisite: Admission to doctoral program Offered: Athens/Demorest: First Fall in sequence.

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

1.

Examine basic conventions of scholarly writing.

2.

Evaluate scholarly articles for elements of sophistication and clarity.

3.

Apply principles of scholarly writing (e.g., synthesis, analysis, application, etc.).

4.

Develop a scholarly practitioner disposition

EDD 8862D - Educational Law, Ethics, and Policy (3)

This course promotes understanding of constitutional, statutory, and judicial provisions as a basis for the legal operation of public schools. It addresses traditional and emerging issues of school case law and litigation as they pertain to school/student safety; student/teacher relationships; instructional issues; administrative authority/oversight; taxation; religious practices; and other relevant issues. A graduate of this course should be confident in planning for and responding to legal and ethical issues in the educational environment and confident in his/her abilities to deal confidently, effectively, and appropriately with legal issues.

Offered: TBA.

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

1. Identify the connections between school law and decision-making and the impact on stakeholders.

2. Present evidence of knowledge and understanding of the mandates of Constitutional law, statutory law, case law, and other requirements regarding due process and equal protection procedures for students.

3. Present evidence of knowledge and understanding of mandates of Constitutional law, statutory law, case law, and other requirements regarding professional expectations and behaviors of educators.

4. Articulate a series of personal belief statements regarding significant issues of law and ethics.

5. Predict future issues of law based on current trends in education.

EDD 8862E - Educational Law, Ethics, and Policy (3)

This course promotes understanding of constitutional, statutory, and judicial provisions as a basis for the legal operation of public schools. It addresses traditional and emerging issues of school case law and litigation as they pertain to school/student safety; student/teacher relationships; instructional issues; administrative authority/oversight; taxation; religious practices; and other relevant issues. A graduate of this course should be confident in planning for and responding to legal and ethical issues in the educational environment and confident in his/her abilities to deal confidently, effectively, and appropriately with legal issues.

Offered: TBA.

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

1. Identify the connections between school law and decision-making and the impact on stakeholders.

2. Present evidence of knowledge and understanding of the mandates of Constitutional law, statutory law, case law, and other requirements regarding due process and equal protection procedures for students.

3. Present evidence of knowledge and understanding of mandates of Constitutional law, statutory law, case law, and other requirements regarding professional expectations and behaviors of educators.

4. Articulate a series of personal belief statements regarding significant issues of law and ethics.

5. Predict future issues of law based on current trends in education.

EDD 8869 - Assessment and Data Analysis (3)

Students will learn to design valid and reliable selected response, essay, and performance assessments and rubrics for both 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 student achievement.

Offered: Athens: Fall.

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

1. Explore theoretical issues and current research on formative and summative assessment and their implications for educational assessment.

2. Analyze assessments for validity and reliability.

3. Create valid, reliable, effective, efficient assessments (selected response, essay, performance assessments, and rubrics) that are aligned with state standards and with planned instruction.

4. Create valid and reliable formative and summative assessments to assess higher-level thinking.

5. Analyze data from formative and summative classroom assessments to determine the appropriate course of action for instruction for diverse students' differentiated needs.

6. Analyze data from standardized test data to identify longitudinal trends and achievement gaps and to establish goals for improvement.

EDD 8870D - Program Design and Evaluation (3)

In this course, candidates will learn basic principles and tools for program evaluation, to lead efforts in their schools for site-based evaluation of specific programs. This course will use a problem-to-project design in which candidates will work together learning to evaluate case studies and then progress to evaluate programs in their own schools.

Offered: TBA.

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

1. Evaluate instruments used to assess student learning in educational programs.

2. Apply principles and tools of program evaluation to evaluate programs.

3. Develop a systematic evaluation plan aligned with chosen criteria, identifying sources of necessary data and potential threats to validity.

4. Collect, analyze, and interpret data to evaluate a current educational program.

5. Write a report summarizing important results of evaluation, as well as limitations of the data.

EDD 8870E - Program Design and Evaluation (3)

In this course, candidates will learn basic principles and tools for program evaluation, to lead efforts in their schools for site-based evaluation of specific programs. This course will use a problem-to-project design in which candidates will work together learning to evaluate case studies and then progress to evaluate programs in their own schools.

Offered: TBA.

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

1. Evaluate instruments used to assess student learning in educational programs.

2. Apply principles and tools of program evaluation to evaluate programs.

3. Develop a systematic evaluation plan aligned with chosen criteria, identifying sources of necessary data and potential threats to validity.

4. Collect, analyze, and interpret data to evaluate a current educational program.

5. Write a report summarizing important results of evaluation, as well as limitations of the data.

EDD 8880 - Writing Seminar II (3)

This doctoral writing course is designed to continue progress from Writing Seminar I and provide advanced graduate students with the knowledge and skills necessary to write effectively for academic purposes. In this course, students will learn to structure and edit their writing, to use language and style appropriate for academic contexts, and to develop research and writing strategies to help them complete their research and dissertation. Through various feedback approaches, students will be able to refine their writing and develop the necessary skills for successful academic writing as a scholarly practitioner.

Offered: Athens and Demorest: Second Fall in sequence.

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

1. Explain the purpose of the admission to candidacy requirement.

2. Identify the different components of an annotated bibliography.

3. Describe the interconnectivity of the literature review to the other chapters of the dissertation.

4. Explain the roles and responsibilities of the doctoral student, dissertation chair, and research director.

5. Define a subject/topic for study as part of the admission to candidacy requirement.

6. Select information to address the key items associated with the subject/topic under study.

7. Categorize sets of facts in a logical fashion to prove the theses made about the research subject/topic.

8.

Apply the skills needed to research and write the admissions to candidacy paper and literature review.

   a. Describe the "funnel concept" as applied to the admission to candidacy paper and literature review.

   b. Discuss the importance of summarization in the academic writing process.

   c. Explain the use of transition devices to improve the flow of academic writing and to avoid plagiarizing the work of others.

   d. Use APA headings appropriately (to include the elimination of orphan headings).

   e. Explain when to use direct quotes and to paraphrase the work of others.

9. Evaluate the quality of a literature review using an evaluation matrix.

EDD 8890 - Foundations of Research (3)

This course orients students to foundations of educational research, including identifying problems for research, purposes of educational research, and quantitative and qualitative approaches to data collection, analysis, and reporting. This course also teaches students how to read, understand, and evaluate the quality of educational research so the appropriate conclusions and implications can be made for understanding and addressing problems of practice.

Offered: Athens and Demorest: Fall.

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

1. Identify foundational principles of educational research.

2. Examine characteristics of methodological approaches to educational research.

3. Interpret applications of educational research as they relate to problems of practice in one's local school context.

EDD 8892 - Action Research I (3)

This course provides an overview of action research as an approach to applied educational research. This course is designed for students to explore introductory concepts of action research, including identifying the purpose of action research, planning action research,

developing a research plan, and writing up action research reports. Students will engage in action research practices and evaluate action research published within their content area and/or school context.

Offered: Athens, Demorest: fall/odd years.

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

1. Summarize concepts and applications of action research practices and processes as they relate to educational research and one's own scholarly line of inquiry.

2. Examine a problem of practice suitable for an action research approach.

3. Design an action research project situated around a problem of practice, including developing an action research plan, data collection methods, and approaches to analysis.

4. Integrate foundational concepts of action research by conducting a classroom-based action research project (including collecting, organizing, and analyzing data), writing an action plan, and compiling a written report.

EDD 8893 - Action Research II (3)

This course advances foundational concepts of action research in education and is designed to support students in developing a complete action research plan that could address a problem of practice in one's content area and/or school context. This course may cover advanced concepts of research design, data collection, analysis, and researcher positionality.

Offered: Athens and Demorest: Spring.

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

1.

Summarize concepts and applications of advanced quantitative research practices as they relate to educational research and one's own scholarly line of inquiry.

2.

Select or develop an instrument(s) or measure(s) for collecting data and address concepts of validity and reliability.

3.

Examine applied quantitative research designs, methods, and procedures, including attending to topics of population and sampling, appropriate for research related to one's own scholarly line of inquiry.

4.

Integrate concepts of quantitative research practice by determining research questions/hypotheses, collecting data, organizing data, analyzing data, addressing threats to validity, interpreting data, and reporting findings.

EDD 8899 - Quantitative Research and Statistical Analysis (3)

The successful EDD student will demonstrate the ability to design and evaluate quantitative research. EDD students will gain a general knowledge of both descriptive and inferential statistics, and the ability to utilize tools such as SPSS software in the evaluation of quantitative research. The course will be taught with each class consisting of both the exploration of a research study and the production of a statistical product requiring the relevant statistical procedure. Additionally, for each exercise, the EDD student will complete an interpretative analysis of the results.

Offered: Athens and Demorest: First Fall in sequence.

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

1. Understand the fundamentals of quantitative research and statistical inquiry.

2. Conduct basic statistical analyses through SPSS.

3. Propose a quantitative research study in preparation for future dissertation research.

EDD 9900 - Qualitative Research in Practice (3)

Education research is a complex endeavor involving several different methodological approaches. This course focuses on one kind of approach: qualitative methods. These methods include various means of obtaining in-depth information about the behaviors and beliefs of

people in naturally occurring social settings. This course provides candidates with the ability to apply theoretical insights which underlie this methodological approach and the techniques for and issues in gathering, analyzing, writing-up, and using qualitative data.

Offered: Athens and Demorest: Spring.

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

1. Identify foundational principles of qualitative research.

2. Examine how assumptions, experiences, and beliefs influence one's positionality.

3. Conduct qualitative research by collecting data, organizing data, analyzing data, interpreting data, and writing up findings.

4. Design a qualitative research study that names, frames, or solves a complex problem of practice in one's local school context.

EDD 9908 - Dissertation (1-6)

Candidates entering Area III coursework will be required to take a one hour course concurrently with EDD 9901, EDD 9904, EDD 9906, 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.

Offered: Athens and Demorest: Fall, Spring and Summer.

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

• Make adequate progress according to an established plan and timeline to function as an independent researcher to address content or content pedagogical issues related to candidates' certificate fields.

EDEL—EDUCATIONAL LEADERSHIP

EDEL 7710 - Introduction to Educational Leadership (3)

This course provides candidates with an introduction to leadership theory and practice in the content of educational leadership. Course concepts include, but are not limited to, research and practical applications of effective school leadership and understanding the process of becoming effective instructional leaders.

Offered: Online: Spring.

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

• Create a leadership journal that shows reflection on the roles of a successful educational leader.

• Develop a professional and personal growth plan that identifies goals as an educational leader.

• Analyze local school demographics to develop a profile and gain an understanding of the school and community.

• Formulate solutions to real life local school scenarios that demonstrate effective leadership skills and knowledge.

• Appraise the role of the educational leader on student achievement through review of current educational leadership literature.

• Solve a problem in the local school that influences instructional practice and student learning.

EDEL 7715 - Curriculum & Instruction Leadership (3)

This hands-on course will examine the leadership of curriculum and instruction. Completers will be able to demonstrate ability to evaluate curricula through an understanding of curriculum alignment, assessment, and instruction. An examination of state and national curricula, the media, professional journals, and recommendations from various sources, i.e. think tanks, foundations, colleges and school systems will be the basis of the study. By relating experiences of others to the setting in which the class candidates are working, there will be realistic opportunities to consider and synthesize old and new knowledge of practices that will assist the candidate in becoming a more effective instructional leader.

Offered: Online: once per year.

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

1. Create a leadership journal that shows reflection on the roles of a successful instructional leader.

2. Develop a professional and personal growth plan that identifies goals as an instructional leader.

3. Describe the knowledge, skills, and abilities required to be an effective instructional and organizational leader

4. Identify elements needed to incorporate cultural diversity as part of organizational collaboration and communication.

5. Solve a problem in the local school that influences instructional practice and student learning.

EDEL 7730 - School Law (3)

Education, particularly public education, is a reflection of today's society. Complex legal issues confront students and teachers in the public education classrooms of our nation. This course provides educators with an overview of legal doctrines applicable to the school setting including those dealing with truancy curriculum, due process rights of all students and teachers, freedom of speech, expression, and all religion, student publications, search and seizure, student discipline, sexual harassment and discrimination, student records, student testing, terms and conditions of teacher employment and other constitutional rights of teachers. Attention will be given to multicultural legal issues in education when appropriate. Particular attention will be given to those contemporary laws that influence the teaching-learning process, as well as the laws governing and protecting the rights of all students from varied backgrounds and all teachers in the public schools. Through classroom and field- based activities the candidate will have the opportunity to increase his/her awareness of legal perspectives and to have the opportunity to reflect upon them in the context of the classroom. The use of technology in researching and presenting content on the part of the candidate is an integral part of the course.

Offered: Online: Spring.

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

•   Apply knowledge, basic concepts, terminology, and understanding of landmark cases in education law in decision-making while considering the impact of decisions on children and families.

•   Demonstrate an understanding of First Amendment freedoms and religion in the public schools.

•   Demonstrate an understanding of First Amendment freedoms and speech in the public schools.

•   Demonstrate an understanding of legal and practical guidelines for search and seizure in the school setting.

•   Apply the constitutionally guaranteed Due Process and Equal Protection rights in all circumstances involving members of the school community.

•   Understand and equitably apply legal mandates regulating special education.

•   Demonstrate an understanding of employment law as it pertains to school district employees.

•   Demonstrate an understanding of policies and procedures necessary to limit liability issues in schools.

EDEL 7751 - Resource Utilization (3)

This course explores the characteristics of school organizations and the use of all available resources through the lens of school improvement and improved student performance. Candidates will evaluate school resource needs and propose modifications to school environments to promote learning. Candidates will explore the components of adult learning theory and a variety of professional development models.

Offered: Online: once per year.

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

1. Work with the various constituent groups (eg-faculty/staff, building and district administration, parents and community) using site-based practices to ensure that schools reflect each group's needs.

2. Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.

3. Demonstrate an understanding of legal and ethical requirements related to human resource and facility management functions.

4. Identify and analyze the major sources of school fiscal and non-fiscal resources.

EDEL 7752 - School Community & Family Engagement (3)

This course is designed to provide teachers and school leaders with information relative to the school community. 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 an continuous organizational improvement approach to benefit students, parents, and the community.

Offered: Online: once per year.

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

1)   Analyze local school and school district codes of conduct to address student behavior for fairness and bias.

2)   Evaluate student's equitable access to effective teachers, learning opportunities, academic and social supports, and other resources.

3)   Illustrate how student's strengths, diversity, and culture are assets for teaching and learning.

4)   Examine local school belief statements that may conflict with the vision, mission, and goals.

5)   Identify the social, cultural, leadership, and political aspects of the school community that affect the local school environment.

6)   Recommend elements for a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

EDEL 7761 - Data Analysis for School Improvement (3)

In order to support teachers and school personnel in planning for effective instruction, school leaders must be knowledgeable and proficient in the collection, analysis, and use of student assessment data. This course will provide participants with background, techniques, and practice in analyzing student assessment data with the purpose of making recommendations for curricular and instructional modifications. Additionally, participants will examine the facets of school accountability, including local, state, and federal legislation. A major project will include the development of a collaborative Data Plan at the school or district level.

Offered: Online: once per year.

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

1.   Investigate national, state, and local resources to identify types and sources of student data.

2.   Create a chart on sub-group student achievement data to analyze strengths and weaknesses of the instructional program.

3.   Design a continuous local school improvement plan based on student achievement data.

4.   Develop a professional learning plan to present to faculty the continuous local school improvement plan.

EDEL 7771 - Internship I (3)

The purpose of this course is to provide candidates with a carefully designed and personalized internship in school leadership where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students in collaboration with a mentor and University internship supervisor will develop a plan that will guide field experiences during the internship course. This plan will define which artifacts and performances will be used to address various elements of the Georgia Educational Leadership Standards. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

Offered: Online: once per year.

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

1.   Analyze and reflect on experiences of instructional leadership at all levels of the school district.

2.   Implement a project designed to improve student instruction at the local school level.

3.   Develop a professional learning plan focused on student achievement to present to faculty.

4.   Develop an ePortfolio that reflects on experiences during the internship.

EDEL 7772 - Internship II (3)

The purpose of this course is to provide candidates with a carefully designed and personalized internship in school leadership where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings.

Students in collaboration with a mentor and University internship supervisor will develop a plan that will guide field experiences during the internship course. This plan will define which artifacts and performances will be used to address various elements of the Georgia Educational Leadership Standards. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

Offered: Online: once per year.

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

1. Analyze and reflect on experiences of instructional leadership at all levels of the school district.

2. Implement a project designed to improve student instruction at the local school level.

3. Develop a professional learning plan focused on student achievement to present to faculty.

4. Develop an ePortfolio that reflects on experiences during the internship.

EDEL 7773 - Internship III (3)

The purpose of this course is to provide candidates with a carefully designed and personalized internship in school leadership where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students in collaboration with a mentor and University internship supervisor will develop a plan that will guide field experiences during the internship course. This plan will define which artifacts and performances will be used to address various elements of the Georgia Educational Leadership Standards. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

Offered: Online: once per year.

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

1. Analyze and reflect on experiences of instructional leadership at all levels of the school district.

2. Implement a project designed to improve student instruction at the local school level.

3. Develop a professional learning plan focused on student achievement to present to faculty.

4. Develop and present an ePortfolio that reflects on experiences during the internship.

EDEL 7774 - Human Resource Leadership (3)

This course is designed to provide emerging school leaders with information relative to the use of monitoring processes and personnel in the school environment. Emphasis is placed on strategies needed to hire and retain teachers and staff. The course explores processes in governance, resources, and space as they relate to the contexts of teaching, learning, and leading.

Offered: Online: once per year.

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

1. Identify the strategies involved in recruiting, interviewing, hiring, and supporting high-performing teachers.

2. Compose a plan for the development of teams to interview prospective teachers.

3. Assess the use of teacher evaluation as part of a teaching and learning system that supports continuous improvement.

4. Analyze the components of an effective professional learning community.

EDEL 8810 - Introduction to Educational Leadership (3)

This course is intended to be an introductory course to the add-on certification program for building-level leaders. The course provides candidates with an introduction to leadership theory and practice in the context of educational leadership. Course concepts include, but are not limited to, research and practical applications of effective school leadership and understanding the process of becoming effective instructional leaders.

Offered: TBA.

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

1. Create a leadership journal that shows reflection on the roles of a successful educational leader.

2. Develop a professional and personal growth plan that identifies goals as an educational leader.

3. Analyze local school demographics to develop a profile and gain an understanding of the school and community.

4. Formulate solutions to real-life local school scenarios that demonstrate effective leadership skills and knowledge.

5. Appraise the role of the educational leader on student achievement through a review of current educational leadership literature.

6. Solve a problem in the local school that influences instructional practice and student learning.

EDEL 8852 - Monitoring and Evaluating School Practices (3)

This course is designed to provide teachers and school leaders with information relative to the design and use of monitoring and processes in the school environment. The course explores processes in governance, resources, and space as they relate to the economic, demographic, political, legal and social contexts of teaching, learning, and leading. Emphasis is placed on Strategies needed to implement a continuous organizational improvement approach to benefit students, parents, and the community.

Offered: TBA.

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

- Work with the community to ensure that schools reflect community needs.

- Understand the connection between budget and resources

- Acquire and manage material and financial assets for school programs, allocating resources according to district or school priorities

- Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community

- Implement strategic human resources, finance, and facility planning at the local school level within the context of system-wide planning.

- Utilize appropriate models for long-range and short-range planning for finance, facility, and personnel needs.

- Develop and implement fair and defensible processes for job application, screening of applicants, interviewing selected candidates, conducting reference checks, and employment of qualified applicants.

- Describe and plan an effective induction program for new employees.

- Demonstrate the ability to design plans for assisting marginal employees and maintaining proper documentation of remediation efforts.

- Demonstrate an understanding of legal and ethical requirements related to human resource and facility management functions.

- Demonstrate understanding of the role of diversity in planning, implementing, and evaluating school-level human resource functions.

- Identify and analyze the major sources of school fiscal and non-fiscal resources.

EDEL 8861 - Data Driven School Improvement (3)

In order to support teachers and school personnel in planning for effective instruction, school leaders must be knowledgeable and proficient in the collection, analysis, and use of student assessment data. This course will provide participants with background, techniques, and practice in analyzing student assessment data with the purpose of making recommendations for curricular and instructional modifications. Additionally, participants will examine the facets of school accountability, including local, state, and federal legislation. A major project will include the development of a collaborative Data Plan at the school or district level.

Offered: TBA.

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

1. Investigate national, state, and local resources to identify types and sources of student data.

2. Create a chart on sub-group student achievement data to analyze the strengths and weaknesses of the instructional program.

3. Design a continuous local school improvement plan based on student achievement data.

4. Develop a professional learning plan to present to faculty the continuous local school improvement plan.

EDEL 8871D - Leading Change for School/District Improvement (3)

The purpose of this course is the study and refinement of exemplary practices and theories of leadership for K-12 schools and school districts. The emphasis of this course is to aid in the processes of school improvement and to develop and implement a plan for leading change as a school improvement initiative. Included in this strand will be the examination of one's own leadership patterns and styles, processes of effective leadership practices for dynamic environments, democratic classrooms, and that support diversity.

The goals of this course are to enhance leadership skills in managing change by allowing candidates to apply, analyze, synthesize and evaluate models, methodologies as leaders. The public and public officials hold schools accountable for what is accomplished. As educational leaders seek to improve their schools and school systems, the instructional and administrative roles become increasingly more important. Through the development of quality instructional and administrative leaders, systems are in a better position to undertake school improvements and asses outcomes to improve the quality of education, despite the nature of our changing society.

Offered: TBA.

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

1. Describe the knowledge, skills, and abilities required to be an effective instructional and organizational leader.

2. Summarize ethical principles in decision-making.

3. Identify elements needed to incorporate cultural diversity as part of organizational collaboration and communication.

4. Develop a plan to promote coaching techniques that lead to positive change for educational outcomes.

EDEL 8871E - Leading Change for School/District Improvement (3)

The purpose of this course is the study and refinement of exemplary practices and theories of leadership for K-12 schools and school districts. The emphasis of this course is to aid in the processes of school improvement and to develop and implement a plan for leading change as a school improvement initiative. Included in this strand will be the examination of one's own leadership patterns and styles, processes of effective leadership practices for dynamic environments, democratic classrooms, and that support diversity.

The goals of this course are to enhance leadership skills in managing change by allowing candidates to apply, analyze, synthesize and evaluate models, methodologies as leaders. The public and public officials hold schools accountable for what is accomplished. As educational leaders seek to improve their schools and school systems, the instructional and administrative roles become increasingly more important. Through the development of quality instructional and administrative leaders, systems are in a better position to undertake school improvements and asses outcomes to improve the quality of education, despite the nature of our changing society.

Offered: TBA.

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

1. Describe the knowledge, skills, and abilities required to be an effective instructional and organizational leader.

2. Summarize ethical principles in decision-making.

3. Identify elements needed to incorporate cultural diversity as part of organizational collaboration and communication.

4. Develop a plan to promote coaching techniques that lead to positive change for educational outcomes.

EDEL 8872D - Organizational Leadership (3)

This course will explore how to drive and sustain organizational improvements in a school setting emphasizing transformational leadership, creating and implementing a vision. It will examine leadership and pedagogical changes that will promote a collaborative and professional environment focused on continuous improvement.

This course examines the roles and responsibilities of school-level leaders. In addition, societal and organizational settings in schools and implications for effective practice are examined. The course provides a balance between theory and research and application of these to solving problems in the daily life of educational administrators.

This course will encourage a culturally pluralistic and global perspective on the equitable education of culturally and linguistically diverse student populations. Candidates study school leadership within the context of how effective leaders address issues related to a diverse population. Particular attention is given to preparation of leaders who can transform schools and districts in ways that serve the interests of all students. Candidates will demonstrate proficiency by completing performance-based tasks.

Offered: TBA.

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

1. Develop a personal definition for organizational leadership.

2. Identify steps for creating a shared organizational vision.

3. Recommend elements needed to create a collaborative and professional environment in a school setting.

4. Evaluate issues related to a diverse population in a school setting.

5. Demonstrate knowledge and practice within the bounds of professional norms for school leaders.

EDEL 8872E - Organizational Leadership (3)

This course will explore how to drive and sustain organizational improvements in a school setting emphasizing transformational leadership, creating and implementing a vision. It will examine leadership and pedagogical changes that will promote a collaborative and professional environment focused on continuous improvement.

This course examines the roles and responsibilities of school-level leaders. In addition, societal and organizational settings in schools and implications for effective practice are examined. The course provides a balance between theory and research and application of these to solving problems in the daily life of educational administrators.

This course will encourage a culturally pluralistic and global perspective on the equitable education of culturally and linguistically diverse student populations. Candidates study school leadership within the context of how effective leaders address issues related to a diverse population. Particular attention is given to preparation of leaders who can transform schools and districts in ways that serve the interests of all students. Candidates will demonstrate proficiency by completing performance-based tasks.

Offered: TBA.

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

1. Develop a personal definition for organizational leadership.

2. Identify steps for creating a shared organizational vision.

3. Recommend elements needed to create a collaborative and professional environment in a school setting.

4. Evaluate issues related to a diverse population in a school setting.

5. Demonstrate knowledge and practice within the bounds of professional norms for school leaders.

EDEL 8873D - School/Community Relationships (3)

This course promotes engaging families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Additionally, the course emphasizes cultivating an inclusive, caring, and supportive school community that builds and maintains a safe, and healthy environment that meet the academic, social, emotional, and physical needs of each student. It emphasizes developing productive relationships with families and the community for the benefit of the students. The course emphasizes creating a school culture that values diversity where students are known, accepted, valued, and empowered to reach their full potential. Finally, leaders are encouraged to create a culture defining high expectations, encouraging trust, and expecting all stakeholders to be responsible participants. The course provides opportunities to promote ethical and professional conduct which places children at the center of all decision-making.

Offered: TBA.

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

1. Analyze local school and school district codes of conduct to address student behavior for fairness and bias.

2. Evaluate students' equitable access to effective teachers, learning opportunities, academic and social supports, and other resources.

3. Illustrate how students' strengths, diversity, and culture are assets for teaching and learning.

4. Examine local school belief statements that may conflict with the vision, mission, and goals.

5. Identify the social, cultural, leadership, and political aspects of the school community that affect the local school environment.

6. Recommend elements for a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

EDEL 8873E - School/Community Relationships (3)

This course promotes engaging families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Additionally, the course emphasizes cultivating an inclusive, caring, and supportive school community that builds and maintains a safe, and healthy environment that meet the academic, social, emotional, and physical needs of each student. It emphasizes developing productive relationships with families and the community for the benefit of the students. The course emphasizes creating a school culture that values diversity where students are known, accepted, valued, and empowered to reach their full potential. Finally, leaders are encouraged to create a culture defining high expectations, encouraging trust, and expecting all stakeholders to be responsible participants. The course provides opportunities to promote ethical and professional conduct which places children at the center of all decision-making.

Offered: TBA.

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

1. Analyze local school and school district codes of conduct to address student behavior for fairness and bias.

2. Evaluate students' equitable access to effective teachers, learning opportunities, academic and social supports, and other resources.

3. Illustrate how students' strengths, diversity, and culture are assets for teaching and learning.

4. Examine local school belief statements that may conflict with the vision, mission, and goals.

5. Identify the social, cultural, leadership, and political aspects of the school community that affect the local school environment.

6. Recommend elements for a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.

EDEL 8874D - Human Resources Management (3)

This course promotes the structuring and monitoring of human resources and professional learning to promote the mission and vision of the school. The course will establish a link between the effective practices of school personnel to the academic success and well-being of all students. Leaders will learn how to develop the collective capacity of school personnel to create high-performing professional learning communities to ensure all students learn at high levels.

Offered: TBA.

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

1. Identify the strategies involved in recruiting, interviewing, hiring, and supporting high-performing teachers.

2. Compose a plan for the development of teams to interview prospective teachers.

3. Assess the use of teacher evaluation as part of a teaching and learning system that supports continuous improvement.

4. Analyze the components of an effective professional learning community.

EDEL 8874E - Human Resources Management (3)

This course promotes the structuring and monitoring of human resources and professional learning to promote the mission and vision of the school. The course will establish a link between the effective practices of school personnel to the academic success and well-being of all students. Leaders will learn how to develop the collective capacity of school personnel to create high-performing professional learning communities to ensure all students learn at high levels.

Offered: TBA.

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

1. Identify the strategies involved in recruiting, interviewing, hiring, and supporting high-performing teachers.

2. Compose a plan for the development of teams to interview prospective teachers.

3. Assess the use of teacher evaluation as part of a teaching and learning system that supports continuous improvement.

4. Analyze the components of an effective professional learning community.

EDEL 8875D - School and District Resource Management (3)

This course promotes management and monitoring of school operations that promote the mission and vision of the school. Additionally, the course establishes a link between fiscal, physical, and other resources to support curriculum, instruction, and assessment. The course emphasizes a link between resource management and student learning while emphasizing that leaders are responsible for the school's monetary and other resources. It encourages relationships with the community, feeder schools, central office, and school boards to promote achievement of the school's mission and vision. Finally, leaders are encouraged to utilize strategies of conflict management to promote fair and equitable conflict management in school settings. The course provides opportunities to promote ethical and professional conduct which places children at the center of all decision-making.

Offered: TBA.

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

1. Identify the connections between decision-making and the impact on stakeholders.

2. Evaluate school system resources that promote student academic success and well-being.

3. Assess local school and school system resources that promote teacher roles and responsibilities in addressing student learning.

4. Analyze the local school and school system technology and communication process to determine equitable access for all stakeholders.

5. Formulate a plan to manage facilities and auxiliary services to promote student achievement.

EDEL 8875E - School and District Resource Management (3)

This course promotes management and monitoring of school operations that promote the mission and vision of the school. Additionally, the course establishes a link between fiscal, physical, and other resources to support curriculum, instruction, and assessment. The course emphasizes a link between resource management and student learning while emphasizing that leaders are responsible for the school's monetary and other resources. It encourages relationships with the community, feeder schools, central office, and school boards to promote achievement of the school's mission and vision. Finally, leaders are encouraged to utilize strategies of conflict management to promote fair and equitable conflict management in school settings. The course provides opportunities to promote ethical and professional conduct which places children at the center of all decision-making.

Offered: TBA.

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

1. Identify the connections between decision-making and the impact on stakeholders.

2. Evaluate school system resources that promote student academic success and well-being.

3. Assess local school and school system resources that promote teacher roles and responsibilities in addressing student learning.

4. Analyze the local school and school system technology and communication process to determine equitable access for all stakeholders.

5. Formulate a plan to manage facilities and auxiliary services to promote student achievement.

EDEL 8881 - Internship in School Leadership (3)

The purpose of this course is to provide candidates with a carefully designed and personalized internship in school leadership where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students in collaboration with a mentor and University internship supervisor will develop a plan that will guide field experiences during the internship course. This plan will define which artifacts and performances will be used to address various elements of the Georgia

Educational Leadership Standards. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

Offered: TBA.

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

1. Analyze and reflect on experiences of instructional leadership at all levels of the school district.

2. Implement a project designed to improve student instruction at the local school level.

3. Develop a professional learning plan focused on student achievement to present to faculty.

4. Develop an ePortfolio that reflects on experiences during the internship.

EDEL 8882D - Educational Leadership Residency I (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine and develop a personal perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement.

3. Present a personal perspective of current trends and their impact on student achievement.

4. Develop an ePortfolio segment focused on a personal view of current trends affecting education and their impact on student achievement.

EDEL 8882E - Educational Leadership Residency I (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine and develop a personal perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement.

3. Present a personal perspective of current trends and their impact on student achievement.

4. Develop an ePortfolio segment focused on a personal view of current trends affecting education and their impact on student achievement.

EDEL 8883D - Educational Leadership Residency II (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine the local school perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement at the local school level.

3. Present findings of the impact of the current trends on student achievement at the local school level.

4. Develop an ePortfolio segment focused on a local school perspective of current trends affecting education and their impact on student achievement.

EDEL 8883E - Educational Leadership Residency II (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine the local school perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement at the local school level.

3. Present findings of the impact of the current trends on student achievement at the local school level.

4. Develop an ePortfolio segment focused on a local school perspective of current trends affecting education and their impact on student achievement.

EDEL 8884D - Educational Leadership Residency III (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine the school district perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement at the school district level.

3. Present findings of the impact of the current trends on student achievement at the school district level.

4. Develop an ePortfolio segment focused on a school district perspective of current trends affecting education and their impact on student achievement.

EDEL 8884E - Educational Leadership Residency III (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine the school district perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement at the school district level.

3. Present findings of the impact of the current trends on student achievement at the school district level.

4. Develop an ePortfolio segment focused on a school district perspective of current trends affecting education and their impact on student achievement.

EDEL 8885D - Educational Leadership Residency IV (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine the state perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement at the state level.

3. Present findings of the impact of the current trends on student achievement at the state level.

4. Develop an ePortfolio segment focused on the state perspective of current trends affecting education and their impact on student achievement.

EDEL 8885E - Educational Leadership Residency IV (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine the state perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement at the state level.

3. Present findings of the impact of the current trends on student achievement at the state level.

4. Develop an ePortfolio segment focused on the state perspective of current trends affecting education and their impact on student achievement.

EDEL 8886D - Educational Leadership Residency V (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine the national perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement at the national level.

3. Present findings of the impact of the current trends on student achievement at the national level.

4. Develop an ePortfolio segment focused on the national perspective of current trends affecting education and their impact on student achievement.

EDEL 8886E - Educational Leadership Residency V (1)

This course is designed to provide a supervised residency that offers significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate will perform substantial, sustained, standards-based work in real settings, planned and guided cooperatively by Piedmont faculty supervisors and school district personnel.

Offered: TBA.

