

PIEDMONT  
UNIVERSITY

# UNDERGRADUATE

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# CATALOG

2024-25



ATHENS | DEMOREST | ONLINE



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# **Undergraduate 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/](http://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](http://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](http://www.gapsc.com)). Authority to recommend for certification rests with the Dean of the College of Education.

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

The Piedmont University Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 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](http://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.

## ACADEMIC PARTNERSHIPS

### LCMC/RIZE:

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

### Acadeum:

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

## NON-DISCRIMINATION POLICY

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

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](http://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 through 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](http://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](mailto:titleIX@piedmont.edu). An Anonymous Tip Line is also provided on the Campus Safety website as a means by which students, faculty, staff or community members may relay information anonymously for investigation.

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

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**

Daniel Hall - Room 303D  
 1021 Central Avenue  
 P.O. BOX 10  
 Demorest, GA 30535  
 (706) 778-8500  
 TitleIX@piedmont.edu

**Human Resources**

Daniel Hall – Room 213  
 1021 Central Avenue  
 P.O. BOX 10  
 Demorest, GA 30535  
 (706) 778-8500  
 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**

# 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.

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

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

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

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

Unless otherwise specified by professional accreditation standards, the formula for awarding credit hours for internships, 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

# ADMISSION TO PIEDMONT

## FRESHMEN (FIRST TIME IN COLLEGE-FTIC)

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

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

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

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

## HOME-SCHOOLED STUDENTS

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

## TRANSFER STUDENTS

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

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

1. An application for admission;
2. Official transcripts from **every** college, university, or technical college attended. Transfer applicants must present a satisfactory academic record from each institution attended and must be in good standing at their most recent institution attended;
3. If the transfer student has less than 30 transferable semester credit hours from previously attended institutions, an official, final high school transcript or General Equivalency Diploma (GED) assessment scores report is required.
4. Undergraduate degree completion programs are available to students who have started, but not finished, a four-year undergraduate degree. See full details under Degree Completion below.
5. Students who have completed an Associate of Arts or an Associate of Science degree at an accredited college or university are deemed to have completed the general education requirements at Piedmont University. This exemption does not apply to other associate degrees (e.g. AAS or AAT).

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

- Students may receive transfer credit for courses taken at accredited institutions and foreign institutions approved for semester(s) abroad.
- Students who attended colleges not accredited at the time of attendance may be asked to provide additional materials including course syllabi, college catalog course descriptions, and instructors' credential information before transferability of the courses may be determined.

- Only grades of “C” or higher are transferred in all courses.
- For more information on what classes will transfer specifically, please refer to the transfer equivalency tool here: <https://www.piedmont.edu/registrar/transfer-credit/>.
- Developmental, orientation, student-assembly, and cultural-events credits are non-transferable.

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

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

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

### **Degree Completion**

A degree completion program is specifically designed for students who have started, but not finished, a four-year undergraduate degree. By accepting some or all credits a student has already earned from their previous education, degree completion programs offer students a faster and often less expensive alternative to starting an undergraduate education from scratch. In addition to accepting students who have started and not finished a bachelor's degree, some degree completion programs cater specifically to students who have already earned an associate degree.

#### ***Athens and Demorest Campuses***

To enter a degree completion program, Piedmont University must accept a minimum of 45 semester units of college-level credit from an accredited college or university or nationally recognized examination credit (CLEP or similar). First-time in college students who have earned 45 hours or more in dual enrollment and/or advanced placement courses are not eligible for the degree completion program and must enter as traditional freshmen. Students with fewer than 45 hours may appeal to the Dean of the School of Arts and Sciences to enter the program.

Those who have completed an Associate of Arts or an Associate of Science degree at an accredited college or university are deemed to have completed the general education requirements at Piedmont University. This exemption does not apply to other associate degrees (e.g. AAS or AAT).

Applicants who have not earned an Associate of Arts or an Associate of Science degree will need to complete the degree completion general education requirements as outlined in the university catalog.

Credit is transferrable only for courses in which a grade of C or above is earned.

#### ***Special Populations***

*(Paraprofessional to Teacher)*

Paraprofessionals working in a school system who wish to complete a Bachelor's degree may enter a specifically designed degree completion program. These applicants must have earned at least 60 semester hours of college-level transfer credit from an accredited college or university or nationally recognized examination credit (CLEP or similar). Students with fewer than 60 semester hours may appeal to the Dean of the College of Education to enter the Degree Completion Program.

Those who have successfully completed an Associate of Arts or an Associate of Science degree are also eligible for this degree completion program. Those who have completed an Associate of Arts or an Associate of Science degree at an accredited college or university are deemed to have completed the general education requirements at Piedmont University. This exemption does not apply to other associate degrees (e.g. AAS or AAT).

Applicants with 60 hours of transferrable credit but who have not earned an Associate of Arts or an Associate of Science degree may need to complete some required general education coursework. These applicants would follow the degree completion general education requirements as outlined in the university catalog.

Credit is transferrable only for courses in which a grade of C or above is earned.



## TRANSIENT STUDENTS

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

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

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

## FAILURE TO DISCLOSE OFFICIAL TRANSCRIPTS

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

## DUAL ENROLLMENT

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

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

- Be enrolled as a Junior or Senior high school student in a public or independent high school or home study program.
- Apply and be accepted through the Undergraduate Admissions process, meeting the specific requirements for DE students.

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

- Application for admission
- Official high school or home study transcripts with a 3.0 or higher grade point average (GPA)
- Completed Teacher Recommendation Form signed by a parent and a school official or home school administrator.
- Students must maintain a 3.0 GPA in DE classes to be allowed to return for another semester.

## INTERNATIONAL STUDENTS

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

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

1. Submit a course-by-course analysis of all secondary and post-secondary credits earned outside the U.S. We recommend utilizing the services of World Educational Services or Josef Silny & Associates, Inc. or any current member of NACES (<http://www.naces.org/>). If submitting a secondary course work evaluation that reflects credits still in progress, the applicant must have a final official transcript submitted from the institution attended when available.
2. An official score report of the Scholastic Aptitude Test (SAT) of the University Entrance Examination Board or the American University Test (ACT) of the American University Testing Programs is required if available.
3. Non-native English speakers must also provide proof of English proficiency. Students may submit official scores of one of the following: 1. Test of English as a Foreign Language (TOEFL). A satisfactory TOEFL score is 550 or higher on the paper-based version, 213 or higher on the computer-based version, or 79 or higher on the Internet-based version. A TOEFL score more than two

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

4. A completed health form, along with proof of health insurance and immunizations.
5. A financial statement showing sufficient availability of funds and the source of these funds for the first year of college.
6. When all items listed above are received and if the student has been accepted to the university, a Certificate of Eligibility for Nonimmigrant (F-1) Student Status – For Academic and Language Students (I-20) can be released to the student.

Due to the time required for sending the additional documents needed for acceptance consideration, international students are urged to complete their application file at least 45 days prior to the semester they wish to enroll.

## NON-DEGREE STATUS

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

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

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

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

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

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

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

## READMISSION

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

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

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

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

## ACADEMIC FORGIVENESS POLICY

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

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

### **GUIDELINES FOR ACADEMIC FORGIVENESS:**

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

### **ADMISSIONS APPEAL**

An applicant who is denied admission may appeal to the Vice President for Student Life and Leadership. 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 Admissions Committee for a decision.

## EXPENSES

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 tuition approved by the Piedmont University Board of Trustees is as follows.

#### Demorest Campus

Fall 2024/Spring 2025: \$15,600 per semester (\$31,200 per academic year) for full-time students taking 12-18 hours per semester. Students who are eligible to take more than 18 hours pay the part-time rate of \$1,100 per additional credit hour. The tuition for part-time students taking 11 credit hours or less per semester is \$1,100 per credit hour.

Summer 2025: Summer tuition for undergraduate students is discounted regardless of the number of semester hours taken. Tuition for Summer 2024 is \$12,020 for full-time students taking 12-18 hours. Tuition for part-time students taking 11 credit hours or less during the summer semester is \$855 per credit hour. Domestic and international academic travel expenses vary according to location, itinerary, and duration. Because of the tuition discount, not all aid will be applicable during the summer semester. Students will need to contact the Financial Aid Office for questions regarding summer aid.

#### Athens Campus

Fall 2024/Spring 2025: \$12,020 per semester (\$24,040 per academic year) for full-time students taking 12-18 hours per semester. Students who are eligible to take more than 18 hours pay the part-time rate of \$855 per additional credit hour. The tuition for part-time students taking 11 credit hours or less per semester is \$855 per credit hour.

Summer 2024: Tuition for Summer 2024 is \$12,020 for full-time students taking 12-18 hours. Tuition for part-time students taking 11 credit hours or less during the summer semester is \$855 per credit hour. Domestic and international academic travel expenses vary according to location, itinerary, and duration.

Athens Nursing Students: Athens nursing students entering their junior and senior years will be charged at the Demorest tuition rate. Students enrolled in 12-18 credit hours will be charged \$15,600 per semester. Please get in touch with the Financial Aid Office for questions regarding applicable financial aid.

#### Non-Degree Students

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

#### Online Undergraduate Degree Program

Students enrolled in an online undergraduate degree program are charged the online rate of \$615 per credit hour.

## 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			
Residence Hall	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.

**ADVANCE DEPOSITS/MATRICULATION DEPOSITS**

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

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

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

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

Master of Science: Speech Language Pathology Students: Once a student is accepted into the Speech Language Pathology program, a deposit will be required to hold the student's place in the program. The deposit will be specified by the Office of Graduate Admissions.

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

**ACCOUNT STATUS**

Students are responsible for checking their account status online by logging into the student portal, 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 may sign up for a payment plan.

**ADDITIONAL CHARGES**

Applied music - private lessons	\$100 per credit hour
Technology Fee (per semester)	\$250/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
Matriculation deposit (new undergraduate student) (Please see School of Nursing section for information about the Nursing deposit)	\$100
Transcript (Clearinghouse paper copy, does not include additional shipping if multiple copies or express delivery is selected.)	\$10.15 each
Transcript (Clearinghouse electronic copy)	\$9.00 each
Housing deposit (new student)	\$250
Housing deposit (returning student)	\$50
Application for graduation for undergraduate students	\$100
Late fee for graduation applications submitted past published deadlines (*Increases to \$100 if late application is received in the same term as expected graduation.)	\$25
Replacement diploma	\$100
Replacement student ID	\$25
Fax service	\$2 first page, \$1 additional pages

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

## ACCOUNT BALANCE AND COLLECTION FOR NON-PAYMENT

Students must pay in full or make payment arrangements with Student Accounts before they can complete registration and officially enroll in classes. Any student who has not satisfied their financial obligation either by payment in full or satisfactory payment arrangement 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.

## **OUTSIDE SCHOLARSHIPS**

Outside Scholarships (also known as Private Scholarships) are scholarships which a student receives from an outside entity. The award letter or certificate and the scholarship check from the entity should be sent to Student Accounts for processing at least 4-6 weeks before the start of the semester. Unless otherwise stated, awards will be split between the fall and spring semesters of enrollment.

## **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](http://www.piedmont.edu/business-aid). Please contact Student Accounts for further details.

# FINANCIAL AID

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

## APPLICATION PROCEDURES

### Application Procedures

There are four primary sources of student financial assistance: federal, state, institutional, and third-party sources. The financial aid application procedures for undergraduate students are available on the Financial Aid website at [www.piedmont.edu](http://www.piedmont.edu). To apply for federal and state student financial aid, a student should complete the Free Application for Federal Student Aid (FAFSA). This form may be completed online at [studentaid.gov](http://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.

## TITLE IV FEDERAL AID POLICY

### 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 UNDERGRADUATE STUDENTS

The U. S. Department of Education mandates that institutions of higher education establish minimum standards of “Satisfactory Academic Progress” for students receiving federal and state financial aid. Piedmont University applies these standards to all applicants for federal and state financial aid such as Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), TEACH Grant, Federal Stafford loans, HOPE Scholarship, Zell Miller Scholarship, Georgia Tuition Equalization Grant (GTG), and Student Access Loans.

### Standards

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

**A. QUALITATIVE CRITERIA** - To be eligible for federal and state financial aid, an undergraduate student must have a cumulative grade point average (GPA) of 2.0 or higher on a 4.0 scale.

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

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

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

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

### **Satisfactory Academic Progress Statuses**

- **FINANCIAL AID GOOD STANDING** – Student has a cumulative GPA of 2.0 or higher, student is completing sixty-seven percent (67%) of all attempted credit hours, and student is able to graduate within 150% maximum timeframe limit.
- **FINANCIAL AID WARNING** – Student's cumulative GPA dropped below a 2.0, and/or student did not complete sixty-seven percent (67%) of all attempted credit hours, and student is able to graduate within 150% maximum timeframe limit. A student is able to receive federal and state financial aid while on financial aid warning status but must meet SAP standards during that term of enrollment to remain eligible for subsequent federal and state financial aid.
- **FINANCIAL AID SUSPENSION** – Student did not meet SAP standards while in Financial Aid Warning or Financial Aid Probation status, or it is determined that the student will not be able to graduate within 150% maximum timeframe limit or a student with a Financial Aid Academic Plan status fails to follow the plan. Student is not eligible to receive federal and state financial aid while on Financial Aid Suspension. Classes taken after losing eligibility will be at the student's expense and will need to use funds other than federal and state financial aid. The university is responsible for calculating if a student would be meeting SAP after a future term. If it is not mathematically possible for a student to meet SAP standards while on Financial Aid Warning for the upcoming semester, the student will be placed on Financial Aid Suspension and is not eligible to receive federal and state aid.
- **FINANCIAL AID PROBATION** - This status is only granted upon the approval of a Financial Aid SAP Appeal. Student may receive federal financial aid for one semester but must meet SAP standards by the end of that term to remain eligible for subsequent federal financial aid.
- **FINANCIAL AID PROBATION WITH ACADEMIC SUCCESS PLAN** - Student fails to meet SAP standards for the term in which the student is on Financial Aid Warning. This status is only granted upon the approval of a Financial Aid SAP Appeal with the condition the student follows stipulations set by the Financial Aid Office and the Academic Success Plan. The student is eligible to receive federal and state financial aid as long as the student continues to follow the academic plan. A Student's eligibility for federal and state aid will be evaluated each semester until student meets SAP standards.

### **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 and State Financial Aid**

Financial aid eligibility may be reinstated when the student raises their cumulative GPA to a 2.0 and has achieved a cumulative completion rate of sixty-seven percent (67%) of all credit hours attempted. Reinstatement of financial aid eligibility may also occur upon approval of a Satisfactory Academic Progress Appeal. A student who exceeds the maximum length of study at Piedmont University (item C) may appeal if student changed program of study. However, an Academic Success Plan is needed.

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

### **Appeals Process**

A student may request consideration for reinstatement of financial aid eligibility through a formal appeal process by completing the Satisfactory Academic Progress (SAP) Appeal Form. Students will also need to go to [Starfish.piedmont.edu](http://Starfish.piedmont.edu), "Request Help" and indicate interest in completing an Academic Success Plan (ASP). A Student Success staff member will reach out and assist with completing the ASP and signing the Satisfactory Academic Progress (SAP) Appeal Form.

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

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

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

1. The extenuating circumstances that resulted in the student's failure to make SAP. Acceptable circumstances on which a student could base an appeal are those that could not have been foreseen at the beginning of the semester or enrollment period, and that 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. The Director of Financial Aid or another designated senior member of the Financial Aid Office will review each written appeal, along with relevant academic history. The student will be notified via their Piedmont University email account of the appeal decision. A student whose appeal is approved will be placed on Financial Aid Probation for one semester. While on Financial Aid Probation, a student may receive federal and state financial aid for one probationary semester or enrollment period, after which another SAP review will be conducted.

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

### **Maximum Timeframe Extension Appeal Process**

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

If an appeal is approved, coursework will be limited to courses required for the completion of the degree. In addition, a student must maintain a minimum cumulative GPA of 2.0 and successfully complete all courses listed on their Academic Success Plan. Failure to meet the requirements of the approved timeframe appeal will result in the suspension of federal and state financial aid eligibility.

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

### **Federal Assistance**

#### **Federal Pell Grant**

The Pell Grant is awarded to high-need students pursuing their first baccalaureate degree. The amount of the award is prorated based on the student's Student Aid Index (SAI) and enrollment status. Pell Grant eligibility is limited to the equivalent of six full-time academic years. Students attempting a double major must complete both majors during the same semester. At any point that degree requirements are met for one degree, student would no longer qualify for Pell Grant to finish second degree.

#### **Federal Supplemental Educational Opportunity Grant**

SEOG grants are available to undergraduate students who demonstrate exceptional financial need, with priority given to Federal Pell Grant recipients. Grant amounts vary, and the amount of available funds are limited.

#### **Federal Direct Loan Programs**

There are two types of federal direct loans available, subsidized and unsubsidized. Subsidized loans have no interest or payments until six months after the student ceases to be enrolled, enrolled at less than half-time or graduates. 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.