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

1. Examine the national perspective of the trends currently affecting education.

2. Analyze the impact of the current trends on student achievement at the national level.

3. Present findings of the impact of the current trends on student achievement at the national level.

4. Develop an ePortfolio segment focused on the national perspective of current trends affecting education and their impact on student achievement.

EDEM—ELEMENTARY EDUCATION

EDEM 6601 - Interdisciplinary Teaching for Diverse Elementary Classrooms (3)

Interdisciplinary Teaching for Diverse Elementary Classrooms is organized to provide advanced candidates with an exploration of interdisciplinary instruction relevant to the lives and interests of 21st-century learners. This course responds to the classroom reality where a significant portion of the elementary school day is devoted to literacy and math instruction, while students receive limited time engaged in other content learning. Together, candidates will adapt and strengthen instructional materials to magnify the interconnectedness between science, English language learners, social studies, the arts, and wellness and examine the complexity of content integration and scaffolding.

Offered: Athens: Fall, Demorest: Summer.

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

1. Examine effective techniques for planning and implementing interdisciplinary and co-teaching models of instruction.

2. Design and evaluate components of interdisciplinary curriculum.

3. Integrate academic language support into interdisciplinary lessons.

4. Discuss the role content area strategy instruction plays in developing metacognitive awareness.

5. Explain the challenges and achievements students with varying levels of literacy proficiencies bring to interdisciplinary teaching and learning.

6. Utilize technology to reveal interdisciplinary connections in the curriculum.

EDEM 6602 - Differentiation for the Elementary Classroom (3)

Differentiation for the Elementary Classroom is organized to provide advanced candidates with an exploration of current practices in differentiated instruction. Together, candidates will work to expand their professional knowledge, skills, and practices to better reach and teach elementary students through differentiation. The course will also invite students to consider the classroom routines, instructional challenges and triumphs, and family partnerships that characterize effective differentiated teaching and learning.

Offered: Athens and Demorest: Summer.

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

1. Describe key differences between individualized instruction and differentiated instruction.

2. Design learning environments to support learner development and motivation.

3. Explain how pre-assessment data and formative assessment data drive differentiated instruction.

4. Adapt instruction to differentiate process, product, content, and environment.

EDEM 6638 - Advanced Assessment and Instruction in Reading (3)

This course recognizes the necessity of a teacher to possess a thorough understanding and competence in classroom assessment/diagnostic principles and instructional practices for improving learner reading ability. Emphasis is placed on providing candidates with theoretical and practical experiences that will enhance and strengthen their knowledge base and enable them to gain competence with: (1) the reading processes, (2) the skills of reading, (3) reading assessment tools, (4) techniques and strategies for addressing specific reading strengths and difficulties of students, and (5) procedures for developing individual prescriptions for reading improvement based on identified student needs. Topics include: (1) what teachers need to know about reading assessment, (2) changing trends in assessment, (3) ongoing assessment, (4) periodic in-depth assessment, (5) portfolio assessment, (6) formal measures (norm-referenced, criterion-referenced, and minimum competency testing), (7) instructional strategies for remediation, and (8) assessment factors related to reading problems. (Pre-service certificate required. Field experience required.)

Offered: Fall and Spring.

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

1. Recognize widely-accepted reasons for reading difficulties.

2. Administer an informal reading inventory.

3. Refer to the IRA/NCTE standards for assistance in assessing reading and writing.

4. Interpret findings from an informal reading inventory to discover reader's strengths and weakness for planning appropriate lessons for students.

5. Relate a child's success or lack of success in learning to read to environmental, health influences, and/or lack of parental support.

6. Use established quantitative and qualitative testing procedures to measure reading performance and ability.

7. Establish an understanding of what occurs during reading by observing and collecting relevant instructional data on student performance during reading lessons.

8. Demonstrate knowledge and skills of effective ways to organize and manage reading instruction in the classroom environment for all students including diverse learners and children from different cultural and linguistic backgrounds.

9. Demonstrate knowledge of various remediation strategies which would facilitate reading development.

10. Examine and evaluate reading technology as a differentiated approach to reading instruction.

11. Produce structured components of a professional case study with appropriate scaffolding.

12. Survey and evaluate instructional materials for reading using readability formulas.

13. Explore and analyze the state standards to produce appropriate instruction for children.

14. Utilize formative and summative literacy assessments.

EDEM 6603 - Teaching for Joy: Play, Movement, and the Imagination in the Elementary Classroom (3)

Teaching for Joy: Play, Movement, and the Imagination in the Elementary Classroom is organized to provide advanced candidates with explorations into the research and practices that support playful learning as a pedagogical choice. Through play, students build classroom communities, explore real and imagined scenarios, nurture cross-cultural friendships, cultivate their curiosity, and take educative risks. Together, candidates will design PK-5 environments with playful learning so that PK-5th graders leave elementary school ready to use their creativity, imagination, and problem-solving abilities to meet and exceed the college and career readiness markers for academic and professional achievement throughout their lives. In addition to reading materials, this course also has a required Play Kit component that students will need to assemble themselves. A short checklist of items will be provided. Be prepared to play.

Offered: Athens and Demorest: Fall.

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

1. Evaluate school and curriculum models that emphasize playful pedagogies.

2. Incorporate opportunities for play and performance in PK-5 content lessons.

3. Explain how play supports social, emotional, cognitive, physical, and creative development and exploration.

4. Explore the relationships between play and students' cultural contexts.

5. Identify and discuss opportunities that children in your classroom, school, and community have for play.

EDEM 6627 - Math Methods I (3)

Math Methods I is organized to provide candidates with an introduction to methods for teaching young children developmentally appropriate topics in patterns, geometry, algebra, measurement, and data analysis (graphs). Candidates will explore the teaching of mathematics; what it means to deliver mathematics instruction through individual, small group, and large group settings; and how to illustrate mathematical concepts for young children. Candidates will consider the different ways children might represent mathematical concepts and develop practices to help children build connections and see relationships among mathematical ideas. Candidates will also explore the characteristics of a classroom environment conducive to mathematical learning in PK-2 classrooms by reading about and discussing the classroom applications for mathematical tasks, mathematical tools, the roles of teachers and students, and the assessment of mathematical understanding.

Offered: Athens: Spring, Demorest: Fall.

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

1. Analyze and explain essential topics in math for grades PK-2.

2. Design math lesson plans that use select manipulatives such as linking cubes, attribute blocks, geoboards, base 10 blocks, or other digital tools to teach developmentally appropriate content.

3. Identify and use instructional strategies and techniques such as cooperative and peer group learning, activity centers, or presentations to teach math content to diverse learners.

4. Recognize and create traditional and alternative methods for assessing students' work in math.

5. Model positive dispositions toward mathematical learning and processes.

6. Synthesize educational research on 3-5 student motivation in math education.

EDEM 6629 - Children's Literature and Integrated Arts   (3)

Children's Literature and Integrated Arts is organized to provide teacher candidates with the opportunity to develop and explore their understanding of the roles diverse children's literature and the arts play in the elementary curriculum. Candidates will have the opportunity to read and analyze the work of authors and illustrators in multiple genres (including fiction, nonfiction, poetry, and storybooks) and formats (including audiobooks, podcasts, graphic novels, ebooks, and print). Candidates will also consider the instructional value of authors' and illustrators' work, develop strategies for inviting diverse young people to claim identities as readers, writers, and performers, and deliver language arts instruction through creative play, artistic expression, and performance. Candidates should anticipate reading deeply, examining children's literature for bias or prejudice, and analyzing the sociopolitical contexts to which contemporary, diverse children's literatures respond.

Offered: Athens: Spring, Demorest: Fall.

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

•   Explain effective strategies for teaching multicultural children's literature that promote creative writing, dramatic play, and other artistic expressions.

•   Synthesize theoretical perspectives and critical literacy theories that inform teaching children's literature from a multicultural lens.

•   Design developmentally appropriate reading and performance engagements.

•   Integrate creative arts with reading and other content areas.

•   Magnify connections between creativity and critical thinking.

•   Read extensively in the area of children's and YA literature.

EDEM 6630 - Math Methods II (3)

Candidates will analyze the knowledge, skills and dispositions necessary to teach all students mathematics. Current issues, procedures, philosophies and techniques will be evaluated. Emphasis is placed on national and state mathematics standards, using manipulatives, and

the content and processes involved in teaching mathematics. (Pre-service certificate required.. There will be 10 hours of directed field experiences embedded into this course.)

Offered: Athens and Demorest: Spring and Summer.

The Georgia Department of Education has adopted the Common Core Standards for Mathematics which has as its base processes and proficiencies provided by the National Council of Teachers of Mathematics and the National Research Council's report Adding It Up." The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students." (CCSS, 2011) The outcomes for this course are adapted from these sources with a particular focus on the broader scope of the NCTM processes.

While teaching mathematics content standards and in other classroom contexts candidates will:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Upon completion of the course, students should be able to:

1. Demonstrate an understanding of students' development of mathematical concepts and computation.

2. Analyze and synthesize the basic principles of: whole numbers, fractions, decimals, percents, ratio and proportion, geometry, measurement, statistics and probability, integers, pre-algebra, problem solving.

3. Identify purposes for studying and learning various mathematical computations, concepts, skills, and translate these into real life activities

4. Identify and model a variety of commercial and teacher made math manipulatives such as Cuisenaire Rods, Base 10 Blocks, attribute blocks, fraction circles and squares, Unifix cubes, tangrams, Pentominoes, geoboards, Algeblocks and others as required.

5. Explore and evaluate various methodologies to teach mathematical concepts and skills.

6. Develop and use knowledge of current philosophies and trends as they relate to the teaching of math.

7. Explore a variety of problem solving skills and use them in teaching.

8. Explore and model mathematical concepts, skills, and estimation as they relate to everyday life.

9. Develop knowledge in, use, and integrate technology in the classroom for mathematics.

10. Explore and integrate the State of Georgia Standards and the NCTM Standards for diverse populations in pre-K-5 or 6-8 classrooms.

11. Observe, record and assess students' behavior and mathematical abilities. Based on the previous, develop, implement and evaluate an instructional plan

12. Reflect on her/his own teaching and makes suggestions for improvement.

EDEM 6631 - Literacy Methods (3)

Elementary Literacy Methods is organized to provide teacher candidates with the instructional practices needed to effectively deliver literacy instruction to diverse PK-5 learners. The course moves from the theoretical foundations of literacy to the methods for delivering joyful and developmentally appropriate literacy instruction. Teacher candidates will examine, evaluate, and reflect on their literacy acquisition experiences and explore and recognize the rich literacies young people develop before and during their elementary school years. Central to becoming effective literacy educators and a requirement for this program is for candidates to read widely and reference 21st-century children's literature in their instructional planning.

Offered: Athens: Fall, Demorest: Spring.

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

1. Design effective lesson plans for developing readers and writers.

2. Develop culturally responsive practices that affirm the languages and literacies of students.

3. Incorporate social constructivism and other major learning theories into literacy teaching philosophy.

4. Adjust instructional decisions based on data from formative and summative assessments.

5. Collaborate to solve problems of practice using current research.

EDEM 6634 - Social Studies Methods (3)

A study of the content of the social sciences as applied to the environment of the child. Current issues in social studies education, methods, procedures, and techniques of instruction and evaluation, with an emphasis on current events and multicultural education, are explored. (Pre-service certificate required. Field experience required.)

Offered: Athens and Demorest: Spring.

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

1.

Explain a variety of instructional strategies for teaching social studies content that are engaging and responsive to students from diverse backgrounds

2.

Design lessons that use best practices to explore history, geography, civics/government, and economics.

3.

Integrate skill development for interpreting and generating maps, timelines, images, tables, graphs, and digital content as appropriate.

4.

Design traditional and alternative methods for assessing student work in social studies.

5.

Design engagements that use inquiry, compare/contrast, true/false, cause/effect, artifact analysis, primary/secondary sources, or other ways of thinking like a historian (including academic language).

6.

Write and submit a scholarly article for publication.

EDEM 6636 - Science Methods (3)

A study of the basic content and general principles of the natural sciences including current issues, developmentally appropriate materials, procedures, and techniques of instruction. Emphasis is placed on instructing students to learn problem-solving through the scientific method. Candidates will come to understand and improve, in a practical way, the use of basic science skills (observing, classifying, measuring, inferring, predicting) and applied science skills (generating hypotheses, data collecting, drawing conclusions) for which future teachers may be prepared to use in the p-12 grade levels. (Pre-service certificate required. Field experience required.)

Offered: Athens and Demorest: Fall and Spring.

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

1.

Explain essential content (physical, life, earth, space, technology sciences, and health sciences) features of 21st-century science teaching.

2.

Design lessons that link major concepts in physical, life, earth, space, technology sciences, and health sciences to real-life experiences.

3.

Analyze the interdisciplinary connections between science and other content areas.

4.

Design traditional and alternative methods for assessing student work in science.

5.

Design engagements that use inquiry, experimentation, observation, hypothesizing, or other ways of thinking like a scientist. (including academic language)

6.

Present a science concept through a context that is relevant and important to elementary students.

EDEM 6638 - Advanced Assessment and Instruction in Reading (3)

This course recognizes the necessity of a teacher to possess a thorough understanding and competence in classroom assessment/diagnostic principles and instructional practices for improving learner reading ability. Emphasis is placed on providing candidates with theoretical and practical experiences that will enhance and strengthen their knowledge base and enable them to gain competence with: (1) the reading processes, (2) the skills of reading, (3) reading assessment tools, (4) techniques and strategies for addressing specific reading strengths and difficulties of students, and (5) procedures for developing individual prescriptions for reading improvement based on identified student needs. Topics include: (1) what teachers need to know about reading assessment, (2) changing trends in assessment, (3) ongoing assessment, (4) periodic in-depth assessment, (5) portfolio assessment, (6) formal measures (norm-referenced, criterion-referenced, and minimum competency testing), (7) instructional strategies for remediation, and (8) assessment factors related to reading problems. (Pre-service certificate required. Field experience required.)

Offered: Athens and Demorest: Fall and Spring.

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

1.

Explain reasons for reading difficulties.

2.

Administer an informal reading inventory and interpret results.

3.

Align research-based teaching strategies with formative literacy assessment.

4.

Design quantitative and qualitative testing procedures, both print and digital, to measure reading performance and abilities.

5.

Evaluate data from an IRI and other qualitative and quantitative tools to design a three-day lesson for a single student (plan, teach, assess).

6.

Articulate key differences in the assessment practices associated with guided reading, balanced literacy, and science of reading.

EDMG—MIDDLE GRADES EDUCATION

EDMG 6645 - Advanced Teaching in the Middle School (3)

This course will enhance the expertise of middle level educators. The candidates will explore and analyze major theories and research findings concerning early adolescent development and their implications for developmentally appropriate curriculum in the middle school. The candidates will develop further expertise in pedagogy appropriate for middle grades students. Candidates will increase their knowledge of the history, philosophy and future of middle level education. (Field experience is required)

Offered: TBA.

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

1. Demonstrate knowledge of the middle grades learner's social, emotional, cognitive, and physical development and the implications these characteristics have for developmentally appropriate practice.

2. Describe the organization of the middle school.

3. Plan, implement, and assess instruction in ways that meet the learning needs of all students.

4. Foster family involvement in young adolescent education at home and in school.

5. Recognize needs and refer students to available in-school and community support service agencies.

6. Assess and reflect on practice, taking appropriate actions to show continual growth as an educator.

EDMG 7740 - Internship I (4-8) (3)

Field-based experience under the supervision of a host teacher and University faculty member. Candidates observe, plan and teach lessons, conduct assessments, and work with both whole-class and small groups at 4th-5th and 6-8th grade levels. For graduate students whose prior teaching experience or student teaching internship has been at another level or in a different field and who need clinical experience increase confidence or add a new teaching field. This is a Pass or Fail course.

Prerequisite: Permission of chair of middle grades education. Offered: TBA.

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

1. identify and research student assets including personal, cultural, and community assets

2. investigate environments and experiences that meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities;

3. deconstruct state standards and curriculum resources and discuss developmentally appropriately depth and breadth;

4. evaluate and utilize scholarly research and articles in order to inform instructional practices;

5. use instructional technology, including assistive technologies for children with disabilities;

6. evaluate students and self-using a variety of summative and formative assessments;

7. aggregate and/or disaggregate assessment data to identify learning patterns;

8. cultivate and demonstrate professional behaviors and dispositions as described in the PBDA;

9. and demonstrate awareness of and a firm commitment to the profession's code of Ethics

EDMG 7742 - Internship II (4-8) (5)

A 15-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 University 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 College of Education. Placements will be made within a 50-mile radius of the campus unless otherwise approved by the Dean of the College of Education.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, pre-service certification, and recommendation by the field placement coordinator. Permission to register form is required. Application deadlines will be posted in School of Education. Corequisite: Admission to teacher education and hold a pre-service certificate. Offered: TBA.

During Internship II the teacher candidate will:

1. research and leverage student assets including personal, cultural, and community assets as well as prior academic knowledge;

2. create and modify environments and experiences to meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities;

3. develop an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom; e

4. deconstruct state standards and curriculum resources to prepare and teach daily, weekly, and unit lesson plans based on developmentally appropriately depth and breadth;

5. evaluate and utilize scholarly research and articles in order to inform instructional practices;

6. use instructional technology, including assistive technologies for children with disabilities;

7. evaluate students and self-using a variety of summative and formative assessments;

8. aggregate and/or disaggregate assessment data to identify learning patterns and inform planning and instruction;

9. cultivate and demonstrate professional behaviors and dispositions as described in the PBDA;

10. and demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

EDMG 7744 - Advanced Internship (4-8) (5)

A candidate must complete an application for advanced internship prior to registering for EDMG 7744 and provide a copy of his/her year long teaching contract to the department chair. The internship experience is based in a public or accredited private school. Internship placements may take place only within a 50 mile radius of the campus unless otherwise approved by the Dean of the College of Education. Candidates are jointly supervised by University faculty and the employing school. This is a pass/fail course.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the Georgia Professional Standards Commission (which requires a passing score on the GACE CONTENT Tests), and permission of the department chair. Corequisite: EDUC 7736 Offered: TBA.

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

1. identify and research student assets including personal, cultural, and community assets

2. investigate environments and experiences that meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities;

3. deconstruct state standards and curriculum resources and discuss developmentally appropriately depth and breadth;

4. evaluate and utilize scholarly research and articles in order to inform instructional practices;

5. use instructional technology, including assistive technologies for children with disabilities;

6. evaluate students and self-using a variety of summative and formative assessments;

7. aggregate and/or disaggregate assessment data to identify learning patterns;

8. cultivate and demonstrate professional behaviors and dispositions as described in the PBDA;

9. and demonstrate awareness of and a firm commitment to the profession's code of Ethics.

EDMG 7745 - Advanced Internship (4-8) (5)

A candidate must complete an application for advanced internship prior to registering for EDMG 7744 and provide a copy of his/her year long teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or accredited private school. Internship placements may take place only within a 50 mile radius of the campus unless otherwise approved by the Dean of the College of Education. Candidates are jointly supervised by University faculty and the employing school. This is a pass/fail course.

Prerequisite: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the Georgia Professional Standards Commission (which requires a passing score on the GACE CONTENT Tests), and permission of the department chair. Offered: TBA.

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

1. research and leverage student assets including personal, cultural, and community assets as well as prior academic knowledge;

2. create and modify environments and experiences to meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities;

3. develop an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;

4. deconstruct state standards and curriculum resources to prepare and teach daily, weekly, and unit lesson plans based on developmentally appropriately depth and breadth;

5. evaluate and utilize scholarly research and articles in order to inform instructional practices;

6. use instructional technology, including assistive technologies for children with disabilities;

7. evaluate students and self-using a variety of summative and formative assessments;

8. aggregate and/or disaggregate assessment data to identify learning patterns and inform planning and instruction;

9. cultivate and demonstrate professional behaviors and dispositions as described in the PBDA;

10. and demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

EDMG 7788 - Capstone/Exhibition (3)

Designed to synthesize the candidate's graduate experience, culminating in a project that demonstrates the individual's mastery of the graduate program, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester. MA candidates in the Secondary Education Program are required to complete and submit a program portfolio before the capstone presentation.

*GACE Content Exams must be passed before registration for the final semester of coursework in Secondary Education

Prerequisite: Application for graduation must be submitted when registering for this class. Offered: TBA.

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

1. A fully developed personal pedagogy. Evidenced by…The personal pedagogy paper meets INTASC standards 1, 2, 3, 4, 9, 10.

2. A demonstration of knowledge of theories and issues related to pedagogy. Evidenced by…relevant citations in the annotated bibliography, paper and/or presentation. The demonstration meets INTASC standards 1, 2, 3, 6.

3. Evidence of knowledge of the individual's subject matter field. Evidenced by…Teaching demonstration of content during presentation. Evidence of subject matter knowledge meets INTASC standards, 4, 5.

4. Evidence of applications of pedagogy and subject matter knowledge to classroom instruction. Evidenced by…Presentation reflections on the above. Evidence of applications meets INTASC standards 1, 2, 3, 4, 5, 6, 7, 8.

5. (Perhaps most importantly, we hope to see manifestations of the) habits of mind that characterize a continuously developing professional educator. Evidenced by…The willingness to edit, re- invent or work through the complex task of writing and presenting at capstone. "The first write/solution is not always the best paper/solution" Manifestation of habits of mind meets INTASC standard 9.

EDS—EDUCATION SPECIALIST

EDS 7831 - Trends and Issues in Curriculum Leadership (3)

This course is an in-depth study and analysis of contemporary issues and trends in curriculum. It is also an exploration of the social, historical, theoretical, and political foundations which undergird and influence curriculum development. Trends that influence current curriculum practices and decisions will be discussed as well as the impact these practices have on student learning and student assessment.

Cross-Listed as: EDD 8831. Offered: Athens and Demorest: Second Fall sequence.

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

1. Explore, in-depth, the literature on curriculum development

2. Articulate positions on issues in curriculum development

3. Describe relationships among instructional supervision, curriculum development, and staff development

4. Relate theory, research, and issues found in the literature to K – 12 practice

5. Demonstrate a broad understanding of the character of curriculum and the history of curriculum

6. Demonstrate an understanding of the various approaches for developing and /or changing curriculum

7. Demonstrate an understanding of facilitating the effective implementation of curriculum

8. Demonstrate a knowledge of curriculum theories

9. Evaluate curriculum and its impact on student assessment

10. Differentiate different levels at which curriculum planning and development occurs

11. Discuss the roles and responsibilities of curriculum stakeholders

12. Discuss the political nature of curriculum

13. Analyze the elements, organization, scope and sequence of foundational curricular documents

14. Describe tools for planning, developing, implementing, and evaluating curriculum

EDS 7855 - Writing Seminar I: Scholarly Reading and Writing (3)

The ability to read critically, synthesize multiple academic articles, and write well-crafted scholarly papers are essential skills students need to be successful in an advanced graduate education program at Piedmont University. This hybrid course provides instruction designed to aid doctoral students in developing these essential skills.

Cross-Listed as: EDD 8855. Offered: Demorest Campus/ Athens Campus: 1st fall in sequence.

Through presentations, readings, discussions, and peer editing sessions, students will:

1. Improve their critical reading skills, which will enable them to think and write more clearly and incisively. Learn to synthesize the work of multiple, divergent authors to identify commonalities and differences.

2. Analyze writing on both the micro (sentence) and macro (organizational levels).

3. Identify appropriate, relevant, and current academic resources to develop well-crafted scholarly papers. Identify seminal work on topics of interest.

4. Apply accurate grammar, punctuation, and APA rules.

5. Produce scholarly papers that are clear, concise, and well-reasoned.

6. Refine writing processes through peer evaluations and individual writing consultations.

EDS 7869 - Advanced Assessment/Assessment and Data Analysis (3)

Students will learn to design valid and reliable selected response, essay, and performance assessments and rubrics for both 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 student achievement.

Cross-Listed as: EDD 8869. Offered: Fall.

1. Explore theoretical issues and current research on formative and summative assessment and their implications for educational assessment.

2. Analyze assessments for validity and reliability

3. Create valid, reliable, effective, and efficient assessments that are aligned with standards

4. Create valid and reliable formative and summative assessments to evaluate higher-ordered thinking

5. Create and utilize student self-assessments and peer reviews

6. Analyze data from formative and summative classroom assessments to determine an appropriate course of action for instruction for diverse students' differentiated needs

7. Analyze data from standardized tests data to identify longitudinal trends, achievement gaps, and establish goals for improvement.

EDS 7870 - Understanding Diversity in Education (3)

This course will examine organizational and professional access and equity in the contexts of culture, ethnicity, race, sexual orientation, ability, and gender-viewing these contexts through connections among divisions of labor, class structures, power relationships, group marginalization, cultural images, residential patterns, health, family life, employment, education, and values. In addition to the challenges related to diversity, participants will also explore aspects of diversity as potential assets in creating rich and productive professional environments. Students will then apply the knowledge they gain from these explorations to the framing, analyzing, and generating solutions to contemporary educational problems.

Cross-Listed as: EDD 8849. Offered: Fall.

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

1. Understand how the mindsets of teachers and students affect student achievement.

2. Demonstrate an understanding of responsive teaching and assessment designed to meet the needs of students who differ in readiness, learning profiles, interests, and environmental influences.

3. Apply the principles of differentiated instruction and assessment to a selected subgroup of learners or to a selected area of instructional development while incorporating a review of relevant literature and previous research.

4. Examine personal beliefs, synthesize ideas from research, and incorporate these ideas into a reflection of personal mindsets regarding student potential and instructional planning.

EDS 7892 - Action Research I (3)

This course provides an overview of action research as an approach to applied educational research. This course is designed for students to explore introductory concepts of action research, including identifying the purpose of action research, planning action research, developing a research plan, and writing action research reports. Students will engage in action research practices and evaluate action research published within their content area and/or school context.

Cross-Listed as: EDD 8892. Offered: Online: Fall.

1. Summarize concepts and applications of action research practices and processes as they relate to educational research and one's own scholarly line of inquiry.

2. Review action research projects situated around problems of practice, and evaluate study procedures, data collection methods, and approaches to analysis.

3. Identify and examine a problem of practice suitable for an action research approach.

EDS 8800 - Program Orientation and Scholarship (3)

This course is designed to orient candidates to the Ed.S. program, the Program Outcome Reflection Log, the complexities of the Teacher Keys Effectiveness System (TKES), and the expectations for APA and scholarly research and writing during the program. The definition of scholarly writing is writing that occurs in an academic context for a specialized audience. This style of writing is often written by experts in a subject area and is supported by some level of empirical research. Scholarly writing/reading, effective communication, and critical thinking are major themes of this course.

The purpose of the course is to strengthen communication and consistency across candidates' program by preparing them to conceptualize the entire program of study early on and continue to build on themes across the graduate experience.

Class sessions will focus on issues and concerns about paradigms in educational research, writing guidelines, the practice of critical thinking, requirements for graduation (including the Program Outcome Reflection Log), professional development, programmatic themes, resources and services of the University, and library facilities.

Offered: TBA.

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

1. Discuss emerging teacher leader dispositions that will support successful program completion.

2. Examine scholarly literature from an emerging teacher leader perspective, including writing techniques and styles.

3. Synthesize scholarly literature on an emerging topic of interest related to complex issues in curriculum and instruction.

EDS 8815 - Curriculum Design for a Changing World (3)

This hands-on course will examine the historical and theoretical underpinnings of curriculum and instruction and their connection to school reform and school improvement initiatives across the nation. Completers will be able to demonstrate advanced ability to design, implement and evaluate viable curricula through an understanding of curriculum alignment, assessment, and instructional design. An examination of state and national curricula, the media, professional journals, and recommendations from various sources, i.e. think tanks, foundations, colleges and school systems will be the basis of the study. By relating experiences of others to the setting in which the class candidates are working, there will be realistic opportunities to consider and synthesize old and new knowledge of practices that will assist the candidate in becoming a more effective teacher, student advocate, and change agent in the area of curriculum development and implementation.

Offered: TBA.

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

1. Differentiate curricular planning to support all levels of student needs.

2. Evaluate technology, professional learning, and instructional resources to support best teaching practices.

3. Create environments that promote learning and are based on best practices and student performance data.

4. Analyze the political nature of the curriculum and the roles and responsibilities of curriculum stakeholders.

5. Analyze the various stages of curriculum implementation and curricular change across local, state, and national standards within subject areas.

EDS 8816 - Advanced Curriculum and Instruction in the Fine Arts (3)

This course in curriculum design, instruction, and assessment in the arts will provide a foundation and framework for arts educators and administrators in which to improve and enhance teaching and learning in music and in the visual and performing arts. Arts curricula and instructional practice will be examined within the context of the importance of arts and artistry in the education of students in P-12 settings.

Offered: TBA.

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

1. Advanced ability to plan, implement, and evaluate instruction to facilitate student learning in the arts. Standard 2 (INTASC 1,2,7,8)

2. Advanced ability to design, implement, and evaluate curriculum that promotes student learning including knowledge of resources, technology and exemplary teaching practices. Standard 1(INTASC 1, 3, 7, 8)

3. Advanced depth and breadth of knowledge and skills in academic discipline and pedagogy. Standard 3 (INTASC 4, 5)

4. The ability to use research to promote student learning and to contribute to the teaching profession. Standard 5(INTASC 9)

5. Advanced ability to differentiate instruction through the use of exemplary educational practices in a democratic learning environment. Standard 2 (INTASC 1, 2)

6. High standards for professional practice through continual self -assessment and reflection. Standard 7 (INTASC 4, 9, 10)

7. High standards for academic rigor, intellectual inquiry, and professional integrity. Standard 7 (INTASC 4, 5, 9, 10)

8. Advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning. Standard 6 (INTASC 6)

EDS 8822 - Practice of Research Analysis in Fine Arts (3)

EDS art and music education students will experience the practice of analyzing research in the fine arts and becoming critical consumers and evaluators of current educational research. We will address the nature of quantitative and focus on qualitative research in the fine arts. Students will develop the skills necessary to identify, understand, and assess the strengths and weaknesses of educational research. The course will require a considerable investment of time, intensive reading and writing, and recurrent team discussions based on assignments.

Offered: TBA.

After successful completion of this course, you will be able to:

1. Recognize the uniqueness and distinctiveness of quantitative versus qualitative research in the fine arts in education

2. Distinguish different types of quantitative and qualitative research, especially as they relate to addressing educational problems in fine arts practice

3. Distinguish qualitative methodological approaches -from interpretive to positivist-as well as traditions of qualitative inquiry-ethnography, case study, narrative inquiry, phenomenology, grounded theory, action research, etc. -and appreciate their advantages and limitations for research in fine arts education

4. Understand the purpose and standards for excellence for each section in a research paper

5. Distinguish qualitative methodological approaches -from interpretive to positivist-as well as traditions of qualitative inquiry-ethnography, case study, narrative inquiry, phenomenology, grounded theory, action research, etc. -and appreciate their advantages and limitations for research in fine arts education

6. Demonstrate skills in managing selected design, data collection, analysis and writing strategies of qualitative research, via field experience exercise

7. Become acquainted with published research articles modeling theoretical, methodological and empirical decisions in studies of issues in education in the fine arts

8. Articulate strengths and weaknesses of research studies to understand when to use trustworthy empirical information to improve educational practice

9. Evaluate research studies on interventions that may be used or proposed for use in your school

10. Identify threats to internal and external validity in quantitative research, and credibility and trustworthiness in qualitative research

11. Gather research about a practice in your area of content certification, evaluate what the research says, and discuss whether research on this practice is in alignment with what you see in your specific educational context

EDS 8823 - Representation and Analysis of Quantitative Data (3)

This course focuses on: (1) describing and summarizing data; (2) creating and interpreting standard scores, and; (3) using inferential statistics to make decisions. Students will be introduced to these quantitative procedures using the SPSS software. The skills developed in this course are a prerequisite to understanding educational research.

Offered: TBA.

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

1. Explain how levels of measurement connects to which hypothesis test we conduct.

2. Evaluate the appropriate fit between data and the statistical analysis approach.

3. Describe characteristics of quantitative data using appropriate statistical tools like central tendency and measures of dispersion.

4. Apply key probability principles in hypothesis testing.

5. Build useful quantitative summaries for outside audiences.

EDS 8824 - Analysis and Evaluation of Research (3)

This course is designed to enable students to become critical consumers and evaluators of current educational research. Students will develop skills necessary to identify, understand, and assess the strengths and weaknesses of educational research. Throughout the course, students will locate and evaluate a collection of educational research publications and write a critical, scholarly literature review focused in a specific area of education.

Offered: TBA.

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

1. Distinguish different types of quantitative and qualitative research.

2. Describe the purpose and standards for excellence for each section in a research paper

3. Evaluate the strengths and weaknesses of research studies.

4. Determine appropriate inferences from various research findings.

5. Apply main takeaways from research studies to professional practice.

EDS 8830 - Foundations of Learning and Cognition (3)

This course is designed to introduce candidates to foundational concepts of educational psychology. This course provides an overview of theories and principles related to the cognitive, motivational, and socio-cultural factors that influence student learning in classroom contexts. Topics such as development, cognition, individual and group differences, motivation, and affect are examined. Classroom applications and implications are introduced.

Prerequisite: Admission to the EDS Program Offered: TBA.

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

1. Identify foundational concepts and perspectives of learning, cognition, and motivation.

2. Explain foundational concepts of learning and cognition and how they apply across classroom practices and experiences.

3. Apply foundational concepts of learning and cognition research and practices to better understand how to meet students' diverse needs.

EDS 8845 - Theory and Practice of Differentiated Instruction (3)

This course focuses on the theories, principles, and practices, which lead candidates to an understanding of ways to create strong and relevant curriculum as well as ways to deliver instruction in flexible ways intended to meet the needs of all learners. Candidates will explore the principles of Differentiated Instruction (DI) and the application of these principles to the development of fully differentiated lessons.

Offered: TBA.

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

1. Identify core philosophy, principles, and best practices of differentiated instruction.

2. Analyze economic, developmental, and cultural factors that drive instructional delivery decisions.

3. Interpret assessment data to guide differentiated instruction that supports K-12 student learning.

4. Apply varied instructional strategies to support differentiated instruction (e.g., lesson content, processes, and/or products) based on the learning profiles of diverse students.

5. Design equitable environments that optimize learning for all students with consideration of UDL, emerging trends, and core principles of differentiated instruction.

EDS 8846 - Principles of Assessment Design and Application (3)

Data driven instruction is the latest catch phrase in education. Candidates will be able to utilize valid and reliable data to modify instruction on a day-to-day basis. In this course, candidates will learn to design valid and reliable selected response, essay and performance assessments and rubrics for diagnostic, summative, and formative purposes. Data from those types of assessments as well as standardized tests will become the basis for analysis of student learning with the aim of modifying instruction and improving achievement. Candidates will demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice.

Offered: TBA.

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

1. Evaluate the role of assessment (e.g., current trends, assessment issues, and ethical considerations) in the instructional processes.

2. Identify the types and purposes of educational assessment.

3. Synthesize Georgia standards, including vertical alignment, to create learning outcomes, learning targets, and evaluation criteria.

4. Evaluate assessment data and develop an instructional plan for learner mastery of standards.

EDS 8847 - Advanced Topics in Learning and Cognition (3)

This course provides an analysis of the development and application of learning theory through a critical inspection of foundational and current research as they relate to contemporary issues in cognition and learning. Candidates will reflect on historical and philosophical orientations of learning and cognitions and their relevance to current day practices. Advanced theory and research related to human learning, memory, and overall cognitive development will be examined, with an emphasis on their implications for classroom instruction. Candidates will be expected to integrate these elements into a personal theory and philosophy of cognitive development at the conclusion of the course.

Cross-Listed as: EDD 8847. Offered: Athens and Demorest: Second Fall in sequence.

1. Analyze concepts of learning and cognition including foundational learning theories, complex learning and cognition constructs, and principles of motivation.

2. Relate advanced concepts of learning and cognition and how they apply across classroom practices and experiences.

3. Synthesize literature related to learning and cognition and one's area of certification and provide appropriate classroom applications/implications to better understand the diverse needs of students.

EDS 8851 - Professional Resource Utilization (3)

This course explores the characteristics of school organizations and the use of all available resources through the lens of school improvement and improved student performance. Candidates will evaluate school resource needs and propose modifications to school environments to promote learning. Candidates will explore the components of adult learning theory and a variety of professional development models.

Offered: TBA.

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

1. Identify and analyze the major sources of school fiscal and non-fiscal resources and develop a holistic understanding of these school resources and methods to promote effective utilization.

2. Develop an understanding of the role of school, district, and state priorities and policies and their role in the allocation of resources.

3. Understand the role between teacher recruitment, mentorship, and professional development and improved student achievement.

4. Develop and implement a model for long-range and short-range planning for student, facility, and personnel needs.

5. Analyze the relationship between school resources and student achievement.

6. Develop the skills to curate and review educational research, and develop knowledge of the literature in the field, to study research and become critical consumers of current research.

EDS 8857 - Leading Professional Practice (3)

This course prepares advanced graduate students in curriculum and instruction to take a more active role in developing and delivering professional development activities at their schools and school districts by introducing them to the theoretical foundations of adult learning. Students will examine the unique nature of adult learning (andragogy) in contrast to the ways children learn (pedagogy). The course will provide students with opportunities to explore how life experiences shape adult learning and how self- direction is a valued attribute to adults as they undertake new learning endeavors. Students will also explore adult learning in the digital age.

Cross-Listed as: EDD 8857. Offered: Spring.

EDS 8860 - Principles of Law, Policy, and Ethics (3)

This course explores legal and ethical issues that arise in schools. It provides educators with the knowledge necessary to understand and prevent legal problems in professional practice and helps candidates reflect on questions of educational policy and ethics. Candidates should gain an understanding of legal principles and interpretations of constitutional and statutory laws. Additionally they work to model effective collaboration, leadership, and professionalism in decision-making. There is a focus on the school-based decision-making process at the local school level.

Offered: TBA.

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

1. Identify mandates of educational law (e.g., Constitution law, case law, etc.) and ethical principles.

2. Evaluate scenarios representing a variety of educational law principles (e.g., student rights, teacher rights, religious rights, etc.).

3. Apply relevant research to anticipate and address future issues of law according to established legal principles.

EDS 8880 - Planning for Teacher Leadership in 21st Century Schools (3)

The purpose of this course is the study and refinement of exemplary practices and theories of instructional leadership in 21st century schools. The emphasis of this course is to aid in the process of school improvement. Included in this emphasis will be the assessment of learner/learning styles, assessment of students, reflection on student learning, examination of one's own teaching/learning, processes of the democratic classroom, supporting and embracing diversity, and the infusion on technology in classroom instruction. The focus of the course is a synthesis of the knowledge, skills, and practice of instructional leadership in the context of school improvement in the 21st century.

Offered: TBA.

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

1. analyze, synthesize, and evaluate modes, methodologies, and roles of teachers as instructional leaders

2. develop essential knowledge, skills, and practices required to be an effective instructional leader,

3. identify strategies for working with others to achieve specified educational outcomes,

4. develop skills in providing guidance and practice while promoting positive change,

5. explore and develop strategies for the infusion of technology into classroom instruction.

EDS 8890 - Contemporary Trends in Fine Arts Education (3)

In this culminating course, candidates apply knowledge and skills acquired in the EDS program to the process of authentic problem-solving in the role of a teacher-leader in the fine arts. Candidates will demonstrate mastery by creating an in-depth plan of action designed to improve a relevant program in their professional context. Candidates will present their plan of action in the format of a white paper and will create a culminating artifact documenting their educational journey in the EDS program.

Offered: Demorest: Summer.

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

1. Engage in thoughtful dialogue in response to research evidence, scholarly writings, and other relevant content on emerging and current trends and their implications to the fine arts education.

2. Identify and Synthesize research of emerging and current trends in art/music education to improve teaching practice.

3. Demonstrate the ability to make educational decisions which are supported by data rather than only on personal opinions.

4. Evaluate education contexts to identify relevant problems and barriers in fine arts education growth and develop solutions which lead to improved outcomes for students.

5. Create and Present and individualized action plan to explore and improve a relevant problem in their professional context (art or music).

6. Demonstrate an understanding of the skills necessary to engage with students, families, and colleagues to effectively solve an array of dilemmas faced by fine arts educators.

7. Reflect thoughtfully on experiences during the program and make generative connections between these experiences and the implications for both personal professional development and practice in schools.

EDSE—SECONDARY EDUCATION

EDSE 6603 - Teaching in the Secondary School (3)

This course will enhance the expertise of secondary-level educators. Candidates will explore and analyze major theories and research findings concerning adolescent development and their implications for developmentally appropriate curriculum in the secondary school. Candidates will further develop expertise in pedagogy appropriate for secondary students. Candidates will increase their knowledge of the history, philosophy, and future of secondary education. Students will complete a field experience.

Offered: Online: Fall and Spring.

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

1. Demonstrate knowledge of the social, emotional, cognitive, and physical development of adolescent learners and the implications these characteristics have on developmentally appropriate practice.

2. Describe the procedural aspects and the culture of the high school environment.

3. Foster family involvement in adolescent education at home and in school.

4. Identify the needs of learners designated as high achieving, risk of failure, English language learners, students with special needs, or from diverse language and learning backgrounds and refer students to available in-school and community support service agencies.

5. Plan for, implement, and reflect on research-based instruction that motivates, engages, and responds to diverse students' context-based needs.

6. Assess and be reflective about their practice, taking appropriate actions to show continual growth as an educator.

EDSE 6632 - Secondary Language Arts Methods (3)

This course will prepare candidates who can identify key components of effective planning for secondary language arts, develop effective plans for teaching language arts to diverse secondary learners, and justify the impact of the context on planning for secondary language arts teaching and learning. There will be 15 hours of directed field based experiences embedded into this course.

Offered: TBA.

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

1. Describe and select research-based, developmentally appropriate reading, writing, speaking, listening, viewing, and visually representing activities for both digital and traditional classrooms.

2. Apply research-based activities to support the teaching of adolescent fiction and non-fiction texts in both reading and writing.

3. Describe and effectively use the language conventions of writing (spelling, punctuation, and grammar usage) to enhance literacy for adolescent learners.

4. Plan formative and summative assessments that support content and meet the diverse learning needs of adolescent readers and writers.

5. Design an original Language Arts lesson plan that meets the needs of each diverse learner.

EDSE 6634 - Secondary Social Studies Methods (3)

This course will prepare teacher candidates who can identify key components of effective planning for secondary social studies, develop effective plans for teaching social studies to diverse secondary learners, and justify the impact of the context on planning for secondary social studies teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

Offered: TBA.

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

1. Identify and demonstrate how engaging students in social studies inquiry facilitates students learning and development of social studies knowledge.

2. Develop effective online and in-person inquiry-based lesson plans for teaching social studies to diverse learners.

3. Develop a unit plan engaging students in social studies learning by setting appropriate goals consistent with the knowledge of how students learn social studies.

4. Apply social studies concepts to students' personal lives, needs, and interests through inquiry, instruction, and experience.

5. Identify and plan fair and equitable social studies assessment strategies that evaluate student progress toward learning objectives.

6. Explain your personal set of beliefs regarding the 6-12 social studies curriculum and how those developed into a rationale for your social studies unit plan.

EDSE 6635 - Secondary Science Methods (3)

This course will prepare teacher candidates who can identify key components of effective planning for secondary science, develop effective plans for teaching science to diverse secondary learners, and justify the impact of the context on planning for secondary science teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

Offered: TBA.

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

1. Identify and demonstrate how engaging students in scientific inquiry facilitates students learning and development of scientific knowledge.

2. Develop effective online and in-person inquiry-based lesson plans for teaching science to diverse learners.

3. Develop a unit plan engaging students in science learning by setting appropriate goals consistent with the knowledge of how students learn science.

4. Apply science concepts to students' personal lives, needs, and interests through inquiry, instruction, and experience.

5. Identify and plan fair and equitable science assessment strategies that evaluate student progress toward learning objectives.

6. Identify and articulate inquiry-based practices and personal perspectives regarding instructional approaches for inquiry-based science teaching.

EDSE 6636 - Secondary Mathematics Methods (3)

This course will prepare teacher candidates who can identify key components of effective planning for secondary mathematics, develop effective plans for teaching mathematics to diverse secondary learners and justify the impact of the context on planning for secondary mathematics teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

Offered: TBA.

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

1. Identify and demonstrate how engaging students in mathematical inquiry facilitates learning and developing scientific knowledge.

2. Develop effective online and in-person inquiry-based lesson plans to teach diverse learners mathematics.

3. Develop a unit plan engaging students in math learning by setting appropriate goals consistent with the knowledge of how students learn mathematics.

4. Apply mathematical concepts to students' personal lives, needs, and interests through inquiry, instruction, and experience.

5. Identify and plan fair and equitable mathematical assessment strategies that evaluate student progress toward learning objectives.

6. Identify and articulate inquiry-based practices and personal perspectives regarding instructional approaches for mathematical teaching.

EDSE 7788 - Capstone/Exhibition (3)

Designed to synthesize the candidate's graduate experience, culminating in a project that demonstrates the individual's mastery of the graduate program, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester. MA candidates in the Secondary Education Program are required to complete and submit a program portfolio before the capstone presentation. *** GACE Content Exams must be passed before registration for the final semester of coursework in Secondary Education**

Prerequisite: Application for graduation must be submitted when registering for this class. Offered: TBA.

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

1. A fully developed personal pedagogy. Evidenced by…The personal pedagogy paper meets SECMLOs 1, 2, 3, 4, 5, 7 and INTASC standards 1, 2, 3, 4, 9, 10.

2. A demonstration of knowledge of theories and issues related to pedagogy. Evidenced by…relevant citations in the annotated bibliography, paper and/or presentation. The demonstration meets SECMLOs 1, 2, 3, 5, 7 and INTASC standards 1, 2, 3, 6.

3. Evidence of knowledge of the individual's subject matter field. Evidenced by…Teaching demonstration of content during presentation. Evidence of subject matter knowledge meets INTASC standards, 4, 5.

4. Evidence of applications of pedagogy and subject matter knowledge to classroom instruction. Evidenced by…Presentation reflections on the above. Evidence of applications meets SECMLOs 1, 2, 5 and INTASC standards 1, 2, 3, 4, 5, 6, 7, 8.

5. (Perhaps most importantly, we hope to see manifestations of the) habits of mind that characterize a continuously developing professional educator. Evidenced by…The willingness to edit, re- invent or work through the complex task of writing and presenting at capstone. "The first write/solution is not always the best paper/solution" Manifestation of habits of mind meets SECMLOs 1, 3, 5, 7 and INTASC standard 9.

EDUC—EDUCATION

EDUC 5000 - Introduction to Professional Practice (3)

Introduction to the practice of teaching with emphasis on foundational skills such as identifying standards, writing learning outcomes, lesson planning, and data collection. The course will also introduce the language of teaching by focusing on specific terminology and acronyms used in the field.

Offered: Fall, Spring, and Summer.

After completion of this course, candidates will be able to:

- explain the link between effective lesson planning and student achievement (inTASC Standard 1-8)

- identify specific learning, social/emotional, and behavioral needs (inTASC Standard 1-3)

- explain the value of using a backward planning model for instruction (inTASC Standard 1-8)

- align standards, objectives, and assessment in a lesson plan (inTASC Standard 4-8)

- explain the efficacy of various models of instruction (inTASC Standard 1-8)

- develop lower- and higher-order questions that align with Bloom's Taxonomy (inTASC Standard 4-8)

- explain the link between effective classroom management and student achievement (inTASC Standard 1-9)

- plan for effective instruction that meets the needs of all learners (inTASC Standard 1-10)

EDUC 5330 - Foundations of Literacy (3)

This course is designed to provide future classroom teachers with knowledge of the science of reading including the processes needed for proficient reading and writing. The course will examine how internal and external factors impact literacy. The course is meant to build knowledge and skills of effective ways to organize and manage reading instruction in the classroom environment for all students including diverse learners and children from different cultural and linguistic backgrounds.

Typically Offered: Demorest, Athens, and Online - Fall or Spring Yearly.

Candidates will demonstrate awareness of

- language processes required for proficient reading and writing: phonological, orthographic, semantic, syntactic, and discourse;

- learning to read requires explicit, structured, and cumulative instruction;

- the reciprocal relationships among the foundations of reading (i.e., phonological awareness, phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge);

- how aspects of cognition and behavior can affect reading and writing development;

- how environmental and social factors contribute to literacy development;

- major research findings on the contribution of linguistic and cognitive factors to literacy outcomes;

- the most common intrinsic differences between proficient and striving readers, including linguistic, cognitive, and neurobiological factors;

- the oral language development, phonemic awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression;

- evidence-based instructional approaches that support the development of reading and writing skills, including concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and producing writing appropriate to task;

- disciplinary literacy and content area literacy; developing academic vocabulary and writing for research;

- the principles and practices of scientific reading instruction and apply this understanding to critically examine literacy curricula;

EDUC 5537 - Teaching Reading and Writing in the Content Areas (3)

This course is designed to prepare middle grades teachers to utilize reading and writing skills as tools for learning in the content areas. Teacher candidates will be able to employ a three- part learning framework and strategies for implementing the framework within their content fields. During this course, candidates will utilize varied types of print and non-print content materials in developing skills for training students in content literacy skills. Individual needs of learners will be addressed in determining the appropriateness of varied grouping strategies and comprehension activities for each learner. Directed field-based experience required.

Offered: Fall.

The main purpose of this course is to introduce you to reading and writing strategies that will enhance learning in middle grades content area classrooms.

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

1. Explain the theories, current trends, and current practices related to the reading process. Meets InTASC Standards 1-8

2. Explain the significance of explicit instruction in comprehension, vocabulary, and fluency in content courses. Meets InTASC Standards 1-8

3. Provide explicit instruction for middle grades students in reading and writing strategies that will enhance their learning in content fields. Meets InTASC Standards 1-8

4. Plan, introduce, guide and culminate units of instruction that will meaningfully engage students with reading and writing activities to enhance understanding. Meets InTASC Standards 1-10

5. Engage middle grades students with a range of materials and methods for learning about the world and organizing content-area and interdisciplinary inquiry. Meets InTASC Standards 1-10

EDUC 6600 - Educational Assessment (3)

This course is designed to provide participants with the assessment tools necessary to enhance learning for diverse student populations. The course will address ways to assess higher order cognitive objectives and authentic tasks to improve instruction. Candidates will participate in activities that enhance understanding of assessment task development, analysis, and interpretation. They will examine ways to facilitate communication within the teaching and learning situation. Documenting student performance and progress, both for instructional and accountability purposes, will be emphasized. Candidates will develop and use new assessments to enhance students' learning, communicate with parents and students, and create change about views toward assessment. (Pre-service certificate not required. Field experience required.)

Offered: Fall and Spring.

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

1. Appropriately use the language of assessment

2. Identify several specific roles or purposes of educational assessment and the types of assessment appropriate for each

3. Distinguish between criterion and norm referenced interpretations

4. Properly interpret selected standardized test results

5. Explain the role of measurement and assessment in the instructional process.

6. Construct valid and reliable classroom tests and assessments that measure a variety of learning outcomes, including authentic and performance-based assessments, for diverse student populations

7. Explain the concepts of validity and reliability and their role in the construction, selection, interpretation, and use of tests and measurements.

8. Develop and manage his/her own assessment systems and instruments. (

9. Administer, score and interpret tests and assessments properly and use their results effectively.

10. Clearly state instructional goals and objectives (including GPS's)in ways that facilitate construction of assessments and thereby matching assessment alternatives to goals/objectives in relation to his/her philosophy of teaching and his/her instructional strategies.

11. Assess literacy growth as part of on-going instruction. (

12. Report assessment results in a manner that provides meaningful feedback for the learner, helping the learner develop metacognitive abilities and learn to assess his/her own learning

13. Describe his/her philosophy regarding assessment and explain the principles guiding his/her future practice.

14. Recognize both the potentialities and limitations of the various tests and assessment procedures used in schools

15. Demonstrate knowledge of current trends and issues in assessment, including ethical considerations.

EDUC 6607 - Fundamentals of Learning and Cognition (3)

A study of the basic principles of human learning and cognition and their practical applications in education including the selection of appropriate methods, materials, and experiences. This course will focus upon ways to apply learning theories to classroom instruction. (Field experience required.)

Offered: Fall and Spring.

What is learning? What are the underlying processes of learning? How can we improve learning and problem solving abilities? This course will discuss the theory-based research and instructional practices that provide answers to these and similar questions. The responsibility for making this course an educational experience rests more on what you decide to do, rather than on what I decide to do. However, upon successful completion of this course, it is expected that a student will be able to:

1. Describe current learning theories (cognitive, social, human information processing, behavioral), explaining their assumptions, key principles, and the appropriateness of their application in an educational setting. Discuss related research. This will help candidates meet College of Education Core Candidate Learning Outcomes

2. Understand how human development affects learning. This will help candidates meet College of Education Core Candidate Learning Outcomes

3. Apply principles of learning theories to classroom learning to facilitate learning for all students. This will help candidates meet College of Education Core Candidate Learning Outcomes

4. Discuss current research on brain-based learning and the appropriateness of its application in an educational setting. This will help candidates meet College of Education Core Candidate Learning Outcomes

5. Understand the theory of constructivism and demonstrate ways to teach that are congruent with this understanding of learning. This will help candidates meet College of Education Core Candidate Learning Outcomes

6. Explain and demonstrate ways to facilitate transfer and problem solving, motivation, and specific metacognitive strategies for improved learning. This will help candidates meet College of Education Core Candidate Learning Outcomes.

EDUC 6631 - Reading Methods (3)

A study of the major approaches to reading instruction incorporating current theories and research practices. Candidates will explore procedures and materials for developing, conducting, managing, and evaluating effective developmental reading programs: whole language, basal reading, language experience approach (LEA), emergent literacy, reading readiness, and literature based. Topics include: the cognitive constructivist view of reading, emergent literacy, knowledge about print, phonemic awareness and phonics, word recognition, word- study instruction, vocabulary development, comprehending narrative and expository texts, content area reading, analysis and development of multimedia reading materials, literacy instruction for non-native speakers of English, needs of exceptional learners, and appropriate diagnostic procedures. (Pre-service certificate required. Field experience required.)

Offered: Spring.

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

1. Explore, compare, and contrast the major approaches to reading instruction, incorporating current theories and research practices InTASC 4, 5, 9

2. Establish an understanding of what occurs during reading by observing and collecting relevant instructional data on student performance during reading lessons. InTASC 6, 7, 9, 10

3. Describe, discuss, and synthesize the elements that are involved in a total reading program. InTASC 4, 5, 9

4. State the conditions that are most conducive to the development of competent readers. InTASC 4, 5

5. Define phonemic awareness and provide examples. InTASC 4, 5, 7, 8

6. Understand the concept of phonics and how phonics instruction can contribute to reading ability. InTASC 4, 5, 7, 8

7. Understand theory and research on emergent literacy. InTASC 4, 5, 9

8. Describe techniques for working with children who are learning a second language. InTASC 1, 2, 5, 7, 8

9. Demonstrate knowledge and skills for effective ways to organize and manage reading instruction in the classroom environment for all students, including diverse learners and children from different cultural backgrounds. InTASC 1, 3, 4, 5, 10

10. Demonstrate understanding of methods for teaching narrative and expository texts. InTASC 1, 2, 4, 5, 7

11. Understand and implement several strategies for teaching vocabulary, word identification and comprehension. InTASC 4, 5, 7, 8

12. Understand various grouping strategies for reading and their particular usefulness. InTASC 3, 5, 7, 8

13. Apply research-based strategies for teaching reading comprehension. InTASC 5, 7, 8, 9

EDUC 6655 - Exceptional Children (3)

A comprehensive introduction to the education of students with special needs. The intent of this course is to provide educators with the knowledge skills, attitudes, and beliefs that are crucial to constructing learning environments which allow all students to reach their potential. A foundational knowledge in the concepts of co-teaching and differentiated instruction will be emphasized. Directed field-based experience is required.

Candidates will survey the basic characteristics and unique educational and life needs of students who have been determined to differ significantly from their "average" peers in terms of mental, physical, and/or emotional characteristics. This course will provide a foundation of legal, social, educational, medical, and psychological concepts that focus on an understanding of who exceptional children are and how their diverse needs can be met within the context of a democratic learning community. (Pre-service certificate is not required. Field experience required.)

Offered: Fall and Spring, Online: Summer.

What happens when students with diverse abilities cannot adapt to the standard education program? The consequences are serious and have lifelong implications. What is the role of a proactive educator in meeting the needs of these students? In this course we will focus on the specific educational needs resulting from exceptionalities among different groups of children and the range of educational programs designed to meet their needs. By the end of the course, the student should be able to:

1. Define who exceptional children are and recent trends in prevalence for exceptionalities in the school-age population.

2. Know the requirements of I.D.E.A. and the historical events that led to its passage.

3. Explain how technology is being used to meet the needs of students with exceptionalities.

4. Discuss major issues concerning the education of exceptional children, including the regular education initiative, inclusion, community-based instruction, mainstreaming, early intervention, assessment.

5. Discuss issues related to culture and diversity and their implications for the identification, placement, assessment, and social acceptance of exceptional children

6. Describe the definitions of physical, emotional and sexual child abuse, indicators, and the responsibilities of the classroom teacher.

7. Describe the definitions, characteristics, etiology, and educational needs of students with Intellectual disabilities, learning disabilities, communication disorders, hearing impairments, vision impairments, emotional/behavior disorders, attention deficit hyperactivity disorders, severe and multiple disabilities, and those identified as gifted.

8. Discuss transition and lifespan issues for all areas of exceptionalities.

9. Understand issues of advocacy for students with exceptionalities and their families, know the role of the Student Support Team (SST) and how to make an appropriate student referral, know the role of participants in an IEP meeting, describe appropriate modifications for students with exceptionalities, and provide appropriate information to families.

10. Describe the mission and standards of the Council for Exceptional Children (CEC) and understand its national role in professional development.

11. Understand the Information Processing Model (IPM) as it relates to the education of exceptional children.

12. Understand the Response to Intervention Model (RTI) that provides a framework for integrating both general and special education into an inclusive environment.

EDUC 6656 - Introduction to Dyslexia (3)

This foundational course provides an in-depth exploration of the theoretical and practical aspects of dyslexia as it relates to literacy development. Students will examine the neurological, psychological, and educational components of dyslexia, emphasizing understanding the latest research and evidence-based practices. Topics include the history of dyslexia, literacy development, dyslexia screening and diagnostic tools, and the impact of dyslexia on individuals of all ages.

Offered: Fall.

1. Identify the distinguishing characteristics associated with dyslexia that interact with development and learning.

2. Identify multiple methods of assessment and data sources used to make educational decisions.

3. Identify general and specialized curricula used to individualize learning for individuals with dyslexia.

4. Describe evidence-based instructional strategies to teach reading skills to individuals with dyslexia.

5. Discuss professional/ethical principles related to providing educational services to students with dyslexia.

6. Discuss the importance of collaborating with all stakeholders to address the educational needs of individuals with dyslexia.

EDUC 6657 - Critical Skills for the Modern Classroom (3)

In this course, teacher candidates will learn current best practices for collaborating with other professionals in an educational setting. Best practices of collaboration include the interpersonal skills necessary for effective professional partnerships, strategies for co-planning, evidence-based approaches to delivering co-teaching, and collaborative assessment practices. This course will also prepare teacher candidates to identify and serve students in their classrooms who require extra support but do not qualify for special education services. Specifically, candidates will learn strategies for providing instruction to English language learners, students on 504 plans, students with mild disabilities (that do not warrant special education services), students with mental health disorders, and/or students with learning struggles based on a history of poor instruction. This course will also provide teacher candidates with a repertoire of skills for providing extra support to struggling students within the context of a response to intervention or multitiered systems of support model.

Offered: Athens and Demorest: Fall.

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

1. Discuss best practices for collaborating with other professionals in K-12 settings.

2. Identify evidence-based practices for supporting English Language Learners in K-12 settings.

3. Describe evidence-based supports for students with mental health disorders in K-12 settings.

4. Describe evidence-based supports for struggling students within the context of a Multi-Tiered System of Support Model.

EDUC 6659 - Structured Literacy Instruction and Intervention (3)

This course covers structured literacy strategies and interventions tailored to individuals with dyslexia. Students will learn to design and implement explicit, systematic and comprehensive, diagnostic, and multisensory, research-based literacy instruction focusing on phonological awareness, phonics, fluency, vocabulary, and comprehension. The course will emphasize progress monitoring and differentiating instruction to meet the unique needs of learners with dyslexia.

1. Demonstrate comprehension of the structured literacy approach, including its principles, strategies, and its application in addressing dyslexia.

2. Apply various assessment tools and techniques to identify and evaluate the reading difficulties associated with dyslexia in school-age students.

3. Develop a repertoire of evidence-based structured literacy intervention strategies and instructional techniques tailored specifically for students with dyslexia, focusing on phonological awareness, decoding, encoding, fluency, vocabulary, and comprehension.

4. Demonstrate the ability to design and implement structured literacy lesson plans that cater to diverse learning needs and accommodate individualized educational programs for students with dyslexia.

5. Analyze students' progress using data to modify and adapt reading instruction and interventions effectively.

EDUC 6685 - Characteristics of Learners with Autism Spectrum Disorder (3)

Autism Spectrum Disorder (ASD) is a broad disability category that is composed of three primary behavioral characteristics: deficits in socialization, communication, and a narrow range of interests/activities. Individuals with ASD vary in their intelligence, behaviors, and abilities. The purpose of this course is to provide teacher candidates with an in-depth look at these behavioral characteristics associated with ASD in an effort to understand the implications for academic achievement and behavioral success in school, home, and community settings. No prerequisite.

Offered: Fall, Spring, and Summer.

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

Outcome	CECStandards	InTASCStandards	Evaluation
1. Identify the social/communication, and behavioral characteristics associated with students ASD.	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h	1, 7, 9	Lessons and Quizzes and Movie Review
2. Identify and discuss the history of ASD diagnosis.	5c		Lessons and Quizzes
3. Identify and discuss the theories of etiology of ASD.	5f	1, 7, 9	Lessons and Quizzes and Reflection
4. Identify and discuss the eligibility requirements for ASD.	4c, 5a, 5d, 5e	2	Lessons and Quizzes and Reflection
5. Identify and discuss special education services and placement options for individuals with ASD.	2a, 2b, 2c, 5b	1, 3, 6	Lessons and Quizzes and Field Experience
6. Identify and discuss the inter-relatedness of social skills, communication, self-regulation, and behavior, and the impact these can have on academic performance, behavioral success, and community acceptance for individuals with ASD.	1a, 1b, 1c, 1d,1e, 1f, 1g, 1h, 2a, 2b, 2c, 4a	1, 2, 8	Lessons and Quizzes, Movie review, and Field Experience
7. Identify and discuss sensory issues and how these may interfere with academic and behavioral performance at school and in the community setting.	5e	2, 8	Lessons and Quizzes, Reflection, and Movie Review

EDUC 6686 - Instructional Methods for Learners with Autism Spectrum Disorder (3)

Autism Spectrum Disorder (ASD) is a broad disability category that is composed of three primary behavioral characteristics: deficits in socialization, communication, and a narrow range of interests/activities. Many students with ASD are educated in the regular classroom with their like age peers, using the same curriculum. To this end, this course will examine evidenced based methodology for educating students with ASD from the ages of pre-school to post-secondary level.

Prerequisite: EDUC 6685 or permission of the instructor. Offered: Fall, Spring, and Summer.

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

Outcome	CECStandards	InTASCStandards	Evaluation
1. Identify the current laws and legislation that determine curriculum decisions for students with ASD.	5a, 5c, 5d		Exam
2. Identify and discuss evidence based instructional practices for students with ASD.	2a, 2b, 2c	7	Exam
3. Identify and demonstrate components of effective instruction for students with ASD, to include communication, socialization,	2a, 2b, 2c	1, 2, 8	Exam, Assignment, and Field Experience

and limited interests/activities.

Outcome	CEC	InTASC	Evaluation
4. Identify effective educational protocols for students with ASD.	2a, 2b, 2c	4	Exam and Assignment
5. Identify and demonstrate effective instruction of social skills for students with ASD.	2c	2, 3, 9	Exam and Assignment
6. Design and evaluate instructional programs based on the principles of Applied Behavior Analysis.	2a, 2b, 2c	2	Exam and Assignment
7. Perform response-prompting procedures such as CTD, PTD, SLP, MLP, and naturalistic strategies to teach CCGPS and functional skills.	2a, 2b, 2c	4, 6, 7	Field Experience
8. Understand and analyze variables that increase efficiency of instruction.	4d	2, 3, 4, 8, 9	Assignment and Field Experience
9. Collect and analyze instructional data to guide instruction.	4e	6, 7, 9	Assignment and Field Experience
10. Use appropriate adaptations and technology for all individuals with exceptionalities.	3e	1, 2, 6, 7, 8, 9	Exam and Assignment

EDUC 6687 - The Autism Advisor (3)

The purpose of this class is to teach candidates the skills to become the ASD Advisor for their school and/or school district. Beyond teaching students with ASD to become their own self-advocates, candidates will be trained in collaborating with other educators, staff members, parents, and community members who teach and interact with individuals with ASD. This course focuses on teaching candidates effective, direct communication skills, concise meeting management skills, and consultative listening and writing skills. Students must have a B or higher in this course to be eligible for the endorsement.

Prerequisite: EDUC 6685 and EDUC 6686 or permission of the instructor. Offered: Fall, Spring, and Summer.

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

Outcome	CEC Standards	InTASC Standards	Evaluation
Explain and implement evidence-based programming for self-advocacy for individuals with ASD.	3a, 5a, 5c, 5d	1, 2, 5, 8	Portfolio
Identify systematic evidence-based recommendations for positive behavior support for individuals with ASD.	4f, 5a, 5c, 5e	3	Workshop and Portfolio
Effectively facilitate the "Teachers Helping Teachers" model with a variety of participants.	6a, 6b	2, 8, 9, 10	Video
Demonstrate effective collaboration across all stake-holders for identifying individual strengths, skills and learning preferences for transition planning for individuals with ASD going to other schools and post-school environments.	4a, 4b, 4d, 5a, 5b, 5c	1, 2, 3, 7, 8, 9, 10	Workshop, Portfolio, and Video
Demonstrate effective academic and behavioral collaboration for teachers and ancillary staff educating students with ASD.	5a, 5c, 6a, 6b	1, 3, 4, 5, 6, 9, 10	Workshop, Portfolio, and Video

EDUC 6699 - Methods and Interpretation of Educational Research (3)

The purpose of this course is to study current research methods, theories, procedures, and designs with an emphasis on critical thinking, assessment, ethics, and professional application. Included in this course will be the evaluation and interpretation of current research methods. The focus of this course is the development of the skills needed to both evaluate existing research and consider applications for professional practice.

Offered: Fall and Spring.