#### **Federal Parent PLUS Loan**

The PLUS Loan program is available for parents of dependent students. A parent may obtain a PLUS Loan without demonstrating financial need and may borrow up to the entire annual cost of attendance as certified by the financial aid office. The PLUS loan is based on the parent's credit. This is a non-need-based program, and therefore, all parents may apply. Normal credit standards are used to determine whether a parent is approved for the loan. Loan amounts cannot exceed the cost of attendance less any financial aid received. Visit [studentaid.gov](http://studentaid.gov) for additional parent loan information.

**Federal Work-Study**

This program provides jobs for students with financial need, allowing them to earn money to help pay education expenses and learn valuable work experience in various areas within the university. Jobs are assigned by Piedmont University's Human Resources Office.

**FEDERAL TEACH GRANTS**

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

The TEACH Grant Program was created by Congress in the University Cost Reduction and Access Act. For more information call the Federal Information Student Center: 1-800-4-FEDAID or view the website [studentaid.gov/understand-aid/types/grants/teach](http://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 list of low-income schools please see the list at [studentaid.gov/understand-aid/types/grants/teach](http://studentaid.gov/understand-aid/types/grants/teach).

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

**STATE ASSISTANCE****Georgia Tuition Equalization Grant**

The purpose of this grant is to provide tuition assistance to Georgia residents who wish to pursue a college education at a private college or university within Georgia. Eligible students must be enrolled full-time in an undergraduate degree program. The grant amount varies each year according to state appropriations.

**HOPE Scholarship**

Funded by proceeds from the Georgia Lottery for Education, HOPE Scholarship is available for students who graduated from an eligible Georgia high school with a 3.0 average in a college preparatory curriculum and meet specific academic rigor requirements. Other students may be eligible for the HOPE Scholarship if they meet specific Georgia residency requirements and earn a 3.0 cumulative grade point average at 30, 60, or 90 attempted semester hours. A student who has earned a previous bachelor's degree or who has attempted more than 127 semester hours is not eligible for HOPE Scholarship. HOPE Scholarship is available for full and half-time enrollment. The scholarship amount varies each year according to state appropriations.

**Zell Miller Scholarship**

The Zell Miller Scholarship is available for students graduating from an eligible Georgia high school, who have a 3.7 average in the core academic curriculum and a combined SAT score of 1200 or higher. Zell Miller Scholarship recipients are required to maintain a 3.3 cumulative grade point average in college, to be assessed in the same manner as the HOPE Scholarship. Current undergraduate students who have not attempted more than 127 semester hours of college degree credit and who have a 3.3 or higher cumulative GPA as of the most recent required checkpoint, may be eligible to receive the Zell Miller Scholarship only if they met the required high school GPA and SAT/ACT scores at the time of high school graduation. The Zell Miller Scholarship is available for both full-time and half-time status. The scholarship amount varies each year according to state appropriations.

**Georgia College Completion Grant (GCCG)**

The Georgia College Completion Grant (GCCG) Program provides grant aid to assist eligible students must have completed at least eighty (80) percent of credit requirements for graduation from their undergraduate program of study and have an outstanding balance of current term direct charges such as tuition, fees, room, and board. The GCCG award amount varies depending on state appropriations.

**Dual Enrollment Program**

The Dual Enrollment Program is administered by the Georgia Student Finance Commission. It is designed to provide participating high school students with financial assistance toward the cost of postsecondary coursework. The purpose of the Dual Enrollment Program is to provide Georgia high school students and Georgia home school students with an opportunity to earn college degree-level credit hours as they simultaneously meet their high school graduation requirements. The program regulations for the Dual Enrollment Program are provided at [gafutures.org](http://gafutures.org).

## VETERANS ADMINISTRATION EDUCATION BENEFITS

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

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](http://studentaid.gov). Contact the Student Accounts Office for more information at 706-776-0101.

## SCHOLASTIC ACHIEVEMENT AWARDS

### Institutional Scholarship Programs

#### Institutional Scholarship Programs

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

At Piedmont University, institutional scholarships and grants are primarily awarded to undergraduate students. Undergraduate institutional scholarships cannot be applied to programs that lead to a master's degree. Students enrolled in programs that move from undergraduate to graduate-level without graduating with a bachelor's degree such as Athletic Training will have aid based on their current academic level.

#### Athens Scholarship

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

#### Century Scholarship

In recognition of Piedmont University's 124-year history, this award recognizes undergraduate boarding students for their outstanding academic and extra-curricular accomplishments. Annually renewable, the scholarship rewards students who actively participate in classroom, campus, and community activities that demonstrate good citizenship and character development during their high school or college careers. Specific award amounts and the number of recipients may vary depending on available institutional resources and individual qualifications. To continue receiving this award, students must maintain a minimum 2.5 cumulative GPA each semester, reside on campus, and continue active involvement in campus and community activities throughout their undergraduate years at Piedmont University.

#### Deans Scholarships

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

#### Lion Grant

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

while at Piedmont and resides on campus. Students must have completed at least one term at Piedmont while still in high school and earned a minimum 3.0 college grade point average or better.

#### **Need-Based Grant**

This grant was established by the administration of Piedmont University to help students meet unmet-need as defined by the United States Department of Education. Recipients are required to maintain satisfactory academic progress. Award amounts will vary and may be adjusted each year. A student will be evaluated for the grant when a valid FAFSA is received by the university. A FAFSA is required each year for the need-based grant. Students that exhibit no need may not qualify for the need-based grant in future years.

#### **Multi-Family Scholarship**

This scholarship was established by the President of Piedmont University. Students who have a sibling attending Piedmont University at the same time as themselves would both be eligible for the multi-family scholarship.

#### **Neighborhood Grant**

For those 25 years of age and older who have been out of school and think that a college diploma is out of reach, Piedmont University has a financial aid program that could put them back on the path to earning a bachelor's degree through the Neighborhood Grant Program. For qualified students, the Neighborhood Grant Program will cover 50 percent of tuition during the fall and spring semesters and a prorated amount during the summer semester.

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

#### **Premier Scholarship**

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

#### **Presidential Scholarship**

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

#### **Pride Scholarship**

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

#### **RA Scholarship**

This scholarship was established for resident assistants (RA) who are responsible for the development of communities within the residence hall of Piedmont University. These student leaders provide care, welfare, and safety assistance to the residents within the community. The director of residential education notifies the financial aid office each semester with the names of the RAs who will receive the scholarship. The scholarship is pro-rated if the RA moves off-campus during the semester.

#### **Trustee Scholarship**

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

### Endowed and Gifted Scholarships

The following undergraduate scholarships and grants are awarded annually pending availability of funding and are made possible through the generosity of donors to Piedmont University.

Alumni Memorial  
 Alumni Promise  
 Bill Anderson  
 Russell Archer  
 Edward & Alice Ariail  
 James and Marilyn Armstrong  
 Thomas A. (Gus) Arrendale III  
 Seaborn and Dana Smith Ashley  
 Moe Bandy  
 Evelyn R. and Robert E. Bowman Jr.  
 E.L. and Mildred Brooking Memorial  
 Grace McGahee and Earl Clement Brown  
 Jim Ed Brown  
 Marilyn Brown (Nursing)  
 Louise Ellison Callam  
 Jimmy Capps  
 Thomas Winford Carlan  
 Albert W. Carter (Nursing)  
 Malcom Boyd Dana and Earl Kendall Carter  
 Mildred Cain Chambers  
 T. Hoyt and Lucile Addison Chambers  
 George Elton and Helen Cowan Clark  
 Jack H. Clarke  
 Dr. W. Ray Cleere  
 Pemberton Cooley  
 Coach James Charles Cooper  
 Audrey Davenport  
 Billy Dillworth  
 Glenn and Edna Ellard  
 Annie Ensminger Memorial  
 Henry M. Enterline  
 Alexandra Faerber  
 Jerry M. Flint  
 Sam H. and Mary Jane A. Flint  
 H.B. Forester  
 Christina Brown Garrett (Theatre)  
 Griggs, Mary L Griggs (Mathematics)  
 Mack Guest, III  
 W.L. and Gladys S. Hallford  
 Harold S. Hannum  
 Harold and Anna Hannum  
 J. Edward Harp Memorial  
 Hayes Chevrolet of Baldwin  
 Heathman (Nursing)  
 Flay and Patricia McBrayer Heaton  
 Charles W. and Flora B. Henderson  
 Lee Heuson  
 Earl D. and Nelle Hood Higdon  
 Wallace Hinson Concert Choir  
 Frank and Mary Holcomb  
 L. Gladys Holcomb  
 Marion T. Hunt  
 Thomas Telford "Tommy" Irvin  
 William Carlos (Bill) Jackson  
 Imogene T. Johnson Graduate Education  
 Jim and Jane Johnson  
 Marvin L. and Mildred L. Johnson



Louise Kidder Davis  
 Robert J. and Lavinia Knox King  
 Evelyn E. Knight  
 Mary C. Lane Graduate  
 Mary C. Lane Undergraduate  
 Kelly Lang  
 Laschicotte-Strickland  
 Atos D. "Joe" and Peggy Joyce Oliver Lattanzi  
 Reverend Dr. and Mrs. W.R. Lessor  
 Theodore Leverett  
 Marjorie Lewis  
 Vera S. Lindgren  
 James Jr. and Ruby K. Lord  
 Carroll Love  
 Lowe-Black  
 Corian Stambaugh Lundquist  
 J. Louis and Helen J. Martens  
 Dr. Bill H. Mason  
 Dr. Maud E. McPherson  
 Shirley Jordan Meeks  
 James F. Mellichamp (Music)  
 Stuart P. Mellichamp  
 Dr. Thomas B. Musser and Dorothy B. Musser  
 Nichols International Travel  
 Nickerson Congregational Heritage  
 Dr. Pearl Nix  
 Coach Cave O'Neal  
 Charles C. and Lillian A. Parkhurst  
 Walter G. and Jerush Montez Paskowsky  
 W. Nelson Payne  
 Frances Peach  
 C. Lisle and Mable S. Percy  
 Walter, Dr. James E. And Elizabeth Perry  
 Phillip J. Prescott  
 Deane Mathis Puckett  
 Dr. Claude and Mrs. Merle Purcell  
 Thurmon Wiley Purcell  
 Jesse W. and Minnie S. Randall  
 Dr. W. Silas Roberts  
 Robertson Kindness  
 Jonathan C. Rogers  
 Mary Barrett Roper  
 Alice J. Russell  
 Howard Sanders Optimist  
 Elizabeth Sawyer  
 Jeannie Seely  
 Jean Shepard  
 T.G. Sheppard  
 James F. Sievers  
 Roberts, Dr. W. Silas  
 W. Ben and Nelle T. Singleton  
 Mr. Dock Sisk  
 Dr. W. Baxter and Fannie H. Smith  
 Lillian Smith  
 William Henkle Smith  
 Eloise C. Spaeth (Nursing)  
 W.O. Spaeth  
 Grady and Ann Starnes  
 Homer W. Stevens  
 Ralph L. Strucher and Helen Scheunemann Strucher  
 Student Bridge Grant

Student Retention Scholarship  
 Horace W. Sturgis  
 Helen Kay Swanson  
 Lamar & Peggy Hill Taylor  
 Bunny Teeslink  
 The Torch of Piedmont  
 Eva Tuttle  
 Jamie Dailey & Darrin Vincent  
 Albert L. Vulcano (Nursing)  
 Susan Diane Wade  
 Isacc L. Walker  
 Dr. James E. and Elizabeth Perry Walter  
 T. Alan Wansley  
 Charles H. Wharton  
 Lettie Pate Whitehead  
 Harriet Davis Wilbanks  
 Wallace Roy Wood  
 Frances Wood Wilson  
 C. Paul Worley, Sr.  
 Ernest D. Wright  
 Camp Younts

### **Institutional Scholarships and Aid Additional Information and Requirements**

Undergraduate institutional scholarships require a student to remain enrolled full-time in an undergraduate program as a residential or commuter student depending on what the student's status was at the time of the award. Awards will change for the student if moving online, changing campuses, state residency changes, being accepted into the nursing program, or enrolled in a 3/2 program when moving into the graduate degree.

- Students awarded scholarships for based on living on campus that move off-campus, may qualify for a merit commuting scholarship.
- Students in online-only programs are not eligible for institutional scholarships.
- Undergraduate institutional scholarships cannot be applied to programs that lead to a master's degree. Students enrolled in programs that move from undergraduate to graduate-level without graduating with a bachelor's degree such as Athletic Training will have aid based on their current academic level.
- Due to the residential requirement of the merit-based scholarships, all these scholarships will be applied to student accounts as 50% toward tuition and 50% toward housing costs unless in conflict with stipulations of a regulatory agency.

Students should contact the Financial Aid Office if their program, enrollment, campus, residency, or dorm status changes to discuss their financial aid options.

## 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/](http://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

## 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](http://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](http://www.piedmontroar.com/wpcz). Mass communications majors are encouraged to become part of the WPCZ staff.

## RELIGIOUS LIFE

Piedmont University has been affiliated with Congregational churches since 1901, and is now affiliated with both the United Church of Christ and the National Association of Congregational Christian Churches. A resource for the entire University community regarding matters of faith, the Campus Minister provides oversight for religious activities and organizations and is available for counseling for all students. In keeping with the Congregational heritage and church affiliations of the University, the Campus Minister respects that persons from all faith traditions act according to conscience. The University Chapel in Demorest 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

## **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

## **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/](http://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  
<https://portal.thevirtualcaregroup.com/tvcg/register>

here:

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 Office of Accessibility, Resources, and Services (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.symlicity.com/public\\_accommodation/](https://piedmont-accommodate.symlicity.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.symlicity.com/students>

# ACADEMIC PROGRAM

## ACADEMIC ADVISEMENT

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

Upon entering the University, 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.

## GRADUATION AND RESIDENCY REQUIREMENTS

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

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

- Complete a minimum of 120 credit hours;
- Fulfill the minimum requirements for a major. Half the required courses for the major (and for a minor if one is chosen) must be completed at Piedmont University;
- Complete all senior work (the last 30 hours before graduation) at Piedmont University (with an exception for online dual-degree engineering programs);
- Meet all of the University's general education requirements. Please see the Undergraduate Studies section;
- Each course in a student's declared major, minor, concentration, certificate or endorsement must be passed with a grade of "C" or higher.
- Have a cumulative GPA of at least 2.0 or higher (specific majors may require a higher GPA);
- Have a satisfactory conduct record;
- Apply for graduation upon reaching 90 credit hours;
- Be current on all university accounts.

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

It is the responsibility of all graduating students to apply for graduation by posted deadlines (see Academic Calendars at [www.piedmont.edu/registrar](http://www.piedmont.edu/registrar) on the Registrar's page). Graduation applications may be accessed in the student portal or obtained in the Registrar's Office.

## 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/](http://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.

## 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

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

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

Relying on some group members to do all the work.

Getting someone else to do your assessment task.

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

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

- work with one or more people to prepare and produce work;
- allow others to copy your work or share your answer to an assessment task;
- allow someone else to write or edit your work (an exception is receiving assistance from academic support or student success);
- write or edit work for another student;
- offer to complete work or seek payment for completing academic work for other students.

#### Cooperation

Analyzing the assessment question together.

Practicing paraphrasing skills together and sharing tips.

Sharing work evenly among group members.

Getting help from an academic support tutor.

## Examples of Deception

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

## 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.

## 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.

## REGULATIONS

### Private Property Rights

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

### Honor Pledge

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

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

## Campus Email

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

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

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

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

## Class Attendance, Absences, and Regulations

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

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

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.

## Classification

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

## Credit Hour Policy (Credit Hour Definition)

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

1. An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:
  - a. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- b. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, 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.

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

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

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

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

Unless otherwise specified by professional accreditation standards, the formula for awarding credit hours for internships, 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 students 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

## Study Load

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

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

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

## Use of Courses

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

## Online Courses

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

### 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.
5. Undergraduate residential students in face-to-face programs are limited to taking no more than six online credit hours in each of the fall and spring semesters without express permission from the Vice President for Academic Affairs.

## 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.
5. Undergraduate residential students in face-to-face programs are limited to taking no more than six online credit hours in each of the fall and spring semesters without express permission from the Vice President for Academic Affairs.

### **Directed Independent Study (DIS)**

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

1. Directed independent study is offered only for those courses that are listed in the current Piedmont University Catalog.
2. A directed independent study course is typically taught in the semester preceding graduation, entry into a professional program, or student teaching, and must be the last course needed to complete the requirements for the above. In the case of a special (non-degree) student, directed independent study is approved only for a course that will not be offered during the entire forthcoming academic year.
3. The request for permission must be based on a schedule conflict or difficulty arising from the academic schedule and not from the student's non-academic routine.
4. No student is permitted to undertake directed independent study until the Request for Directed Independent Study Form is approved. This form and all required documentation must be submitted to the Dean of the appropriate college before the beginning of the drop/ add period of the semester in which the directed independent study is to be undertaken. Failure to obtain the required signatures or to provide any of the documentation listed on the checklist on the back of the form may result in rejection of the request.
5. After approval by the Dean of the appropriate college, all materials will be forwarded to the Vice President for Academic Affairs for final approval. 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. No directed independent studies are conducted in the period between academic semesters.
8. A grade of 'I' (Incomplete) is not given except for medical reasons.