Upon successful completion of this course, the candidate will:

1. Demonstrate the knowledge and skills to conduct educational research by (CLO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 21, 22)

   a. Identifying research problems from current school settings

   b. Identifying and evaluating current research literature related to a research problem

   c. Formulating research questions

   d. Developing a research design

   e. Collecting and analyzing data

   f. Defining basic research terminology

   g. Interpreting results of educational research

   h. Identifying research variables

   i. Demonstrating a working knowledge of the research concepts of validity and reliability

2. Demonstrate the knowledge and skills needed to read educational research by (CLO 2, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22)

   a. Evaluating current educational research and determining the quality of research methodology and results

   b. Considering the results to current school settings

3. Demonstrate the knowledge and skills to use educational research by (CLO 2, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 17, 22)

   a. Applying appropriate research in order to improve educational practice

   b. Exhibiting an awareness of current educational trends

4. Demonstrate the knowledge and skills to report educational research by (CLO 2, 4, 5, 6, 9, 10, 11, 13, 14, 15, 17, 22)

   a. Utilizing the basic components of a research proposal

   b. Applying the APA style to writing a research proposal

   c. Defining appropriate audiences for research findings

   d. Selecting effective means to present findings to an audience defining effective ways to distribute findings to the educational community

EDUC 7721 - Characteristics of Gifted Students (3)

This course is the first in the sequence of three leading to the Georgia In-field Gifted Endorsement, and serves as an introduction to the field of gifted education, with a focus on gifted learners. The goal of this course is to specifically develop participants' understanding of the defining characteristics and needs of diverse populations of gifted students. Introduction to the foundations of gifted education, including relevant definitions of the term "gifted and talented." Current issues and trends at the local, state, national, and international levels impacted gifted education.

Offered: Fall, Spring, and Summer.

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

1. Analyze issues related to screening and identification of gifted students

2. Summarize the major characteristics (behavioral and developmental) of gifted students in preschool through secondary education.

3. Analyze characteristics of gifted students with respect to their needs (e.g., cognitive, academic, social, or emotional).

4. Defend educational recommendations related to the needs (e.g., cognitive, social, academic, or emotional) of individuals with gifts and talents.

EDUC 7722 - Assessment of Gifted Students (3)

The goal of this course is to develop students' understanding of the use of assessment to identify gifted abilities in individuals from different backgrounds (e.g., racial/cultural ethnic group membership, age, gender, disabling conditions, economic, and language). A major concern of the course is the study of specific assessment measures and procedures that encourage informed educational decisions regarding those students who need gifted program services. Selecting and designing assessment measures and procedures to evaluate the gifted student's progress. Using assessment data to make instructional decisions.

Prerequisite: EDUC 7721 with a grade of B or higher Offered: Fall, Spring, and Summer.

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

1. Use basic terminology related to the assessment of gifted students.

2. Analyze various identification criteria used within gifted education.

3. Synthesize the processes and procedures for assessing students using Georgia Criteria in the areas of mental ability, achievement, motivation, and creativity.

4. Create performance tasks within a specific content area or grade level to evaluate instruction and monitor the progress of gifted students.

5. Analyze standardized test properties and scores for the purposes of identification of and program placement/development for gifted students, including those from diverse backgrounds.

6. Suggest supports to meet the gifted learners-based assessment data.

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

This course focuses on the understanding and use of current programs, curriculum in, instructional strategies and materials to facilitate the development of gifted learners from diverse backgrounds with strengths in varied domains. Central to the course is information concerning the differentiation of instruction for gifted learners based on their characteristics and needs and on theory and practices in instructional design and modification.

Prerequisite: EDUC 7721 and EDUC 7722 with a grade of B or higher Offered: Fall, Spring, and Summer.

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

1. Explain the underlying principles related to curriculum modification for gifted students.

2. Explain the underlying principles related to differentiated instruction for gifted students.

3. Evaluate resources (materials, learning activities, teaching strategies, and assessments, e.g.) that meet the needs of gifted learners from diverse backgrounds.

4. Create instructional plans for facilitating qualitatively differentiated curriculum for gifted learners.

5. Explain appropriate foundations (theoretical models, programs, prototypes, and educational principles) for the development of differentiated programming and curriculum for gifted students.

6. Explain the impact of current trends (social, cultural, political, and economic issues, policies, and practices) on the program planning and instruction of gifted students.

EDUC 7724 - Social and Emotional Development of Gifted Students (3)

This course focuses on examining the social and emotional development of gifted learners from diverse background. Central to the course is an in depth examination of relevant research, theory, and best practices that inform candidates' understanding of how to support this population's social and emotional growth and well-being. Candidates will apply their understanding as they design instructional strategies, methods, and guidance models to address the social and emotional issues that affect the lives of gifted and talented students.

Offered: TBA.

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

1. Identify the social and emotional characteristics of gifted students.

2. Explain existing research and theory related to the unique affective needs of gifted students through adolescence.

3. Discuss characteristics of learning environments that develop the social and emotional well-being of gifted students.

4. Design instructional plans with appropriate strategies to address identified social and emotional needs experienced by gifted students.

5. Design social-emotional supports (e.g., guidance, counseling) for gifted students' social and emotional development

EDUC 7725 - Enrichment Programs for Gifted Learners (3)

This course focuses on the development of enrichment opportunities for K-12 gifted learners from diverse backgrounds and with strengths in varied domains. Central to the course is the advanced application of principles and techniques for gifted learners introduced in previous coursework. The focus of the students' experience will center on researching, planning, administering, and evaluating an enrichment opportunity for gifted students within or outside of the University.

Offered: TBA.

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

1. Apply the underlying principles related to curriculum modification for gifted students.

2. Apply the underlying principles related to differentiated instruction for gifted students.

3. Evaluate appropriate resources (i.e., materials, learning activities, teaching strategies, and assessments) that meet the needs of gifted learners from diverse backgrounds.

4. Design instructional programs for facilitating differentiated curriculum based on the varied needs of gifted learners.

5. Identify current issues (social, cultural, political, economic, policies, and implications for practice) related to program planning and instruction of gifted students.

6. Apply best practices related to the evaluation of gifted education programs.

EDUC 7740 - Advanced Research to Practice in Gifted Education (3)

Field-based experience under the supervision of one or more host teachers and a University faculty member. Candidates observe, plan and teach lessons, conduct assessments, and work with both whole-class and small groups. Designed to augment current or previous clinical and/or teaching experiences.

Offered: TBA.

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

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

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

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

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

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

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

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

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

9. Model and promote constructivist practices;

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

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

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

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

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

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

EDUC 7761 - Adult Learning and Supervision (3)

The difference between andragogy and pedagogy is the focal point for this course. Candidates will identify the characteristics of adult learners in terms of learning, motivation, and self-efficacy. Candidates will also practice supervisory/ coaching skills including the completion of formal observation cycles, the use of TKES rubrics, creation of SMART goals, and the development of an action or professional development plan.

Offered: TBA.

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

- articulate the difference between andragogy and pedagogy;

- identify characteristics of adult learners;

- assess the professional needs of educators using performance assessments;

- create experiences that meet the professional needs of educators at different career levels including pre-service, induction, and professional level teachers;

- and demonstrate supervisory/coaching skills that support adult learners.

EDUC 7762 - Interprofessional Collaboration (3)

Candidates will explore basic concepts in the field of educational sociology including social forces within education and the creation of collaborative environments to accelerate interaction and learning. Candidates will also explore different concepts of teacher self-efficacy and the impact of professional development on efficacy.

Offered: TBA.

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

- create learning communities for the purpose of professional collaboration and development;

- design collaborative learning experiences that incorporate elements of educational sociology;

- compare varying concepts of teacher self-efficacy with the professional development process;

- and research how grouping may impact the effectiveness of professional development.

EDUC 7763 - Current Issues, Initiatives, and Innovations (3)

Candidates will explore how current issues in education impact the professional development needs of teachers. Research and data will be used to analyze multi-level initiatives. Candidates will differentiate between the needs of pre-service, induction level, and professional level teachers. Candidates will explore the role of the induction coordinator and the academic or instructional coach and how these roles may change based on current trends.

Offered: TBA.

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

- utilize School Improvement Plans (SIP) and state and district initiatives to create professional development opportunities;

- utilize TKES and CCRPI data to design instructional supports for teachers;

- design an induction plan based on the new state requirements for induction programs;

- explore how teacher shortages may impact induction needs and services;

- and identify professional development trends based on current issues and innovations in education.

EDUC 7771 - Exploring STEM Education (3)

The goal of this course is to provide candidates with a broad foundation in STEM education, the STEM student, and the STEM learning environment. Candidates will be immersed in exemplary STEM learning environments, through case studies and in-person participation, to collect and analyze data in an effort to synthesize findings toward development of a STEM mindset. Candidates will understand and describe STEM education as interdisciplinary, collaborative, and a process-driven endeavor exploring the literature of STEM including economics and careers in STEM, community and global perspectives, and technology applications. Field-based experiences will include job shadowing STEM businesses or scientists. Each candidate will also complete a personal STEM dispositional and content knowledge assessment and development plan.

Offered: TBA.

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

1. Candidates will be able to articulate a clear definition and understanding of what STEM education is and what it looks like in practice as both interdisciplinary and process driven.

2. Candidates will demonstrate knowledge of the benefits of STEM education for all citizens enabling them to make informed decisions about challenges facing the next generation, for future STEM workforce development and related career opportunities and the skills necessary to be successful in them.

3. Candidates will demonstrate the ability to think critically, evaluate complex data, draw evidence-based conclusions, engage in effective argumentation and communicate effectively in written format (formative).

4. Candidates will demonstrate the dispositions necessary to be effective interdisciplinary STEM educators (i.e., life-long learning, value collaborations, flexible, high tolerance for ambiguity, risk taker, innovative, committed to the profession, self-reflective perseverance) (formative).

5. Candidates will show evidence of an interaction with a STEM related business or externships with STEM professionals to gain perspective of what it is to work in a STEM or STEM related field.

6. Candidates will show evidence of field-based experiences that include observation of classrooms, collaborative planning and interview of teachers in an integrated STEM education environment that is evidenced by reflective documentation (continues in Course II).

EDUC 7772 - Planning for STEM Teaching and Learning (3)

The goal of this course is to provide candidates experiences in the practices of STEM learning. Candidates will develop an understanding of the importance of STEM vertical alignment in P-16 education and appreciate that the uniqueness of the community parallels the uniqueness of STEM programs within the community. Candidates will experience the bundling and integration of standards through continued content and collaborative skill development, the use of performance assessment tasks and rubrics, integrated task design (PBL, problem-based, place-based, authentic learning experiences), implementation and appropriate use of technology, co-planning and co-facilitating experiences, as well as managing and differentiating active learning in the classroom to support overall student development in STEM etiquette, practices, and application.

Offered: TBA.

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

1. Candidates will demonstrate a comprehensive understanding of and the ability to integrate STEM content standards. (formative)

2. Candidates will demonstrate the ability to apply integrated STEM and STEM related content to answer complex questions, to investigate local, regional and global issues to make connections and to develop solutions for challenges and real-world problems.

3. Candidates will demonstrate the ability to work effectively within a STEM focused multidisciplinary professional learning community to achieve a common goal and to co-plan authentic STEM based experiences and interdisciplinary lessons.

4. Candidates will demonstrate the ability to involve business partners in identifying and solving relevant problems.

5. Candidates will demonstrate the ability to engage local STEM experts in their programs.

6. Candidates will show evidence of field-based experiences that include observation or classrooms, collaborative planning and interview of teachers in an integrated STEM education environment that is evidenced by reflective documentation (continued from Course I).

EDUC 7779 - Internship I (1)

For approximately 15 weeks, teacher candidates apply the principles, knowledge, understanding, and skills acquired during their entire educational program. The internship experience is performed in a carefully selected school reflecting the grade level at which certification is sought, under the direction of the University supervisor and a qualified classroom teacher. The teaching candidate will intern five full school days per week for 15 weeks (600 contact hours). During this internship, the candidate will assume the responsibilities of the classroom teacher, including classroom management, instruction, assessment, and other school-assigned duties. Candidates seeking a professional or advanced internship must be employed within their certification field, employed at a fully accredited school, and have prior approval from their employing system. Professional and advanced interns are required to complete all internship assignments and attend on-campus meetings as directed. All interns must be admitted to teacher education and hold a pre-service or provisional teaching certificate. This internship must be completed at Piedmont University.

Offered: Athens and Demorest: Fall and Spring.

During Internship I the candidate will:

1. Explore student assets including personal, cultural, and community assets as well as prior academic knowledge.

2. Observe experiences that meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguisitic differences, and special abilities.

3. Observe classroom routines and student behaviors,

4. Explore state standards and curriculum materials.

5. Observe instructional practices.

6. Explore and discuss formal and informal assessments

7. Explore and discuss student assessment data.

8. Cultivate professional behaviors and dispositions as described in the PBDA

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

EDUC 7788 - Capstone/Exhibition (3)

Designed to synthesize the candidate's graduate experience, culminating in a project that demonstrates the individual's mastery of the graduate program, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester. MA candidates in the Secondary Education Program and the Educational Studies program are required to complete and submit a program portfolio before the capstone presentation.

*GACE Content Exams must be passed before registration for the final semester of coursework in Secondary Education

Prerequisite: Application for graduation must be submitted when registering for this class. Offered: Fall, Spring, and Summer.

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

1. A fully developed personal pedagogy. Evidenced by…The personal pedagogy paper meets SECMLOs 1, 2, 3, 4, 5, 7, and INTASC standards 1, 2, 3, 4, 9, 10.

2. A demonstration of knowledge of theories and issues related to pedagogy. Evidenced by…relevant citations in the annotated bibliography, paper and/or presentation. The demonstration meets SECMLOs 1, 2, 3, 5, 7, and INTASC standards 1, 2, 3, 6.

3. Evidence of knowledge of the individual's subject matter field. Evidenced by…Teaching demonstration of content during presentation. Evidence of subject matter knowledge meets INTASC standards, 4, 5.

4. Evidence of applications of pedagogy and subject matter knowledge to classroom instruction. Evidenced by…Presentation reflections on the above. Evidence of applications meets SECMLOs 1, 2, 5, and INTASC standards 1, 2, 3, 4, 5, 6, 7, 8.

5. (Perhaps most importantly, we hope to see manifestations of the) habits of mind that characterize a continuously developing professional educator. Evidenced by…The willingness to edit, re- invent or work through the complex task of writing and presenting at capstone. "The first write/solution is not always the best paper/solution" Manifestation of habits of mind meets SECMLOs 1, 3, 5, 7, and INTASC standard 9.

EDUC 7789 - Internship II (3)

The Internship II experience is performed in a carefully selected school in a grade level at which certification is sought, under the direction of the university supervisor and a qualified classroom teacher. The teaching candidate will intern three full school days per week for 15 weeks (360 contact hours). A co-teaching model will be used during Internship II, which consists of co-planning, co-instruction, and co-assessment.

During the time spent in the internship, the University supervisor will observe the teacher candidate on a regular basis (at least four times). Candidates seeking a professional or advanced internship must be employed within their certification field, employed at a fully accredited school, and have prior approval from their employing system. Professional and advanced interns are required to complete all internship assignments and attend on-campus meetings as directed. All interns must be admitted to teacher education and hold a preservice or provisional teaching certificate. This internship must be completed at Piedmont University.

Offered: Athens and Demorest: Fall and Spring.

During this internship course, students will:

1. Use instructional technology, including assistive technologies for children with disabilities.

2. Evaluate students and self using a variety of formal and informal assessments,

3. Use student assessment data to identify learning patterns.

4. Cultivate and demonstrate professional behaviors and dispositions as described in PBDA.

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

EDUC 7795 - Applied Research Project (1-3)

The development and implementation of an applied project in education (quantitative or qualitative research), under the supervision of a graduate faculty member. This course allows individuals or groups to study and to do research in topic(s) selected from their professional interests. Candidates are expected to examine professional literature and read widely in their chosen topic. Candidates will exhibit qualities of the scholarly, reflective, and proactive practitioner. (Field experience required.)

Prerequisite: Permission of appropriate department chair. Offered: TBA.

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

1. Design a project that examines the learning and/or social-emotional needs of K-12 students.

2. Present the project using effective communication devices using more than one medium.

EDUC 7798 - Special Topics in Education (1-3)

Concentrated readings and a review of research studies and literature relative to areas of significance in education through a special project, under the supervision of a graduate faculty member.

Prerequisite: Permission of appropriate department chair. Offered: TBA.

Upon the completion of this course, students will be able to demonstrate they can:

1. Analyze scholarly publications related to their particular field of study.

2. Construct a project that accurately reflects the knowledge and skills gained while in this course.

EDUC 7799 - Internship III (6)

For approximately 15 weeks, teacher candidates apply the principles, knowledge, understanding, and skills acquired during their entire educational program. The internship experience is performed in a carefully selected school reflecting the grade level at which certification is sought, under the direction of the University supervisor and a qualified classroom teacher. The teaching candidate will intern five full school days per week for 15 weeks (600 contact hours). During this internship, the candidate will assume the responsibilities of the classroom teacher, including classroom management, instruction, assessment, and other school-assigned duties.

During the time spent in the internship, the University supervisor will observe the teacher candidate on a regular basis (at least four times). In addition, the candidates may participate in required class sessions at the Piedmont campus. The class sessions will be scheduled across the semester. Students and host teachers will be provided with a copy of the class schedules at the beginning of the semester. Regard these classes just as you would staff meetings, in-service training, or any other meeting that a host teacher might attend during a school day.

Candidates seeking a professional or advanced internship must be employed within their certification field, employed at a fully accredited school, and have prior approval from their employing system. Professional and advanced interns are required to complete all internship assignments and attend on-campus meetings as directed. All interns must be admitted to teacher education and hold a pre-service or provisional teaching certificate. This internship must be completed at Piedmont University.

Offered: Athens and Demorest: Fall and Spring.

During this internship, students will:

1. Identify and leverage student assets including personal, cultural, and community assets as well as prior academic knowledge;

2. Investigate environments and experiences that meet the individual needs of all children, including children from diversity backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities.

3. Demonstrate knowledge of state standards and curriculum resources; discuss developmentally appropriate depth and breadth.

4. Prepare and teach daily, weekly, and unit lesson plans based on appropriate depth and breadth of the curriculum.

5. Use instructional technology, including assistive technologies for children with disabilities.

6. Evaluate self-using a variety of formal and informal assessments.

7. Analyze and use assessment data to identify learning patterns.

8. Cultivate and demonstrate professional behaviors and dispositions as described in the PBDA.

9. Demonstrate awareness of an a firm commitment to the profession's code of ethical conduct.

ENGL—ENGLISH

ENGL 6601 - Seminar in World Literature (3)

An interdisciplinary approach to the world literature in translation with emphasis on fine arts.

Offered: Online: As needed.

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

1. Use standard critical methods for studying canonical works.

2. Integrate textual evidence into written and oral expression and examine divergent perspectives and approaches to literary interpretation.

3. Investigate the historical scholarship, rhetorical elements of literary production, and the range of literary forms relevant to ancient texts.

4. And analyze the social, political, and cultural factors that influenced the formation of these texts.

ENGL 6602 - Medieval Literature (3)

Selected British prose, poetry, and drama from the eighth to the fourteenth century.

Offered: Online: As needed.

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

1. To read and interpret medieval English Literature through various critical lenses, especially through the lens of the "other."
2. To question the role of women in medieval society and literature.
3. To construct an original 15 source annotated bibliography on some aspect of medieval English literature.
4. To analyze medieval literature through the development of critical essays.
5. To gain a clearer sense of medieval English culture and society through a careful study of the literature.

ENGL 6603 - British Renaissance (3)

Survey of major British authors of the sixteenth and seventeenth centuries; emphasis on Spenser and Milton.

Offered: Online: As needed.

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

1. Read a selection of major English texts composed in the late 16th and 17th centuries.
2. Discuss textual criticism, close readings techniques, philology, the literary texts themselves, and critical approaches to epics.
3. Discuss thoughtfully and critically the place such material should take in your education.

ENGL 6605 - Shakespeare (3)

Shakespeare's major works.

Offered: Online: Summer.

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

1. Use standard critical methods for studying various works by Shakespeare.
2. Integrate textual evidence into written and oral expression and examine divergent perspectives and approaches to literary interpretation.
3. Investigate the historical scholarship, rhetorical elements of literary production, and the range of literary forms used by Shakespeare.
4. Analyze the social, political, and cultural factors that influenced the formation of these texts.
5. Consider oral presentation of verse drama, performance and stagecraft, rhetoric and poetics, and analysis of character, theme, and POV, as well as production issues and textual problems raised by plays that were meant for the stage rather than for the reader.

ENGL 6608 - Restoration and Eighteenth-Century Literature (3)

Survey of major British authors of the late seventeenth and eighteenth centuries.

Offered: Online: As needed.

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

1. Synthesize your understanding and appreciation of texts to recognize historical, critical, and literary significance.
2. Recognize the source of much contemporary thinking about life, religion, and education.
3. Place the "age of enlightenment" in the History of Ideas.

4. Learn to read eighteenth-century essays, novels, plays, and poetry with a fresh, appreciative eye; with perceptive and imaginative responses; and with attention to detail.

5. Review the vocabulary of poetic and rhetorical terms.

6. Speak and write about literature in an insightful, sophisticated, and critical manner.

7. Discuss literature as both literary art and performance text, as both instructive and enjoyable.

ENGL 6615 - British Romanticism (3)

Representative works of English Romantic literature.

Offered: Online: As needed.

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

1. Use standard critical methods for studying various works by British Romantic authors.

2. Integrate textual evidence into written and oral expression and examine divergent perspectives and approaches to literary interpretation.

3. Investigate the historical scholarship, rhetorical elements of literary production, and the range of literary forms used by Romantic poets.

4. And analyze the social, political, and cultural factors that influenced the formation of these texts.

ENGL 6621 - Victorian Literature (3)

Representative works of English Victorian literature.

Offered: Online: As needed.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.

2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

3. Awareness of the historical development of literary forms.

4. Appreciation of issues concerning translation and paraphrase.

5. Confidence in producing original criticism based on close reading of a text.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.

7. Increased self-awareness through informed, imaginative engagement with other selves.

ENGL 6626 - Twentieth-Century British Literature (3)

Writings of major twentieth-century authors of Great Britain and Ireland, including ethnic literature.

Offered: Online: As needed.

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

1. Analyzing literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.

2. Writing well-structured essays and Canvas responses that persuasively pursue a given trope or motif in the literary text(s) under investigation.

3. Demonstrating a working knowledge of genre conventions, terminology, and literary history.

4. "Discussing" literary texts in a clear, collaborative, and open-minded manner.

5. Incorporating real-world questions of identity, nationality, race, and class into English.

ENGL 6627 - American Romanticism (3)

Survey of the major nineteenth-century American romantic literature.

Offered: Online: As needed.

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

1. Use standard critical methods for the study of the prose and poetry of major nineteenth-century American authors, 1830-1865.

2. Integrate textual evidence into written and oral expression and examine divergent perspectives and approaches to literary interpretation; investigate the historical scholarship, literary scholarship, rhetorical elements of literary production, and the great range of literary forms of this literary "American Renaissance."

3. Synthesize contemporary experiences of other important contemporary writers, including Fuller, Douglass, Chopin, Alcott, Cooper, and Stowe.

4. Analyze social, political, and theological factors that have influenced the formation of these texts.

5. Develop your historical imagination; recognize our common humanity expressed in literature; find and puzzle over the authors' teachings; and intensify your empathic reactions to perceptions of life expressed by literary art.

ENGL 6628 - Twentieth-Century American Literature (3)

Survey of twentieth-century authors of the United States.

Offered: Online: As needed.

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

1. Analyzing literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.

2. Writing well-structured essays and Moodle responses that persuasively pursue a given trope or motif in the literary text(s) under investigation.

3. Demonstrating a working knowledge of genre (short fiction) conventions, terminology, and literary history.

4. "Discussing" literary texts in a clear, collaborative, and open-minded manner.

5. Incorporating real-world questions of identity, nationality, race, and class into English curricula.

ENGL 6629 - Multicultural American Literature (3)

Study of non-canonical texts in American literature with a focus on pedagogical strategies.

Offered: Online: As needed.

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

1. Develop a better understanding of the US identity.

2. Enhance your awareness of the literary canon and the debates concerning it.

3. Develop your own understanding of multicultural US literature from 1865 forward.

4. Develop a deeper understanding of the ways social movements overlap & draw upon one other.

5. Develop your high order thinking skills (analysis, synthesis, and evaluation).

6. Develop your academic writing & MLA documentation skills.

ENGL 6630 - Literature of the American South (3)

Southern American literature from the Colonial period to the present.

Offered: Online: As needed.

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

1. Engage in reading critically the literature of the American South.

2. Develop critical and creative thinking skills through class discussion and writing.

3. Understand the historical conditions under which writers and literary and cultural critics have invented "the South" and how they have chosen its representations.

4. Explore the meanings of the terms, "South," "Southern," "Southern Literature," and "Southern writer."

5. Trace major nineteenth, twentieth, and twenty-first century's cultural and literary.

6. Issues that have affected the development of fiction in the American South, from its beginnings in the 19th C. to the Modernists through postmodern and contemporary writers.

7. Explore the effects of "place" on fictional settings (and writers).

8. Respond more fully to serious literature by understanding various literary critical approaches, from "New Criticism" through Deconstruction and other postmodern methods.

9. Become more aware of the personal, social, and communicative purposes of language, including language for the management of others.

10. Recognize the knowledge, skills, and attitudes that promote constructive interaction between people of differing economic, social, racial, ethnic, and religious backgrounds.

11. Write more effectively through increasing knowledge of the composition process.

ENGL 6631 - History of the English Language (3)

Survey of the historical development of the English language.

Offered: Online: As needed.

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

1. Explore the history and development of the English language and American English.

2. Examine linguistic change, etymology, and the process of word formation.

3. Inquire into the nature of dialects and their impact on discourse communities.

4. Develop an understanding of the interrelated systems of language.

ENGL 6632 - Creative Writing Methods for Teaching Learning Content (3)

Exploration of instructional methods that employ poetry, fiction, and creative non-fiction to teach learning content at the secondary level.

Offered: Online: As needed.

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

1. Develop an understanding of how creative writing helps teachers and students.

2. Develop an understanding of how creative writing fits into contemporary discussions about curriculum.

3. Learn how to augment lesson plans with creative writing assignments.

ENGL 6640 - Reading and Writing in the Content Areas (3)

Strategies, cultural issues, reflective practice, motivation, scaffolding, standards, and assessment advice and theory to help content area teachers use reading and writing as learning tools.

Offered: Online: Fall.

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

1. Integrate strategies that foster reading and writing for learning.

2. Design effective quick and deep writing prompts.

3. Utilize state and national standards in developing reading and writing assignments.

4. Reflect on our own notions of the purposes of reading and writing in the secondary classroom.

5. Develop strategies for scaffolding students' reading and writing skills.

6. Investigate methods of assessing students' reading and writing.

ENGL 6650 - Seminar in Composition Studies (3)

Instruction in the history of composition studies and the teaching of writing at the secondary and post-secondary levels.

Offered: Online: Summer.

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

1. Candidates will examine methods of teaching composition.

2. Candidates will develop and evaluate writing prompts in their content areas.

3. Candidates will examine ways of evaluating student writing.

4. Candidates will participate in critical "conversations" three times a week to exchange ideas with their peers and to refine their own ideas.

5. Candidates will examine their personal views on the purposes of writing and writing pedagogy.

6. Candidates will develop an independent research project in the field of composition studies.

ENGL 6655 - Survey of English Usage for Teachers (3)

A survey of rhetoric, grammar, and the historical development of English for use in the classroom.

Offered: Online: Spring.

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

1. Through practice in writing, editing, and style analysis, students will become more confident in their knowledge of grammatical forms and functions and Standard English usage.

2. Students will be able to take an informed approach to devising grammar, reading, and writing lessons for their own future classrooms.

3. Students will improve their prose styles through practice with incorporating different grammatical structures into their writing and will become more sophisticated readers through analyzing the style of other writers.

4. Students will develop increased knowledge of the cultural history of the English language and increased awareness of the ethical issues surrounding language instruction.

ENGL 6656 - Reading Improvement at the Secondary Level (3)

A survey of materials, methods, developmental and remediation programs, and library research at the secondary level.

Offered: Online: Spring.

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

1. We will become familiar with reader response criticism as it applies to high school and middle school readers so that you can guide your students to engage critically with texts.

2. We will explore models of young adult reading so that you will be able to facilitate the process of reading and criticism with your students.

3. We will discuss ways of helping students engage in reading across their middle and high school curriculum.

4. We will read, review, and plan lessons around two young adult novels so that we have a rudimentary understanding of what our students are reading and what they like, and how we might use YA literature to hook life-long readers.

5. We will develop ways of evaluating students' reading and critical skills and balancing non-pejorative evaluation with grading.

6. We will discuss the importance of introducing multicultural readings to middle grade and high school readers.

ENGL 6660 - Literary Criticism (3)

A seminar on the ideas, methods, and history of literary criticism.

Offered: Online: As needed.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.

2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

3. Awareness of the cultural contexts and historical development of critical perspectives.

4. Appreciation of issues concerning translation and paraphrase.

5. Confidence in producing original criticism based on close reading of a text.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.

7. Increased self-awareness through informed, imaginative engagement with other selves.

ENGL 6680 - Major Authors (3)

An in depth seminar study of one or more selected authors.

Offered: Online: As needed.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.

2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

3. Awareness of the cultural contexts and historical development of literary forms.

4. Appreciation of issues concerning translation and paraphrase.

5. Confidence in producing original criticism based on close reading of a text.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.

7. Increased self-awareness through informed, imaginative engagement with other selves.

ENGL 6690 - Special Topics (3)

Topics may vary. Check the schedule for the current offering.

Offered: Online: As needed.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.

2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

3. Awareness of the cultural contexts and historical development of literary forms.

4. Appreciation of issues concerning translation and paraphrase.

5. Confidence in producing original criticism based on close reading of a text.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.

7. Increased self-awareness through informed, imaginative engagement with other selves.

ERSC—EARTH SCIENCE

ERSC 5000 - Topics in Earth Sciences (3)

This course is based on current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Cross-Listed as: GEOL 5000. Offered: TBA.

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

• Knowledge of current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution.

ERSC 5300 - Astronomy and Meteorology (3)

An introduction to content in the fields of astronomy and meteorology with particular emphasis on those topics taught in grades 6-12. The course also includes the evaluation of current instructional research in these content areas. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Offered: TBA.

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

The purpose of this course is for students to become aware of current research and breakthroughs in the areas of science, particularly those related to the earth sciences. Requirements keyed to outcomes (CCLOs):

1. Class participation. (1-10)

2. Worksheets and Quizzes over scientific principles upon which current research is based.(1), (2), (7)

3. Critic or exam questions pertaining to articles related to each topic discussed. Including with review is an overview of the scientific principles upon which research is based and how these concepts are keyed to the Appropriate Standards. (I), (2), (7), (9)

ERSC 6000 - Topics in Earth Sciences (3)

This course is based on current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Cross-Listed as: GEOL 6000. Offered: TBA.

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

- Knowledge of current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution.

ERSC 6300 - Astronomy and Meteorology (3)

An introduction to content in the fields of astronomy and meteorology with particular emphasis on those topics taught in grades 6-12. The course also includes the evaluation of current instructional research in these content areas. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Offered: TBA.

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

The purpose of this course is for students to become aware of current research and breakthroughs in the areas of science, particularly those related to the earth sciences. Requirements keyed to outcomes (CCLOs):

1. Class participation. (1-10)

2. Worksheets and Quizzes over scientific principles upon which current research is based.(1), (2), (7)

3. Critic or exam questions pertaining to articles related to each topic discussed. Including with review is an overview of the scientific principles upon which research is based and how these concepts are keyed to the Appropriate Standards. (I), (2), (7), (9)

FRSC-FORENSIC SCIENCE

FRSC 6000 - Alternate Light Source and Low Light Photography (3)

This course covers the purpose and uses of alternate light source and low light photography in forensic science. This includes the use of equipment to analyze differing images in certain lighting conditions. Students will have the ability to develop their skills in image processing and analysis and gain a better understanding of applications of those uses in forensic investigations.

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

1. To identify the purpose of alternate light source and low light photography, including the physics of light and image formation.

2. To employ techniques for analyzing images and different lighting conditions.

3. To evaluate the reliability and quality of images gathered using alternate light source and low light photography techniques.

4. Design and analyze alternate light source and low light photography techniques, and analyze the results in a investigative manner.

FRSC 6050 - Human Blood and DNA (3)

In this course, students will learn the principles of bloodstain analysis, blood typing, and DNA analysis. Students will learn how to collect, preserve, and analyze blood and DNA evidence, and how to interpret results for evidence. The course will also delve in the ethical issues and limitations of blood and DNA evidence in forensic science. Lastly, students will have a comprehensive understanding of the techniques and principles used in the analysis of human blood and DNA evidence in forensic science.

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

1. To analyze and interpret DNA evidence in criminal investigations.

2. Understand the principles of bloodstain pattern analysis and be able to apply them to reconstruct crime scenes.

3. Evaluate the reliability and limitations of DNA and bloodstain evidence in forensic investigations.

4. Communicate complex forensic science concepts effectively to both technical and non-technical audiences.

FRSC 6100 - Forensic Anthropology (3)

In this course, students will review the purposes and applications of anthropological principles to the forensic field. This includes a focus on the recovery, analysis, and interpretation of human remains in forensic contexts. By the conclusion of the course, a student will be able to critically analyze the application of forensic anthropology in real-world scenarios and contribute to the advancement of this important field.

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

1. Analyze and interpret human remains and other evidence in order to aid in the identification of and classification of evidence types in the field.

2. Develop and evaluate advanced techniques for the recovery, analysis, and interpretation of human remains, including forensic facial reconstruction, skeletal analysis, and the use of isotopes and other methods, in order to enhance the accuracy and reliability of forensic investigations.

3. Demonstrate an understanding of the ethical considerations and challenges that arise in forensic anthropology, including issues related to privacy, and the treatment of human remains, and develop strategies for addressing these issues in a responsible way.

FRSC 6150 - Medicolegal Death Investigation (3)

In this graduate-level course, students will review the details of medicolegal death investigation, looking into the application of forensic science in determining cause and manner of death. Students will learn to analyze and interpret the physical evidence and medical documentation associated with death scenes, and develop the skills necessary to effectively communicate their findings. Students will also examine the ethical and legal considerations that underpin medicolegal death investigation, and explore the challenges and limitations of this field.

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

1. Analyze and interpret the physical evidence and medical documentation associated with death scenes in order to determine cause and manner of death.

2. Effectively communicate their findings in a court of law, taking into account the ethical and legal considerations that underpin medicolegal death investigation.

3. Identify and evaluate the limitations and challenges of medicolegal death investigation, and develop strategies for addressing these issues.

4. Apply the principles of forensic science and medicolegal death investigation to real-world cases, demonstrating their ability to think critically and solve complex problems in this field.

FRSC 6200 - Bloodstain and Ballistic Reconstruction (3)

In this course, students will study bloodstain pattern analysis and ballistic reconstruction. Students will also learn to analyze and interpret bloodstains and ballistic evidence to help reconstruct crime scenes and determine the sequence of events. Students will also review the challenges of these techniques and develop strategies for addressing them in real-world cases.

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

1. Analyze and interpret bloodstain patterns and other physical evidence to reconstruct crime scenes and determine the sequence of events.

2. Obtain and apply knowledge of ballistics and bloodstain pattern analysis to solve real-world cases, including homicides, suicides, and accidental shootings.

3. Evaluate the challenges of bloodstain and ballistic reconstruction techniques and develop strategies for addressing these issues in their future careers as forensic scientists.

4. Communicate findings and conclusions in written and oral reports, using appropriate forensic terminology and adhering to ethical standards.

FRSC 6250 - Imprint Evidence (3)

In this course, students will learn and begin processing imprint evidence, including fingerprints, foot impressions, and tire tracks. In addition, students will learn to analyze imprint evidence, including different types of impressions that can be left at crime scenes, the methods used to document and preserve imprint evidence, and the techniques used to enhance and analyze imprint evidence. By the conclusion of the course, students will have gained a better understanding of imprint evidence and its role in solving crimes.

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

1. Interpret different types of imprint evidence, including fingerprints, footwear impressions, and tire tracks, in order to aid in investigations.

2. Critically analyze the challenges of imprint evidence analysis and develop strategies for addressing these issues in their future careers as forensic scientists.

3. Apply advanced techniques for analyzing imprint evidence, such as digital enhancement and comparison, in order to extract meaningful information from evidence.

FRSC 6600 - Forensic Capstone (3)

This capstone course is designed to integrate knowledge and skills learned throughout the Master's in Forensic Science program. Students will engage in an independent study project under the direction of a faculty member, culminating in a comprehensive report and presentation. The project can be based on a variety of topics within the field of forensic science, depending on the student's interests and career goals.

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

1. Apply knowledge and skills acquired in the forensic science program to a real-world problem or issue.

2. Conduct a literature review on a specific topic within the field of forensic science.

3. Develop and execute a research plan.

4. Analyze data and interpret results.

5. Communicate research findings effectively in both written and oral formats.

FRSC 6750 - Internship in Forensic Science (3)

Course designed for the optional participation in job-related experience in the field of forensic science.

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

1. Encourage and prepare students to think critically and analytically about the forces and factors that shape the behavior of agencies the intern has worked in during the term.

2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.

3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.

4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.

GEOL—GEOLOGY

GEOL 5000 - Topics in Earth Science (3)

This course is based on current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Cross-Listed as: ERSC 5000. Offered: TBA.

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

- Investigate current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution.

GEOL 5200 - Georgia Geology (3)

An introduction to the physical and historical geology of Georgia with particular emphasis on those topics taught in grades 6-12. This course is specifically designed for students seeking the M.A. or M.A.T. degrees.

Offered: TBA.

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

The purpose of this course is for students to become aware of current research and breakthroughs in the areas of science, particularly those related to the earth sciences.

Requirements keyed to outcomes (CCLOs):

1. Class participation. (1-10)

2. Field experiences (1-5), (9-10)

3. Activities (readings, worksheets, field guides) related to content (1-6), (8-10)

GEOL 6000 - Topics in Earth Science (3)

This course is based on current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

Cross-Listed as: ERSC 6000. Offered: TBA.

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

- Investigate current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution.

GEOL 6200 - Georgia Geology (3)

An introduction to the physical and historical geology of Georgia with particular emphasis on those topics taught in grades 6-12. This course is specifically designed for students seeking the M.A. or M.A.T. degrees.

Offered: TBA.

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

The purpose of this course is for students to become aware of current research and breakthroughs in the areas of science, particularly those related to the earth sciences.

Requirements keyed to outcomes (CCLOs):

1. Class participation. (1-10)

2. Field experiences (1-5), (9-10)

3. Activities (readings, worksheets, field guides) related to content (1-6), (8-10)

HIST—HISTORY

HIST 6600 - Early American History (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of the period of American history from the Pre-Columbian Era to the outbreak of the American Civil War. May be offered online or in the classroom.

Offered: Online: Odd Summer years.

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

1. Read, analyze, discuss and comment on diverse thoughts, utterances, and observations of America's early past.

2. Knowledge of various elements of internal and external historical criticism and methodology.

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

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

HIST 6601 - Recent American History (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of the period from the conclusion of the American Civil War to the present. May be offered online or in the classroom.

Offered: Online: Odd Fall years.

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

1. Read, analyze, discuss and comment on diverse thoughts, utterances, and observations of the American past in the era from Reconstruction to the Present.

2. Knowledge of various elements of internal and external historical criticism and methodology.

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

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

HIST 6602 - United States History Since 1945 (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major elements of the period from the end of World War II to the present. May be offered online or in the classroom.

Offered: Online: As needed.

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

1. Increased understanding of the major events and individuals of recent American history (since 1945).

2. Ability to emphasize the relationship of the past and the present in the history and life of the United States.

3. Improved ability in written expression.

4. Improved reading skills.

5. Improved ability to consider a mass of historical information, critically analyze it, and form logical conclusions about its importance in the life of nation.

HIST 6610 - History of the Ante-Bellum American South (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements from the colonial era to the Secession (the "Old South"). May be offered online or in the classroom.

Offered: Online: As needed.

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

1. Read, analyze, discuss, and comment of diverse thoughts, utterances, and observations of the Old South from the colonial period to Secession.

2. Knowledge of various elements of internal and external historical criticism and methodology.

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

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

HIST 6611 - History of the "New South" (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of history of this region from the Era of Reconstruction to rise of the Sun Belt. May be offered online or in the classroom.

Offered: Online: As needed.

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

1. Increased understanding of the major events and individuals of New South history from the beginning of the Era of Reconstruction to the Present and comprehend the challenges the region faces daily.

2. Understand the relationship of the past and the present in the history and life of the former Confederacy and rest of the nation.

3. Improved ability in written and oral expression.

4. Improved readings skills.

5. Improved ability to consider a mass of historical information, analyze it critically, and form logical conclusions.

HIST 6612 - History of Georgia (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements from the period immediately preceding European settlement to the present. Major personalities and the relationship of the colony/state with the other colonies/states are emphasized. May be offered online or in the classroom.

Offered: Online: Even Spring years.

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

1. Read, analyze, discuss and comment on diverse thoughts, utterances, and observations of Georgia's past.

2. Knowledge of various elements of internal and external historical criticism and methodology.

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

4. Improved ability to study a mass of information, analyze it critically, and form logical conclusions.

HIST 6620 - Recent Latin America (3)

A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements in the history of Latin America from the "Liberation" to the present. Special emphasis is focused on the relationship of the region with the United States of America. May be offered online or taught in the classroom.

Offered: Online: Even Summer years.

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

1. Increased understanding of the major events and individuals Recent Latin American History and comprehend the challenges the world faces daily.

2. Increased understanding of the relationship of the past and the present in the history and life of the world's societies and nation-states.

3. Improved ability in written and oral expression.

4. Improved readings skills.

5. Improved ability to consider a mass of historical information, analyze it critically, and form logical conclusions.

HIST 6621 - World History I (3)

A graduate level directed readings course in which conflicting historical interpretations, cross-cultural interaction and influence, and primary sources comprise major elements in the history of man from the beginning of civilization to the Enlightenment. May be offered online or in the classroom.

Offered: Online: Even Fall years.

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

1. Increased understanding of the major events and individuals of the Ancient World to the Pre-Modern Era.

2. Knowledge of the relationship of the past and the present in the history and life of world.

3. Improved ability in written and oral expression.

4. Improved reading skills.

5. Improved ability to consider a mass of historical information, analyze it critically, and form logical conclusions.

HIST 6622 - World History II (3)

A graduate level directed readings course in which conflicting historical interpretations, cross-cultural interaction and influence, and primary sources comprise major elements in the history of civilized man from the Enlightenment to the present. May be offered online or in the classroom.

Offered: Online: Odd Spring years.

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

1. Increased understanding of the major events and individuals of the Beginning of the Modern Era to the Present.

2. Increased understanding of the relationship of the past and the present in the history and life of world.

3. Improved ability in written and oral expression.

4. Improved reading skills.

5. Improved ability to consider a mass of historical information, analyze it critically, and form logical conclusions.

HIST 6630 - Special Topics (3)

A graduate level directed readings and/or research based course whose content varies in accordance with student interest not met by the content in any existing HIS 600 level course. May be taught online or in the classroom.

Offered: Online: As needed.

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

1. Increased understanding of the major events and individuals of history from the beginning of a given society to the present and comprehend the challenges the region/place had faced – and faces daily.

2. To emphasize the relationship of the past and the present in the history and life of a given society and contributions to the world's societies and nation-states.

3. To improve student ability in written and oral expression.

4. To improve student readings skills.

HSCS—HEALTH SCIENCE

HSCS 5100 - Epidemiology and Biostatistics (3)

This graduate level introductory course introduces the basic concepts of epidemiological and biostatistical principles, concepts, and procedures for the surveillance and investigation of health-related states or events. Emphasis is placed on the principles and methods of collecting data and analyzing disease incidence and prevalence to provide analyses leading to effective interventions and preventions. Topics include the dynamic behavior of disease; usage of rates, ratios and proportions; methods of direct and indirect adjustment, and clinical life tables which measure and describe the extent of disease problems. Various epidemiologic study designs for investigating associations between risk factors and disease outcomes are also introduced, culminating with criteria for causal inferences. The application of these disciplines in the areas of health services, screening, injuries, psychiatric disorders, social inequities, genetics, and environment policy are presented. The influence of epidemiology and biostatistics on legal and ethical issues are also discussed.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Fall.

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

1. (64c) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making.

2. (79a) Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation.

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

4. (CHES 1.1.1) Students will define the purpose and scope of an assessment process for health education/promotion.

5. (CHES 1.1.2) Students will identify priority population(s) for interventions.

6. (CHES 1.1.3) Students will identify existing and available resources, policies, programs, practices, and interventions relevant to health education/promotion.

7. (CHES 1.1.4) Students will examine the factors and determinants that influence the health education/promotion assessment process.

8. (CHES 1.2.1) Students will identify primary data, secondary data, and evidence-informed resources related to health education/promotion.

9. (CHES 1.2.3) Students will conduct a literature review related to health education/promotion.

10. (CHES 1.2.4) Students will procure secondary data sources related to health education/promotion.

11. (CHES 1.2.5) Students will determine the validity and reliability of secondary data related to health education/promotion.

12. (CHES 1.2.6) Students will identify potential gaps in secondary data related to health education/promotion.

13. (CHES 1.2.7) Students will determine primary data collection needs, instruments, methods, and procedures related to health education/promotion.

14. (CHES 1.2.8) Students will adhere to established procedures to collect qualitative and/or quantitative data related to health education/promotion.

15. (CHES 1.3.1) Students will determine the health status of the priority population(s) for interventions.

16. (CHES 1.3.3) Students will the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).

17. (CHES 1.3.4) Students will assess the effectiveness of existing and available resources, policies, programs, practices, and interventions related to health education/promotion.

18. (CHES 1.3.5) Students will determine the capacity (available resources, policies, programs, practices, and interventions) to improve and/or maintain health.

19. (CHES 1.3.6) Students will identify the health education/promotion needs of the priority population(s).

20. (CHES 1.4.4) Students will develop health education/promotion recommendations based on findings.

21. (CHES 1.4.5) Students will report health education/promotion assessment findings.

22. (CHES 4.3.2; 4.3.3) Students will implement data collection procedures and use appropriate modalities to collect and manage data.

23. (CHES 4.3.3) Students will implement data collection procedures and use appropriate modalities to collect and manage data.

24. (CHES 4.3.5) Students will use technology to prepare data for analysis using qualitative, descriptive, and/or inferential statistical methods.

25. (CHES 4.4.3) Students will analyze data to interpret results and identify limitations and delimitations.

26. (CHES 5.1.1) Students will examine the determinants of health and their underlying causes (e.g., poverty, trauma, and population-based discrimination) related to identified health issues.

27. (CHES 5.1.2) Students will examine evidence-informed findings related to identified health issues and desired changes.

28. (CHES 6.5.1) Students will deliver health education/promotion presentation(s) tailored to the audience(s).

29. (CHES 6.5.2; 6.5.3) Students will use public speaking and facilitation skills with large and/or small groups.

30. (CHES 6.5.3) Students will use public speaking and facilitation skills with large and/or small groups.

31. (CHES 6.5.5) Students will deliver oral and written health communication that aligns with professional standards of grammar, punctuation, and style.

32. (CHES 8.1.1) Students will apply professional codes of ethics and ethical principles throughout assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.

33. (CHES 8.1.3) Students will comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.

34. (CHES 8.1.4) Students will promote equity by addressing diversity and demonstrating cultural competence.

35. (CHES 8.1.5) Students will use evidence-informed theories, models, and strategies.

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

37. (NSCA Practical/applied 4.A.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

38. (NSCA Practical/applied 4.C.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

HSCS 5301 - Implementation and Evaluation of Health Programming (3)

An examination of best practices for implementing and evaluating health programming to effectively change the behavior of small and large groups. The course will emphasize review of existing scientific literature concerning the development and design of health programs in various settings including communities, schools and worksites. Students will apply implementation and evaluation concepts through various assessments that will allow them to address the overall health a target population.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Spring.

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

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

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

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

4. (58b) Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product.

5. (59a-2) Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being.

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

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

8. (73) Students will select and incorporate efficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

9. (73a) Students will select and incorporate therapeutic and corrective exercise interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

10. (73g) Students will select and incorporate therapeutic modality interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation.

11. (73h) Students will select and incorporate home care management interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

12. (73i) Students will select and incorporate cardiovascular training interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation.

13. (77a) Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate.

14. (77b) Students will describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, stress response, confidence, and patient and social environment interactions as they affect patient interactions, clinical referral decisions, and eventual return to activity/participation for injuries or forced inactivity.

15. (77c) Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines.

16. (77d) Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

17. (77e) Students will select and integrate appropriate behavioral health techniques (motivation, goal setting, imagery, anxiety reduction, positive self-talk, and/or relaxation) into a patient's treatment, pain management, or rehabilitation program to enhance compliance, progress, return to play, and overall outcomes.

18. (79a) Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation.

19. (79b) Students will use physical fitness concepts (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition), testing procedures, and programming to mitigate long-term health risks, encourage a healthy lifestyle, and assess clients' physical status and readiness for activity across the lifespan.

20. (80) Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness for healthy and at-risk individuals across the lifespan.

21. (82a) Students will use osteokinematic and arthrokinematic principles to develop, implement, and supervise comprehensive programs to maximize sport performance and reduce the influence of pathomechanics that are safe and client specific.

22. (82b) Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client specific.

23. (87) Students will select and use biometric and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancements.

24. (CHES 1.2.7) Students will determine primary data collection needs, instruments, methods, and procedures related to health education/promotion.

25. (CHES 1.3.1) Students will determine the health status of the priority population(s) for interventions.

26. (CHES 1.3.2) Students will determine the knowledge, attitudes, beliefs, skills, and behaviors that impact the health and health literacy of the priority population(s).

27. (CHES 1.3.3) Students will the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).

28. (CHES 1.3.4) Students will assess the effectiveness of existing and available resources, policies, programs, practices, and interventions related to health education/promotion.

29. (CHES 1.3.5) Students will determine the capacity (available resources, policies, programs, practices, and interventions) to improve and/or maintain health.

30. (CHES 1.3.6) Students will identify the health education/promotion needs of the priority population(s).

31. CHES 1.4.2) Students will prioritize health education and promotion needs.
• (CHES 1.4.3) Students will summarize the capacity of priority population(s) to meet the health needs of the priority population(s).

32. (CHES 1.4.4) Students will develop health education/promotion recommendations based on findings.

33. (CHES 1.4.5) Students will report health education/promotion assessment findings.

34. (CHES 8.1.1) Students will apply professional codes of ethics and ethical principles throughout assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.

35. (CHES 8.1.3) Students will comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.

36. (CHES 8.1.4) Students will promote equity by addressing diversity and demonstrating cultural competence.

37. (CHES 8.1.5) Students will use evidence-informed theories, models, and strategies.

38. (CHES 8.4.1) Students will promote the health education profession by explaining the major responsibilities, contributions, and value of the health education specialist.

39. (CHES 8.4.2; 8.4.3) Students will advocate for health education professional development by explaining the role of professional organizations and the benefits of participating in them.

40. (CHES 8.4.3) Students will advocate for health education professional development by explaining the role of professional organizations and the benefits of participating in them.

41. (CHES 8.4.4) Students will educate others about the history of the health education/promotion profession, its current status, and its implications for professional practice.

42. (CHES 8.4.5) Students will explain the role and benefits of credentialing (e.g., individual and program) in health education/promotion.

43. (CHES 5.4.2) Students will use the results of the evaluation to inform next steps.

HSCS 5302 - Pathology and Pharmacology (4)

This course includes the knowledge and clinical skills used to recognize, assess, and care for general medical conditions affecting the physically active. Basic pharmacological concepts, drug classifications, and medication administration in health science practice are also introduced.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Spring.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. (57) Students will identify health care delivery strategies that account for health literacy and a variety of social determinants of health, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases, and will apply them to their daily class/clinical attendance; 2) interpersonal and cross-cultural communication, educational intervention strategies to promote positive behavior change, and impacting emotional well-being while protecting privacy; and 3) the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes.

2. (58a) Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in care and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2) interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes.

3. (58b) Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the

condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product.

4. (59a-1) Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being.

5. (59b) Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) recognizing potentially dangerous conditions related to the environment, field, or playing surface; and 2) devising strategies to rectify the situation.

6. (59c) Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including when 1) describing how common pharmacological agents influence pain and healing, their therapeutic use, general categories used for treatment, desired outcomes, and the typical duration of treatment; and 2) communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy.

7. (62c) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of patient- and clinician-based clinical outcome assessment instruments (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of intervention strategies.

8. (65) Students will practice in a manner that is congruent with ethical standards of the profession as defined by, 1) the legal parameters that define an athletic trainer's scope of care and differentiated their role, responsibilities, preparation, and scope of practice from other providers; and 2) the essential documents of the national governing, credentialing, and regulatory bodies.

9. (66a) Students will practice health care in a manner compliant with BOC Standards of Professional Practice and applicable institutional, local, state, and federal laws, regulations, and guidelines, including: 1) the legal, moral, and ethical parameters of an athletic trainer's scope of practice; 2) the key regulatory agencies and legislation (HIPPA, FERPA) that impact healthcare delivery; 3) the role and function of state practice acts, registration, licensure, and certification agencies, and how to obtain and maintain those credentials; and 4) the principles of recruiting, selecting, employing, and communicating with healthcare personnel in the deployment of healthcare services.

10. (70) Students will demonstrate the ability to modify standard diagnostic examination procedures to clinically evaluate and manage patients with acute conditions according to the demands of the situation and the patient's ability to respond and interpret those results to determine when referral is necessary.

11. (70b) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: respiratory compromise (pulse oximetry, adjunct airways, suction, supplemental oxygen, spirometry, metered-dose inhalers, nebulizers, and bronchodilators) with and without suspected spine injury and/or protective equipment.

12. (70h) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: anaphylaxis (epinephrine auto injector) with and without suspected spine injury and/or protective equipment.

13. (70i) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: exertional sickling, rhabdomyolysis, and hyponatremia with and without suspected spine injury and/or protective equipment.

14. (70j) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: diabetes (glucometer, administering glucagon, insulin) with and without suspected spine injury and/or protective equipment.

15. (70k) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: drug overdose (including administering rescue medications such as Narcan) with and without suspected spine injury and/or protective equipment.

16. (70m) Students will evaluate and manage patients with acute conditions, including triaging those that are life threatening or otherwise emergent, including: testicular injury with and without suspected spine injury and/or protective equipment.

17. (71a) Students will perform an initial or follow-up evaluation to formulate a diagnosis and plan of care that includes a thorough medical history (pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition) appropriate for the circumstances and patient's ability to respond.

18. (71b) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying comorbidities and complex medical conditions.

19. (71d-1) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing cardiovascular function (including auscultation).

20. (71d-11) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the reproductive system.

21. (71d-12) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the respiratory system (including auscultation).

22. (71d-2) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the endocrine system.

23. (71d-3) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the eyes, ears, nose, throat, mouth, and teeth.

24. (71d-4) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the gastrointestinal system.

25. (71d-5) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the genitourinary system.

26. (71d-6) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the integumentary system.

27. (71d-7) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the patient's mental status.

28. (71d-9) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes assessing the neurological system.

29. (71e) Students will perform an initial, follow-up, or modified evaluation appropriate for the circumstances and patient's ability to respond to formulate a differential diagnosis, plan of care, and return to play criteria that includes identifying appropriate referrals.

30. (72b) Students will explain the basic principles of diagnostic accuracy concepts (reliability, sensitivity, specificity, likelihood ratios, prediction values, and probabilities) and use them to select, perform or obtain, and interpret the necessary and appropriate diagnostic or laboratory tests (imaging, blood work, urinalysis, ECG, etc.) to facilitate diagnosis, referral, treatment, and participation status decisions.

31. (73) Students will select and incorporate efficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

32. (74a) Students will describe how common pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by educating clients on the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions.

33. (74b) Students will determine when a metered-dose inhaler is warranted based on a patient's condition and educate/assist a patient in

its use or that of a nebulizer in the presence of asthma-related bronchospasm.

34. (74c) Students will identify and use appropriate pharmaceutical terminology to explain pharmacodynamic principles (receptor theory, dose-response relationship, placebo effect, potency, drug interactions, bioavailability, half-life, bioequivalence, generic vs brand name) as they relate to drug action, therapeutic effectiveness, patient choice, dosing schedule for management of medications, inventory control, and reporting of pharmacological agents commonly used in an athletic training facility.

35. (74d) Students will obtain a thorough medical history that includes the pertinent past medical history, underlying systemic disease, use of medications, the patient's perceived pain, and the history and course of the present condition appropriate for the patient's ability to respond.

36. (74e) Students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes and use their findings to educate patients.

37. (75a) Prior to administering medications or other therapeutic agents (as legally prescribed), students will use an electronic drug resource to locate and identify indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications and describe advantages and disadvantages of their common administration routes.

38. (75b) Students will practice assisting and/or instructing a patient in the proper use, cleaning, and storage of drugs commonly delivered by auto-injectors (epi-pen), metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes as prescribed by the physician.

39. (75c) Students will use appropriate terminology and adhere to federal, state, and local laws, regulations, and procedures for the proper storage, disposal, transportation, dispensing (administering where appropriate), and documentation associated with commonly used prescription and nonprescription medications or other therapeutic agents.

40. (75d) Students will describe how common legally prescribed pharmacological agents influence pain and healing, explain their therapeutic use, general categories used for treatment, desired treatment outcomes, and typical duration of treatment, and optimize patient outcomes by communicating the importance of compliance, drug interactions, adverse reactions, and possible results of sub-optimal therapy for common diseases and conditions.

41. (77b) Students will describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, stress response, confidence, and patient and social environment interactions as they affect patient interactions, clinical referral decisions, and eventual return to activity/participation for injuries or forced inactivity.

42. (77c) Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines.

43. (77d) Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

44. (77e) Students will select and integrate appropriate behavioral health techniques (motivation, goal setting, imagery, anxiety reduction, positive self-talk, and/or relaxation) into a patient's treatment, pain management, or rehabilitation program to enhance compliance, progress, return to play, and overall outcomes.

45. (79a) Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation.

46. (81) Students will plan and implement a comprehensive preparticipation physical examination process as recommended by contemporary guidelines for its role in identifying modifiable and non-modifiable risk factors related to injury and illness predisposition, the patient's restrictions and/or limitations, and other impacts on participation.

47. (84) Students will create educational programming for clients about the clinical signs and symptoms, effects, participation consequences (banned and TUE status), and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over the counter, prescription, and recreational drugs on health and physical performance.

48. (94) Students will develop and implement specific policies and procedures to identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

49. (NSCA Scientific foundations 2.D.) Students will apply basic knowledge of the effects, risks, and alternatives of common performance enhancing substances and methods.

50. (CHES 3.2.1) Students will create an environment conducive to learning.

HSCS 5340 - Coaching Behavior Change (3)

An examination of current health promotion techniques in order to design programs to facilitate individual health behavior change. The course will emphasize review of existing scientific literature concerning the development and design of behavior change programs in various settings including communities, schools and worksites. Students will apply course concepts through various assessments that will allow them to address both their own behaviors and the behaviors of a target population.

Prerequisite: ATRG or HLHP Program Admission Offered: Restricted Elective.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. (56) Students will advocate for the health needs of clients, patients, communities, and populations.

2. (57) Students will identify health care delivery strategies that account for health literacy and a variety of social determinants of health, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases, and will apply them to their daily class/clinical attendance; 2) interpersonal and cross-cultural communication, educational intervention strategies to promote positive behavior change, and impacting emotional well-being while protecting privacy; and 3) the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes.

3. (58a) Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in care and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2) interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes.

4. (58b) Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in the care and recovery process, including: 1) assess and interpret physical examination findings (including gait, posture, and ergonomics) to identify participation restrictions (disabilities), activity limitations (functional limitations), and the overall impact of the condition on the patient's life and goals; 2) identify indications, contraindications, and precautions applicable to the intended therapeutic intervention and design and implement a treatment program to meet specific goals; and 3) the use of multimedia tools to create a professional product.

5. (59a-2) Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being.

6. (64c) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making.

7. (69) Students will develop patient-centered care plans that include collection, analysis, and use of psychometrically sound outcome measure data to determine patient status and progress toward goals, intervention efficacy and necessary modifications, participation restrictions and functional limitations, and return to play, discharge, and/or referral criteria.

8. (73) Students will select and incorporate efficacious treatment and rehabilitative interventions (for pre-op patients, post-op patients, and

patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

9. (73a) Students will select and incorporate therapeutic and corrective exercise interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

10. (73g) Students will select and incorporate therapeutic modality interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation.

11. (73h) Students will select and incorporate home care management interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, and the patient's psychosocial response.

12. (73i) Students will select and incorporate cardiovascular training interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan, consider the influence of pathomechanics, the state of tissue inflammation and healing, desired outcomes, the patient's psychosocial response, and manufacturer, institutional, state, and/or federal standards that influence their safe operation.

13. (77a) Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate.

14. (77b) Students will describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, stress response, confidence, and patient and social environment interactions as they affect patient interactions, clinical referral decisions, and eventual return to activity/participation for injuries or forced inactivity.

15. (77c) Students will describe the psychological and sociocultural factors, signs, symptoms, and physiological and psychological responses of patients displaying disordered eating, substance misuse/abuse, suicidal ideation, depression, anxiety disorder, psychosis, mania, and attention deficit disorders, and devise appropriate management and referral strategies that are consistent with current practice guidelines.

16. (77d) Students will identify, refer, and give support to patients with behavioral health conditions and/or emergencies by developing an appropriate management strategy (including recommendations for referral, patient safety, and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

17. (77e) Students will select and integrate appropriate behavioral health techniques (motivation, goal setting, imagery, anxiety reduction, positive self-talk, and/or relaxation) into a patient's treatment, pain management, or rehabilitation program to enhance compliance, progress, return to play, and overall outcomes.

18. (79a) Students will use epidemiological evidence to develop and implement strategies to mitigate long-term risk for common congenital and acquired health conditions (adrenal disease, cardiovascular disease, diabetes, neurocognitive disease, obesity, and osteoarthritis) across the life span associated with physical activity participation.

19. (79b) Students will use physical fitness concepts (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition), testing procedures, and programming to mitigate long-term health risks, encourage a healthy lifestyle, and assess clients' physical status and readiness for activity across the lifespan.

20. (80) Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness for healthy and at-risk individuals across the lifespan.

21. (82a) Students will use osteokinematic and arthrokinematic principles to develop, implement, and supervise comprehensive programs to maximize sport performance and reduce the influence of pathomechanics that are safe and client specific.

22. (82b) Students will use physical fitness principles and assessments (cardiovascular endurance, muscle strength, muscle endurance, flexibility, and body composition) to develop, implement, and supervise comprehensive programs to maximize sport performance and general wellness that are safe and client specific.

236| PIEDMONT UNIVERSITY GRADUATE CATALOG 2024-2025

23. (87) Students will select and use biometric and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancements.

24. (CHES 1.1.1) Students will define the purpose and scope of an assessment process for health education/promotion.

25. (CHES 1.1.2) Students will identify priority population(s) for interventions.

26. (CHES 1.1.3) Students will identify existing and available resources, policies, programs, practices, and interventions relevant to health education/promotion.

27. (CHES 1.1.4) Students will examine the factors and determinants that influence the health education/promotion assessment process.

28. (CHES 1.1.5) Students will recruit and/or engage priority population(s), partners, and stakeholders to participate throughout all steps in the assessment, planning, implementation, and evaluation processes.

29. (CHES 1.2.1) Students will identify primary data, secondary data, and evidence-informed resources related to health education/promotion.

30. (CHES 1.3.1) Students will determine the health status of the priority population(s) for interventions.

31. (CHES 1.3.2) Students will determine the knowledge, attitudes, beliefs, skills, and behaviors that impact the health and health literacy of the priority population(s).

32. (CHES 1.3.3) Students will the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).

33. (CHES 1.3.4) Students will assess the effectiveness of existing and available resources, policies, programs, practices, and interventions related to health education/promotion.

34. (CHES 1.3.5) Students will determine the capacity (available resources, policies, programs, practices, and interventions) to improve and/or maintain health.

35. (CHES 1.3.6) Students will identify the health education/promotion needs of the priority population(s).

36. (CHES 1.4.2) Students will prioritize health education and promotion needs.

37. (CHES 1.4.3) Students will summarize the capacity of priority population(s) to meet the health needs of the priority population(s).

38. (CHES 1.4.4) Students will develop health education/promotion recommendations based on findings.

39. (CHES 1.4.5) Students will report health education/promotion assessment findings.

40. (CHES 2.1.1; 2.1.2) Students will convene priority populations, partners, and other stakeholders to facilitate collaboration on health education/promotion efforts.

41. (CHES 2.1.2) Students will convene priority populations, partners, and other stakeholders to facilitate collaboration on health education/promotion efforts.

42. (CHES 2.1.3) Students will establish the rationale for the health education/promotion intervention.

43. (CHES 2.2.1) Students will identify desired health outcomes using the needs and capacity assessment.

44. (CHES 2.2.2) Students will elicit input from priority populations, partners, and stakeholders regarding desired outcomes.

45. (CHES 2.2.3) Students will develop vision, mission, and goal statements for the health education/promotion intervention(s).

46. (CHES 2.2.4) Students will develop specific, measurable, achievable, realistic, and time-bound (SMART) health objectives.

47. (CHES 2.3.1) Students will select planning model(s) for health education and promotion.

48. (CHES 2.3.4) Students will adopt, adapt, and/or develop tailored intervention(s) for priority population(s) to achieve desired health

outcomes

49. (CHES 2.4.2) Students will develop materials needed for implementation.

50. (CHES 2.4.3) Students will address factors that influence implementation.

51. (CHES 3.1.1; 3.1.2) Students will secure and arrange implementation resources and services.

52. (CHES 3.1.2) Students will create an environment conducive to learning and develop/secure logistical resources to implement the planned programming/intervention and will do so in an ethical and legal manner.

53. (CHES 3.1.3) Students will comply with contractual obligations in an ethical and legal manner.

54. (CHES 3.1.5) Students will train staff and volunteers needed for implementation to ensure fidelity.

55. (CHES 3.2.2) Students will use available technology to collect baseline data in compliance with all laws and regulations protecting participants' rights.

56. (CHES 3.2.3) Students will implement a marketing plan for health education programming/interventions.

57. (CHES 3.2.4) Students will deliver health education and promotion as designed.

58. (CHES 3.2.5) Students will use employ an appropriate variety of instructional methodologies to implement health education/promotion programming/intervention.

59. (CHES 3.3.1; 3.3.4) Students will monitor implementation progress to ensure it is delivered with fidelity and in accordance with the timeline.

60. (CHES 3.3.2) Students will assess progress in achieving objectives.

61. (CHES 3.3.3) Students will assess a health education/promotion intervention to make modifications when needed to meet individual needs.

62. (CHES 3.3.4) Students will monitor implementation progress to ensure it is delivered with fidelity and in accordance with the timeline.

63. (CHES 3.3.5; 3.3.6) Students will monitor use of resources when implementing a health education/promotion plan to evaluate its sustainability.

64. (CHES 3.3.6) Students will monitor use of resources when implementing a health education/promotion plan to evaluate its sustainability.

65. (CHES 4.1.2) Students will comply with institutional requirements for evaluation.

66. (CHES 5.1.1) Students will examine the determinants of health and their underlying causes (e.g., poverty, trauma, and population-based discrimination) related to identified health issues.

67. (CHES 5.1.2) Students will examine evidence-informed findings related to identified health issues and desired changes.

68. (CHES 5.1.3) Students will identify factors that facilitate and/or hinder advocacy efforts (e.g., amount of evidence to prove the issue, potential for partnerships, political readiness, organizational experience or risk, and feasibility of success).

69. (CHES 5.1.4) Students will write specific, measurable, achievable, realistic, and time-bound (SMART) advocacy objective(s).

70. (CHES 5.1.5) Students will identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.

71. (CHES 5.2.1) Students will identify existing coalitions and stakeholders that favor and oppose the proposed policy, system, or environmental change and their reasons.