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

### **Undergraduates Taking Graduate Classes**

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

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

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



## Auditing a Course

Piedmont University does not offer classes for audit.

## Declaration of Major and Minor

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

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

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

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

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

## Mathematics Placement Test

Students who would like to register for MATH 1100, MATH 1113, MATH 1300, MATH 1700, or BUSA 2100 but do not have credit for MATH 1005+ or sufficient ACT/SAT Math scores may take a placement test.

This 30-minute test will be taken on a computer in Stewart 306 and covers the material seen in MATH 1005 (Intermediate Algebra). No textbooks, notes, or calculators are permitted. Students passing with a grade of at least 70% will be granted MATH 1005T credit, enabling them to register for the courses listed above. Students receiving a passing grade of at least 70% on parts 2 and 3 of the test will be granted MATH 1113T credit.

Interested students should reach out to Dr. Douglas Torrance at dtorrance@piedmont.edu.

## Internship Guidelines and Documentation

Some departments offer internships for credit. See the department chair in your major or minor concentration for availability.

Internships are centered on practical experiences. These courses provide students the opportunity to apply previous classroom theory to practical situations. The action component is generally at least as important as the reading and writing components. Since internships are designed to meet genuine needs in both public and private sectors of society, the projects must first earn the support of the sponsoring agency or individual. An intern must have an on-site supervisor in addition to a faculty supervisor.

The student will file with the Registrar an approved Internship form prior to the end of the drop/add period in which the student registers for the internship course.

### General Guidelines or Requirements

1. Internships are assigned a varied number of credits, 1 to 6. More than one internship may be taken, but no more than 6 credits of internship within a specific discipline may apply toward the 120 credit hours required for graduation without the approval of the dean.
2. Students must have sophomore standing (completed 30 or more hours).
3. Student must be in good academic standing (not on academic probation) or have permission of the dean. (Departments/Schools may designate higher academic standards.)
4. A minimum of 40 hours of field experience for each credit hour earned is standard, although the final number of hours will be established with the Faculty Supervisor.
5. The student and faculty supervisor are responsible for the academic soundness of the proposal.
6. Internships will be graded in accordance with standard letter grade policy, unless otherwise designated.

7. Internships may begin and end at any time during the academic year or summer. The student must register for the term during which the majority of the work will be completed.
8. Individual internships will have an established amount of credit, a description of the experience, a statement of the educational objectives, and a means of evaluation. (See department chair for details.)
9. A student may register for an internship prior to completing the Internship form, but the form must be completed and submitted to the registrar's office by the drop/add deadline for the term in which the student has registered for the internship course. The faculty member assigned to the internship course will have the student removed from the course if the form is not submitted by this deadline.

### Evaluation and Grading of Internships

- The department in which the internship will be taken is responsible for maintaining information and evaluation on internships.
- Internships require a minimum of two conferences with the faculty supervisor. The faculty supervisor must visit the internship site at least once (preferably twice) during the internship and make an evaluation. (An alternative means of communication must be made if site is over 90 miles away.)
- Internships may include a reading assignment that bears upon the internship experience undertaken.
- Internships will include a writing assignment that records the learning process (journal, log, observation report, etc.) as well as a summary paper that helps the intern reflect on the total internship experience in terms of anticipated and unanticipated learning outcomes.
- Grading for internships should be based on a written evaluative report from the site supervisor, faculty observations and/or conference with the interns, and the quality of the written work submitted by the intern. The following is provided as a guideline:

Supervisor evaluation	35%	
Faculty observations/conference with intern		25%
Written reflective paper(s)	40%	

## 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.

## ACADEMIC HONORS (DEGREE-SEEKING UNDERGRADUATE ONLY)

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

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

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

## HONOR SOCIETIES

**Alpha Alpha Alpha (Tri-Alpha)** Tri-Alpha is an honor society for first-generation students (neither of their parents completed a bachelor's degree), who have earned at least 30 credits and have a GPA of 3.2 or higher.

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

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

**Alpha Phi Sigma**

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

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

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

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

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

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

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

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

#### **Lillian E. Smith Scholars**

#### **Natural Science Honors Program**

#### **National Society of Leadership and Success**

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

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

#### **Psychology Honors Program**

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

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

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

**Sigma Alpha Pi**, the National Society of Leadership and Success, is dedicated to creating long-term positive change in students' lives. In addition to having the opportunity to hear some of the nation's leading presenters, authors, and success coaches, students who become members of the Society become a part of a community of like-minded, goal-oriented individuals. Members also avail themselves to scholarship opportunities and national awards once they become a member. There is a one-time membership charge and, once inducted,

members are able to network with other members all across the USA and other countries. Sigma Alpha Pi membership is open to incoming freshmen with a 3.5 high school GPA and to current Piedmont University students who are maintaining a 3.0 GPA.

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

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

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

**Who's Who**

## 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 2024 includes graduates from December 2023, May 2024 and July 2024.

Please check the Academic Calendars posted on the web at [www.piedmont.edu/registrar](http://www.piedmont.edu/registrar) for ceremony dates and times and also for application deadlines for each semester’s graduation. 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.

### Special Events Dress Code

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

#### Convocation:

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

#### Commencement:

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

#### Tassels:

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

#### Mortarboards:

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

#### Stoles & Cords:

The Registrar's Office will distribute graduation honors stoles to undergraduate students who qualify. These include honors for Cum Laude (green), Magna Cum Laude (white), and Summa Cum Laude (gold).

Stoles, cords and/or pins are used to distinguish a major, honor society, and/or organization. Below is a list of recognized major/honor societies and organizations for which approved stoles, cords, and/or pins may be worn with your regalia during Commencement. Students may only wear regalia associated with Piedmont University approved major/honor societies and organizations.

**Approved organization memberships:**

- Fraternity/Sorority: Alpha Sigma Phi, Zeta Tau Alpha.
- Health Science Leadership Academy
- M.A.N.E.
- Piedmont Chapter of the American Marketing Association
- Piedmont University Student Nurses Association (NSNA)
- Residential Living
- Athletics: Baseball, Basketball (M&W), Cross Country (M&W), Cycling (M&W), Golf (M&W), Lacrosse (M&W), Soccer (M&W), Softball, Swim (M&W), Tennis (M&W), Track & Field (M&W), Volleyball
- SAIL
- Student Government Association
- TEAM Piedmont Student Ambassadors

**Approved Honor societies memberships:**

Alpha Alpha Alpha (Tri-Alpha), Alpha Chi, Alpha Lambda Delta, Alpha Phi Sigma, Alpha Psi Omega, Alpha Sigma Lambda, Natural Science Honors Program, Chi Alpha Sigma, Compass Program Honor Society, Delta Mu Delta, Kappa Mu Epsilon, Kappa Pi, Lillian E. Smith Scholars, National Society of Leadership and Success, Phi Sigma Iota, Psi Chi, Psychology Honors Program, R. H. Daniel College of Nursing and Health Sciences Honor Society, Sigma Alpha Pi, Sigma Tau Delta, Society for Collegiate Journalists, Torch of Piedmont, and Who's Who.

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

## Graduation with Honors

Graduation honors may be awarded to undergraduate students who complete at least 48 credit hours at Piedmont University and have a combined GPA of 3.5 or above.

The combined GPA is a cumulative honor only GPA that is calculated using all undergraduate coursework attempted at Piedmont University and at any other institution the student has attended whether the credit transferred or not - the full educational record, including repeated courses. Hours and quality points from each institution are combined to reach the combined cumulative honor only GPA. This GPA is not used for any other purpose and is not displayed on a student's educational record.

Graduation with honors GPA ranges are:

Cum Laude 3.50 – 3.69  
 Magna Cum Laude 3.70 – 3.89  
 Summa Cum Laude 3.90 – 4.00

Recipients of graduation with honors are notified by the day prior to the commencement ceremony following final grades for the semester. Honors stoles are given out at the ceremony or mailed out with the diploma.

## **H. M. Stewart Award of Excellence**

The H.M. Stewart Award of Excellence is awarded to the student with the highest GPA in the undergraduate graduating class. Awarded during the spring commencement ceremony, students from an entire class are eligible. (i.e. Spring 2025 eligible candidates include summer 2024 graduates, fall 2025 graduates, and spring 2025 graduates.) Spring semester grades are not included in the calculation. The student with the highest GPA (not including AP, IB, CLEP, dual enrollment, or transfer courses) is chosen for this award. If multiple students share the same highest GPA, the awarded student is the one with the most credit hours completed at Piedmont University. In the event that multiple candidates are tied for the highest GPA and number of credit hours completed at Piedmont University, both candidates will be awarded. The recipient has the honor of walking first in the ceremony and is noted in the Arrendale Library on the H.M. Stewart Award of Excellence trophy. If multiple students are awarded, recipients will process first in the ceremony in alphabetical order. Transfer students are not eligible for this award.

## **Graduation Charges**

An application fee is due at the time of application for graduation. The fee is \$100 for undergraduates. 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 the event of a student's death during his or her final term of study, a member of the student's family will be invited to accept the diploma during commencement exercises. In order to receive a posthumous degree, the student must have completed a minimum of 90 semester hours.

## 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.

## 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

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

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

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

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

## Grade-Point Average

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

## Incomplete

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,” 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.
4. Students who have earned at least 90 total credit hours prior to the start of the semester and receive a grade of “F” or “D” in a required major course that is not scheduled to be offered again prior to the student’s planned graduation date shall have the option to appeal to the dean of the college to take a comprehensive exam for the course. The dean—after consulting with the faculty member teaching the course—will determine whether offering this comprehensive exam would be appropriate based on:
  - the extent to which the student demonstrated a reasonable level of engagement in the course
  - the extent to which the student demonstrated a good faith effort to successfully complete the coursework

A passing grade on the comprehensive exam will result in a grade of C in the course. If the dean of the college determines that there is not sufficient time to prepare the exam and grade it prior to graduation, the student will not be permitted to participate in the graduation ceremony. If the student does not pass the comprehensive exam or the dean determines that the student’s actions throughout the semester do not justify the opportunity to take a comprehensive exam, the grade of “F” or “D” will remain. Students who earn a grade of “F” or “D” as a result of a violation of the Piedmont University academic integrity policy are not eligible to appeal to take a comprehensive exam to try to earn a passing grade in the course.

## 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 from the Registrar's Office. 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.

## Repeating Courses

A student who earns a grade below a "C" in a Piedmont University course may repeat that course until receiving an acceptable grade to meet graduation/degree requirements in accordance with the following restrictions:

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

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

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

### Grade Forgiveness

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

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

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

## Academic Standing

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

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

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

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

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

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

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

## **Readmission After Dismissal**

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

## **Non-Academic Dismissal**

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

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

See also Involuntary Withdrawal Policy (p. 63).

## **Transient Permission**

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

### **Transient Permission Policy**

- The letter of transient permission form must be completed with all required signatures prior to a student’s enrollment at the host institution.
- Permission will be considered only for accredited institutions and only for currently enrolled students.
- Undergraduates must be in good standing with a cumulative GPA of 2.0 or better.
- Undergraduate students in their first semester at Piedmont University and therefore have no current GPA must obtain permission from the dean of their college.
- A student must earn a grade of “C” or better to receive transfer credit for courses taken as a transient student. Courses transferred will not be calculated into a student’s Piedmont University GPA.
- Students may be asked to submit a copy of course descriptions from host school in order to evaluate transfer hours and/or credits.
- It is the student’s responsibility to have transcripts from the host school mailed back to Piedmont University after course work is completed.
- Students who wish to continue their study elsewhere for a second semester must seek and receive approval in advance. Transient permission will not be granted for more than two consecutive semesters. Students who attend other institutions without transient permission must apply for readmission to Piedmont University.
- Please note that all transfer and transient course work is considered for Graduation Honors at the time of Graduation at Piedmont University.
- Exceptions to this policy are reviewable by the respective dean and the Vice President of Academic Affairs.

## **TRANSCRIPTS**

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

## **OFFICIAL TRANSCRIPT REQUESTS**

Piedmont University provides printed or electronic transcripts using the National Student Clearinghouse website Transcript Request. It is secure and available 24/7.

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.

## **CREDIT BY EXAMINATION OR EXPERIENCE**

### **ADVANCED PLACEMENT (AP)**

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

A list of acceptable AP courses and minimum scores can be found at <https://www.piedmont.edu/registrar/transfer-credit/>.

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

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

A list of courses for which CLEP credit may be awarded at Piedmont University is available at <https://www.piedmont.edu/registrar/transfer-credit/>.

### **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.

## INTERNATIONAL BACCALAUREATE PROGRAM (IB)

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

## MILITARY CREDIT

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

## 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 **not** 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

# UNDERGRADUATE STUDIES

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

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

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

## BACHELOR OF ARTS

- Majors offered in Athens and Demorest: elementary education, educational studies, and middle grades education
- Majors offered in Demorest only: art, art education, art therapy, biology education, criminal justice, educational studies, English (with concentrations in literary studies and creative writing), English education, elementary education, film and documentary production, history and political science, history education, interdisciplinary studies, international studies, mass communications, middle grades education, music (with a concentration in performance), music education, musical theatre, philosophy and religion, psychology, sociology, special education, sports communications, theatre arts (with concentrations in acting/directing and design and technical theatre), and drama education.

## BACHELOR OF FINE ARTS

Majors offered in Demorest only: with concentrations in 2-D studio art, 3-D studio art, and graphic design

## BACHELOR OF SCIENCE

- Majors offered in Demorest only: accounting, business administration (with concentrations in business analytics, digital marketing, and logistics) applied health science; applied physics; biology; chemistry; chemistry education; communication sciences and disorders, computer science; engineering physics; engineering praxis; engineering science, environmental environmental science; exercise and sports science; forensic science (with concentrations in field and laboratory services); health care administration; interdisciplinary studies; mathematics; mathematics education; neuroscience; and sport and fitness administration.

## BACHELOR OF SCIENCE IN NURSING

Offered in Athens and Demorest: Students must complete general education courses required of the nursing major before acceptance into nursing courses.

## CERTIFICATES

Certificate programs offered in Demorest: Business Analytics.

## MINORS

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

## 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](http://library.piedmont.edu).

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

## 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.

## TRAVEL STUDY

Consistent with its goal to attract top students, Piedmont University promotes travel opportunities for academic credit. Recent programs have included trips to international destinations including France, Ireland (graduate), Galapagos, England, Japan, Vietnam, Switzerland and Chile (graduate). Also opportunities in Czechia, Germany, Poland, Chile, Scotland, Spain, Australia, Ireland, and Italy, as well as domestic trips to Alaska, Arizona, New York, the Pacific Northwest, and California. Students may also study abroad for a semester at the University of Paderborn, (Germany), University of Nottingham (England) or Veritas Universidad (Costa Rica), with the approval of the Vice President for Academic Affairs.

Piedmont University encourages domestic and foreign study opportunities for its students. In order to ensure consistency among travel-study programs, all programs must be pre-approved, not later than 60 days prior to the scheduled travel, by the Vice-President for

Academic Affairs in coordination with the Senior Vice-President for Administration and Finance and the President. A detailed proposal is required for each travel-study program and shall include the following:

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

All students who participate in any travel-study program must complete an Information Form to include: passports and visa numbers, including expiration dates, where necessary; documentation of medical insurance covering the participant; indication of any student health problem or other necessary medical information; names(s) and contact(s) in the event of an emergency; and an institutional student waiver form. All documentation and forms must be submitted to the dean of the respective college not later than 60 days prior to the scheduled travel.

## **SEMESTER ABROAD PROGRAMS**

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

Piedmont University currently participates in a Study Abroad Agreement with Universitat Paderborn, Federal Republic of Germany (Paderborn), University of Nottingham, England (Nottingham) and Veritas Universidad, Costa Rica (Veritas).

Tuition is paid to Piedmont University at the Demorest undergraduate rate tuition, room and board, including the “Unlimited meals” plan. If the room and board at the host university exceeds Piedmont’s room and board cost, a supplement covering the difference will be charged to the student’s account. Payment is due before students travel abroad. Students must have financial aid in order by the end of the semester preceding travel.

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

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

## **PRE-PROFESSIONAL STUDIES**

Students who wish to enter the professions of dentistry, law, medicine, pharmacy, theology or veterinary medicine may satisfy course requirements for entrance to the professional schools while at Piedmont University. A student planning on entering any of these professions should consult the Registrar early in the freshman year in order to be assigned to a freshman advisor qualified to direct such pre-professional study. Information on such pre-professional studies may be found in individual department program descriptions within this catalog. (See BIOLOGY (p. 88) for the health professions, HISTORY AND GOVERNMENT (p. 138) or ENGLISH (p. 117) for law and RELIGION (p. 181) for theology.)

# GENERAL EDUCATION AND DEGREE REQUIREMENTS

## General Education Section Explanation:

1. Communication. An individual who engages great questions and who seeks solutions informed by reasoning.
2. Humanities and Fine Arts. A member of a social and cultural group and who recognizes his/her own social and cultural heritage.
3. History and Social Sciences. A world citizen who appreciates the cultural contributions of other societies and who understands and appreciates other cultures. This includes a citizen who understands the role of government and its institutions.
4. Mathematics and Natural Sciences. A member of society who understands important aspects of the physical nature of the universe, the earth, and/or living organisms found thereon. A person who understands the scientific method as a mode of modern inquiry. And who can process ideas through reasoning, evaluating old ideas and developing new ones.
5. Ethics. Someone whose understanding transcends the academy and is informed by an appreciation for a greater good.