72. (CHES 5.2.2) Students will identify factors that influence decision-makers (e.g., societal and cultural norms, financial considerations, upcoming elections, and voting record).

73. (CHES 5.2.4) Students will Educate stakeholders on the health issue and the proposed policy, system, or environmental change.

74. (CHES 5.2.5) Students will identify available resources and gaps (e.g., financial, personnel, information, and data).

75. (CHES 5.2.6) Students will identify organizational policies and procedures and federal, state, and local laws that pertain to the advocacy efforts.

76. (CHES 5.2.7) Students will develop persuasive messages and materials (e.g., briefs, resolutions, and fact sheets) to communicate the policy, system, or environmental change.

77. (CHES 5.2.8) Students will specify strategies, a timeline, and roles and responsibilities to address the proposed policy, system, or environmental change (e.g., develop ongoing relationships with decision makers and stakeholders, use social media, register others to vote, and seek political appointment).

78. (CHES 5.4.1) Students will conduct process, impact, and outcome evaluation of advocacy efforts.

79. (CHES 6.1.1) Students will segment the target audience(s), as needed, to adapt the information to fit the consumer.

80. (CHES 6.1.2) Students will identify the assets, needs, and characteristics of the audience(s) that affect communication and message design (e.g., literacy levels, language, culture, and cognitive and perceptual abilities).

81. (CHES 6.1.3) Students will identify health communication channels (e.g., social media and mass media) available to and used by the audience(s).

82. (CHES 6.1.4) Students will identify environmental and other factors that affect health communication (e.g., resources and the availability of Internet access).

83. (CHES 6.2.1) Students will describe the intended health outcome of the communication (e.g., raise awareness, advocacy, behavioral change, and risk communication).

84. (CHES 6.2.2) Students will write specific, measurable, achievable, realistic, and time-bound (SMART) health education/promotion communication objective(s).

85. (CHES 6.2.3) Students will identify factors that facilitate and/or hinder the intended outcome of the health communication.

86. (CHES 6.3.1) Students will use communications theory to develop or select communication message(s).

87. (CHES 6.3.2; 6.3.3) Students will develop persuasive health communications (e.g., storytelling and program rationale) and tailor message(s) for the audience(s).

88. (CHES 6.3.3) Students will develop persuasive health communications (e.g., storytelling and program rationale) and tailor message(s) for the audience(s).

89. (CHES 6.3.4; 6.4.1) Students will employ media literacy skills (e.g., identifying credible sources and balancing multiple viewpoints) to differentiate the strengths and weaknesses of various communication channels and technologies (e.g., mass media, community mobilization, counseling, peer communication, information/digital technology, and apps).

90. (CHES 6.4.1) Students will employ media literacy skills (e.g., identifying credible sources and balancing multiple viewpoints) to differentiate the strengths and weaknesses of various communication channels and technologies (e.g., mass media, community mobilization, counseling, peer communication, information/digital technology, and apps).

91. (CHES 6.4.2) Students will select communication channels and current and emerging technologies that are most appropriate for the audience(s) and message(s).

92. (CHES 6.4.3) Students will develop communication aids, materials, or tools using appropriate multimedia (e.g., infographics, presentation software, brochures, and posters).

93. (CHES 6.4.4) Students will assess the suitability of new and/or existing communication aids, materials, or tools for audience(s) (e.g., the CDC Clear Communication Index and the Suitability Assessment Materials (SAM).

94. (CHES 6.4.5; 6.4.6) Students will pilot test message(s) and communication aids, materials, or tools and revise them based on the results.

95. (CHES 6.4.6) Students will pilot test message(s) and communication aids, materials, or tools and revise them based on the results.

96. (CHES 6.5.1) Students will deliver health education/promotion presentation(s) tailored to the audience(s).

97. (CHES 6.5.2; 6.5.3) Students will use public speaking and facilitation skills with large and/or small groups.

98. (CHES 6.5.3) Students will use public speaking and facilitation skills with large and/or small groups.

99. (CHES 6.5.4) Students will use current and emerging tools and trends (e.g., social media) to communicate health information.

100. (CHES 6.5.5) Students will deliver oral and written health communication that aligns with professional standards of grammar, punctuation, and style.

101. (CHES 6.5.6) Students will use digital media to engage audience(s) (e.g., social media management tools and platforms) with health information.

102. (CHES 7.2.1) Students will develop culturally responsive content.

103. (CHES 8.1.1) Students will apply professional codes of ethics and ethical principles throughout assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.

104. (CHES 8.1.3) Students will comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.

105. (CHES 8.1.4) Students will promote equity by addressing diversity and demonstrating cultural competence.

106. (CHES 8.1.5) Students will use evidence-informed theories, models, and strategies.

107. (CHES 8.1.6) Students will apply principles of cultural humility, inclusion, and diversity in all aspects of practice (e.g., Culturally and Linguistically Appropriate Services (CLAS) standards and culturally responsive pedagogy).

108. (CHES 5.4.2) Students will use the results of the evaluation to inform next steps.

HSCS 5410 - Research Methodology in Health Sciences (3)

This course includes the basic research techniques and scientific writing skills necessary for health care professionals, with a focus on systematic inquiry, the Scientific Method, hypothesis building, reviewing literature, procedure design, and evidence-based practice. The final product of the course will be a complete introduction, review of literature, and methods for an empirical or action research study. We will employ a philosophy of "learning by doing" throughout the course, designed to allow each student to practice the research process.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Fall.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. (62a) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions.

2. (62b) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies.

3. (63a) Students will use quality assurance and quality improvement strategies to enhance client/patient care, including the use of evidence to: 1) differentiate between narrative reviews, systematic reviews , and meta-analyses; 2) describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions.

4. (64b) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 2) search, retrieve, analyze, and use information derived from databases and online critical appraisal libraries for clinical decision support.

5. (CHES 1.2.1) Students will identify primary data, secondary data, and evidence-informed resources related to health education/promotion.

6. (CHES 1.2.3) Students will conduct a literature review related to health education/promotion.

7. (CHES 1.2.5) Students will determine the validity and reliability of secondary data related to health education/promotion.

8. (CHES 1.2.6) Students will identify potential gaps in secondary data related to health education/promotion.

9. (CHES 1.2.7) Students will determine primary data collection needs, instruments, methods, and procedures related to health education/promotion.

10. (CHES 1.2.8) Students will adhere to established procedures to collect qualitative and/or quantitative data related to health education/promotion.

11. (CHES 4.1.8) Students will adopt or modify existing instruments for collecting data.

12. (CHES 6.5.1) Students will deliver health education/promotion presentation(s) tailored to the audience(s).

13. (CHES 6.5.2; 6.5.3) Students will use public speaking and facilitation skills with large and/or small groups.

14. (CHES 6.5.3) Students will use public speaking and facilitation skills with large and/or small groups.

15. (CHES 6.5.5) Students will deliver oral and written health communication that aligns with professional standards of grammar, punctuation, and style.

16. (CHES 8.1.3) Students will comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.

HSCS 5411 - Current and Emerging Issues in Health Policy, Economics, and Advocacy (3)

An examination of the political and economic issues that influence delivery of health care in the U.S. The course will analyze the structure of health care organization, the role of government in medical care and national health insurance, the role of private industries in the delivery of health care and insurance, the influence of various interest groups, and the complexity of financing the health care system. In addition, students will learn how advocacy can affect these issues and change outcomes to improve access and quality of health care. Students will complete various assessments that will allow them to apply course concepts to various professions and work settings.

Prerequisite: ATRG or HLHP Program Admission Offered: Online: Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. (56) Students will advocate for the health needs of clients, patients, communities, and populations.

2. (65) Students will practice in a manner that is congruent with ethical standards of the profession as defined by, 1) the legal parameters that define an athletic trainer's scope of care and differentiated their role, responsibilities, preparation, and scope of practice from other providers; and 2) the essential documents of the national governing, credentialing, and regulatory bodies.

3. (68) Students will advocate for the profession by, 1) understanding the history and functions of the NATA, BOC, and CAATE; 2) identifying mechanisms by which ATs influence state and federal healthcare regulation; 3) identifying key regulatory agencies that govern healthcare facilities and service delivery; and 4) implementing strategies to educate colleagues, students, clients, the public, and other healthcare professionals about athletic training responsibilities, scope of practice, and educational preparation.

4. (80) Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness for healthy and at-risk individuals across the lifespan.

5. (CHES 1.1.1) Students will define the purpose and scope of an assessment process for health education/promotion.

6. (CHES 1.1.2) Students will identify priority population(s) for interventions.

7. (CHES 1.1.3) Students will identify existing and available resources, policies, programs, practices, and interventions relevant to health education/promotion.

8. (CHES 1.1.4) Students will examine the factors and determinants that influence the health education/promotion assessment process.

9. (CHES 1.1.5) Students will recruit and/or engage priority population(s), partners, and stakeholders to participate throughout all steps in the assessment, planning, implementation, and evaluation processes.

10. (CHES 1.2.1) Students will identify primary data, secondary data, and evidence-informed resources related to health education/promotion.

11. (CHES 1.2.4) Students will procure secondary data sources related to health education/promotion.

12. (CHES 1.2.5) Students will determine the validity and reliability of secondary data related to health education/promotion.

13. (CHES 1.2.6) Students will identify potential gaps in secondary data related to health education/promotion.

14. (CHES 1.3.1) Students will determine the health status of the priority population(s) for interventions.

15. (CHES 1.3.2) Students will determine the knowledge, attitudes, beliefs, skills, and behaviors that impact the health and health literacy of the priority population(s).

16. (CHES 1.3.3) Students will the social, cultural, economic, political, and environmental factors that impact the health and/or learning processes of the priority population(s).

17. (CHES 1.3.4) Students will assess the effectiveness of existing and available resources, policies, programs, practices, and interventions related to health education/promotion.

18. (CHES 1.3.5) Students will determine the capacity (available resources, policies, programs, practices, and interventions) to improve and/or maintain health.

19. (CHES 1.3.6) Students will identify the health education/promotion needs of the priority population(s).

20. (CHES 1.4.2) Students will prioritize health education and promotion needs.

21. (CHES 1.4.3) Students will summarize the capacity of priority population(s) to meet the health needs of the priority population(s).

22. (CHES 1.4.4) Students will develop health education/promotion recommendations based on findings.

23. (CHES 1.4.5) Students will report health education/promotion assessment findings.

24. (CHES 2.3.4) Students will adopt, adapt, and/or develop tailored intervention(s) for priority population(s) to achieve desired health outcomes

25. (CHES 2.4.2) Students will develop materials needed for implementation.

26. (CHES 2.4.3) Students will address factors that influence implementation.

27. (CHES 5.1.1) Students will examine the determinants of health and their underlying causes (e.g., poverty, trauma, and population-based discrimination) related to identified health issues.

28. (CHES 5.1.2) Students will examine evidence-informed findings related to identified health issues and desired changes.

29. (CHES 5.1.3) Students will identify factors that facilitate and/or hinder advocacy efforts (e.g., amount of evidence to prove the issue, potential for partnerships, political readiness, organizational experience or risk, and feasibility of success).

30. (CHES 5.1.5) Students will identify existing coalition(s) or stakeholders that can be engaged in advocacy efforts.

31. (CHES 5.2.1) Students will identify existing coalitions and stakeholders that favor and oppose the proposed policy, system, or environmental change and their reasons.

32. (CHES 5.2.2) Students will identify factors that influence decision-makers (e.g., societal and cultural norms, financial considerations, upcoming elections, and voting record).

33. (CHES 5.2.4) Students will Educate stakeholders on the health issue and the proposed policy, system, or environmental change.

34. (CHES 5.2.5) Students will identify available resources and gaps (e.g., financial, personnel, information, and data).

35. (CHES 5.2.6) Students will identify organizational policies and procedures and federal, state, and local laws that pertain to the advocacy efforts.

36. (CHES 5.2.7) Students will develop persuasive messages and materials (e.g., briefs, resolutions, and fact sheets) to communicate the policy, system, or environmental change.

37. (CHES 5.2.8) Students will specify strategies, a timeline, and roles and responsibilities to address the proposed policy, system, or environmental change (e.g., develop ongoing relationships with decision makers and stakeholders, use social media, register others to vote, and seek political appointment).

38. (CHES 5.3.1) Students will use media to conduct advocacy (e.g., social media, press releases, public service announcements, and op-eds).

39. (CHES 5.3.2) Students will use traditional, social, and emerging technologies and methods to mobilize support for policy, system, or environmental change.

40. (CHES 6.2.1) Students will describe the intended health outcome of the communication (e.g., raise awareness, advocacy, behavioral change, and risk communication).

41. (CHES 6.3.2; 6.3.3) Students will develop persuasive health communications (e.g., storytelling and program rationale) and tailor message(s) for the audience(s).

42. (CHES 6.3.3) Students will develop persuasive health communications (e.g., storytelling and program rationale) and tailor message(s) for the audience(s).

43. (CHES 6.4.2) Students will select communication channels and current and emerging technologies that are most appropriate for the audience(s) and message(s).

44. (CHES 6.4.3) Students will develop communication aids, materials, or tools using appropriate multimedia (e.g., infographics, presentation software, brochures, and posters).

45. (CHES 6.5.1) Students will deliver health education/promotion presentation(s) tailored to the audience(s).

46. (CHES 6.5.2; 6.5.3) Students will use public speaking and facilitation skills with large and/or small groups.

47. (CHES 6.5.3) Students will use public speaking and facilitation skills with large and/or small groups.

48. (CHES 6.5.5) Students will deliver oral and written health communication that aligns with professional standards of grammar, punctuation, and style.

49. (CHES 6.5.6) Students will use digital media to engage audience(s) (e.g., social media management tools and platforms) with health information.

50. (CHES 7.1.1; 7.1.2) Students will identify potential partners and stakeholders and assess their capacity for health education/promotion interventions.

51. (CHES 7.1.2) Students will identify potential partners and stakeholders and assess their capacity for health education/promotion interventions.

52. (CHES 7.2.1) Students will develop culturally responsive content.

53. (CHES 8.1.1) Students will apply professional codes of ethics and ethical principles throughout assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.

54. (CHES 8.1.3) Students will comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.

55. (CHES 8.1.4) Students will promote equity by addressing diversity and demonstrating cultural competence.

HSCS 5420 - Advanced Strength and Conditioning (3)

This course will provide students with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs for enhancing both overall fitness and specific athletic performance. This course will focus on the evaluation and implementation of fitness and training programs and require students to apply content from A&P, exercise physiology, kinesiology, and nutrition with concepts of fitness development. This course will also prepare students to obtain certifications in personal training and strength and conditioning by meeting requirements for the NSCA CSCS and CPT exams.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Fall.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. (CHES 1.2.1) Students will identify primary data, secondary data, and evidence-informed resources related to health education/promotion.

2. (CHES 1.3.1) Students will determine the health status of the priority population(s) for interventions.

3. (CHES 1.3.6) Students will identify the health education/promotion needs of the priority population(s).

4. (CHES 1.4.3) Students will summarize the capacity of priority population(s) to meet the health needs of the priority population(s).

5. (CHES 1.4.4) Students will develop health education/promotion recommendations based on findings.

6. (CHES 2.2.1) Students will identify desired health outcomes using the needs and capacity assessment.

7. (CHES 8.1.5) Students will use evidence-informed theories, models, and strategies.

8. (CHES 8.4.2; 8.4.3) Students will advocate for health education professional development by explaining the role of professional organizations and the benefits of participating in them.

9. (CHES 8.4.3) Students will advocate for health education professional development by explaining the role of professional organizations and the benefits of participating in them.

10. (CHES 8.4.5) Students will explain the role and benefits of credentialing (e.g., individual and program) in health education/promotion.

11. (NSCA Practical/applied 1.A.) Students will teach and evaluate resistance training exercise, spotting procedure, and speed/sprint (e.g., resisted and assisted sprinting, speed strength) techniques.

12. (NSCA Practical/applied 1.B.) Students will teach and evaluate resistance training exercise, spotting procedure, and speed/sprint (e.g., resisted and assisted sprinting, speed strength) techniques.

13. (NSCA Practical/applied 1.C.) Students will teach and evaluate resistance training exercise, spotting procedure, and speed/sprint (e.g., resisted and assisted sprinting, speed strength) techniques.

14. (NSCA Practical/applied 1.E.) Students will teach and evaluate metabolic conditioning/energy systems development and flexibility techniques.

15. (NSCA Practical/applied 1.F.) Students will teach and evaluate metabolic conditioning/energy systems development and flexibility techniques.

16. (NSCA Practical/applied 1.G.) Students will teach and evaluate resistance training exercise, spotting procedure, and speed/sprint (e.g.,

resisted and assisted sprinting, speed strength) techniques.

17. (NSCA Practical/applied 2.1.) Students will design programs for an injured athlete during the reconditioning period (e.g., assigning exercises for a given injury or condition in collaboration with sport medicine professionals).

18. (NSCA Practical/applied 2.A.) Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization.

19. (NSCA Practical/applied 2.C.) Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization.

20. (NSCA Practical/applied 2.E.) Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization.

21. (NSCA Practical/applied 2.G.) Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization.

22. (NSCA Practical/applied 3.B.) Students will determine the primary duties and responsibilities of strength and conditioning staff.

23. (NSCA Practical/applied 3.C.) Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures).

24. (NSCA Practical/applied 4.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

25. (NSCA Practical/applied 4.B.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

26. (NSCA Practical/applied 4.C.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

27. (NSCA Scientific foundations 1.A.) Students will apply knowledge of neuromuscular and muscular anatomy and physiology.

28. (NSCA Scientific foundations 1.B.) Students will apply knowledge of neuromuscular and muscular anatomy and physiology.

29. (NSCA Scientific foundations 1.C.) Students will apply knowledge of basic principles of biomechanics regarding exercise selection, execution, and sport performance.

30. (NSCA Scientific foundations 1.E.) Students will apply knowledge of bioenergetics, metabolism, and neuroendocrine physiology.

31. (NSCA Scientific foundations 1.F.) Students will apply knowledge of bioenergetics, metabolism, and neuroendocrine physiology.

32. (NSCA Scientific foundations 1.H.) Students will apply knowledge of physiological adaptations to exercise and training.

33. (NSCA Scientific foundations 1.J.) Students will apply knowledge of psychological techniques used to enhance the training and performance.

34. (NSCA Scientific foundations 2.C.) Students will recognize signs, symptoms, and behaviors associated with eating disorders and altered eating habits.

HSCS 5421 - Laboratory Techniques in Exercise Physiology (3)

This course is designed to acquaint the student with typical laboratory equipment and testing procedures used in exercise physiology. NOTE: This course is intended to be hands-on and participatory.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Spring.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Describe and perform field tests for all Exercise Physiology variables

2. Describe and perform lab tests for all Exercise Physiology variables

3. Describe and perform various Exercise Physiology tests using a variety of equipment

4. Discuss appropriate physiological response to various tests performed

5. (NSCA Practical/applied 3.C.) Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures).

6. (NSCA Practical/applied 4.A.; 4.C.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection, and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

7. (CHES 8.3.1) Students will participate. in professional associations, coalitions, and networks (e.g., serving on committees, attending conferences, and providing leadership).

8. (CHES 8.3.2; 8.3.3) Students will develop and implement a professional development plan that includes participating in continuing education opportunities to maintain or enhance continuing competence.

9. (CHES 8.3.4) Students will promote the health education profession by building relationships with other professionals within and outside the profession.

HSCS 5440 - Nutrition for Health Programming (3)

In this course students will design, implement, and evaluate nutritional programs for a variety of situations including individuals, groups, and self-assessments. Topics will include current trends in nutrition, at-risk groups, supplements, eating disorders, and effective nutrition programming.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Summer.

Outcome (CAATE/CHES/NSCA)

1. Students will develop vision, mission, and goal statements, including the specific, measurable, attainable, realistic, and time-sensitive objectives to meet them. (2.2.0; 2.2.5)

2. Students will use evidence-based practice when choosing desired outcomes, planning which programming/intervention models to use, assessing outcome efficacy to ensure consistency with objectives, and adapting existing strategies/interventions as needed. (2.3.2; 2.3.8)

3. Students will Identify and analyze factors that foster or hinder implementation of programming and develop plans and processes to overcome potential barriers to implementation. (2.5.1)

4. Students will Apply basic knowledge of nutritional factors affecting health and performance when creating strategies for manipulating food choices and training methods to maximize performance. (Scientific foundations 2.A.)

5. Students will recognize signs, symptoms, and behaviors associated with eating disorders and altered eating habits. (Scientific foundations 2.C.)

HSCS 5499 - Internship in Health Sciences (1-6)

Supervised internship in an approved setting. Students must complete 75 hours on-site per academic credit hour. Internship applications and proof of site agreement, memo of supervisor understanding, and signed internship agreement are require no later than 14 days before the first day of the internship. Some sites may require background and/or drug testing (which will be conducted at the student's expense through a University-approved vendor). Can be repeated for a total of 6 hours.

Prerequisite: ATRG or HLHP Program Admission Offered: Demorest: Fall, Spring, and Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. (CHES 1.1.1) Students will define the purpose and scope of an assessment process for health education/promotion.

2. (CHES 1.1.2) Students will identify priority population(s) for interventions.

3. (CHES 1.1.3) Students will identify existing and available resources, policies, programs, practices, and interventions relevant to health education/promotion.

4. (CHES 1.1.5) Students will recruit and/or engage priority population(s), partners, and stakeholders to participate throughout all steps in the assessment, planning, implementation, and evaluation processes.

5. (CHES 1.2.1) Students will identify primary data, secondary data, and evidence-informed resources related to health education/promotion.

6. (CHES 1.2.4) Students will procure secondary data sources related to health education/promotion.

7. (CHES 1.2.5) Students will determine the validity and reliability of secondary data related to health education/promotion.

8. (CHES 1.2.6) Students will identify potential gaps in secondary data related to health education/promotion.

9. (CHES 1.2.7) Students will determine primary data collection needs, instruments, methods, and procedures related to health education/promotion.

10. (CHES 1.2.8) Students will adhere to established procedures to collect qualitative and/or quantitative data related to health education/promotion.

11. (CHES 1.3.1) Students will determine the health status of the priority population(s) for interventions.

12. (CHES 1.3.4) Students will assess the effectiveness of existing and available resources, policies, programs, practices, and interventions related to health education/promotion.

13. (CHES 1.3.5) Students will determine the capacity (available resources, policies, programs, practices, and interventions) to improve and/or maintain health.

14. (CHES 1.3.6) Students will identify the health education/promotion needs of the priority population(s).

15. (CHES 1.4.2) Students will prioritize health education and promotion needs.

16. (CHES 1.4.3) Students will summarize the capacity of priority population(s) to meet the health needs of the priority population(s).

17. (CHES 2.1.1; 2.1.2) Students will convene priority populations, partners, and other stakeholders to facilitate collaboration on health education/promotion efforts.

18. (CHES 2.2.2) Students will elicit input from priority populations, partners, and stakeholders regarding desired outcomes.

19. (CHES 2.2.4) Students will develop specific, measurable, achievable, realistic, and time-bound (SMART) health objectives.

20. (CHES 2.3.4) Students will adopt, adapt, and/or develop tailored intervention(s) for priority population(s) to achieve desired health outcomes

21. (CHES 2.4.2) Students will develop materials needed for implementation.

22. (CHES 2.4.3) Students will address factors that influence implementation.

23. (CHES 3.1.3) Students will comply with contractual obligations in an ethical and legal manner.

24. (CHES 4.1.2) Students will comply with institutional requirements for evaluation.

25. (CHES 4.3.2; 4.3.3) Students will implement data collection procedures and use appropriate modalities to collect and manage data.

26. (CHES 4.3.5) Students will use technology to prepare data for analysis using qualitative, descriptive, and/or inferential statistical methods.

27. (CHES 4.4.3) Students will analyze data to interpret results and identify limitations and delimitations.

28. (CHES 6.5.2; 6.5.3) Students will use public speaking and facilitation skills with large and/or small groups.
 (
29. CHES 6.5.4) Students will use current and emerging tools and trends (e.g., social media) to communicate health information.

30. (CHES 6.5.5) Students will deliver oral and written health communication that aligns with professional standards of grammar, punctuation, and style.

31. (CHES 6.5.6) Students will use digital media to engage audience(s) (e.g., social media management tools and platforms) with health information.

32. (CHES 7.1.1; 7.1.2) Students will identify potential partners and stakeholders and assess their capacity for health education/promotion interventions.

33. (CHES 7.1.3) Students will involve partners and stakeholders throughout the health education and promotion process in meaningful and sustainable ways.

34. (CHES 7.2.1) Students will develop culturally responsive content.

35. (CHES 7.3.8) Students will apply team building and conflict resolution techniques as appropriate.

36. (CHES 8.1.1) Students will apply professional codes of ethics and ethical principles throughout assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.

37. (CHES 8.1.3) Students will comply with legal standards and regulatory guidelines in assessment, planning, implementation, evaluation and research, advocacy, management, communication, and reporting processes.

38. (CHES 8.1.4) Students will promote equity by addressing diversity and demonstrating cultural competence.

39. (CHES 8.1.5) Students will use evidence-informed theories, models, and strategies.

40. (CHES 8.1.6) Students will apply principles of cultural humility, inclusion, and diversity in all aspects of practice (e.g., Culturally and Linguistically Appropriate Services (CLAS) standards and culturally responsive pedagogy).

41. (NSCA Practical/applied 1.B.) Students will teach and evaluate resistance training exercise, spotting procedure, and speed/sprint (e.g., resisted and assisted sprinting, speed strength) techniques.

42. (NSCA Practical/applied 1.D.) Students will teach and evaluate resistance training exercise, spotting procedure, and speed/sprint (e.g., resisted and assisted sprinting, speed strength) techniques.

43. (NSCA Practical/applied 1.F.) Students will teach and evaluate metabolic conditioning/energy systems development and flexibility techniques.

44. (NSCA Practical/applied 1.G.) Students will teach and evaluate resistance training exercise, spotting procedure, and speed/sprint (e.g., resisted and assisted sprinting, speed strength) techniques.

45. (NSCA Practical/applied 2.) Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and applying the

principles of periodization.

46. (NSCA Practical/applied 2.B.) Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization.

47. (NSCA Practical/applied 2.D.) Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization.

48. (NSCA Practical/applied 2.F.) Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization.

49. (NSCA Practical/applied 2.H.) Students will design programs based on an athlete's health status, training age, capabilities, and training goals to maximize performance and minimize injury potential by: Selecting exercises, Determining and assigning exercise intensities (e.g., load, resistance, heart rate), Determining and assigning work/rest periods, recovery and unloading, and training, and Applying the principles of periodization.

50. (NSCA Practical/applied 3.D.) Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures).

51. (NSCA Practical/applied 4.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

52. (NSCA Practical/applied 4.A.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

53. (NSCA Practical/applied 4.B.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

54. (NSCA Practical/applied 4.C.) Students will administer goal-specific test protocols and procedures to ensure reliable data collection and interpret the results to design a training program for strength, endurance, cardiorespiratory fitness, flexibility, and/or body composition.

55. (NSCA Scientific foundations 1.1.) Students will apply knowledge of the anatomical, physiological, and biomechanical differences of athletes (e.g., age, sex, training status, specific sport or activity) when training clients to improve athletic performance and fitness.

56. (NSCA Scientific foundations 1.D.) Students will apply knowledge of bone and connective tissue (tendons and ligaments) anatomy and physiology.

57. (NSCA Scientific foundations 1.G.) Students will apply knowledge of cardiopulmonary anatomy and physiology.

58. (NSCA Scientific foundations 1.H.) Students will apply knowledge of physiological adaptations to exercise and training.

59. (NSCA Scientific foundations 2.A.) Students will Apply basic knowledge of nutritional factors affecting health and performance when creating strategies for manipulating food choices and training methods to maximize performance.

60. (NSCA Scientific foundations 2.B.) Students will apply basic strategies for manipulating food choices and training methods to maximize performance.

61. (NSCA Scientific foundations 2.D.) Students will apply basic knowledge of the effects, risks, and alternatives of common performance enhancing substances and methods.

HSCS 6411 - Assessing Healthcare Quality (3)

This graduate level introductory course provides an overview of health care quality theory, practice, and management. It takes a patient centered approach to explore the complexities of rising costs, accessibility, overuse/underuse, fraud, and medical errors common in our current health care system which drive the need for quality standards and methodologies to measure and improve healthcare service quality, cost efficiency, and safety. Students will be introduced to licensing, accreditation, data compilation and presentation in statistical formats, quality improvement functions, quality tools, utilization management, risk management, and medical staff data quality issues. Learners will also be introduced to basic health informatics to understand the links between quality outcomes, evolving reimbursement paradigms, and different analytical models through data quality concepts, the challenges of accessing data from devices, e-quality measures, and calculating quality measures with EMR data. The course will be divided into three overlapping topic areas: 1) patient safety and satisfaction; 2) evaluation of quality and quality measures; and 3) principles of quality improvement. Students will review and create quality measures within their chosen field and develop a quality improvement project to improve a process or outcome.

Prerequisite: ATRG or HLHP Program Admission Offered: Online: Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. (56) Students will advocate for the health needs of clients, patients, communities, and populations.

2. (57) Students will identify health care delivery strategies that account for health literacy and a variety of social determinants of health, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases, and will apply them to their daily class/clinical attendance; 2) interpersonal and cross-cultural communication, educational intervention strategies to promote positive behavior change, and impacting emotional well-being while protecting privacy; and 3) the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes.

3. (58a) Students will incorporate patient education and self-care programs to engage patients/clients, their families, and their friends to participate in care and recovery, including: 1) personal hygiene, sanitation, immunizations, and avoidance of infectious diseases; 2) interpersonal and cross-cultural communication, intervention strategies to promote positive behavior change and impact emotional well-being; and 3) consider the impact of sociocultural issues that influence the nature and quality of healthcare received and formulate and implement strategies to maximize client/patient outcomes.

4. (59a-2) Students will use effective communication and documentation strategies to work appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others, including: 1) use of correct terminology and complying with legal statutes regulating privacy and medical records; 2) using a comprehensive patient file management system (including diagnostic and procedural codes) for documentation, risk management, outcome assessment, and billing purposes; and 3) use culturally-appropriate communication techniques and intervention strategies to promote positive behavior change and impact emotional well-being.

5. (60) Students will use the International Classification of Functioning, Disability, and Health model (ICF) as a framework for delivery of patient care and communication about patient care to: 1) explain the theoretical foundation of clinical outcomes assessment and common methods of assessment (generic, disease-specific, region-specific, and dimension-specific instruments); and 2) use outcome assessments to identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the patient's life.

6. (61e) When practicing in collaboration with other health care and wellness professionals, students will be able to describe their roles, functions, and protocols that govern patient referrals between caregivers.

7. (62a) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the ability to differentiate between narrative reviews, systematic reviews, and meta-analyses; 2) the ability to describe and differentiate types of qualitative and quantitative research, research components, and levels of research evidence; and 3) use standard criteria to critically appraise the structure, rigor, and overall quality of research studies to create and answer clinical questions.

8. (62b) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of clinical outcome assessment instruments; and 2) the development and use of clinical prediction rules to determine the effectiveness and efficacy of intervention strategies.

9. (62c) Students will provide athletic training services in a manner that uses evidence to inform practice, including: 1) the use of patient- and clinician-based clinical outcome assessment instruments (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of intervention strategies.

10. (63b) Students will use quality assurance and quality improvement strategies to enhance client/patient care, including: 1) the use of

patient- and clinician-based clinical outcome assessment data (patient- and disease-oriented); 2) using accepted methods to assess patient status and progress ; and 3) applying and interpreting psychometrically sound measures to determine the effectiveness and efficacy of prevention and intervention strategies.

11. (64a) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 1) use outcome assessment data to drive informed decisions regarding intervention efficacy, patient status, and progress toward goals using psychometrically sound instruments.

12. (64b) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 2) search, retrieve, analyze, and use information derived from databases and online critical appraisal libraries for clinical decision support.

13. (64c) Students will apply contemporary principles and practices of health informatics to patient care delivery and administration, including: 3) maintain data privacy, protection, and security; 4) use medical classification systems (ICD-10, CPT) and terminology; 5) use an electronic health record to document, communicate, and manage health-related information, mitigate error, and support decision making.

14. (77a) Students will demonstrate effective interpersonal and cross-cultural communication and educational intervention strategies when identifying, referring, and supporting patients and others involved in their healthcare to effect positive behavioral change and monitor their treatment compliance, progress, and readiness to participate.

15. (80) Students will use injury surveillance, epidemiological, and other evidence provided by accepted outcome measures to develop, implement, and assess risk reduction programming effectiveness for healthy and at-risk individuals across the lifespan.

16. (NSCA Practical/applied 3.C.) Students will determine the policies and procedures associated with the safe operation of the strength and conditioning facility (e.g., facility/equipment cleaning and maintenance, rules, scheduling, emergency procedures).

MATH—MATHEMATICS

MATH 5010 - Geometry (3)

Review of numerical and axiomatic Euclidean Geometry. Introduction to non-Euclidean geometries (hyperbolic, spherical, and projective).

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Demonstrate additional depth and breadth of mathematical knowledge.

2. Expand thought processes by considering new topics.

3. Analyze situations and sharpen the way we look at the world through geometry.

4. Add depth of mathematical understanding by examining the many ways which geometry affects everyone's life.

5. Demonstrate development of professional knowledge as it relates to subject matter. (See TKES Performance Standard 1)

6. Create a student-centered, academic environment in which teaching and learning occur at high level. (See TKES Performance Standard 8)

MATH 5020 - Linear Algebra (3)

Systems of linear equations, matrices, vectors, determinants, linear transformations, vector spaces, Eigen values and vectors.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Model varied aspects of linear algebra including CCGPS topics such as linear equations, matrices, determinants and vectors.