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

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

## GENERAL EDUCATION REQUIREMENTS

### I. Communication (9 hours)

#### Rhetoric and Composition (3 hours)

ENGL 1101	Rhetoric and Composition	3
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**Subtotal: 3**

Grade of C or higher is required.

#### Literature and Composition (3 hours)

ENGL 1102	Literature and Composition	3
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**Subtotal: 3**

Grade of C or higher is required.

#### Communication (3 hours)

Choose one from:

MCOM 1110	Public Speaking	3
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OR

BUSA 2000	Business Communication	3
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**Subtotal: 3**

### II. Humanities and Fine Arts (15 hours)

**Modern Languages (6 hours)**

Students must choose a two-semester sequence:

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

**Subtotal: 6****English Literature (3 hours)**

Choose one 2000-level English literature course.

(ENGL 2225 and ENGL 2226 may NOT be used.)

**Subtotal: 3****Philosophy and Religion (3 hours)**

Choose one PHIL or RELG course at the 1000-2000-level.

**Subtotal: 3****Fine Arts (3 hours)**

Choose one of the following courses:

ART 1100	Introduction to Art	3
ART 2301	Art History: Prehistoric to Renaissance	3
ART 2302	Art History: Renaissance to Present	3
MUSC 1000	Introduction to Music	3
MUSC 2300	Music in the Christian Church	3
THTR 1100	Introduction to Theatre	3
THTR 3301	Theatre History I	3
THTR 3302	Theatre History II	3

**Subtotal: 3****III. History and Social Sciences (9 hours)****World History (3 hours)**

Choose one from:

HIST 1111	World History to the Mid-17th Century	3
HIST 1112	World History Since the Mid-17th Century	3



HIST 1113	Transformative Developments in Western Civilization (1500-present)	3	
EDUC 2201	The Multicultural Classroom	3	
			<b>Subtotal: 3</b>

### Government (3 hours)

Choose one from:

HIST 2212	Pivotal Moments in Recent U.S. History	3	
POSC 1101	American Government	3	
			<b>Subtotal: 3</b>

### Social Science (3 hours)

Choose one course at the 1000-2000 level from PSYC, SOCI, BUSA 1210, EDUC 2207

(PSYC 2202 may NOT be used)

**Subtotal: 3**

## IV. Mathematics and Natural Sciences (10-12 hours)

### Mathematics (3-4 hours)

Choose one from:

BUSA 2100	Business Analytics I	3	
MATH 1000	Mathematics for the Liberal Arts	3	
MATH 1100	College Algebra	3	
MATH 1113	Precalculus	3	
MATH 1300	Elementary Statistics	3	
MATH 2450	Calculus I	4	
	AND		
MATH 2450L	Calculus I Lab	0	
			<b>Subtotal: 3-4</b>

Grade of C or higher is required.

### Natural Science (7-8 hours)

Choose a pair in sequence (first science course must have a lab).

BIOL 1101	General Biology I	3	
BIOL 1101L	General Biology I Lab	1	
	AND		
BIOL 1102	General Biology II	3	
BIOL 1101	General Biology I	3	
BIOL 1101L	General Biology I Lab	1	
	AND		
BIOL 2100	Human Anatomy and Physiology I	3	
	AND		
BIOL 2110	Human Anatomy and Physiology II	3	
CHEM 1101	General Chemistry I	3	
CHEM 1101L	General Chemistry I Lab	1	

CHEM 1102	AND General Chemistry II	3
GEOL 1101	Physical Geology	3
GEOL 1101L	Physical Geology Lab	1
GEOL 1102	AND Historical Geology	3
PHYS 1011	Physical Science I	4
PHYS 1012	AND Physical Science II	4
PHYS 1110	College Physics I	4
PHYS 1110L	College Physics I Lab	0
PHYS 1120	AND College Physics II	4
PHYS 2110	University Physics I	4
PHYS 2110L	University Physics I Lab	0
PHYS 2120	AND University Physics II	4

**Subtotal: 7-8****V. Ethics (3 hours)****Ethics (3 hours)**

Choose one from:

ENGL 2225	Nature Writers	3
ENGL 2226	Literature of Social Justice	3
ENVS 2070	Environmental Science	3
BUSA 2306	Applied Ethics	3
PHRG 2205	The Good Life: A Global Perspective	3
PHRG 3305	Ethics	3
PHRG 3325	Environmental Ethics	3

**Subtotal: 3**

Students in education, nursing, and health science are exempt from the Ethics requirement since their major delivers and assesses this outcome (ethics).

**VI. Institutional Requirement (1 hour)****First-Year Experience (1 hour)**

Students who have earned less than 24 semester credit hours must take the following course:

PDMT 1101	Intro to University Life and Liberal Arts Tradition	1
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**Total Credit Hours: 46-49****B. GENERAL EDUCATION REQUIREMENTS FOR DEGREE COMPLETION PROGRAM — B.A., B.F.A., B.S., OR B.S.N. DEGREE****Degree Completion**

A degree completion program is specifically designed for students who have started, but not finished, a four-year undergraduate degree. By accepting some or all credits a student has already earned from their previous education, degree completion programs offer students a

faster and often less expensive alternative to starting an undergraduate education from scratch. In addition to accepting students who have started and not finished a bachelor's degree, some degree completion programs cater specifically to students who have already earned an associate degree.

### ***Athens and Demorest Campuses***

To enter a degree completion program, Piedmont University must accept a minimum of 45 semester units of college-level credit from an accredited college or university or nationally recognized examination credit (CLEP or similar). First-time in college students who have earned 45 hours or more in dual enrollment and/or advanced placement courses are not eligible for the degree completion program and must enter as traditional freshmen. Students with fewer than 45 hours may appeal to the Dean of the School of Arts and Sciences to enter the program.

Those who have completed an Associate of Arts or an Associate of Science degree at an accredited college or university are deemed to have completed the general education requirements at Piedmont University. This exemption does not apply to other associate degrees (e.g. AAS or AAT).

Applicants who have not earned an Associate of Arts or an Associate of Science degree will need to complete the degree completion general education requirements as outlined in the university catalog.

Credit is transferrable only for courses in which a grade of C or above is earned.

### ***Special Populations (Paraprofessional to Teacher)***

Paraprofessionals working in a school system who wish to complete a Bachelor's degree may enter a specifically designed degree completion program. These applicants must have earned at least 60 semester hours of college-level transfer credit from an accredited college or university or nationally recognized examination credit (CLEP or similar). Students with fewer than 60 semester hours may appeal to the Dean of the College of Education to enter the Degree Completion Program.

Those who have successfully completed an Associate of Arts or an Associate of Science degree are also eligible for this degree completion program. Those who have completed an Associate of Arts or an Associate of Science degree at an accredited college or university are deemed to have completed the general education requirements at Piedmont University. This exemption does not apply to other associate degrees (e.g. AAS or AAT).

Applicants with 60 hours of transferrable credit but who have not earned an Associate of Arts or an Associate of Science degree may need to complete some required general education coursework. These applicants would follow the degree completion general education requirements as outlined in the university catalog.

Credit is transferrable only for courses in which a grade of C or above is earned.

Please note: majors may require or encourage specific courses within these general education categories. Please see the Curriculum Outline for the selected major (p. 12).

<b>I. Communication</b>	<b>9 hours</b>
English Composition	6 hours
Speech Communications	3 hours
<b>II. Humanities and Fine Arts</b>	<b>12 hours</b>
Humanities	3 hours
Fine Arts	3 hours
Modern Language	6 hours
<b>III. Social Sciences</b>	<b>9 hours</b>
History	3 hours
American Government	3 hours
Other social science	3 hours

<b>IV. Mathematics (except MATH 1600 and MATH 1700)</b>	<b>3 hours</b>
<b>V. Natural Sciences</b>	<b>4 hours</b>
One corresponding or included lab course required	4 hours
<b>VI. Ethics*</b>	<b>3 hours</b>
Course with an ethics component	3 hours
<b>TOTAL</b>	<b>40 hours</b>

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

# 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.

## ART (ART)

### Faculty

Professor Majumdar  
Associate Professors Kelly, Ellett  
Instructor Montgomery

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

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

Course Descriptions (p. 269)

## ART (BFA)

### Bachelor of Fine Arts Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	ART 2301	Art History: Prehistoric to Renaissance	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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## V. Ethics (3 hours)

Ethics	Choose course from approved list (p. 73)	3
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## VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### Art Foundations

ART 1111	BFA Professional Practices	0-1
ART 1120	Drawing I	3
ART 2230	Ceramics I: Handbuilding	3
ART 2302	Art History: Renaissance to Present	3
ART 2270	Painting I	3
	OR	
ART 2335	Introduction to Printmaking	3
ART 2225	Introduction to Digital Fabrication	3
	OR	
ART 3315	Digital Photography	3
	OR	
GRDS 2200	Foundations in Graphic Design	3
ART 2661	Exploration in Metals and Jewelry Design	3
	OR	
ART 2662	Exploration in Woodworking and Furniture Design	3
	OR	
ART 2663	Exploration in Foundry Casting	3
ART 3400	Color and Concept	3
ART 3401	Interdisciplinary Research in the Arts	3
ART 4430	Art Criticism	3
ART 4450	Senior Capstone Seminar and Exhibition	3
	Art History Electives	6

**Subtotal: 37**

Students must pass ART 1111 six times; however, they will receive credit only once.

### General Electives

General Electives	0-5
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**Subtotal: 0-5**

### Concentrations

*Students must choose one of the following concentrations:*

**Subtotal: 33**

#### Three-Dimensional Design Concentration: Ceramics

ART 3330	Ceramics II: Wheel Throwing	3
ART 3331	Intermediate Ceramics	3
ART 4331	Ceramics IV	3
ART 4332	Ceramics V	3
	2000-Level or Above Art (ART) and/or Graphic Design (GRDS) Electives	21

#### Two-Dimensional Design Concentration: Drawing

ART 2200	Drawing II	3
ART 3320	Drawing III	3
ART 4320	Drawing IV	3
ART 4321	Drawing V	3
	2000-Level or Above Art (ART) and/or Graphic Design (GRDS) Electives	21

#### Graphic Design Concentration

GRDS 2200	Foundations in Graphic Design	3
GRDS 2250	Foundations in Graphic Design II	3
GRDS 3270	Interactive Design	3
GRDS 3200	Typography	3
GRDS 4401	Graphic Design III	3
GRDS 4410	Internship in Graphic Design	3
GRDS 4460	Advanced Graphic Design Studio	3
MCOM 2600	Fundamentals of Web Design	3
	2000-Level or Above Art (ART) and/or Graphic Design (GRDS) Electives	9

Students must take an additional GRDS elective if they took GRDS 2200 as part of the Art Foundations coursework.

#### Two-Dimensional Design Concentration: Painting

ART 2200	Drawing II	3
ART 2270	Painting I	3
ART 3370	Painting II	3
ART 3371	Painting III	3
ART 4371	Painting IV	3
ART 4372	Painting V	3
	2000-Level or Above Art (ART) and/or Graphic Design (GRDS) Electives	15

Students must take an additional 2D art elective if they took ART 2270 as part of the Art Foundations coursework.

#### Two-Dimensional Design Concentration: Photography

ART 2215	Black and White Darkroom Photography	3
ART 3315	Digital Photography	3
ART 3316	Intermediate Photography	3
ART 4316	Photography IV	3
ART 4317	Photography V	3
	2000-Level or Above (ART) and/or Graphic Design (GRDS) Electives	18



## Design (GRDS) Electives

Students must take an additional 2D art elective if they took ART 3315 as part of the Art Foundations coursework.

**Three-Dimensional Design Concentration: Sculpture**

ART 2661	Exploration in Metals and Jewelry Design	3
ART 2662	Exploration in Woodworking and Furniture Design	3
ART 2663	Exploration in Foundry Casting	3
ART 3362	Intermediate Sculpture III	3
ART 4362	Sculpture IV	3
ART 4363	Sculpture V	3
	2000-Level or Above Art (ART) and/or Graphic Design (GRDS) Electives	15

Students must take an additional 3D art elective to replace ART 2661, ART 2662, or ART 2663 taken in the Art Foundations coursework.

Subtotal: 121

**ART (BA)****Bachelor of Arts Degree****General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the	3

1000-2000 level

Fine Arts	ART 2301	Art History: Prehistoric to Renaissance	3
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**III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
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Government	Choose course from approved list (p. 72)	3
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Social Science	Choose course from approved list (p. 72)	3
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**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*	Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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**V. Ethics (3 hours)**

Ethics	Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### General Electives

General Electives 30-35

**Subtotal: 30-35**

### Art Major

ART 1110	Professional Practices in the Arts	0-1
ART 1120	Drawing I	3
ART 2230	Ceramics I: Handbuilding	3
ART 2225	Introduction to Digital Fabrication OR	3
ART 3315	Digital Photography OR	3
GRDS 2200	Foundations in Graphic Design	3
ART 2270	Painting I OR	3
ART 2335	Introduction to Printmaking	3
ART 2661	Exploration in Metals and Jewelry Design OR	3
ART 2662	Exploration in Woodworking and Furniture Design OR	3
ART 2663	Exploration in Foundry Casting	3
ART 2302	Art History: Renaissance to Present	3
ART 3400	Color and Concept	3
ART 3401	Interdisciplinary Research in the Arts	3
ART 4430	Art Criticism	3
ART 4450	Senior Capstone Seminar and Exhibition 3000-Level or Above Art (ART) and/or Graphic Design (GRDS) Electives	3 9

**Subtotal: 40**

Students must pass ART 1110 six times; however, they will receive credit only once.

Subtotal: 121

## ART EDUCATION P-12 (BA)

### Bachelor of Arts Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition

ENGL  
1101\*

Rhetoric and Composition

3

Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	ART 2301	Art History: Prehistoric to Renaissance	3

## III. History and Social Sciences (9 hours)

World History	EDUC 2201	The Multicultural Classroom	
Government		Choose course from approved list (p. 72)	3
Social Science	EDUC 2207	Learning and Cognition	3

## IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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## V. Ethics (3 hours)

Ethics	Choose course from approved list (p. 73)	3
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## VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### Art Foundations

ART 1110	Professional Practices in the Arts	0-1
ART 1120	Drawing I	3
ART 2230	Ceramics I: Handbuilding	3
ART 2225	Introduction to Digital Fabrication	3
	OR	
ART 3315	Digital Photography	3
	OR	
GRDS 2200	Foundations in Graphic Design	3
ART 2270	Painting I	3
	OR	
ART 2335	Introduction to Printmaking	3
ART 2661	Exploration in Metals and Jewelry Design	3
	OR	
ART 2662	Exploration in Woodworking and Furniture Design	3
	OR	
ART 2663	Exploration in Foundry Casting	3
ART 2302	Art History: Renaissance to Present	3
ART 3400	Color and Concept	3
ART 3401	Interdisciplinary Research in the Arts	3
ART 4430	Art Criticism	3
	2000-Level or Above Art (ART) and/or Graphic Design (GRDS) Electives	6

**Subtotal: 34**

Students must pass ART 1110 six times; however, they will receive credit only once.

### Art Education Major

ARED 4420	Art Education Methods (P-6)	3	
ARED 4421	Art Education Methods (7-12)	3	
EDUC 2000	Introduction to Professional Practice	3	
EDUC 2250	Media and Technology for Educators	3	
EDUC 3330	Foundations of Literacy	3	
EDUC 3355	Exceptional Children	3	
EDUC 4479	Internship I	1	
EDUC 4489	Internship II	3	
EDUC 4497	Classroom Management	3	
EDUC 4499	Internship III	9	
			<b>Subtotal: 37</b>

### General Electives

General Electives	2-7		<b>Subtotal: 2-7</b>
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Subtotal: 121

## ART THERAPY (BA)

### Bachelor of Arts Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3

Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	ART 2301	Art History: Prehistoric to Renaissance	3

### III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science	PSYC 1101	General Psychology	3

### IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8

### V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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required.

**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### General Electives

General Electives 23-30

**Subtotal: 23-30**

### Art Therapy Major

ART 1110	Professional Practices in the Arts	0-1
ART 1120	Drawing I	3
ART 2225	Introduction to Digital Fabrication	3
	OR	
ART 3315	Digital Photography	3
	OR	
GRDS 2200	Foundations in Graphic Design	3
ART 2230	Ceramics I: Handbuilding	3
ART 2301	Art History: Prehistoric to Renaissance	3
ART 2302	Art History: Renaissance to Present	3
ART 2661	Exploration in Metals and Jewelry Design	3
	OR	
ART 2662	Exploration in Woodworking and Furniture Design	3
	OR	
ART 2663	Exploration in Foundry Casting	3
ART 2270	Painting I	3
	OR	
ART 2335	Introduction to Printmaking	3
ART 3400	Color and Concept	3
ART 3401	Interdisciplinary Research in the Arts	3
ART 4430	Art Criticism	3
ART 4450	Senior Capstone Seminar and Exhibition	3
PSYC 1101	General Psychology	3
PSYC 2202	Introduction to Research Methods	3
PSYC 2290	Human Growth and Development	3
PSYC 3381	Theories of Personality	3
PSYC 3382	Introduction to Counseling	3
PSYC 4415	Abnormal Psychology	3
PSYC 4441	Internship in Human Services	1-3
PSYC 4490	Independent Research Project	3
	2000-Level or Above Art (ART) and/or Graphic Design (GRDS) Electives	6

**Subtotal: 52-54**

Students must pass ART 1110 six times; however, they will receive credit only once.

Subtotal: 121

## ART (MINOR)

Students must complete 15 semester credit hours of Art (ART) courses above ART 1100 or Graphic Design (GRDS) courses to earn a minor in Art.



## GRAPHIC DESIGN (MINOR)

### Minor Requirements

GRDS 2200	Foundations in Graphic Design	3
GRDS 2250	Foundations in Graphic Design II	3
GRDS 3200	Typography	3
GRDS 3270	Interactive Design	3
GRDS 4401	Graphic Design III	3

**Subtotal: 15**

Subtotal: 15

## BIOLOGY (BIOL)

### Faculty

Professor Camp  
Associate Professor Schmitz  
Assistant Professor Godwin  
Assistant Professor Fortunato  
Assistant Professor Duitsman  
Associate Professor Butts

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

Course Descriptions (p. 269)

## BIOLOGY (BS)

### Bachelor of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages	Choose sequence from approved list (p. 70)	6
English Literature	Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion	Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
Government	Choose course from approved list (p. 72)	3
Social Science	Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (12 hours)**

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 1102	General Biology II	3
	BIOL 1102L	General Biology II Lab	1

**V. Ethics (3 hours)**

Ethics		Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Biology Major**

BIOL 2240	Genetics	4
BIOL 4500	Organic Evolution	4
BIOL 4700	Ecology	4
CHEM 1101	General Chemistry I	3
CHEM 1101L	General Chemistry I Lab	1
CHEM 1102	General Chemistry II	3
CHEM 1102L	General Chemistry II Lab	1
CHEM 2351	Organic Chemistry I	4
CHEM 2352	Organic Chemistry II	4
NASC 3990	Philosophy and Methodology of Science	3
PHYS 1110	College Physics I	4
	AND	
PHYS 1110L	College Physics I Lab	0

	OR		
PHYS 2110	University Physics I	4	
	AND		
PHYS 2110L	University Physics I Lab	0	
			<b>Subtotal: 35</b>

**Students must choose at least ONE Functional Biology course from:**

BIOL 3300	Cell Biology	3	
BIOL 3650	Comparative Physiology	3	
			<b>Subtotal: 3</b>

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

BIOL 3100	Plant Biology	4	
BIOL 3200	General Microbiology	4	
BIOL 3500	Vertebrate Natural History	4	
BIOL 4200	Invertebrate Zoology	4	
			<b>Subtotal: 4</b>

**Biology Electives**

Students must choose three courses from the following list:

BIOL 3100	Plant Biology	4	
BIOL 3200	General Microbiology	4	
BIOL 3300	Cell Biology	3	
BIOL 3500	Vertebrate Natural History	4	
BIOL 3650	Comparative Physiology	3	
BIOL 3700	Animal Behavior	3	
BIOL 4200	Invertebrate Zoology	4	
BIOL 4240	Medical Genetics	3	
ENVS 2200	Introduction to Geographical Information Systems AND	2	
ENVS 3300	Geographical Information Systems Applications	2	
NASC 4210	Biochemistry	3	
PHYS 1120	College Physics II AND	4	
PHYS 1120L	College Physics II Lab	0	
	OR		
PHYS 2120	University Physics II AND	4	
PHYS 2120L	University Physics II Lab	0	
			<b>Subtotal: 9-12</b>

**Senior Research and Seminar****Subtotal: 4-5****Biology majors must complete the following seminar/research courses:**

NASC 4950	Science Seminar	1	
NASC 4980	Senior Research	3	
	OR		
NASC 4981	Senior Library Research	2	

**Students in the Biology Honors program must complete the following senior research/thesis courses:**

NASC 4989	Honors Senior Research	3	
NASC 4999	Honors Thesis	2	

**General Electives**

General Electives

12-18

**Subtotal: 12-18**

Subtotal: 121

**BIOLOGY (MINOR)****Minor Requirements****Required Courses**

BIOL 1101	General Biology I	3
BIOL 1101L	General Biology I Lab	1
BIOL 1102	General Biology II	3
BIOL 1102L	General Biology II Lab	1
BIOL 2240	Genetics	4

**Subtotal: 12****Choose THREE courses from the options listed below:**

BIOL 3100	Plant Biology	4
BIOL 3200	General Microbiology	4
BIOL 3300	Cell Biology	3
BIOL 3500	Vertebrate Natural History	4
BIOL 3650	Comparative Physiology	3
BIOL 3700	Animal Behavior	3
BIOL 4200	Invertebrate Zoology	4
BIOL 4240	Medical Genetics	3
BIOL 4500	Organic Evolution	4
BIOL 4700	Ecology	4
NASC 4210	Biochemistry	3

**Subtotal: 9-12**

Subtotal: 21-24

**HONORS PROGRAM IN NATURAL SCIENCES**

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

**BIOLOGY EDUCATION 6-12 (BA)****Bachelor of Arts Degree****General Education****I. Communication (9 hours)**

Rhetoric and Composition

ENGL  
1101\*

Rhetoric and Composition

3

Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

## III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	EDUC 2207	Learning and Cognition	3
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#### IV. Mathematics and Natural Sciences (11-12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 1102	General Biology II	3
	BIOL 1102L	General Biology II Lab	1

#### V. Ethics (3 hours)

Ethics	ENVS 2070	Environmental Science	3
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 47-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Science Foundations

BIOL 2240	Genetics	4
BIOL 3500	Vertebrate Natural History	4
	OR	
BIOL 4200	Invertebrate Zoology	4
BIOL 3650	Comparative Physiology	3
	OR	
BIOL 3700	Animal Behavior	3

BIOL 4500	Organic Evolution	4
	OR	
BIOL 4700	Ecology	4
CHEM 1101	General Chemistry I	3
CHEM 1101L	General Chemistry I Lab	1
CHEM 1102	General Chemistry II	3
CHEM 1102L	General Chemistry II Lab	1
NASC 3990	Philosophy and Methodology of Science	3

**Subtotal: 26****Biology Education 6-12 Major**

EDSE 3335	Science Methods, 6-12	3
EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3330	Foundations of Literacy	3
EDUC 3355	Exceptional Children	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9

**Subtotal: 37****General Electives**

General Electives	9-10
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**Subtotal: 9-10**

Subtotal: 121

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

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

**CHEMISTRY (CHEM)****Faculty**

Professor Carrigan  
Associate Professor Bailey  
Assistant Professor Ketch

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

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

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



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

Course Descriptions (p. 269)

## **CHEMISTRY (BS)**

### **Bachelor of Science Degree**

#### **General Education**

#### **I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### **II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

#### **III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p.	3
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		71)	
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

#### IV. Mathematics and Natural Sciences (12 hours)

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	CHEM 1101	General Chemistry I	3
	CHEM 1101L	General Chemistry I Lab	1
	CHEM 1102	General Chemistry II	3
	CHEM 1102L	General Chemistry II Lab	1

#### V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Chemistry Major

CHEM 2351	Organic Chemistry I	4
CHEM 2352	Organic Chemistry II	4

CHEM 3321	Quantitative Inorganic Analysis	4
CHEM 3322	Instrumental Analysis	4
CHEM 3710	Inorganic Chemistry	4
CHEM 4451	Physical Chemistry I	4
CHEM 4452	Physical Chemistry II/Quantum Mechanics	4
MATH 2460	Calculus II	4
MATH 2460L	Calculus II Lab	0
MATH 2470	Calculus III	4
MATH 2470L	Calculus III Lab	0
NASC 3990	Philosophy and Methodology of Science	3
NASC 4210	Biochemistry	3
PHYS 2110	University Physics I	4
PHYS 2110L	University Physics I Lab	0
PHYS 2120	University Physics II	4
PHYS 2120L	University Physics II Lab	0

**Subtotal: 50****Senior Research and Seminar****Subtotal: 3-6****Chemistry majors must complete the following seminar/research courses:**

NASC 4950	Science Seminar	1
NASC 4980	Senior Research	3
	OR	
NASC 4981	Senior Library Research	2

**Students in the Chemistry Honors program must complete the following senior research/seminar courses:**

NASC 4989	Honors Senior Research	3
NASC 4999	Honors Thesis	2

**General Electives**

General Electives	16-19
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**Subtotal: 16-19**

Subtotal: 121

**CHEMISTRY (MINOR)****Minor Requirements****Required Courses**

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

**Subtotal: 16****Students must choose two courses from the following list:**

CHEM 2550	Chemical Forensics	4
CHEM 3050	Environmental Chemistry and Toxicology	3
CHEM 3321	Quantitative Inorganic Analysis	4
CHEM 3322	Instrumental Analysis	4
CHEM 3710	Inorganic Chemistry	4
CHEM 4451	Physical Chemistry I	4
CHEM 4452	Physical Chemistry II/Quantum Mechanics	4
NASC 4210	Biochemistry	3

**Subtotal: 7-8**

Subtotal: 23-24

## HONORS PROGRAM IN NATURAL SCIENCE

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

## CHEMISTRY EDUCATION 6-12 (BS)

### Bachelor of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science	EDUC 2207	Learning and Cognition	3

**IV. Mathematics and Natural Sciences (12 hours)**

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	CHEM 1101	General Chemistry I	3
	CHEM 1101L	General Chemistry I Lab	1
	CHEM 1102	General Chemistry II	3
	CHEM 1102L	General Chemistry II Lab	1

**V. Ethics (3 hours)**

Ethics	ENVS 2070	Environmental Science	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### Chemistry Foundations

CHEM 2351	Organic Chemistry I	4
CHEM 2352	Organic Chemistry II	4
CHEM 3321	Quantitative Inorganic Analysis	4
CHEM 3322	Instrumental Analysis	4
CHEM 4451	Physical Chemistry I	4
NASC 3990	Philosophy and Methodology of Science	3

**Subtotal: 23**

### Chemistry Education 6-12 Major

EDSE 3335	Science Methods, 6-12	3
EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3330	Foundations of Literacy	3
EDUC 3355	Exceptional Children	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9

**Subtotal: 37**

### General Electives

General Electives	12
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**Subtotal: 12**

Subtotal: 120-121

## COMPUTER SCIENCE (CSCI)

### Faculty

Professor Lutz

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

## COMPUTER SCIENCE (BS)

### Bachelor of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition

ENGL 1101\*

Rhetoric and Composition

3

Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

## III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (11 to 12 hours)**

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (3 hours)**

Ethics		Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Computer Science Major**

CSCI 1301	Programming Principles I	3
CSCI 1302	Programming Principles II	3
CSCI 2900	Data Structures	3
CSCI 4200	Algorithm Analysis	3
CSCI 4950	Senior Capstone	3
	Choose FOUR from CSCI 3000+ or ART 2225 (12 Credits)	12
MATH 2450	Calculus I	4
MATH 2450L	Calculus I Lab	0
MATH 2460	Calculus II	4
MATH 2460L	Calculus II Lab	0
MATH 2600	Linear Algebra	3
MATH 2700	Discrete Mathematics	3



	<b>CHOOSE ONE:</b>		
MATH 3300	Probability	3	
MATH 3400	Number Theory	3	
MATH 3500	Numerical Methods	3	
			<b>Subtotal: 44</b>

**General Electives**

Subtotal: 121

**Subtotal: 30-34****COMPUTER SCIENCE (MINOR)****Minor Requirements**

CSCI 1301	Programming Principles I	3	
CSCI 1302	Programming Principles II	3	
CSCI 3300	Database Management Systems	3	
	2000-Level or Above Computer Science (CSCI) Electives	9	
			<b>Subtotal: 18</b>

Subtotal: 18

**DIGITAL TECHNOLOGIES (ENDORSEMENT)****Endorsement Requirements****Requirements List**

CSCI 1301	Programming Principles I	3	
GRDS 2200	Foundations in Graphic Design	3	
MCOM 2600	Fundamentals of Web Design	3	
			<b>Subtotal: 9</b>

Subtotal: 9

**CRIMINAL JUSTICE (CRJU)****Faculty**

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

Course Descriptions (p. 269)

**CRIMINAL JUSTICE (BA)****Bachelor of Arts Degree****Criminal Justice Major**

CRJU 1290	Introduction to Criminal Justice	3	
CRJU 2335	Criminal Investigation	3	
CRJU 3330	Police and Society	3	
CRJU 3331	Juvenile Justice	3	
CRJU 3385	Punishment in the United States	3	
CRJU 3390	Criminology	3	
CRJU 3500	Race and Policing in America	3	

CRJU 4430	Homeland Security and Terrorism	3
FRSC 1101	Criminalistics	3
POSC 3370	Adjudication Processes	3
POSC 4415	Criminal Law and Procedure	3
SOSC 3310	Research Methods	3
SOSC 3398	Internship	1-6
SOSC 4480	Senior Seminar	3

**Subtotal: 40-45**

**Criminal Justice Electives**

Students may take CRJU 1300 (Introduction to Cyber Investigations) and CRJU 3200 (Cyber Investigation) as electives, or they may choose six hours of electives from the following courses:

CRJU 3380	Victimology	3
CRJU 3600	Sex Crimes and Offenders	3
CRJU 3700	Green Criminology	3
CRJU 3800	White-Collar Crime	3
CRJU 3900	Organized Crime	3
CRJU 4000	Women and Crime	3
CRJU 4100	Serial Killers	3
CRJU 4475	Special Topics	3
POSC 4500	Constitutional Law	3
PSYC 4415	Abnormal Psychology	3
SOSC 3398	Internship	1-6
SOCI 4410	Race and Ethnic Relations	3

**Subtotal: 6**

**General Education**

**I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3

Philosophy and Religion	Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	Choose course from approved list (p. 71)	3

### **III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
Government	Choose course from approved list (p. 72)	3
Social Science	Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (10 to 11 hours)**

Mathematics	MATH 1300*	Elementary Statistics	3
Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (3 hours)**

Ethics		Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-48**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**General Electives**

General Electives	26-35	<b>Subtotal: 26-35</b>
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Subtotal: 121

**CRIMINAL JUSTICE (MINOR)****Minor Requirements**

Students must complete 15 semester credit hours of coursework to earn a minor in Criminal Justice. Students are to select from the following courses:

CRJU 1290	Introduction to Criminal Justice	3
CRJU 1300	Introduction to Cyber Investigations	3
CRJU 2335	Criminal Investigation	3
CRJU 3200	Cyber Investigation	3

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

**Subtotal: 15**

## CRIMINOLOGY (MINOR)

### Minor Requirements

#### Required Core Courses

CRJU 1290	Introduction to Criminal Justice	3
CRJU 3390	Criminology	3

**Subtotal: 6**

#### Choose four classes (12 credits) from courses below:

CRJU 1300	Introduction to Cyber Investigations	3
CRJU 3331	Juvenile Justice	3
CRJU 3600	Sex Crimes and Offenders	3
CRJU 3380	Victimology	3
CRJU 4000	Women and Crime	3
CRJU 4100	Serial Killers	3

**Subtotal: 12**

Subtotal: 18

## EARTH SCIENCE (ERSC)

### Faculty

Professor Dooley

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

### Career Options

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

Course Descriptions (p. 269)

## ENGINEERING (PENG)

## ENGINEERING PRAXIS (BS)

### Bachelor of Science Degree

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (12 hours)**

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	CHEM 1101	General Chemistry I	3
	CHEM 1101L	General Chemistry I Lab	1
	CHEM 1102	General Chemistry II	3
	CHEM 1102L	General Chemistry II Lab	1

**V. Ethics (3 hours)**

Ethics	PHRG 3305	Environmental Ethics	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Engineering Foundations**

CSCI 1301	Programming Principles I OR	3
CSCI 1371	Computing for Engineers	3
MATH 2460	Calculus II	4
MATH 2460L	Calculus II Lab	0
MATH 2470	Calculus III	4
MATH 2470L	Calculus III Lab	0
MATH 2480	Introduction to Differential Equations	3
MATH 2600	Linear Algebra	3
PENG 2000	Engineering Statics	3
PHYS 2110	University Physics I	4
PHYS 2110L	University Physics I Lab	0
PHYS 2120	University Physics II	4

PHYS 2120L	University Physics II Lab	0	
PHYS 4950	Senior Capstone I	1	
			<b>Subtotal: 29</b>

**Engineering Major**

	University of North Dakota Engineering Coursework	30	
			<b>Subtotal: 30</b>

**Engineering Electives**

Students must selective a minimum of six semester credit hours of electives from the following list:

CHEM 2351	Organic Chemistry I	4	
CHEM 2352	Organic Chemistry II	4	
MATH 2700	Discrete Mathematics	3	
PHYS 3100	Classical Mechanics	3	
PHYS 3200	Modern Physics	3	
PHYS 3300	Thermal and Statistical Physics	3	
PHYS 4350	Advanced Topics in Physics	1-3	
PHYS 4400	Electricity and Magnetism	3	
PHYS 4600	Circuits	3	
			<b>Subtotal: 6</b>