2. Demonstrate knowledge of operations with and theory of matrices, determinants and vectors.

3. Model real world problems using linear algebra.

MATH 5030 - Discrete Mathematics (3)

Set theory, algebraic functions, logic, number systems, techniques of counting, probability, modular arithmetic, proof techniques.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. A greater understanding of topics in discrete mathematics.

2. An increased depth and breadth of mathematical knowledge.

3. Developed critical thinking and problem solving skills.

MATH 5040 - Calculus (3)

Derivatives of rational, trigonometric, exponential and logarithmic functions with applications; basic techniques of integration; integration of trigonometric, exponential and logarithmic functions, area and volume, techniques of integration, sequence and series.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Utilize differential calculus in applications and instruction

2. Know the basics of integral interval calculus

3. Appreciate the relation of calculus to secondary mathematics.

4. Be better prepared for GACE II.

MATH 5500 - Special Topics (3)

This course examines special topics related to mathematics or statistics, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and use appropriate mathematical proof techniques.

2. Select the appropriate solution method for problems.

3. Communicate mathematical information.

MATH 6500 - Special Topics (3)

This course examines special topics related to mathematics or statistics, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and use appropriate mathematical proof techniques.

2. Select the appropriate solution method for problems.

3. Communicate mathematical information.

MATH 6650 - Multicultural Mathematics (3)

The course is divided into two interlocking parts. First, it focuses on historical non-European mathematics of societies ranging from the Far East through the Islamic and African countries to Central and South America. Students will perform mathematics from the different cultures. Then with an understanding of the past, students will concentrate on the impact varied world cultures have on mathematics today. This will include Singapore, Japan, Korea, and successful European models.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Better relate to students from other cultures.

2. Have a broader knowledge of mathematics from having discussed and worked mathematical problems from other societies.

3. Be able to create authentic problems relevant to diverse student populations based on knowledge of the mathematics and how it was used in other civilizations.

4. Appreciate the impact of mathematical contributions of peoples from a variety of counties and cultures.

5. Have a greater appreciation of non-Eurocentric mathematical history.

6. Be more aware of world mathematics today.

7. Be better prepared to teach the "History of Mathematics" course offered for 11-12 grades in some Georgia secondary schools.

MATH 6700 - Explorations in Geometry (3)

Students will expand geometric content knowledge aided with extensive use of mathematical software. They will visualize concepts of geometry, manipulate geometric fi to show relationships, identify transformations and develop dynamic visual proofs of theorems.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Utilize mathematical software for demonstrating geometric concepts.

2. Dynamically manipulate geometric figures to show relationships.

3. Identify and explain geometric transformations more effectively.

4. Develop visual presentations of geometric concepts.

5. Have a more complete understanding of geometric concepts.

MATH 6750 - Explorations in Algebraic Concepts (3)

This course is designed for middle grade and secondary teachers to develop a deeper understanding of algebraic concepts and varied approaches to solutions of algebraic problems. It will balance content, problem solving and technology while concentrating on techniques to convey mathematical content. The course correlates to the algebra content strands in mathematics for the Common Core State Standards.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Model depth of understanding of algebraic concepts.

2. Provide multiple approaches to solutions of algebraic problems.

3. Evaluate mathematical arguments both formally and informally.

4. Better use the language of mathematics to communicate ideas and information.

5. Make connections among mathematical topics and to other disciplines.

MATH 6800 - Mathematical Technology for Teachers (3)

In this course students will learn to use and apply a variety of software and technology to middle and secondary teaching. In particular, software and technology useful in the teaching of statistics geometry, algebra, trigonometry and calculus will be introduced, demonstrated, and used by the students. Software used to typeset mathematics will also be introduced. Students will work collaboratively to use the technology to develop conceptual lesson plans and present these to their fellow students.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Effective in independently demonstrating mathematical concepts in a clear and concise manner using technology.

2. Able to think critically by independently constructing lessons utilizing mathematics software.

3. Adept in explaining algebraic and geometric ideas using software.

MATH 6850 - Modern Geometry (3)

A study of the axiomatic method of learning geometry. Covers Euclidean and non-Euclidean geometries with a focus on the rigorous proving of theorems.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Compare and contrast the development, axioms, and theorems of Euclidean and Non-Euclidean geometries.
2. Define and understand mathematical axiomatic systems and their properties.
3. Present concepts of Euclidean geometry from a transformational viewpoint.
4. Use hypotheses to draw valid conclusions and to avoid making invalid arguments.

MATH 6900 - Probability and Statistics for Teachers (3)

This course surveys some statistical methods of data analysis which are used to provide empirical answers. Topics covered are probability, hypothesis testing, chi-square, analysis of variance, regression analysis, covariance analysis, and nonparametric approaches.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. An understanding of standard vocabulary and symbols associated with probability and statistics.

2. A better understanding of fundamental concepts in probability and statistics, including the organization of data, numerical descriptive measures, discrete random variables and their probability distributions, and continuous random variables and the normal distribution.

3. A better understanding of the uses of a variety of technology used in statistics.

MUED—MUSIC EDUCATION

MUED 6100 - Music Education Methods I (3)

This course provides students the opportunity to study the principles and methods of teaching music in early childhood and middle grades classrooms through the development of musical skills and the learning of proven methods of teaching to teach and direct a class in musical activities. Directed field-based experience is required. Teaching of laboratory classes required.

Prerequisite: Graduate Standing in Music Education. Offered: Demorest: Fall.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Analyze and select age appropriate teaching materials for use in the elementary/middle grades music classroom.

2. Plan and implement music lessons using state and national standards.

3. Review and evaluate lesson presentations to identify strengths and weaknesses in planning and implementation.

4. Develop a budget for use in equipping the general music classroom.

5. Utilize professional publications in identifying teaching trends and issues in the general music classroom.

6. Compare and contrast proven teaching methods in general music [Orff, Kodaly, Dalcroze, et al].

7. Assess lessons taught by peers and colleagues and provide feedback regarding strengths and needed improvements.

MUED 6200 - Music Education Methods II (3)

This course provides students the opportunities to study the principles and methods of teaching music in secondary school classroom through the development of musical skills and the learning of proven methods of teaching to teach and direct a class in musical activities, including rehearsal methods. Directed field-based experience is required. Teaching of laboratory classes required.

Prerequisite: Graduate Standing in Music Education Offered: Demorest: Spring.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Design music lessons that are motivating, creative and supportive of student achievement utilizing current research, proven teaching methods and national and state standards for music education.

2. Design and implement music lessons at the middle and high school levels based on the elements of music: pitch, rhythm, harmony, dynamics, texture, timbre and form.

3. Utilize varied assessment strategies to measure student understanding and be able to vary approaches and methods to best suit the needs of students.

4. Think critically and provide constructive feedback to peers in developing teaching skills.

5. Analyze and select age appropriate teaching materials for use in the middle/high school choral/instrumental music classroom.

6. Plan and implement choral/instrumental music lessons using state and national standards 7. review and evaluate lesson presentations to identify strengths and weaknesses in planning and implementation.

7. Develop a budget for use in equipping the choral/instrumental music classroom.

8. Utilize professional publications in identifying teaching trends and issues in the choral/instrumental music classroom.

9. Compare and contrast proven teaching methods in choral/instrumental music.

10. Assess lessons taught by peers and colleagues and provide feedback regarding strengths and needed improvements.

MUED 7100 - Advanced Study in Music Education (3)

This course is designed to give certified and experienced music teachers additional study in the area of music education and give them the opportunity to improve their knowledge of instructional methods, and the opportunity to learn from the experiences of their colleagues, administrators, and community members. Current trends in music education research will be discussed and explored. Each candidate will make presentations based on their personal experience in their areas of interest and expertise.

Prerequisite: Graduate Standing in Music Education. Offered: Demorest: Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Construct and defend a comprehensive personal music education philosophy, grounded in accepted practice and current research.

2. A comprehensive listing of competencies for students at the conclusion of the music education program in his or her unique setting.

3. A 'wish list' of competencies for the student entering the music education program in his or her unique setting.

4. An overview of benchmarks for each grade level taught, based on national, state and local standards for music education.

5. Assessment strategies to determine if those benchmarks have been met.

MUED 7800 - Music Education Capstone Exhibition/Project (3)

This course is non-transferable and must be completed at Piedmont University. Application for graduation must be submitted when registering for this class. Designed to synthesize the graduate experience for candidates in the music education program. The course culminates in a project that demonstrates the individual's mastery of the graduate program in music education, including conceptual, content, and pedagogical skills. Candidates will submit a formal written document of the project and will demonstrate their work in a public presentation to peers, faculty, and other attendees at the end of the semester.

Prerequisite: Graduate Standing in Music Education Offered: Demorest: Fall, Spring, and Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Design and implement a research project reflecting familiarity with current research and innovative teaching strategies.

2. Utilize the principles of critical thinking to synthesize coursework and experiences in the College of Education.

3. Design assessment strategies that foster teamwork, constructive criticism, higher order and critical thinking skills to develop the student's sense of creativity and pride in their original work.

4. Assess and plan instruction for students of all ability levels and cultural backgrounds and with varied intelligences and learning styles.

5. Understand and use a variety of instructional strategies to encourage the development of all students' creative talents, critical thinking, problem solving, and performance skills.

6. Utilize print and non-print media in the development and presentation of a culminating project to synthesize all experiences in the degree program.

MUED 8100 - Advanced Music Education Methods (3)

The course will explore philosophy, design, implementation, and supervision of curriculum for music programs in the public schools.

Prerequisite: Admission to EDS program in Music Education. Offered: Demorest: Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Knowledge of the history of public education in the United States and its relationship to the development of music education.

2. Knowledge of the philosophical thought of leading educators throughout the history of public education and its effect on music education.

3. Knowledge of the processes of curriculum development and the major curricular movements in general education/music education.

4. The ability to develop hypothetical program models for public school systems.

5. The ability to plan and demonstrate appropriate teaching/learning strategies.

6. The ability to develop administrative and supervisory structures for all levels of music education in the public schools.

7. Knowledge of the historical and philosophical roots of curriculum in public education.

8. The ability to construct critical analyses of educational standards, aims, goals, and objectives at all levels: national, state, local, school, program.

9. Knowledge of the principles of instruction and evaluation.

10. Knowledge of the principles of curriculum design.

11. Knowledge of the principles of leadership and administration.

MUSC—MUSIC

MUSC 5100 - Seminar in Music Theory (3)

This course will provide an intensive study of traditional harmony and from analysis learned in the undergraduate curriculum, as well as the study of a variety of advanced music theory topics. Students will consider various pedagogical approaches toward teaching fundamental music theory concepts covered in the early units.

Prerequisite: Graduate Standing in Music Education. Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop a vocabulary and tools to assist in the analysis of select examples of music to better understand the music he/she is studying and performing.

2. Synthesize and integrate his/her musical knowledge covering specific facets of pieces studied. These areas will include

    a. Historical context (possibly including, but not limited to, pertinent general history and philosophy, pertinent general music history, history of the genre, biographical place in composer's output, influences, etc.)

    b. Formal considerations (possibly including, but not limited to, use of specific formal procedures such as sonata, theme and variation, fugue, etc.)

    c. Harmonic considerations (possibly including, but not limited to, tonality, modality, functional harmony, cadences, interesting chords, chromaticism, non-harmonic tones, atonality, quartal and secundal harmony, etc.)

MUSC 5910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, percussion, piano, strings, voice, or woodwinds for graduate students in the Music Education program. Lessons are 60 minutes in length, once per week. Performance in one student recital is required.

Offered: Demorest: Fall, Spring, and Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.

2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.

3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.

4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.

5. Appropriate performance skills in consideration of level.

MUSC 5920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, percussion, piano, strings, voice, or woodwinds for graduate students in the Music Education program. Lessons are 60 minutes in length, once per week. Performance in one student recital is required.

Prerequisite: MUSC 5910 Offered: Demorest: Fall, Spring, and Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.

2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.

3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.

4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.

5. Appropriate performance skills in consideration of level.

MUSC 6480 - Advanced Conducting and Literature (2)

A continuation of the skills learned in undergraduate conducting, this course is advanced study of the techniques of conducting vocal and instrumental ensembles with emphasis on the advanced development of one's individual style of conducting and rehearsing; score reading, analysis, and interpretation. Advanced study in choral and instrumental literature for high school choruses, bands, and/or orchestras.

Prerequisite: Graduate Standing in Music Education. Offered: Demorest: As needed.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Select age and developmentally appropriate literature for school performing ensembles.

2. Analyze an age level-appropriate musical score for his/her school ensemble.

3. Identify potential performance challenges for the ensemble member.

4. Devise a rehearsal plan for introducing, teaching, refining and performing the selected work.

5. View and analyze recordings of his/her conducting style.

6. Identify personal conducting style issues.

7. Apply conducting style to the performance of choral, band, and/or orchestral works.

MUSC 6500 - Advanced Applied Pedagogy (3)

This course is designed as an extension of the undergraduate pedagogy course, giving graduate candidates in the music education program opportunities to continue to develop pedagogical techniques in piano, vocal, and/or choral music. Course work will include written reviews of periodical articles and reference texts. A research paper on a pedagogical topic is required.

Prerequisite: Graduate standing in Music Education. Offered: Demorest: Spring and Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. An understanding of the nature of the instrument and how it relates to performing.

2. Observational skills necessary to be an effective teacher.

3. Knowledge of the pedagogy behind various aspects of the instrument.

4. An understanding of pedagogic technique through teaching lessons.

MUSC 6750 - Special Topics in Music History (3)

This course is designed for the study of special topics in music history that are not part of the formal offering within the music department. May be repeated for credit.

Prerequisite: Graduate Standing in Music Education. Offered: Demorest: Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. A strong background in the specific content of the topic studied.

MUSC 6910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, percussion, piano, strings, voice, or woodwinds for graduate students in the Music Education program. Lessons are 60 minutes in length, once per week. Performance in one student recital is required.

Prerequisite: MUSC-5920 Offered: Demorest: Fall, Spring, and Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.

2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.

3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.

4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.

5. Appropriate performance skills in consideration of level.

MUSC 6920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, percussion, piano, strings, voice, or woodwinds for graduate students in the Music Education program. Lessons are 60 minutes in length, once per week. Performance in one student recital is required.

Prerequisite: MUSC 6910 Offered: Demorest: Fall, Spring, and Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.

2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.

3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.

4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.

5. Appropriate performance skills in consideration of level.

MUSC 8500 - Graduate Applied Pedagogy (3)

The course will explore most pertinent topics in secondary choral and instrumental music education including the male and female changing voice, vocal issues that are common among amateur singers, instrumental performance techniques for the middle and high school student, rehearsal practices and techniques, and curriculum design.

Prerequisite: Admission to the EDS program in Music Education. Offered: Demorest: Summer.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Knowledge of healthy technique for their particular instrument, including, but not limited to posture, breathing, fingering.

2. Knowledge of the anatomy and physiology appropriate to the voice or for the performance on the particular instrument being studied.

3. Knowledge of the care of physical problems related to the particular instrument.

4. The ability to develop healthy playing habits.

5. The ability to plan and demonstrate appropriate teaching/learning strategies for the instrument.

6. The ability to address problems in the rehearsal with a variety of techniques for all levels of music education in the public schools.

7. The ability to construct rehearsal plans that involve multiple techniques to address different learning styles and healthy performance technique.

NASC—NATURAL SCIENCES

NASC 6400 - History of Scientific Thought (3)

A course on the history of scientific thought, from early human attempts to explain the natural world to modern issues rising from applications of science.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Familiarity with the contributions of individuals whose ideas have shaped science.

2. Possess a perspective on the influence and importance of science in our world.

3. Communicate scientific ideas to individuals without a science background.

PDMT—PIEDMONT

PDMT 6050 - Summer Travel Study Pre-Departure Orientation (1)

This course prepares participants of a Summer Travel Study program at Piedmont University for a successful travel experience and serves as an introduction to the academic content of the summer courses associated with the travel study experience. A passing grade in this course is a pre-requisite for participation in summer travel study courses. This course can be repeated for credit.

Prerequisite: Students must be approved to participate in associated STS experience and have paid deposit. Offered: Athens and Demorest: As needed.

By the end of the semester, students will be able to:

• Reflect on own culture and develop realistic travel expectations accounting for the norms (folkways, mores, taboos, and laws) associated with travel location(s).

• Understand requirements and logistics of a successful travel experience and complete, acquire, and/or submit all required pre-departure documents.

• Articulate developing knowledge of course content from the scheduled summer semester travel study courses.

PHYS—PHYSICS

PHYS 5100 - Conceptual Physics I (3)

Survey course in physics that covers mechanics, properties of matter and energy.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

(modified from Georgia Performance Standards in Physics)

SP1. Students will be able to analyze the relationships between force, mass, gravity, and the motion of objects. (Spring Semester)

SP2. Students will be able to evaluate the significance of energy in understanding the structure of matter and the universe. (Spring and Fall Semesters)

SP3. Students will be able to evaluate the forms and transformations of energy. (Spring and Fall Semesters)

SP4. Students will be able to analyze the properties and applications of waves. (Spring and Fall Semesters)

SP5. Students will be able to evaluate relationships between electrical and magnetic forces. (Fall Semester)

SP6. The student will be able to describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large. (Spring and Fall Semesters)

PHYS 5200 - Conceptual Physics II (3)

Survey course in physics that covers heat sound, electricity and magnetism, and light.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

(modified from Georgia Performance Standards in Physics)

SP1. Students will be able to analyze the relationships between force, mass, gravity, and the motion of objects. (Spring Semester)

SP2. Students will be able to evaluate the significance of energy in understanding the structure of matter and the universe. (Spring and Fall Semesters)

SP3. Students will be able to evaluate the forms and transformations of energy. (Spring and Fall Semesters)

SP4. Students will be able to analyze the properties and applications of waves. (Spring and Fall Semesters)

SP5. Students will be able to evaluate relationships between electrical and magnetic forces. (Fall Semester)

SP6. The student will be able to describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large. (Spring and Fall Semesters)

PHYS 6100 - Conceptual Physics I (3)

Survey course in physics that covers mechanics, properties of matter and energy.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

(modified from Georgia Performance Standards in Physics)

SP1. Students will be able to analyze the relationships between force, mass, gravity, and the motion of objects. (Spring Semester)

SP2. Students will be able to evaluate the significance of energy in understanding the structure of matter and the universe. (Spring and Fall Semesters)

SP3. Students will be able to evaluate the forms and transformations of energy. (Spring and Fall Semesters)

SP4. Students will be able to analyze the properties and applications of waves. (Spring and Fall Semesters)

SP5. Students will be able to evaluate relationships between electrical and magnetic forces. (Fall Semester)

SP6. The student will be able to describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large. (Spring and Fall Semesters)

PHYS 6200 - Conceptual Physics II (3)

Survey course in physics that covers heat sound, electricity and magnetism, and light.

Offered: TBA.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

(modified from Georgia Performance Standards in Physics)

SP1. Students will be able to analyze the relationships between force, mass, gravity, and the motion of objects. (Spring Semester)

SP2. Students will be able to evaluate the significance of energy in understanding the structure of matter and the universe. (Spring and Fall Semesters)

SP3. Students will be able to evaluate the forms and transformations of energy. (Spring and Fall Semesters)

SP4. Students will be able to analyze the properties and applications of waves. (Spring and Fall Semesters)

SP5. Students will be able to evaluate relationships between electrical and magnetic forces. (Fall Semester)

SP6. The student will be able to describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large. (Spring and Fall Semesters)

POSC—POLITICAL SCIENCE

POSC 6600 - Advanced Studies in Political Science (3)

The course requires intensive reading and/or research on political science topics. The content of the course can vary from course to course. The course may be taken more than once for credit if the course topic is different.

Offered: Online: As needed.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Thorough knowledge of varying points of view and interpretations by other theorists on the political science topics covered in the course.

2. In-depth understanding of the issues related to the course.

3. The ability to use the offered theories to analyze and critically assess the political topics that will be covered in class.

POSC 6650 - Governmental Institutions (3)

An in-depth examination of the major national institutions of government focusing on the presidency, judiciary, Congress, political parties, and elections.

Offered: Online: As needed.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Promote critical thought and reflection about political parties and ideologies in the American political system, as well as the role of state politics in the institutions of government.

2. Interpret varying points of view and interpretations as to the functions of American political institutions.

3. Gain an in-depth understanding of the issues that impact American political institutions.

4. Use the offered theories to analyze and critically assess national issues, relating to American political institutions, which will be covered in class and the course readings.

SOCI—SOCIOLOGY

SOCI 6600 - Advanced Studies in Sociology (3)

This course is designed to meet the content needs of M.A.T. Secondary Education whose teaching area is Broad Field Social Sciences. The course requires intensive reading and/or research on sociological topics. The content of the course can vary from course to course. The course may be taken more than once for credit if the course topic is different.

Offered: Online: As needed.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understand the role of history in social construction in the covered material for the course.

2. Understand the role of cultural products in the reconstruction of past and current events in the covered material for the course.

3. Understand the various cultural, sociological, and psychological perspectives of the covered material for the course.

SPED—SPECIAL EDUCATION

SPED 6602 - Learning Characteristics of Children with Disabilities (3)

This course will examine the learning and behavior characteristics, theories of etiology, and teaching strategies regarding students with disabilities. The purpose of this course is to provide support for the candidate in acquiring the knowledge and skills required in today's classrooms that assist with the identification of those learning factors that both support and impede a student's developmental progress or place students at risk for success in school. There will be 15 hours of directed field experiences embedded into this course.

Offered: Fall.

Upon the completion of this course, students will be able to:

1. Identify categories of eligibility as defined by IDEA.

2. Describe how the related spectrum of learning problems for each category of eligibility may manifest within the context of education.

3. Describe how teacher behaviors and the learning environment impact learners with disabilities access to grade-level standards.

4. Explain the process of unbiased assessment of student development and academic achievement, especially when learner differences may obscure development and learning (e.g., individual differences including disability, diverse cultures, and communities, prior knowledge and experiences, multiple perspectives, cultural norms, language development).

5. Identify interventions based on a learner's specific social, emotional, behavioral, and academic learning strengths and needs.

6. Identify appropriate technology and accommodation that remove barriers to grade-level standards for learners with disabilities.

SPED 6606 - Applied Behavior Analysis for Teachers (3)

This course will prepare future educators with procedures and processes for effectively managing the social and academic behaviors of students with disabilities across a variety of classroom and other educational environments. Emphasis will be placed on the application of the principles of effective instruction, proactive classroom management, effective behavior support, and applied behavior analysis. There will be 15 hours of directed field experiences embedded for this course.

Offered: Fall.

Upon the completion of this course, students will be able to:

1. Describe the utility of operant and respondent conditions within the context of special education.

2. Identify evidence-based whole-group behavior management strategies.

3. Identify evidence-based, individualized behavior management strategies.

4. Identify data collection procedures for designing and monitoring behavioral interventions.

5. Discuss the use of single-case research methodology in behavioral interventions.

6. Design an individualized behavior intervention that includes evidence-based practices.

SPED 6607 - Single Case Research for Special Educators (3)

This course focuses on the study and application of current research methods, procedures, and designs to aid in the processes of individualizing instructional and behavior management effectiveness within classroom settings. Students will develop an understanding of, evaluate, interpret, and apply various approaches and techniques used to conduct single case research. There will be 15 hours of directed field experiences embedded for this course. A pre-service certificate is required for this course.

Prerequisite: SPED 6602 Offered: Fall.

Upon the completion of this course, students will be able to:

1. Address considerations (practical and ethical) in using various experimental designs.

2. Describe the principles of single-case research (SCR) designs.

3. Describe procedures to increase internal validity for the following SCR designs:

    a. withdrawal designs or reversal designs

    b. alternating treatments designs

    c. multiple baseline/probe designs

    d. changing criterion designs

4. Write SCR methods appropriate to extend external validity through replication.

5. Use analysis (visual and nonparametric) to interpret data from SCR.

SPED 6633 - Curriculum and Differentiated Instruction (3)

This course will prepare candidates to effectively instruct students with disabilities in order access the Common Core Georgia Performance Standards (CCGPS) and increase their academic achievement. This course will examine curriculum and differentiated for effectively educating students with disabilities including those from various socioeconomic and culturally diverse backgrounds.   There will be 15 hours of directed field experiences embedded for this course. A pre-service certificate is required for this course.

Offered: Spring.

Upon the successful completion of this course, students will be able to:

1. Define key features of effective instruction for learners with disabilities (e.g., instructional scaffolding, universal design for learning, differentiated instruction, specially designed instruction)

2. Describe evidence-based practices for teaching executive functions to learners with disabilities

3. Demonstrate evidence-based practices for teaching academics (e.g., reading, mathematics, written expression, content area learning, vocabulary) to learners with disabilities

4. Describe evidence-based practices for teaching academics to learners with disabilities

SPED 6634 - Instructional Methods for Individuals with Moderate/Severe Disabilities and Autism Spectrum Disorder (3)

This course will provide teachers and teacher candidates with the knowledge and skills required to create instructional programs and conduct systematic instruction primarily for students with intellectual and developmental disabilities or Autism Spectrum Disorders; however, these teaching methods are useful and appropriate for students with other mild disabilities or without disabilities. During this course, students will learn the components of systematic instruction, use response prompting procedures, and use technology to create, collect and analyze instructional data that evaluate programs and develop generalized and maintained behaviors. Additionally, students will learn to identify and modify instructional variables to increase effectiveness and efficiency of instruction.

Prerequisite: EDUC 5000 Offered: Spring.

Upon the completion of this course, students will be able to:

1. Administer and interpret assessments for individuals with significant cognitive disabilities.

2. Describe appropriate curricula, materials, and resources for children with disabilities to access the general curriculum.

3. Describe components of systematic instruction, including variables that increase the efficiency of instruction.

4. Identify appropriate adaptations and technology for planning and managing the teaching and learning environment.

5. Implement individualized response-prompting procedures such as CTD, PTD, SLP, MLP, and naturalistic strategies.

SPED 6635 - Curriculum and Assessment for Individuals with Significant Cognitive Disabilities (1)

This course will provide candidates with the information and skills necessary to promote progress of students with significant cognitive disabilities in Georgia Common Core Curriculum and other critical skills such as adaptive skills and self-determination necessary to participate in the general curriculum and community. Assessment is integral to educational decision-making process of choosing the curriculum appropriate for individuals with exceptionalities. Through assessment and understanding of the curriculum, candidates will discover ways for individuals with significant cognitive disabilities to meet expectations. A pre-service or IN4T certificate is required for this course.

Prerequisite: SPED 6634 Offered: Fall.

Upon successful completion of this course, the candidate will be able to:

Outcome	SEMLO	Evaluation
1. Administer and interpret assessments of individuals with significant cognitive disabilities designed to develop instruction.	4, 8	Assessment Administration and Summary
2. Understand features, effectiveness, and use of appropriate curricula, materials, and resources in pertinent instructional areas including access to general curriculum.	1, 2, 3, 9, 11	Quizzes, Presentations, Article Review (MA)
3. Design assessment-driven planning and instruction of students with significant cognitive disabilities.	5, 10	Transition Plan, Goal Creation, Lesson Plans
4. Incorporate and implement instructional and assistive technology into the educational program.	2, 5, 10	Quizzes, Lesson Plans
5. Use technology for planning and managing the teaching and learning environment	2, 4, 5, 10	Presentation

SPED 6636 - Health Care of Students with Special Needs (3)

This course provides an overview of health care of students with special needs, practical application of skills in the classroom, and legal/ethical considerations.

Offered: Summer.

Upon the completion of this course, students will be able to:

1. Describe common healthcare needs individuals with disabilities have in the K-12 setting.

2. Discuss healthcare support available to individuals with disabilities in the K-12 setting.

3. Discuss the roles and responsibilities of key stakeholders (special education teachers, school nurses, related service providers) in supporting individuals with disabilities who have healthcare needs.

4. Create a plan for collaboration with stakeholders to address the healthcare needs of individuals with disabilities.

SPED 6684 - Advanced Strategies for Behavior Change (3)

This course will further candidates' knowledge of and skills in applying strategies for modifying problem behaviors of children with disabilities with an opportunity to apply research-based best practices to effect a change in academic and pro-social behavior of students with disabilities toward the goal of integration in the classroom, school, community, and job market with persons with and without disabilities.   There will be 15 hours of directed field experiences embedded for this course. A pre-service certificate is required for this course.

Prerequisite: SPED 6602, and SPED 6606 Offered: Spring.

Upon the completion of this course, students will be able to:

1. Describe evidence-based behavioral interventions to be used throughout the multitiered systems of support (MTSS).

2. Explain the rationale for conducting descriptive functional assessment and functional analysis.

3. Complete the process of functional assessment.

4. Interpret functional assessment and functional analysis data.

5. Select behavior analytic interventions based on dimensions of applied behavior analysis.

SPED 7705 - Policies and Legal Issues in Special Education (3)

This course will highlight the history and current status of litigation and school law which serves as the foundation for Special Education. The purpose of this course is to teach educators about laws and policies that affect educating students with disabilities. There will be 15 hours of directed field experiences embedded for this course.

Offered: Spring.

Upon the completion of this course, students will be able to:

1. Identify policies and laws that influence special education today

2. Apply current legal and legislative principles to real-world scenarios in special education

3. Summarize critical litigation, policies, and laws related to special education practice

4. Create legally-sound components of an Individualized Education Program (IEP)

SPED 7740 - Advanced Research to Practice (3)

This course will provide teachers with an opportunity to apply research-based best practices to effect a change in academic and pro-social behavior of students receiving special education and increase access to general curriculum. All field-based research projects will be reviewed by the instructor for compliance with the University 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 University guidelines and procedures to protect human subjects, researchers and the University.

Offered: Fall and Spring.

Upon the completion of this course, students will be able to:

1. Create measurable learning objectives based on the idiosyncratic needs of learners with disabilities.

2. Identify evidence-based instructional practices relevant to the idiosyncratic needs of learners with disabilities.

3. Design an intervention based on evidence-based practices and the individualized needs of a learner with a disability.

4. Analyze student work samples as part of instructional decision-making.

SPED 7780 - Capstone Seminar (with required portfolio exhibition) (3)

This course is non-transferable and must be completed at Piedmont University.

Application for graduation must be submitted when registering for this class.

This course will provide the candidates with a synthesizing opportunity in order to integrate the program objectives in an applied format. Application will take place through the development of a Capstone portfolio and the exhibition presentation with a selected committee. This is a Pass or Fail course.

Offered: Fall and Spring.

Upon successful completion of this course, the candidate will be able to:

1. Create a professional development portfolio that demonstrates mastery of knowledge and skills related to the program outcomes for MAT Candidates or for MA Candidates.

2. Create and present a scholarly exhibition that represents a personal synthesis of the program. The exhibition, presented to a three-member committee, will include discussion, examples, and other relevant artifacts that demonstrate professional and personal growth in the program of study.