**General Electives**

	General Electives	7	
			<b>Subtotal: 7</b>

Subtotal: 120-121

**ENGINEERING PHYSICS (BS)****Bachelor of Science Degree****General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication	MCOM 1110	Public Speaking	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
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English Literature		Choose one of the following courses:	3
	ENGL 2203	British Literature to 1790	
	ENGL 2204	British Literature from 1790	
	ENGL 2211	United States Literature from 1865	
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History	HIST 1111	World History to the Mid-17th Century	3
Government	POSC 1101	American Government	3
Social Science	BUSA 1210	Introduction to Microeconomics	3

**IV. Mathematics and Natural Sciences (12 hours)**

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	CHEM 1101	General Chemistry I	3
	CHEM 1101L	General Chemistry I Lab	1
	CHEM 1102	General Chemistry II	3
	CHEM 1102L	General Chemistry II Lab	1

**V. Ethics (3 hours)**

Ethics	PHRG 3305	Environmental Ethics	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Engineering Physics Foundations**

CSCI 1301	Programming Principles I OR	3	
CSCI 1371	Computing for Engineers	3	
MATH 2460	Calculus II	4	
MATH 2460L	Calculus II Lab	0	
MATH 2470	Calculus III	4	
MATH 2470L	Calculus III Lab	0	
MATH 2480	Introduction to Differential Equations	3	
MATH 2600	Linear Algebra	3	
PENG 2000	Engineering Statics	3	
PHYS 2110	University Physics I	4	
PHYS 2110L	University Physics I Lab	0	
PHYS 2120	University Physics II	4	
PHYS 2120L	University Physics II Lab	0	
	3000-Level or Above Physics (PHYS) Electives	6	
			<b>Subtotal: 34</b>

**Engineering Major**

	Georgia Institute of Technology Engineering Coursework	30	
			<b>Subtotal: 30</b>

**General Electives**

	General Electives	8	
			<b>Subtotal: 8</b>

Subtotal: 120-121

**ENGINEERING SCIENCE (BS)****Bachelor of Science Degree****General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication	MCOM 1110	Public Speaking	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
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English Literature

Choose one of the following courses: 3

ENGL 2203

British Literature to 1790

ENGL 2204

British Literature from 1790

ENGL 2211

United States Literature from 1865

Philosophy and Religion

Choose one PHIL or RELG course at the 1000-2000 level 3

Fine Arts

Choose course from approved list (p. 71) 3

**III. History and Social Sciences (9 hours)**

World History	HIST 1111	World History to the Mid-17th Century	3
Government	POSC 1101	American Government	3
Social Science	BUSA 1210	Introduction to Microeconomics	3

**IV. Mathematics and Natural Sciences (12 hours)**

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	CHEM 1101	General Chemistry I	3
	CHEM 1101L	General Chemistry I Lab	1
	CHEM 1102	General Chemistry II	3
	CHEM 1102L	General Chemistry II Lab	1

**V. Ethics (3 hours)**

Ethics	PHRG 3305	Environmental Ethics	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Engineering Major**

Kennesaw State University Engineering Coursework	30
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**Subtotal: 30****Engineering Science Foundations**

CSCI 1301	Programming Principles I OR	3
CSCI 1371	Computing for Engineers	3
MATH 2460	Calculus II	4
MATH 2460L	Calculus II Lab	0
MATH 2470	Calculus III	4
MATH 2470L	Calculus III Lab	0
MATH 2480	Introduction to Differential Equations	3
PENG 2000	Engineering Statics	3
PHYS 2110	University Physics I	4
PHYS 2110L	University Physics I Lab	0
PHYS 2120	University Physics II	4
PHYS 2120L	University Physics II Lab	0

**Subtotal: 25****Students must complete six hours of electives from the following list:**

BIOL 3200	General Microbiology	4
GEOL 3100	Hydrology	3
	3000-Level or Above Chemistry (CHEM) Elective	3
	3000-Level or Above Physics (PHYS) Elective	3

**Subtotal: 6****General Electives**

General Electives	11
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**Subtotal: 11**

Subtotal: 120-121

**ENGLISH (ENGL)****Faculty**

Professor Emerita Hodgens  
 Professors Charles, Davis, and Whited  
 Associate Professors DeWald and Gilstrap

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

Students anticipating a career teaching English in grades 6-12 may pursue either (a) the program beginning in the freshman year leading toward certification at the undergraduate level, or (b) the Dual-Degree program leading toward certification at the graduate level. (Refer to Dual-Degree programs (p. 237) for information.)

Course Descriptions (p. 269)

**ENGLISH (BA)****Bachelor of Arts Degree**

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 71)	6
English Literature		Choose one 2000-level English literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics		Choose course from approved list (p. 72) *	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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## V. Ethics (3 hours)

Ethics	Choose course from approved list (p. 73)	3
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## VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 43-48**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### Concentrations

Students must select one of the following concentrations:

**Subtotal: 36**

### Creative Writing Concentration

#### English Major (Creative Writing concentration)

ENGL 2290	Introduction to Creative Writing	3
ENGL 3000	Introduction to English Studies	3
ENGL 4498	Senior Seminar Research in English	1
ENGL 4499	Senior Seminar in English	2

**Subtotal: 9**

#### Students must choose two of the following survey courses:

ENGL 2201	World Literature to the Renaissance	3
ENGL 2202	World Literature from the Renaissance	3
ENGL 2203	British Literature to 1790	3
ENGL 2204	British Literature from 1790	3
ENGL 2210	United States Literature to 1865	3
ENGL 2211	United States Literature from 1865	3
ENGL 2220	Ethnic American Literature	3
ENGL 2221	Women Writers	3
ENGL 2222	Introduction to Film	3
ENGL 2225	Nature Writers	3

**Subtotal: 6**

#### Students must choose at least four of the following Creative Writing courses:

ENGL 3392	Creative Writing: Poetry	3
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ENGL 4492	Creative Writing: Poetry	3
ENGL 3393	Creative Writing: Non-Fiction	3
ENGL 4493	Creative Writing: Non-Fiction	3
ENGL 3394	Creative Writing: Fiction	3
ENGL 4494	Creative Writing: Fiction	3
ENGL 3395	Creative Writing: Screenwriting, Drama, and Adaptation	3
ENGL 4495	Creative Writing: Screenwriting, Drama, and Adaptation	3
ENGL 4400	Print and Digital Publishing	3

**Subtotal: 12****Students must choose at least one of the following British Literature courses:**

ENGL 4402	Medieval Literature	3
ENGL 4403	British Renaissance	3
ENGL 4405	Shakespeare	3
ENGL 4408	Restoration and Eighteenth-Century Literature	3
ENGL 4415	British Romanticism	3
ENGL 4421	Victorian Literature	3
ENGL 4426	Twentieth-Century British Literature	3

**Subtotal: 3****Students must choose at least one of the following United States Literature courses:**

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

**Subtotal: 3****Students must choose at least one additional upper-level English elective (any of the 3000- or 4000-level courses not taken to meet the requirements listed above or any of the following):**

ENGL 3307	Short Story	3
ENGL 3308	Novel	3
ENGL 3309	Poetry	3
ENGL 3311	Drama	3
ENGL 3312	Non-Fiction	3
ENGL 3322	Film and Literature	3
ENGL 3335	Technical Writing	3
ENGL 4401	Seminar in World Literature	3
ENGL 4440	Reading and Writing in the Content Areas	3
ENGL 4455	Survey of English Usage for Teachers	3
ENGL 4456	Teaching Secondary English	3
ENGL 4460	Literary Criticism	3
ENGL 4480	Major Authors	3
ENGL 4481	Seminar in Film	3
ENGL 4490	Special Topics	3

**Subtotal: 3****Literary Studies Concentration****English Major (Literary Studies concentration)**

ENGL 3000	Introduction to English Studies	3
ENGL 4405	Shakespeare	3
ENGL 4498	Senior Seminar Research in English	1
ENGL 4499	Senior Seminar in English	2

**Subtotal: 9**

**Students must choose at least one of the following British Literature survey courses:**

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

**Subtotal: 3****Students must choose at least one of the following United States Literature survey courses:**

ENGL 2210	United States Literature to 1865	3
ENGL 2211	United States Literature from 1865	3
ENGL 2220	Ethnic American Literature	3

**Subtotal: 3****Students must choose at least one additional survey course:**

ENGL 2201	World Literature to the Renaissance	3
ENGL 2202	World Literature from the Renaissance	3
ENGL 2220	Ethnic American Literature	3
ENGL 2221	Women Writers	3
ENGL 2222	Introduction to Film	3
ENGL 2225	Nature Writers	3
ENGL 2290	Introduction to Creative Writing	3

**Subtotal: 3****Students must choose at least one of the following British Literature courses:**

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

**Subtotal: 3****Students must choose at least one of the following United States Literature courses:**

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

**Subtotal: 3****Students must choose at least four additional upper-level English electives (any of the 3000- or 4000-level courses not taken to meet the requirements listed above or any of the following):**

ENGL 3307	Short Story	3
ENGL 3308	Novel	3
ENGL 3309	Poetry	3
ENGL 3311	Drama	3
ENGL 3312	Non-Fiction	3
ENGL 3322	Film and Literature	3
ENGL 3335	Technical Writing	3
ENGL 3392	Creative Writing: Poetry	3
ENGL 4492	Creative Writing: Poetry	3
ENGL 3393	Creative Writing: Non-Fiction	3
ENGL 4493	Creative Writing: Non-Fiction	3
ENGL 3394	Creative Writing: Fiction	3
ENGL 4494	Creative Writing: Fiction	3
ENGL 3395	Creative Writing: Screenwriting, Drama, and	3

ENGL 4495	Adaptation Creative Writing: Screenwriting, Drama, and Adaptation	3	
ENGL 4400	Print and Digital Publishing	3	
ENGL 4401	Seminar in World Literature	3	
ENGL 4440	Reading and Writing in the Content Areas	3	
ENGL 4455	Survey of English Usage for Teachers	3	
ENGL 4456	Teaching Secondary English	3	
ENGL 4460	Literary Criticism	3	
ENGL 4480	Major Authors	3	
ENGL 4481	Seminar in Film	3	
ENGL 4490	Special Topics	3	
			<b>Subtotal: 12</b>

**General Electives**

General Electives	34-39	<b>Subtotal: 34-39</b>
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Subtotal: 121

**ENGLISH EDUCATION 6-12 (BA)**

**Bachelor of Arts Degree**

**General Education**

**I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3

Philosophy and Religion	Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	Choose course from approved list (p. 71)	3

### **III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
Government	Choose course from approved list (p. 72)	3
Social Science	Choose course from approved list (p. 72)	3

### **IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*	Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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## V. Ethics (3 hours)

Ethics	Choose course from approved list (p. 73)	3
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## VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### English Foundations

ENGL 2290	Introduction to Creative Writing	3
ENGL 3000	Introduction to English Studies	3
ENGL 4405	Shakespeare	3
ENGL 4440	Reading and Writing in the Content Areas	3
ENGL 4456	Teaching Secondary English	3

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

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

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

ENGL 2210	United States Literature to 1865	3
ENGL 2211	United States Literature from 1865	3
ENGL 2220	Ethnic American Literature	3

### Students must choose one additional survey course:

ENGL 2201	World Literature to the Renaissance	3
ENGL 2202	World Literature from the Renaissance	3
ENGL 2221	Women Writers	3
ENGL 2222	Introduction to Film	3
ENGL 2225	Nature Writers	3

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

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

ENGL 4426	Twentieth-Century British Literature	3
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**Students must choose one of the following United States Literature courses:**

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

**Students must choose at least two additional upper-level English electives (any of the 3000 or 4000 level courses not taken to meet the requirements listed above or any of the following):**

ENGL 3307	Short Story	3
ENGL 3308	Novel	3
ENGL 3309	Poetry	3
ENGL 3311	Drama	3
ENGL 3312	Non-Fiction	3
ENGL 3322	Film and Literature	3
ENGL 3335	Technical Writing	3
ENGL 3392	Creative Writing: Poetry	3
ENGL 3393	Creative Writing: Non-Fiction	3
ENGL 3394	Creative Writing: Fiction	3
ENGL 3395	Creative Writing: Screenwriting, Drama, and Adaptation	3
ENGL 4400	Print and Digital Publishing	3
ENGL 4401	Seminar in World Literature	3
ENGL 4455	Survey of English Usage for Teachers	3
ENGL 4460	Literary Criticism	3
ENGL 4480	Major Authors	3
ENGL 4481	Seminar in Film	3
ENGL 4490	Special Topics	3

**Subtotal: 36**

**English Education Major**

EDSE 3332	Language Arts Methods, 6-12	3
EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 2207	Learning and Cognition	3
EDUC 3330	Foundations of Literacy	3
EDUC 3355	Exceptional Children	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9

**Subtotal: 40**

Subtotal: 121

## ENGLISH (MINOR)

### Minor Requirements

Students must complete 15 semester credit hours of 2000-level and above English (ENGL) courses to earn a minor in English.

## CREATIVE WRITING (MINOR)

**Minor Requirements**

ENGL 2290	Introduction to Creative Writing	3
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**Subtotal: 3****Creative Writing Electives**

Students must select 9 semester credit hours of Creative Writing electives from the following list:

ENGL 3392	Creative Writing: Poetry	3
ENGL 3393	Creative Writing: Non-Fiction	3
ENGL 3394	Creative Writing: Fiction	3
ENGL 3395	Creative Writing: Screenwriting, Drama, and Adaptation	3
ENGL 4400	Print and Digital Publishing	3
ENGL 4492	Creative Writing: Poetry	3
ENGL 4493	Creative Writing: Non-Fiction	3
ENGL 4494	Creative Writing: Fiction	3
ENGL 4495	Creative Writing: Screenwriting, Drama, and Adaptation	3

**Subtotal: 9****English Electives**

	2000-Level or Above English (ENGL) Elective	3
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**Subtotal: 3**

Subtotal: 15

**ENVIRONMENTAL GEOLOGY (GEOL)****Faculty**

Professor Dooley

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

Course Descriptions (p. 269)

**ENVIRONMENTAL GEOLOGY (MINOR)****Minor Requirements****Required Courses**

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

**Subtotal: 11**

Students must select two courses from the following list:

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

**Subtotal: 6**

Students must select one course from the following list:

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

**Subtotal: 3-4**

Subtotal: 20-21

## CAREER OPTIONS

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

## ENVIRONMENTAL SCIENCE (ENVS)

### Faculty

Professor Dooley

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

Course Descriptions (p. 269)

## ENVIRONMENTAL SCIENCE (BS)

### Bachelor of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3



**II. Humanities and Fine Arts (15 hours)**

Modern Languages	Choose sequence from approved list (p. 70)	6
English Literature	Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion	Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
Government	Choose course from approved list (p. 72)	3
Social Science	Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (12 hours)**

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	CHEM 1101	General Chemistry I	3
	CHEM 1101L	General Chemistry I Lab	1
	CHEM 1102	General Chemistry II	3
	CHEM 1102L	General Chemistry II Lab	1

**V. Ethics (3 hours)**

Ethics	ENVS 2070	Environmental Science	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Environmental Science Major**

BIOL 1101	General Biology I	3
BIOL 1101L	General Biology I Lab	1
BIOL 1102	General Biology II	3
BIOL 1102L	General Biology II Lab	1
BIOL 3200	General Microbiology	4
BIOL 4700	Ecology	4
CHEM 2351	Organic Chemistry I	4
CHEM 3050	Environmental Chemistry and Toxicology	3
CHEM 3321	Quantitative Inorganic Analysis	4
	OR	
CHEM 3322	Instrumental Analysis	4
ENVS 2200	Introduction to Geographical Information Systems	2

ENVS 3300	Geographical Information Systems Applications	2
ENVS 3400	Sustainability	3
ENVS 4930	Internship in Natural Sciences	1-3
GEOL 1101	Physical Geology	3
GEOL 1101L	Physical Geology Lab	1
GEOL 3100	Hydrology	3
NASC 3990	Philosophy and Methodology of Science	3
PHYS 1110	College Physics I AND	4
PHYS 1110L	College Physics I Lab OR	0
PHYS 2110	University Physics I AND	4
PHYS 2110L	University Physics I Lab	0

**Subtotal: 49-51****Research and Seminar****Environmental Science majors must complete the following seminar/research courses:**

NASC 4950	Science Seminar	1
NASC 4980	Senior Research OR	3
NASC 4981	Senior Library Research	2

**Students in the Environmental Science Honors program must complete the following senior research/thesis courses:**

NASC 4989	Honors Senior Research	3
NASC 4999	Honors Thesis	2

**General Electives**

General Electives	6-12
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**Subtotal: 6-12****Environmental Science Electives**

Students must choose two courses from the following list:

BIOL 2240	Genetics	4
BIOL 3100	Plant Biology	4
BIOL 3500	Vertebrate Natural History	4
BIOL 4200	Invertebrate Zoology	4
BIOL 4500	Organic Evolution	4
CHEM 2352	Organic Chemistry II	4
GEOL 2210	Environmental Geology	3
PHYS 1120	College Physics II AND	4
PHYS 1120L	College Physics II Lab OR	0
PHYS 2120	University Physics II AND	4
PHYS 2120L	University Physics II Lab	0

**Subtotal: 8**

Subtotal: 121

**ENVIRONMENTAL SCIENCE (MINOR)****Minor Requirements**

**Required Courses**

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

**Subtotal: 18****Environmental Science Electives**

Students must select two courses from the following list:

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

**Subtotal: 3-8**

Subtotal: 21-26

**HONORS PROGRAM IN ENVIRONMENTAL SCIENCE**

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

**CAREER OPTIONS**

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

**FILM AND DOCUMENTARY PRODUCTION (FILM)****Faculty**

Professor Davis and Van Cantfort  
Associate Professors Jackson and Dennis  
Assistant Professor Hudgens

**FILM AND DOCUMENTARY PRODUCTION (BA)****Bachelor of Arts Degree**

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature	ENGL 2222	Introduction to Film	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*	Choose course from approved list (p. 72)	3 to 4
Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (3 hours)**

Ethics	Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Film and Documentary Production Major**

ENGL 2222	Introduction to Film	3
GRDS 2200	Foundations in Graphic Design	3
MCOM 1000	Foundations of Media Technologies	1
MCOM 1500	Introduction to Mass Communications	3
MCOM 2000	Media Writing I	3
MCOM 2400	Video Production I	3
MCOM 2500	Audio Production I	3
MCOM 2600	Fundamentals of Web Design	3
MCOM 3004/5	TV/Film Practicum OR	2
MCOM 3050	Mass Media Internship	2-9
MCOM 3150	Entertainment Television Screenwriting & Production	3
MCOM 3400	Cinematography	3
MCOM 3425	Documentary Writing and Production	3
MCOM 4300	Communications Law and Ethics	3

MCOM 4801	Film Capstone Project I	1	
MCOM 4802	Film Capstone Project II	2	
MCOM 4991	Film Professional Development II	1	
			<b>Subtotal: 40</b>

### Film and Documentary Production Electives

Students must select a minimum of nine credit hours of electives from the following list:

ENGL 3395	Creative Writing: Screenwriting, Drama, and Adaptation	3	
ENGL 4481	Seminar in Film	3	
GRMN 4435	German Cinema	3	
MCOM 3120	Special Topics in Film	3	
MCOM 3470	Lighting for Video Production	3	
MCOM 3475	Cinematography II	3	
MCOM 3800	Global Media Industry & Operations	3	
MCOM 4000	Directing for Film	3	
MCOM 4010	Producing: The Business of Film	3	
MCOM 4030	Advanced Screenwriting	3	
MCOM 4040	Advanced Film Editing and Sound	3	
SOCI 3355	Film as Sociology	3	
SPAN 4435	Spanish Cinema	3	
THTR 2210	Fundamentals of Acting	3	
THTR 3317	Lighting Design	3	
			<b>Subtotal: 9</b>

### General Electives

General Electives	10-23
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**Subtotal: 10-23**

Subtotal: 121

## FORENSIC SCIENCE (FRSC)

### Faculty

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

Course Descriptions (p. 269)

## FORENSIC SCIENCE (BS)

### Bachelor of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
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Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

## III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3



**IV. Mathematics and Natural Sciences (12 hours)**

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	CHEM 1101	General Chemistry I	3
	CHEM 1101L	General Chemistry I Lab	1
	CHEM 1102	General Chemistry II	3
	CHEM 1102L	General Chemistry II Lab	1

**V. Ethics (3 hours)**

Ethics		Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Forensic Science Core**

BIOL 1101	General Biology I	3
BIOL 1101L	General Biology I Lab	1
BIOL 2100	Human Anatomy and Physiology I	3
BIOL 2100L	Human Anatomy and Physiology I Lab	1
BIOL 2110	Human Anatomy and Physiology II	3
BIOL 2110L	Human Anatomy and Physiology II Lab	1
CHEM 2351	Organic Chemistry I	4
CRJU 1290	Introduction to Criminal Justice	3
CRJU 2335	Criminal Investigation	3
ENGL 3335	Technical Writing	3
FRSC 1101	Criminalistics	3
FRSC 3100	Crime Scene Investigation	3

FRSC 4200	Forensic Death Investigation	3	
FRSC 4750	Internship in Forensic Science	1-3	
FRSC 4900	Forensic Science Senior Research and Seminar	1	
MATH 1300	Elementary Statistics	3	
POSC 3370	Adjudication Processes	3	
SOSC 3310	Research Methods	3	
PHYS 2110	University Physics I	4	
	AND		
PHYS 2110L	University Physics I Lab	0	
	OR		
PHYS 1110	College Physics I	4	
	AND		
PHYS 1110L	College Physics I Lab	0	
			<b>Subtotal: 0</b>

### Concentrations

Students must choose one of the following concentrations:

#### Major Field Concentration

ACCT 2010	Financial Accounting	3	
FRSC 2100	Essential Practices of Forensic Science	3	
FRSC 4100	Crime Scene Investigation II Forensic Reconstruction	3	
			<b>Subtotal: 9</b>

#### Lab Services Concentration

BIOL 2240	Genetics	4	
CHEM 2550	Chemical Forensics	4	
FRSC 3200	Fingerprint Identification & Classification	3	
			<b>Subtotal: 11</b>

#### General Electives

General Electives	10-14	<b>Subtotal: 10-14</b>
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Subtotal: 121

## FORENSIC SCIENCE (MINOR)

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

### Minor Requirements

#### Required Courses

CRJU 1290	Introduction to Criminal Justice	3	
CRJU 2335	Criminal Investigation	3	
FRSC 1101	Criminalistics	3	
			<b>Subtotal: 9</b>

#### Forensic Science Electives

Forensic Science Electives	9	<b>Subtotal: 9</b>
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Subtotal: 18

## **FRENCH (FREN)**

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

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

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

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

Course Descriptions (p. 269)

## **GERMAN (GRMN)**

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

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

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

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

Course Descriptions (p. 269)

## **GERMAN (MINOR)**

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

## **CAREER OPTIONS**

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

## **HISTORY AND GOVERNMENT (HSGV)**

### **Faculty**

Professor Albert Pleysier  
 Professor Tony Frye  
 Associate Professor Ryan Franklin

The study of history leads to the understanding and appreciation of the heritages of humans. Since the time when human beings invented

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

Government is the critical study of classical and modern political theories and ideas, including the ideas that have shaped U.S. governmental institutions. It includes the study of the processes, structures and institutions of U.S. government, including international or global relationships. The study of history and government fosters individual and social responsibilities, including ethical conduct and citizenship.

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

### **PRE-LAW**

The pre-law student must satisfy all general education requirements as well as the major and minor requirements in his or her chosen areas of study to be awarded an undergraduate degree from Piedmont University. Law schools generally do not specify a particular undergraduate major as preliminary preparation for a legal education. The American Bar Association recommends that undergraduate study should provide thorough intellectual training in social sciences, natural sciences and humanities. The liberal arts curriculum of Piedmont University provides this recommended foundation.

Admission requirements at most law schools normally include the completion of a four-year baccalaureate degree program; a satisfactory overall grade-point average; a satisfactory score on the Law School Admission Test (LSAT); and letters of reference. The requirements concerning grade average and LSAT score vary among law schools. Students who plan to attend a law school are urged to contact [lsac.org](http://lsac.org) to familiarize themselves with requirements and recommendations for admission to law schools. Upon entering at Piedmont, students should begin working with the University pre-law advisor, Tony Frye, associate professor of political science.

### **Accelerated JD Program: In partnership with Mercer University Walter F. George School of Law**

Bachelor of Arts in Political Science or English. Earn your law degree in six years, instead of seven. Students majoring in History and Government (HSGV) or English (ENGL), admitted into the program, complete three years of undergraduate study (90 hours) and then apply credits earned in their first year of law school at Mercer University toward fulfillment of their baccalaureate degree requirements.

Accelerated students reduce the cost of their undergraduate education by as much as 25 percent while entering the workforce a year early.

## **HISTORY AND GOVERNMENT (BA)**

### **Bachelor of Arts Degree**

#### **General Education**

#### **I. Communication (9 hours)**

Rhetoric and Composition

ENGL  
1101\*

Rhetoric and Composition

3

Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

## III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

## IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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**V. Ethics (3 hours)**

Ethics	Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**History and Government Major**

HIST 2212	Pivotal Moments in Recent U.S. History	3
HSGV 2280	Introduction to Historiography	3
HSGV 4480	Historiography	3
POSC 1101	American Government	3

**Subtotal: 12**

Choose one track below.

**Government Track**

POSC 3315	Georgia Politics	3
POSC 3350	Governmental Institutions	3

Select six courses from the following list (18) 18

CRJU 1290	Introduction to Criminal Justice	3
POSC 3300	Comparative Politics	3
POSC 3330	National Political Issues	3
POSC 3340	Political Ideologies	3
POSC 3360	International Relations	3
POSC 3370	Adjudication Processes	3
POSC 3380	International Law	3
POSC 4405	Global Issues	3
POSC 4415	Criminal Law and Procedure	3
POSC 4475	Selected Topics	3
POSC 4500	Constitutional Law	3
SOSC 3398	Internship	1-6

**Subtotal: 24**

**History Track**

HIST 1111	World History to the Mid-17th Century	3
HIST 1112	World History Since the Mid-17th Century	3
	Select six courses from the following list (18)	18
HIST 3000	Graphic History	3
HIST 3301	History of the United States to 1836	3
HIST 3302	History of the United States, 1836-1912	3
HIST 3305	History of Women	3
HIST 3310	Twentieth Century Europe	3
HIST 3315	History of Constantinople and the Roman Empire	3
HIST 3325	History of Ancient Egypt	3
HIST 3330	History of Georgia	3
HIST 3350	Russia/Soviet Union	3
HIST 3390	Modern Southeast Asia	3
HIST 4425	The Renaissance and Reformation	3
HIST 4430	History of Spain	3
HIST 4440	Hitler's Germany	3
HIST 4490	Special Topics I	3
HIST 4491	Special Topics II	3
SOSC 3398	Internship	1-6

**Subtotal: 24**

**General Electives**

General Electives	34-39
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**Subtotal: 34-39**

Subtotal: 121

**HISTORY EDUCATION 6-12 (BA)**

**Bachelor of Arts Degree**

**General Education**

**I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
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English Literature	Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion	Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	Choose course from approved list (p. 71)	3

### III. History and Social Sciences (9 hours)

World History	HIST 1111	World History to the Mid-17th Century	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

### IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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## V. Ethics (3 hours)

Ethics	Choose course from approved list (p. 73)	3
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## VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### History Foundations

HIST 1112	World History Since the Mid-17th Century	3
HIST 2212	Pivotal Moments in Recent U.S. History	3
HSGV 2280	Introduction to Historiography	3
HIST 3301	History of the United States to 1836	3
HIST 3302	History of the United States, 1836-1912	3
HIST 3330	History of Georgia	3
HIST 3350	Russia/Soviet Union	3
	OR	
HIST 3390	Modern Southeast Asia	3
	OR	
HIST 4490	Special Topics I	3
POSC 3315	Georgia Politics	3
POSC 3340	Political Ideologies	3
POSC 3350	Governmental Institutions	3

**Subtotal: 30**

### History Education Major

EDSE 3334	Social Studies Methods, 6-12	3
EDUC 1199	Introduction to Education	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3306	Economics in the 6-12 Classroom	3
EDUC 3330	Foundations of Literacy	3
EDUC 3333	Geography in the P-12 Classroom	3
EDUC 3355	Exceptional Children	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9

PSYC 3311	Psychology of Adolescence	3	<b>Subtotal: 36</b>
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**General Electives**

General Electives	4-9	<b>Subtotal: 4-9</b>
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Subtotal: 121

**HISTORY (MINOR)**

Students must complete 15 semester credit hours of 3000-level and above History (HIST) courses to earn a minor in History.

**POLITICAL SCIENCE, MINOR****Minor Requirements****Minor Requirements**

POSC 1101	American Government	3	<b>Subtotal: 3</b>
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**Students must select 15 semester hours of credit from the following list:**

CRJU 1290	Introduction to Criminal Justice	3	
POSC 3300	Comparative Politics	3	
POSC 3315	Georgia Politics	3	
POSC 3330	National Political Issues	3	
POSC 3340	Political Ideologies	3	
POSC 3350	Governmental Institutions	3	
POSC 3360	International Relations	3	
POSC 3370	Adjudication Processes	3	
POSC 3380	International Law	3	
POSC 4405	Global Issues	3	
POSC 4415	Criminal Law and Procedure	3	
POSC 4475	Selected Topics	3	
POSC 4500	Constitutional Law	3	
SOSC 3398	Internship	1-6	<b>Subtotal: 15</b>

Subtotal: 18

**HUMAN SERVICES****HUMAN SERVICES ADMINISTRATION (BA)**

The Bachelor of Arts in Human Services Administration prepares students for dynamic careers in the field of human services, equipping them with the knowledge, skills, and values necessary to lead and manage in organizations that serve individuals and communities in need. Grounded in a comprehensive understanding of human behavior, social justice principles, and organizational management, this program empowers students to make meaningful contributions to society through ethical leadership and advocacy.

**Bachelor of Arts Degree**

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*	Choose course from approved list (p. 72)	3 to 4
Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (3 hours)**

Ethics	Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**General Electives****Subtotal: 33-38****Major Electives****Subtotal: 9**

Choose 9 hours of 3000/4000-level electives in SOCI, PSYC, CRJU, POSC, SOSC, BUSA, or NURS.

**Human Services Administration Major**

SOCI 1101	Introduction to Sociology	3
PSYC 1101	General Psychology	3
SOCI 2210	Social Problems OR	3
SOCI 3320	Structured Social Inequality	3
PSYC 2290	Human Growth and Development OR	3
CRJU 3390	Criminology	3

SOSC 3000	Social Policy and Program Development	3
PSYC 3382	Introduction to Counseling	3
BUSA 3550	Organizational Behavior and Leadership Theories	3
SOSC 3310	Research Methods	3
SOSC 4480	Senior Seminar	3

**CHOOSE ONE:**

PSYC 4441	Internship in Human Services	1-3
SOSC 3398	Internship	1-6
BUSA 4700/ACCT 4700	Business Internship	3
NURS 4432	Clinical Internship	5

**Subtotal: 30**

Subtotal: 120

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

Assistant Professor Bowers

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

Course Descriptions (p. 269)

**INTERDISCIPLINARY STUDIES**

Interdisciplinary Studies is the only major that allows students to structure their programs of study by selecting thematically related courses from three academic disciplines. This major is available to all undergraduate students at Piedmont University who have a minimum grade point average of 2.5 at the time they apply for admission to the program.

Students should apply to the program before completing 60 semester credit hours of coursework. Upon admission, students will collaborate with their academic advisors to design their interdisciplinary majors. The theme of the proposed programs will determine whether Piedmont University awards students bachelor of art degrees or bachelor of science degrees.

Students must complete from 42 to 48 semester credit hours of coursework to earn an interdisciplinary studies degree. This total can include up to 21 hours of coursework taken before gaining admission to the program. Furthermore, students may complete up to 21 semester credit hours in one academic discipline. At least 24 hours of the program must be derived from courses at the 3000 and 4000 levels. Students must earn minimum grades of C in all major-specific coursework.

**Bachelor of Arts or Bachelor of Science Degree****General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages	SPAN 1101	Elementary Spanish I	3
	SPAN 1102	Elementary Spanish II	3
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science	BUSA 1210	Introduction to Microeconomics	3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8
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## V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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## VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### Interdisciplinary Major

IDIS 4499	Interdisciplinary Capstone Course Interdisciplinary Studies Major	3 39-45
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**Subtotal: 42-48**

### General Electives

General Electives	22-33
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**Subtotal: 22-33**

Subtotal: 121

## INTERNATIONAL STUDIES (BA)

### Bachelor of Arts Degree

#### General Education

### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
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Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages	SPAN 1101	Elementary Spanish I	3
	SPAN 1102	Elementary Spanish II	3
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

## III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

## IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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## V. Ethics (3 hours)

Ethics	Choose course from approved list (p. 73)	3
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## VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### International Studies Major

BUSA 4030	Management Information Systems	3
ENGL 4401	Seminar in World Literature	3
	OR	
ENGL 4402	Medieval Literature	3
	OR	
ENGL 4426	Twentieth-Century British Literature	3
	OR	
ENGL 4429	Multicultural American Literature	3
HIST 3310	Twentieth Century Europe	3
	OR	
HIST 3390	Modern Southeast Asia	3
	OR	
HIST 4430	History of Spain	3
	OR	
HIST 4440	Hitler's Germany	3
IDIS 3305	Cultural Explorations	3
	OR	
SPAN 3300	Spanish Culture and Civilization	3
IDIS 4499	Interdisciplinary Capstone Course	3
MCOM 1500	Introduction to Mass Communications	3
MCOM 4200	Telecommunications & Globalization	3
POSC 3360	International Relations	3

POSC 4405	Global Issues	3
SPAN 2201	Intermediate Spanish I	3
SPAN 2202	Intermediate Spanish II	3
SPAN 3360	Introductory International Business: Language and Culture	3

**Subtotal: 39****General Electives**

General Electives	31-36
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**Subtotal: 31-36**

Subtotal: 121

**FILM STUDIES**

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

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

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

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

**SOCIAL JUSTICE**

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

**Minor Requirements**

IDIS 3500	Lillian E. Smith Studies	3
PSYC 4441	Internship in Human Services	1-3
	OR	
SOSC 3398	Internship	1-6

**Subtotal: 4-6**

Students must select three courses related to social justice issues, government institutions, and/or working with socially disadvantaged groups. Each course must have a different prefix and at least two of the three courses must be at the 3000-level or above.