TRUSTEES EMERITI

ADMINISTRATIVE OFFICERS

Marshall Criser
President for Piedmont University
B.S., University of Florida; A.M.P., INSEAD

Brant Wright
Senior Vice President for Administration and Finance
B.S., Oakland University; M.S., Walsh College

Kimberly Crawford
Vice President for Student Success & Leadership
B.A., Reinhardt College; M.A.T., Georgia College & State University; Ed.D., University of Texas Rio Grande Valley

Vickie Turner
Interim Vice President for Academic Affairs
B.A., M.P.A, Piedmont University

PRESIDENT EMERITI

D. Garen Simmons
Baldwin, Georgia

Dr. James Mellichamp
Charleston, SC

FACULTY

Tricia Anderson ('23)
Assistant Professor of Education
B.S., Mercer University
M.Ed., Ed.S., Central Michigan University

Elaine LeCreurer Bailey ('11)
Chair, Natural Sciences Department
Associate Dean, School of Humanities and Sciences
Professor of Chemistry
B.S., Armstrong Atlantic State University
Ph.D., Auburn University

Toni Bailey ('21)
Chair, Department of Advanced Graduate Studies
Director, Student Learning Outcomes
Assistant Professor of Education
B.A., M.A.T., Xavier University of Louisiana
Ph.D., Mercer University

Haley Barnett ('23)
Assistant Professor of Nursing
A.S., Reinhardt College
B.S.N., M.S.N., Emory University

Mindie, Blackshear-Turner ('23)
Chair, Mental Health Counseling Department
Assistant Professor of Mental Health Counseling
B.A., Piedmont College
MS, Mercer University
PH.D., Mercer University

Kathy Blandin ('12)
Chair, Theatre & Drama Education Department
Director, Theatrical Productions
Associate Professor of Theatre
B.A., Case Western Reserve University
M.F.A., University of Texas
Ph.D., University of Wisconsin

Jefferson B. Bowers ('18)
Chair, Interdisciplinary Studies Department
Associate Professor of Spanish
B.A., Presbyterian College
M.A., Appalachian State University

Rebecca Brantley ('16)
Director, Mason-Scharfenstein Museum of Art
Assistant Professor of Art
B.A., B.F.A, M.A., University of Georgia

Katherine Breithaupt ('10)
Professor of Education
B.A., Berry College
M.Ed., Ph.D., Clemson University

Savannah Brookshire ('21)
Assistant Professor of Accounting
B.B.A, M.S., University of Georgia

Angela H. Brown ('97)
Professor of Education
B.S., M.Ed., Ed.S., Ed.D., University of Georgia

Jeff W. Bruns ('17)
Associate Dean, Walker College of Business
Professor of Business
M.S., Southeast Missouri State University
D.B.A., Wilmington University
B.S., M.S., M.B.A., Ph.D., Illinois State University

Douglas Butts ('23)
Assistant Professor of Biology
B.S., Central Wesleyan College
M.Ed., Ph.D., University of Georgia

Carlos D. Camp ('83)
Professor of Biology
B.S., Georgia Southwestern College
M.S., Auburn University
Ph.D., University of Georgia

Chanda Carlan ('15)
Associate Dean, R.H. Daniel School of Nursing
Associate Professor of Nursing
A.S.N., North Georgia College and State University
M.S.N., Walden University

Stephen C. Carlson ('06)
Professor of Business
B.A., Jacksonville State University
M.S., Georgia State University
D.B.A., Nova Southeastern University

Sean W. Carrigan ('97)
Professor of Chemistry
B.S., Rhode Island College
Ph.D., University of Georgia

R. Windy Charles ('89)
Coordinator, Writing Center
Professor of English
B.A., M.A., Ph.D., University of Georgia

Jonathan Elias Clinton ('17)
Associate Dean, College of Education
Chair, Exceptional Child Education Department
Associate Professor of Education
M.A., Piedmont University
B.S., Ph.D., University of Georgia

Megan Cuellar ('24)
Associate Professor of Communication Sciences and Disorders
B.A., Ph.D., University of Tennessee
M.A., University of Memphis

Laura Pitts Darby ('20)
Associate Professor of Nursing
B.S.N., M.S.N., D.N.P, Georgia College and State University

Hugh Davis ('08)
Chair, Humanities Department
Professor of English
B.A., Belhaven College
M.A., University of Alabama
Ph.D., University of Tennessee

Joseph Dennis ('16)
Chair, Mass Communications Department
Advisor, Student Publication (radio)
Associate Professor of Mass Communications
B.A., North Central College
M.A., Ph.D., University of Georgia

Jaydn Dewald ('19)
Director, Creative Writing
Associate Professor of English
A.A., Sacramento City College
B.A., San Francisco State University
M.F.A., Pacific University
Ph.D., University of Georgia

Lindsay Dilbeck ('24)
Assistant Professor of Health Sciences
B.S., Berry College
M.S., University of Tennessee at Chattanooga

Debra F. Dooley ('96)
Coordinator, Science Education
Faculty Athletics Representative
Professor of Earth Science
B.S., Indiana University
Ph.D., University of Georgia

Andrew Duitsman ('23)
Assistant Professor of Biology
B.S.,Piedmont University
Ph.D., University of Georgia

Jackie Ellett ('18)
Coordinator, Art Education
Professor of Art Education
B.S.Ed., M.A.Ed., Ed.S., Ph.D., University of Georgia

Mark Evans ('19)
Assistant Professor of Education
A.A., New Mexico Military Institute
B.A., University of Maryland, Baltimore County
M.Ed., University of North Georgia
Ed.S., University of Georgia

Kimberly Farinella ('24)
Director, Communication Sciences and Disorders
Associate Professor of Communication Sciences and Disorders
B.S., M.A., State University of New York at Genesco
Ph.D., University of Arizona

Kristin Ford ('23)
Assistant Professor of Criminal Justice and Forensic Science
B.S., James Madison University
M.A., Argosy University
Ph.D., Capella University

Jennifer Fortunato ('23)
Assistant Professor of Biology
B.S., Florida State University
Ph.D., University of Alabama

Ryan Franklin ('14)
Chair, Department of Social Sciences
Coordinator, History Education
Associate Professor of History
B.A. North Georgia College & State University
M.A. University of West Georgia
Ph.D., Georgia State University

Kevin Freeman ('24)
Assistant Professor of Mental Health Counseling
B.S., M.S., Mercer University
Ph.D., Capella University

John Michael Friedline ('18)
Associate Professor of Psychology
A.B., M.S., M.P.H., Ph.D., University of Georgia

Mary Leah Friedline ('24)
Assistant Professor of Philosophy and Religion
B.A., Furman University
M.T.S., Emory University
Ph.D., Southern Methodist University

Tony Frye ('08)
Associate Dean, School of Humanities and Sciences
Professor of Political Science
B.A., Ohio State
M.A., University of Akron
Ph.D., Miami University

William Gabelhausen ('06)
Director, Theatrical Production
Professor of Theatre
B.F.A., Illinois Wesleyan University
M.F.A., Pennsylvania State University
M.Ed., University of Georgia

Ann Gazell ('18)
Chair/Program Coordinator, Tier I Leadership
Professor of Education
A.A., Georgia State University
B.S., Kennesaw State University
M.Ed., University of West Georgia
Ed.S., Ed.D., Piedmont University

David Gibbs ('11)
Associate Librarian for Collection Development
B.A., University of Georgia
M.L.I.S., University of Alabama

Jennifer Gilstrap ('18)
Associate Professor of English
B.F.A., Brenau University
M.A., Ph.D., Georgia State University

Bob Glass ('95)
Dean of Libraries & University Librarian
B.A., Delta State University
M.M., Louisiana State University
M.L.S., University of Southern Mississippi

Rebecca Godwin ('20)
Assistant Professor of Biology
B.S., M.S., Auburn University
Ph.D., University of California Davis

Amanda Gomez ('23)
Director, Clinical Education
Assistant Professor of Speech Language Pathology
B.A., Georgia State University
M.S., Western Kentucky University

Brittany Harmon ('24)
Assistant Professor of Communication Sciences and
Disorders
B.S.Ed., M.S.Ed., Valdosta State University
Ed.D., Nova Southeastern University

Shahryar Heydari ('92, '94)
Professor of Mathematics
B.S., M.S., University of South Carolina
Ph.D., Florida State University

Landis Hicks ('24)
Assistant Professor of Education
B.S., Berry College
M.Ed., University of Georgia
Ed.S., Brenau University

Laura Hudgens ('21)
Advisor, Yonahian Yearbook
Advisor, ROAR Newspaper
Assistant Professor of Mass Communications
A.A., Motlow State Community College
B.A., M.S., Middle Tennessee State University
A.B.D., University of Georgia

Robert Ivey ('20)
Associate Professor of Music
B.M.Ed., University of Montevallo
M.M.Ed., Ed.S., University of Georgia

Melissa Jackson ('18)
Advisor, ROAR Student Film Productions
Associate Professor of Mass Communications
B.A., University of South Alabama
M.F.A., University of Georgia

Steven Jacobs ('12)
Dean, College of Arts and Sciences
Professor of Sociology
B.A., Pennsylvania State University
M.A., Ph.D., University of Florida

Jaime Johnson-Huff ('07)
Dean, College of Nursing and Health Sciences
Professor of Nursing
B.S.N., Medical College of Georgia
M.S.N., Georgia State University
D.N.P., Medical College of Georgia

Christine Kaiser ('17)
Coordinator, BSN Program in Athens
Coordinator, AceMapp & Credentialing
Assistant Professor of Nursing
B.S.N., South Dakota State University
M.S.N., University of West Georgia

Christopher M. Kelly ('08)
Associate Dean, School of Fine Arts and Communications
Professor of Art
B.F.A.,University of Montevallo
M.F.A.,Rochester Institute of Technology

Areatha Ketch ('18)
Assistant Professor of Chemistry
B.S., North Georgia College and State University
Ph.D., University of Georgia

Kelly Land ('15)
Associate Dean, College of Education
Coordinator, Field Placement
Associate Professor of Education
B.S., ECE, Mercer University
M.Ed., Troy University
Ed.S., Ed.D. Piedmont University

John M. Lanneau ('23)
Director, Georgia Forensics Academy
Assistant Professor of Forensic Science and Criminal Justice
A.S., Middle Georgia College
B.B.A., M.S., Georgia College and State University

Jay Long ('20)
Assistant Professor of Accounting
B.B.A., University of North Georgia
M.Acc., University of Georgia

Kimberly Lovell ('92)
Associate Professor of Business
B.A., Piedmont University
M.B.A., Brenau College
Ed.S., Valdosta State University

Robert Lutz ('23)
Professor of Computer Science
B.M.E., Villanova University
M.B.A., Rutgers University
Ph.D., New Jersey Institute of Technology

Timothy F. Lytle ('95)
Professor of Philosophy and Religion
B.A., Toccoa Falls College
M.A., Western Kentucky University
Ph.D., University of Georgia

Tad MacMillan ('19)
Assistant Professor of Education
B.A., M.Ed., University of Georgia

Santanu Majumdar ('22)
Chair, Department of Art
Professor of Art
B.Des., National Institute of Design
M.F.A., Louisiana State University

Sandra Maughon ('15)
Director, Grants Research
Coordinator, Center of Teaching and Learning
Professor of Business
B.A., Georgia State University
M.S., George Washington University

Ethan Carter McCormick ('24)
Assistant Professor of Mass Communications
B.A., Mercer University
M.F.A., Savannah College of Art and Design

Brian McDermott ('23)
Assistant Professor of Spanish
B.A., Utah State University
M.A., Ruprecht-Karls-Universitat
Ph.D., University of Georgia

Kris McWhite ('20)
Associate Professor of Economics
B.S., Francis Marion University
M.A., Ph.D., Clemson University

Mark Merges ('23)
Chair, EDS
Coordinator, Off Campus Programs
Assistant Professor of Education
B.S., State University of New York at Brockport
M.A., University of Alabama
Ed.S., Lincoln Memorial University
Ed.D., Samford University

Drema Montgomery ('22)
Assistant Professor of Art
B.F.A., University of Montevallo
M.F.A., University of Georgia

Janice W. Moss ('94)
Advisor, Debate Team
Professor of Mass Communications
B.A., Shaw University
M.A., University of Louisiana-Monroe
D.A., Clark Atlanta University

Octavius Mulligan ('23)
Dean, College of Education
Professor of Education
B.A., M.A., Ed.S., Ed.D., Piedmont University

Steven D. Nimmo ('09)
Professor of Mathematics
B.A., Monmouth College
M.S., Ph.D., Iowa State University

Sherry Nourizadeh ('24)
Assistant Professor of Spanish
B.A., Kennesaw State University
M.A., Georgia State University
Ph.D., University of Georgia

William Nye ('18)
Associate Professor of Education
B.S., Georgia Institute of Technology
M.Ed., Georgia State University
Ph.D., University of Georgia

Taryn Ogle ('23)
Assistant Professor of Nursing
B.S.N., Augusta University
M.S.N., University of West Georgia

Heejin Park ('19)
Associate Instructor of Music
B.M., M.M., Georgia State University
D.MA., University of Georgia

Albert J. Pleysier ('82)
Professor of History
B.A., Calvin College
M.A., Western Michigan University
Ph.D., West Virginia University

Angela Rainwater ('23)
Chair, Elementary Education Department
Associate Professor of Education
B.S.Ed., Georgia State University
M.A., Ed.S., Piedmont University
Ed.D., University of Georgia

Kristin Randolph ('22)
Assistant Professor of Nursing
B.S.N., Piedmont University
M.S.N., Columbus State University

Theresa Reilly ('24)
Assistant Professor of Psychology
B.S., Armstrong State University
M.S., A.B.D., University of Georgia

Perry Rettig ('13)
Distinguished University Professor of Education
B.S.Ed., University of Wisconsin-Whitewater
M.S., University of Wisconsin-Milwaukee
Ph.D., Marquette University

James "Brandon" Reynolds ('21)
Director, Athletic Training
Assistant Professor of Health Sciences
B.S., Bridgewater College
M.Ed., Northwestern State University

Richard Rogers ('23)
Site Manager, Middle Georgia
Associate Instructor of Education
B.S., M.Ed., State University of West Georgia
Ed.S., Columbus State University
Ed.D., Valdosta State University

Morgan Sales ('18)
Assistant Professor of Business
B.S., M.B.A., Appalachian State University

Julia M. Schmitz ('11)
Coordinator, Symposium
Coordinator, Starfish
Professor of Biology
B.S., Sweet Briar College
Ph.D., University of Alabama at Birmingham

Michael Selover ('24)
Assistant Professor of Education, Methodologist
B.A., M.S., University of Florida
Ed.D., University of Wisconsin-Stout

Katrina Short ('12)
Chair, Middle Grades Education Department
Associate Professor of Education
B.A., M.Ed., University of North Florida
Ed.S., Ed.D., University of Florida

Karen Sigers ('17)
Associate Professor of Music
B.Mus., Brenau University
M.Mus., University of Georgia
D.M.A., University of Nebraska-Lincoln

Natalie Simmons ('24)
Assistant Professor of Biology
B.S., University of North Georgia
M.S., University of West Georgia

Sarah Smith ('23)
Assistant Professor of Health Sciences
B.S., M.S., Piedmont University

Tina Smith ('21)
Assistant Professor of Nursing
B.S.N, Brenau University
M.S.N., Kennesaw State University
D.N.P., Wilkes University

Candice Southall ('11)
Professor of Education
B.S., M.A., Ph.D., University of Georgia

John Spiegel ('09)
Associate Professor of Theatre
Director, Theatre Productions
B.A., Davidson College
M.F.A., University of North Carolina

Jeb Stacy ('22)
Assistant Professor of Physics
B.S., Arkansas Technical University
M.S., Ph.D., University of Arkansas

Nancy Sharpe Strawbridge ('18)
Professor of Education
M.Mus., Temple University
Ed.S., Georgia State University
B.MEd. Ed.D., Vanderbilt University

Gerald F. Sullivan ('13)
Professor of Business
B.B.A., University of Georgia
M.B.A., Georgia State University
D.B.A., Nova Southeastern University

Sarah Sumners ('21)
Associate Professor of Education
B.S., M.A.T., Mississippi University for Women
Ph.D., Mississippi State University

Douglas Torrance ('15)
Chair, Mathematical Sciences Department
Associate Professor of Mathematics
B.A., Northwestern University
M.S., Ph.D., University of Idaho

J. Kerry Waller ('11)
Dean, Walker College of Business
Professor of Business
B.A., Dickinson College
Ph.D., Clemson University

Susanna Warnock ('14)
Director, Travel Study
Associate Professor of Business
B.A., Berry College
Ph.D., University of Dublin

Stephen R. Whited ('93)
Professor of English
B.A., M.A., Georgia State University
Ph.D., University of Kentucky

Shannon Williamson ('24)
Assistant Professor of Communication Sciences and
Disorders
B.A., Columbia College
M.S., Ph.D., University of South Carolin

Naomi Woodbury ('23)
Assistant Professor of Mathematics
B.S., B.M., Anderson University
M.S., College of Charleston

Yunxuan Yang ('24)
Coordinator, Chemistry Lab and Chemical Hygiene Officer
B.S., University of Provence-Aix Marseille I
M.S., University of Wisconsin-Milwaukee

FACULTY EMERITI

Donna G. Andrews ('96)
Professor Emerita of Education
A.S., Young Harris College, B.S.; North Georgia College; M.Ed., Ph.D., Georgia State University

Barbara E. Benson ('05)
Professor Emerita of Education
B.A., University of Maryland; M.A., West Virginia University; Ed.D., University of Georgia

Marilyn Berrong ('01)
Professor Emerita of Education
A.A., Gainesville Junior College; B.A., Piedmont University; M.Ed., Ed.D., University of Georgia

Ellen C. Briggs ('91)
Professor Emerita of Education
B.S., Coker College; M.A., Appalachian State University; D.A., Middle Tennessee State University

William M. Brown ('94)
Professor Emeritus of Education
B.A., San Jose State University; M.A., Ph.D., University of Florida

Viviane L. Daigle ('95)
Professor Emerita of Psychology
B.S., State University of New York at Oneonta; M.A., Ph.D., Syracuse University

Anna Maria Dye ('02)
Professor Emerita of Nursing
B.S.N., M.S.N., D.N.P., Medical College of Georgia

C. Wallace Hinson ('93)
Professor Emeritus of Music
B.M.E., M.M.E., University of Central Arkansas
D.M.A., University of Illinois

Lisa Hodgens ('88)
Professor Emerita of English
A.B., M.A., Samford University; Ph.D., University of Alabama

Randall J. Hollandsworth (' 07)
Professor Emeritus of Education
A.S., Virginia Western Community College; B.S., University of North Carolina-Charlotte; M.S., Georgia State University; Ph.D., Virginia Polytechnic Institute and State University

J. Henry Johnson ('06)
Professor Emeritus of Theatre
A.A., Gainesville College; B.A., Brenau University; M.F.A., University of Georgia

Madge H. Kibler ('94)
Professor Emerita of Education
B.A., M.A.Ed., Ed.S., Ed.D., University of Georgia

Charles H. Lucado, Jr. ('95)
Professor Emeritus of Education
B.A., M.A., Ed.D., Virginia Polytechnic Institute and State University

Patricia H. Mapp ('03)
Professor Emerita of Education
B.S., M.Ed., University of Georgia

Patricia M. McCollum ('02)

Professor Emerita of Education
B.A., University of Georgia; M.Ed., Georgia State University; Ed.S., Ed.D., University of Georgia

A. Jane McFerrin ('81)
Professor Emerita of Education
B.Ed., Kent State University; M.Ed., Georgia State University; Ed.D., University of Georgia

Michael Moody ('08)
Professor Emeritus of Education
B.A., Ed.S, M.Ed., Georgia State University; Ed.D., University of Georgia

Keith R. Nelms ('98)
Professor Emeritus of Business
B.S., M.S., Georgia Institute of Technology; Ph.D., Georgia State University

Julie R. Palmour ('99)
Professor Emerita of Education
B.S., Georgia State University; M.S.Ed., Butler University; Ph.D., Bowling Green State University

Elizabeth C. Rogers ('89)
Professor Emerita of Education
B.S., M.S., University of Mississippi; Ed.D., University of Georgia

Teresa Secules ('00)
Professor Emerita of Education
B.A., Antioch College; M.A., Ph.D., Emory University

Patricia S. Sherrer ('02)
Professor Emerita of Business
B.S., M.S.Ed., Ph.D. Georgia State University

J. Michael Shirley ('10)
Professor Emeritus of Education
A.A., Truett-McConnell College; B.A., Piedmont College; M.Ed., University of Georgia; Ph.D., Georgia State University

Ralph B. Singer, Jr. ('72)
Professor Emeritus of History
B.A., Millersville University of Pennsylvania; M.A. University of Delaware; Ph.D., Georgia State University

Susan C. Smith-Patrick ('02)
Professor Emerita of Education
B.S., West Georgia College; M.Ed., North Georgia College; Ed.S., University of Georgia

Barbara Brown Taylor ('98)
Professor Emerita of Religion
B.A., Emory University; M.Div., Yale Divinity School; D.Div., Piedmont University, Honoris Causa

Edward C. Taylor ('99)
Professor Emeritus of Business
B.S., M.B.A., Morehead State University; Ph.D., University of Kentucky

Dale Van Cantfort ('02)
Professor Emeritus of Mass Communications
B.B.A., Stetson University
M.B.A., Georgia College and State University
Ph.D., University of Georgia

Cynthia L. Vance ('93)
Professor Emerita of Psychology
B.S., University of Oregon
M.S., Ph.D., University of Wisconsin-Milwaukee

Antoinette Willsea ('02)
Professor Emerita of Nursing
B.S.N., Harding University; M.S.N., University of Central Arkansas

ADMINISTRATION AND STAFF

Sheri Allen ('23)
Executive Assistant, Academic Affairs

Jody Anderson ('09)
Director, Institutional Research
B.A., Piedmont University; M.Div., Mercer University

Jim Andrews ('19)
Chief, Campus Police

Tiffani Arriaga ('22)
Specialist, Student Accounts

Jeri-Mae Astolfi ('20)
Senior Artist-in-Residence, Music
B.M., University of Alberta; M.M., McGill University;
D.M.A., University of Minnesota

Ashlyn Atnip ('23)
Assistant, Athletic Trainer, Athletics
B.S., Piedmont University; M.S.,Georgia College and State
University

Alayna Baggenstoss
Assistant Director, Residential Living, Student Success and
Leadership
B.A., Hamline University

Davis Barlow ('22)
Assistant Athletic Director, Athletic Communications,
Athletics
B.A., Piedmont University

Alicia A. Barton ('07)
Administrative Assistant, College of Arts and Sciences

Kyle Beaman ('21)
Assistant Director, Residential Living, Student Success and
Leadership
B.S., Reinhardt University

Sarah Benton ('17)
Assistant Director, Financial Aid
B.A., Piedmont University

Kara Blalock ('20)
Manager, Payroll

Brenda Boonstra ('11)
Director, Undergraduate Admissions
B.S., Calvin College

Rebecca Brantley ('15)
Director, Mason-Scharfenstein Museum of Art
B.A., B.F.A, M.A., University of Georgia

Joseph C. Brenes-Dawsey ('04)
Director, Institutional Effectiveness

A.F.A., Brevard College; B.Mus., University of Georgia;
M.L.I.S., University of South Carolina;
M.B.A., Piedmont University;
Ph.D., University of Georgia

Laura Briggs ('17)
Manager/Coordinator, Prospect Research/Gifts, Institutional
Advancement
B.A., Piedmont University

Lisa Brookshire ('99)
Manager, Faculty Services, College of Education
B.A., M.P.A., Piedmont University

Alex Buchman ('18)
Assistant Coach, Men's Soccer, Athletics
B.B.A, M.S.E., University of Wisconsin-Whitewater

Christian Buckmire ('22)
Assistant Coach, Women's Basketball
B.A., Piedmont University

Robert Burke ('23)
Technician, Maintenance, Facilities Management

Christopher Burnett ('23)
Specialist, Undergraduate Admissions

Elizabeth E. Butikofer ('94)
Director, Daily Operations, Athletics
A.A., Keystone Junior College; B.S., Slippery Rock
University of Pennsylvania; M.S., Austin Peay State
University

Bri Cantrell ('21)
Administrative Assistant, Advancement

Dylan Cantrell ('22)
Assistant Coach, Men's & Women's Cycling, Athletics
B.A., Piedmont University

James Carney ('16)
Head Coach, Men's & Women's Cycling, Athletics
B.A., Fort Lewis College

Lydia Carr ('22)
Assistant Director, Career Services

Samantha Carter ('22)
Executive Assistant, Administration and Finance

John Cavin ('20)
Assistant Coach, Men's Basketball, Athletics
B.S., Columbia International University; M.A., Charleston
Southern University

Ashley Clouatre ('12)
Director, Graduate Admissions
B.A., M.A.I.T, Piedmont University

Katy Coker ('09)
Administrative Assistant, Walker College of Business

Alicia Collier ('24)
Senior Staff Accountant, Controller's Office
A.A., Gainesville College
B.S., Piedmont University

Christal Craig ('20)
Assistant Controller, Business Office
A.A., Gainesville State College; B.A., University of North Georgia

Hayden Craig ('19)
Assistant Coach, Baseball, Athletics
B.Ed., Adrian College

Lily Cranford ('24)
Student Services Specialist, Registrar's Office
B.A., Toccoa Falls College

Kimberly Crawford ('15)
Vice President, Student Success & Leadership
B.A., Reinhardt College; M.A.T., Georgia College & State University; Ed.D., University of Texas Rio Grande Valley

Marshall Criser ('23)
President for Piedmont University
B.S., University of Florida; A.M.P., INSEAD

Jason Croy ('22)
Program Coordinator, Recreation and Wellness
B.S., Emmanuel College; M.Ed., Clemson University

Jalen Davis ('23)
Advisor, Undergraduate Admissions

John Delf-Montgomery ('21)
Head Coach, Strength & Conditioning, Athletics
B.S., Berry College; M.A., University of Illinois-Springfield

Brittany DeVane ('24)
Advisor, Undergraduate Admissions

Alexandria Drake ('22)
Assistant Director, Residential Living, Student Success and Leadership
B.S., Georgia Southwestern State University; M.Ed., Georgia Southern University

Cortney Drake
Staff Accountant, Business Office

Timothy Dunton ('15)
Head Coach, Men's Lacrosse, Athletics
B.S., Endicott College; M.S., Lasell University

Ineke Dyer ('21)
Director, Student Support Services
B.S., University of Maine; M.S., California Lutheran University

Williams Edwards ('23)
Officer, Campus Police

Terrie Ellerbee ('20)
Specialist, Admissions and Parent Communications, Advancement
B.A., Piedmont University

Tanya Elrod ('19)
Technician, Maintenance Fleet,
Facilities Management

Zachary Ernst ('23)
Assistant Coach, Men's Soccer, Athletics

Erica Etheridge ('22)
Specialist, Student Services, Athens Campus
Advisor, Undergraduate Admissions

Renee' Fargason ('23)
Public Information Officer, President's Office

Jacob Farrell ('22)
Assistant Coach, Men's Lacrosse

Erin Forester ('19)
Executive Assistant, President's Office
B.A., M.B.A., Piedmont University

Melissa Fortner ('23)
Registrar
B.S., Piedmont University; M.B.A., Truett McConnell University

Karis Fowler ('16)
Advisor, Undergraduate Admissions
A.A., Truett McConnell College; B.S., North Georgia College & State University

Shane Free ('06)
Officer, Campus Police

Joseph Garwood ('18)
Director, Athletic Communications, Athletics
B.S., Appalachian State University

Brian J. Gawne ('18)
Assistant Coach, Men's and Women's Track and Field, Athletics
B.S., M.S., The State University of New York – Brockport

David A. Gibbs ('11)
Associate Librarian for Collection Development
B.A., University of Georgia; M.L.I.S., University of Alabama

Bob Glass ('95)
Dean of Libraries, University Librarian
B.A., Delta State University; M.Mus., Louisiana State
University; M.L.S., University of Southern Mississippi

Nathaniel Greer ('24)
Assistant Coach, Women's Softball

Teddy Guyer ('19)
Head Coach, Men's and Women's Swimming, Athletics
B.S., Western Carolina University

Natalie Hale ('19)
Specialist, Registrar's Office
B.A., M.B.A., Piedmont University

Kay Hamilton ('03)
Technician, Janitorial
Facilities Management

Mitzi Heck ('10)
Director, Administrative & Student Services, Athens Campus
A.S., Henry Ford Community College; B.A., Piedmont
University

Zackary Hoopaugh ('21)
Director, Marketing
B.S., Kennesaw State University

Oliver Howington ('22)
Coordinator, Learning Center
B.A., Georgia State University

Stephanie Hudgens ('12)
Administrative Assistant, Student Life & Leadership &
Coordinator, SHIP

Keri Hurney ('20)
Officer, Certification/T.M.P.S., College of Education
B.S., Bowling Green State University; M.B.A., University of
Toledo

Michelle Irvin ('18)
Operator/Clerk, Switchboard/Mailroom
A.A., B.S., Emmanuel College

Tori Jackson ('21)
Instructional Designer
B.S., M.S.S, Ed.D., Nova Southeastern University; M.S.,
Georgia State University

Jamie Jimison ('19)
Director, Men's and Women's Cross Country and Track and
Field, Athletics
B.A., Berea College; M.A., Union College

LaMica Justice ('24)
Chief Information Officer

Colleen Kearney ('15)
Evening Public Services Specialist, Library
A.A., Gainesville State College; B.A., Piedmont University

Jessica Kellog ('23)
Advisor, Student Success

Henry "Hank" Knight ('21)
Assistant Vice President, Facilities Management
B.S., Southern College of Technology

Stephane Lamm ('21)
Assistant Coach, Women's Soccer, Athletics
B.S., Emmanuel College; M.A.T., Rockford University

Gabriella Lotter ('23)
Assistant Trainer, Athletic Training, Athletics
M.S., Piedmont University

Jim C. Love ('14)
Technician, Maintenance, Facilities Management

Walter Lovisek ('17)
Officer, Campus Police

Lisa Mann ('18)
Director, Career Counseling
B.B.A., Freed Hardeman University; M.B.A., M.A.Ed.,
Bethel University

Terry Martin ('98)
Head Coach, Women's Softball, Athletics
B.S., Nyack College; M.S., United States Sports Academy

Trey Martin ('17)
Head Coach, Women Tennis, Athletics
Assistant Coach, Men's Tennis, Athetics
B.A., M.A., Piedmont University

Jamie McCormack ('16)
Head Coach, Volleyball, Athletics
B.A., Huntingdon College

Tim McCormack ('13)
Head Coach, Women's Soccer
B.A., Huntingdon College; M.A.T., Piedmont University

Chris McVay ('19)
Technician, Maintenance
Facilities Management

Dustin Meadows ('23)
Head Coach, Men's Golf

Chad Mealor ('19)
Officer, Campus Police

Vicky Mealor ('20)
Officer, Campus Police

Catherine Mote ('24)
Recruiter, Graduate Admissions

Octavius Mulligan ('23)
Dean, College of Education
B.A., M.A., Ed.S., Ed.D., Piedmont University

Kayla Neal ('23)
Specialist Instructor, Georgia Forensic Academy

Greg Neeley ('13)
Head Coach, Men's Basketball, Athletics
B.S., Ohio Northern University; M.B.A., Piedmont University

Anthony Newton ('24)
Director, Division of Online Learning

Dennis Nichols ('21)
Technician, Maintenance, Facilities Management
A.A.S., North Georgia Technical College

Jackson Nichols ('23)
Technician, Maintenance, Facilities Management

Catherine Nix ('12)
Assistant Director, Financial Aid
B.A., M.B.A., Piedmont University

Hazel Park ('18)
Assistant Director, Student Accounts, Business Office

Sara Pasour ('23)
Assistant Coach, Volleyball, Athletics
B.S., Mars Hill University

Jalpa Patel ('23)
Specialist, Facilities Management

Sheena H Patrick ('20)
Associate Registrar, Registrar's Office
A.A., B.S., Truett McConnell University
M.B.A., Piedmont University

Tracey Paul ('23)
Dean of Students and Director of Residential Living

Emily Paulk ('21)
Recruiter, Graduate Admissions
B.S., University of North Georgia

Richard Pearce ('23)
Assistant Coach, Baseball, Athletics

James A. Peeples ('01)
Director, Intercollegiate Athletics
B. A., Westminister College; M.Ed., Slippery Rock University

Danielle Percival ('14)
Assistant Athletic Director, Athletic Communications
B.S., Troy University

Ashley Powell ('23)
Medical Office Assistant, SLP Clinic

Brenda Pruitt ('19)
Specialist, Accounts Payable Specialist, Business Office
A.S., Chattanooga State Technical College

Jamie Purdy ('05)
Assistant Director, Intercollegiate Athletics & Senior Woman Administrator
Head Coach, Women's Basketball, Athletics
B.A., Piedmont University; M.S., Georgia Southern University

Cristen Rabern ('21)
Head Coach, Cheerleading, Athletics
B.S., University of North Georgia

Shelley Randolph ('22)
Director, Financial Aid
B.S., Columbus State University; M.S., Brenau University

Dan Roberts ('17)
Officer, Campus Police

Letitia Roller ('21)
Director, Human Resources
B.A., University of South Carolina; M.B.A., Piedmont University

Suzanne Rose ('20)
Assistant Director, Residential Living Student Success and Leadership
B.S.F.A., M.Ed., Western Carolina University

Stephen Ross ('21)
Officer, Campus Police
B.S., Piedmont University

Eli Ruiz-Mendoza ('23)
Coordinator, Accounts Payable, Controller's Office

Silas Sandles ('24)
Advisor, Undergraduate Admissions

Hannah Satterfield ('22)
Head Coach, Women's Golf
B.S., Truett McConnell University
M.A.T., Georgia College and State University

Justin M. Scali ('06)
Head Coach, Baseball/Director, P-Club, Athletics
B.S., Methodist University; M.B.A., Piedmont University

Casey Sellers ('11)
Technician, Maintenance
Facilities Management

Cassie Shirley ('12)
Director, Student Accounts
B.B.A., University of North Georgia

Amanda Shroyer ('24)
Human Resources Generalist

Lisa Shurtleff ('21)
Counselor, Career Services
B.A., Piedmont University; M.A., Clemson University

William Simmons ('12)
Officer, Campus Police

Christine Sledge ('22)
Advisor, Financial Aid
B.A., University of North Georgia

Christopher Smith
Maintenance Technician, Facilities Management

Lyn St. Louis ('22)
Advisor, Student Success
B.A., Piedmont University

Wendy L. Stanley ('06)
Coordinator, Regional Admissions
B.A., M.B.A., Wesleyan College

James W. Stephens, III ('05)
Head Coach, Men's Soccer, Athletics
B.A., Piedmont University

Ann Sutton ('10)
Assistant Vice President for Advancement and Development
A.A., Gainesville State College; B.A.; M.B.A., Piedmont University

Matthew Teutsch ('19)
Director, The Lillian E. Smith Center, President's Office
B.S.Ed., M.A., University of Louisiana-Monroe; Ph.D., University of Louisiana Lafayette

Brooke Thacker ('21)
Head Coach, Women's Lacross, Athletics
B.A. Roanoke College

Ty Thomaswick ('19)
Data Research Analyst, Institutional Research
B.A., M.B.A., Piedmont University

Cindy Tinius ('17)
Coordinator, Graduate Admissions

Vickie Turner ('09)
Interim Vice President for Academic Affairs
B.A., M.P.A, Piedmont University

J. Kerry Waller ('11)
Dean, Walker College of Business
B.A., Dickinson College; Ph.D., Clemson University

Crystal Waye
Instructional Designer, Academic Affairs
M.B.A., Troy University; B.A., Columbus State University

Madison Whiteside
Assistant Coach, Softball, Athletics
B.S., Piedmont University

Kristin Whitlock ('24)
Assistant Athletic Trainer, Athletics

Catherine Simpson Wiles ('15)
Assistant Director, Career Services & Personal Development/Starfish Administrator
B.S., Anderson College; M.B.A., Brenau University

Chelsea Wilkes ('13)
Director, Campus Experiences & Operations, Undergraduate Admissions
B.A., Piedmont University

Matt Williams ('21)
Head Coach, Men's Tennis, Athletics
B.S., Mercer University; M.S., University of Georgia

Pamela J. Williams ('07)
Administrator, Programs, Facilities Management & Safety
B.S., Western Carolina University; M.A.T., Piedmont University; M.B.A, Piedmont University

Remel Williams ('20)
Assistant Coach, Men's and Women's Track and Field, Athletics
B.S., Shorter University; M.Ed., Lincoln Memorial University

Sean Williamson ('22)
Director, Counseling Services
M.S.W., University of Georgia; B.A., Emmanuel College

Jared Worley ('21)
Advisor, Financial Aid
A.A., B.B.A., University of North Georgia

Brant Wright ('19)
Senior Vice President, Administration and Finance
B.S., Oakland University; M.S., Walsh College

Amy Young ('22)
Administrative Assistant, College of Nursing & Health Sciences

INDEX