BUSA 3550	Organizational Behavior and Leadership Theories	3
EDUC 3355	Exceptional Children	3
EDUC 2201	The Multicultural Classroom	3
ENGL 2220	Ethnic American Literature	3
ENGL 2221	Women Writers	3
ENGL 4429	Multicultural American Literature	3

ENVS 2070	Environmental Science	3
HIST 3305	History of Women	3
POSC 1101	American Government	3
POSC 3330	National Political Issues	3
POSC 4405	Global Issues	3
PSYC 3303	Social Psychology	3

**Subtotal: 9**

Subtotal: 13-15

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

## WOMEN'S STUDIES (MINOR)

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

### Minor Requirements

SOCI 3304	Feminist Theories	3
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**Subtotal: 3**

Students must selective a minimum of 12 hours of coursework from the following list:

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

**Subtotal: 12**

Subtotal: 15

## Career Options

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

## JAPANESE (JPNS)

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

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

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

## Career Options

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

Course Descriptions (p. 269)

## MASS COMMUNICATIONS (MCOM)

### Faculty

Professors Moss, Van Cantfort  
Associate Professors Jackson and Dennis  
Assistant Professor Hudgens

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

Course Descriptions (p. 269)

## MASS COMMUNICATIONS (BA)

### Bachelor of Arts Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3

Fine Arts		Choose course from approved list (p. 71)	3
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### III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
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Government		Choose course from approved list (p. 72)	3
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Social Science		Choose course from approved list (p. 72)	3
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### IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8
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### V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Mass Communications Major**

GRDS 2200	Foundations in Graphic Design	3
MCOM 1000	Foundations of Media Technologies	1
MCOM 1500	Introduction to Mass Communications	3
MCOM 2000	Media Writing I	3
MCOM 2050	Media Writing II	3
MCOM 2400	Video Production I	3
MCOM 2500	Audio Production I	3
MCOM 2600	Fundamentals of Web Design	3
MCOM 3001-3011	Practicum	1
MCOM 3700	Advertising and Communications	3
MCOM 3800	Global Media Industry & Operations	3
MCOM 3850	Mass Communication Theory and Research	3
MCOM 4300	Communications Law and Ethics	3
MCOM 4900	Professional Development in Mass Communications	1
MCOM 4999	Advanced Studies in Mass Media	3

**Subtotal: 39**

**Mass Communication Electives**

Students must select a minimum of nine semester credit hours of electives from the following list:

MCOM 1600	Sports Communications and Society	3
MCOM 2275	Photojournalism	3
MCOM 3000	Advanced Writing, Reporting, and Editing	3
MCOM 3001	Web Design Practicum	1
MCOM 3002	Yearbook Practicum	1
MCOM 3003	Newspaper Practicum	1
MCOM 3004	TV Practicum	1
MCOM 3005	Film Practicum	1
MCOM 3006	Magazine Practicum	1
MCOM 3007	Audio Practicum	1
MCOM 3008	Debate Practicum	1
MCOM 3009	Sportcasting Practicum	1
MCOM 3010	Advertising and Public Relations Practicum	1
MCOM 3011	Social Media Practicum	1
MCOM 3050	Mass Media Internship	2-9
MCOM 3100	Special Topics in Mass Media	3
MCOM 3150	Entertainment Television Screenwriting & Production	3
MCOM 3250	Social Media and Mobile Applications	3
MCOM 3300	Media, Society, and Technology	3
MCOM 3400	Cinematography	3
MCOM 3425	Documentary Writing and Production	3
MCOM 3500	Audio Production II	3
MCOM 3550	Podcasting	3
MCOM 3600	Announcing for Radio and TV	3
MCOM 3650	Sportscasting	3
MCOM 3900	Public Relations and Branding	3

**Subtotal: 9**

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

**General Electives**

General Electives	24-29
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**Subtotal: 24-29**

Subtotal: 121

## SPORTS COMMUNICATIONS (BA)

### Bachelor of Arts Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

#### III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p.	3

72)

Social Science Choose course from approved list (p. 72) 3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics\* Choose course from approved list (p. 72) 3 to 4

Natural Science Choose a pair in sequence from approved list (p. 72) 7 to 8

**V. Ethics (3 hours)**

Ethics Choose course from approved list (p. 73) 3

**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**General Electives**

General Electives 18-30

**Subtotal: 18-30**

**Sports Communications Electives**

Students must select a minimum of nine semester credit hours of electives from the following list:

BUSA 3700	Project Management	3
HSCS 2321	Principles of Athletic Coaching	3
HSCS 3430	Athletic Administration	3
MCOM 2275	Photojournalism	3
MCOM 3000	Advanced Writing, Reporting, and Editing	3
MCOM 3001	Web Design Practicum	1
MCOM 3002	Yearbook Practicum	1



MCOM 3003	Newspaper Practicum	1
MCOM 3004	TV Practicum	1
MCOM 3005	Film Practicum	1
MCOM 3006	Magazine Practicum	1
MCOM 3007	Audio Practicum	1
MCOM 3008	Debate Practicum	1
MCOM 3009	Sportcasting Practicum	1
MCOM 3010	Advertising and Public Relations Practicum	1
MCOM 3011	Social Media Practicum	1
MCOM 3100	Special Topics in Mass Media	3
MCOM 3425	Documentary Writing and Production	3
MCOM 3550	Podcasting	3
MCOM 3600	Announcing for Radio and TV	3
MCOM 3700	Advertising and Communications	3
MCOM 3800	Global Media Industry & Operations	3
MCOM 3900	Public Relations and Branding	3
MCOM 4300	Communications Law and Ethics	3

**Subtotal: 9****Sports Communications Major**

BUSA 2200	Principles of Marketing	3
BUSA 4120	Sports Marketing	3
GRDS 2200	Foundations in Graphic Design	3
MCOM 1000	Foundations of Media Technologies	1
MCOM 1600	Sports Communications and Society	3
MCOM 2000	Media Writing I	3
MCOM 2060	Sports Media Writing	3
MCOM 2400	Video Production I	3
MCOM 2500	Audio Production I	3
MCOM 2600	Fundamentals of Web Design	3
MCOM 3050	Mass Media Internship	2-9
MCOM 3650	Sportscasting	3
MCOM 3850	Mass Communication Theory and Research	3
MCOM 4900	Professional Development in Mass Communications	1
MCOM 4999	Advanced Studies in Mass Media	3

**Subtotal: 40-47**

Subtotal: 121

**MASS COMMUNICATIONS (MINOR)****Minor Requirements****Required Courses**

MCOM 1000	Foundations of Media Technologies	1
MCOM 1500	Introduction to Mass Communications	3
MCOM 2000	Media Writing I	3

**Subtotal: 7****Minor Electives**

Students must select a minimum of 11 semester credit hours of electives from the following list. Six of the credit hours must be from courses at the 3000 level or higher.

GRDS 2200	Foundations in Graphic Design	3
MCOM 2050	Media Writing II	3
MCOM 2060	Sports Media Writing	3
MCOM 2275	Photojournalism	3
MCOM 2400	Video Production I	3
MCOM 2500	Audio Production I	3
MCOM 2600	Fundamentals of Web Design	3

MCOM 3000	Advanced Writing, Reporting, and Editing	3
MCOM 3001	Web Design Practicum	1
MCOM 3002	Yearbook Practicum	1
MCOM 3003	Newspaper Practicum	1
MCOM 3004	TV Practicum	1
MCOM 3005	Film Practicum	1
MCOM 3006	Magazine Practicum	1
MCOM 3007	Audio Practicum	1
MCOM 3008	Debate Practicum	1
MCOM 3009	Sportcasting Practicum	1
MCOM 3010	Advertising and Public Relations Practicum	1
MCOM 3011	Social Media Practicum	1
MCOM 3050	Mass Media Internship	2-9
MCOM 3100	Special Topics in Mass Media	3
MCOM 3150	Entertainment Television Screenwriting & Production	3
MCOM 3300	Media, Society, and Technology	3
MCOM 3400	Cinematography	3
MCOM 3425	Documentary Writing and Production	3
MCOM 3450	Editing and Graphics for TV and Film	3
MCOM 3500	Audio Production II	3
MCOM 3550	Podcasting	3
MCOM 3600	Announcing for Radio and TV	3
MCOM 3650	Sportscasting	3
MCOM 3700	Advertising and Communications	3
MCOM 3800	Global Media Industry & Operations	3
MCOM 3900	Public Relations and Branding	3
MCOM 4000	Directing for Film	3
MCOM 4010	Producing: The Business of Film	3
MCOM 4030	Advanced Screenwriting	3
MCOM 4040	Advanced Film Editing and Sound	3
MCOM 4200	Telecommunications & Globalization	3
MCOM 4300	Communications Law and Ethics	3

**Subtotal: 11**

Subtotal: 18

## CAREER OPTIONS

Graduates in mass communications are highly sought after by employers who are striving to keep up with the demands of mass media and global communications networks. Virtually any organization or corporation can utilize individuals with skills in mass communications. Specific areas of application include: journalism; radio, television and multimedia; public relations; Internet applications; advertising and promotion; website management; sales; and telecommunications. Piedmont University’s internship program in mass communications opens the door for students to easily migrate from academia to industry.

## MATHEMATICS (MATH)

### Faculty

Professors Heydari, Nimmo  
Associate Professor Torrance

Mathematics is a method of reasoning used to test truths. Some scholars define mathematics as observation, experiment, discovery and conjecture. Mathematics is described as a science of order or a science of patterns and relationships. As a science of patterns, mathematics is a mode of inquiry that reveals fundamental truths about the order of our world. Mathematics is the language in which nature speaks. In today’s technological world it is also an apt language for industry, business and commerce.

From the beginning of the ancient cultures, the language of mathematics has been used in measurement, counting, and geometry. Arithmetic enabled trades and financial transactions.

In recent centuries, mathematics provided the intellectual and inferential framework for the growth of science and technology. At the end of the 20th century, with the support of computers and worldwide digital communication, business and industry depend increasingly on modern mathematical and statistical analysis. These are the foundation disciplines of the natural, social and behavioral sciences.

Learning mathematics is a creative and active process of communication. A person engaged in mathematics gathers, discovers, creates and expresses facts and ideas about the patterns in natural phenomena. Instruction emphasizes that to know mathematics is to be engaged in a quest to understand and communicate, not merely to calculate. Laboratory work and fieldwork are necessary for a full understanding of mathematics. We study mathematics by classifying, explaining and describing patterns in all their manifestations.

Students who major or minor in mathematics have the opportunity to develop:

- Capabilities to communicate and understand the natural phenomena related to their physical or social environments,
- Ability to interpret everyday life problems through mathematical or logical representations,
- Knowledge of how to solve mathematical representations of real-world problems, and
- Ability to draw inferences by reasoning and to check the results of their mathematical representations for accuracy and validity.

Course Descriptions (p. 269)

## MATHEMATICS (BS)

### Bachelor of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3

Fine Arts	Choose course from approved list (p. 71)	3
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### III. History and Social Sciences (9 hours)

World History	Choose course from approved list (p. 71)	3
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Government	Choose course from approved list (p. 72)	3
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Social Science	Choose course from approved list (p. 72)	3
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### IV. Mathematics and Natural Sciences (11 to 12 hours)

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0

Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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### V. Ethics (3 hours)

Ethics	Choose course from approved list (p. 73)	3
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### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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required.

**Subtotal: 47-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### Mathematics Electives

	CHOOSE ONE:	
MATH 3310	Mathematical Statistics	3
MATH 3400	Number Theory	3
MATH 4700	Complex Analysis	3
	(note that the two courses not chosen for this option may be chosen for the next option)	
	CHOOSE TWO:	6
MATH 3310	Mathematical Statistics	3
MATH 3400	Number Theory	3
MATH 3500	Numerical Methods	3
MATH 3700	Geometry	3
MATH 4350	Advanced Studies in Mathematics (may be taken multiple times with different topics)	1-3
MATH 4700	Complex Analysis	3

**Subtotal: 9**

### Mathematics Major

CSCI 1301	Programming Principles I OR	3
CSCI 1371	Computing for Engineers	3
MATH 2460	Calculus II	4
MATH 2460L	Calculus II Lab	0
MATH 2470	Calculus III	4
MATH 2470L	Calculus III Lab	0
MATH 2480	Introduction to Differential Equations	3
MATH 2600	Linear Algebra	3
MATH 2700	Discrete Mathematics	3
MATH 3300	Probability	3
MATH 3600	Abstract Algebra	3
MATH 4600	Real Analysis	3
MATH 4950	Senior Capstone I	3
MATH 4960	Senior Capstone II	3

**Subtotal: 35**

### General Electives

General Electives	21-31
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**Subtotal: 21-31**

Subtotal: 121

## MATHEMATICS EDUCATION 6-12 (BS)

### Bachelor of Science Degree

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics	MATH 1300*	Elementary Statistics	3
Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (3 hours)**

Ethics		Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Mathematics Foundations**

MATH 2450	Calculus I	4	
MATH 2450L	Calculus I Lab	0	
MATH 2460	Calculus II	4	
MATH 2460L	Calculus II Lab	0	
MATH 2470	Calculus III	4	
MATH 2470L	Calculus III Lab	0	
MATH 2480	Introduction to Differential Equations	3	
MATH 2600	Linear Algebra	3	
MATH 2700	Discrete Mathematics	3	
MATH 3400	Number Theory	3	
	OR		
MATH 3600	Abstract Algebra	3	
MATH 3700	Geometry	3	
MATH 4950	Senior Capstone I	3	
			<b>Subtotal: 30</b>
<b>General Electives</b>			
	General Electives	0-2	
			<b>Subtotal: 0-2</b>

**Mathematics Education Major**

EDSE 3336	Math Methods, 6-12	3
EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3330	Foundations of Literacy	3
EDUC 3355	Exceptional Children	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9

**Subtotal: 37****Students must complete 6 hours of electives from the following list:**

MATH 3300	Probability	3
MATH 3310	Mathematical Statistics	3
MATH 3400	Number Theory	3
MATH 3500	Numerical Methods	3
MATH 3600	Abstract Algebra	3
MATH 4350	Advanced Studies in Mathematics	1-3
MATH 4600	Real Analysis	3
MATH 4700	Complex Analysis	3

**Subtotal: 6**

Subtotal: 121-123

**ACTUARIAL SCIENCE (MINOR)**

The actuarial science minor prepares students to pursue a career in the insurance industry. The Society of Actuaries has identified Piedmont University as one of only three institutions in the state of Georgia with an actuarial program. Students who complete this minor will be prepared to take two actuarial exams and will have had an opportunity to complete up the three Validation by Education Experience requirements.

**Actuarial Science (Minor)****Students must complete 6 hours of electives from the following list:**

MATH 3310	Mathematical Statistics	3
MATH 4930	Internship in Mathematics	1-3
BUSA 2210	Introduction to Macroeconomics	3
BUSA 3400	Business Finance	3
BUSA 4700/ACCT 4700	Business Internship	3
ACCT 2010	Financial Accounting	3
ACCT 4700/BUSA 4700	Accounting Internship	3

**Subtotal: 6**

MATH 2450	Calculus I	4
MATH 2450L	Calculus I Lab	0
MATH 2460	Calculus II	4
MATH 2460L	Calculus II Lab	0
MATH 2700	Discrete Mathematics	3
MATH 3100	Financial Mathematics	3
MATH 3300	Probability	3
BUSA 1210	Introduction to Microeconomics	3

**Subtotal: 20**

Subtotal: 26



## MATHEMATICS (MINOR)

**Students must complete 6 hours of electives from the following list:**

MATH 2470	Calculus III	4
MATH 2470L	Calculus III Lab	0
MATH 2480	Introduction to Differential Equations	3
MATH 2600	Linear Algebra	3
	3000-Level or Above Mathematics (MATH)	3
	Elective	

**Subtotal: 6**

MATH 2450	Calculus I	4
MATH 2450L	Calculus I Lab	0
MATH 2460	Calculus II	4
MATH 2460L	Calculus II Lab	0
MATH 2700	Discrete Mathematics	3

**Subtotal: 11**

Subtotal: 17

## MUSIC (MUSC)

### Faculty

Assistant Professor Sigers

From the earliest times, no civilization seems to have been without music in some form. Some cultures failed to develop pictorial art, and many have been without written language; but music, the universal form of communication, can be documented in virtually every society. Whether in primitive or in modern times, music has served some of mankind's basic needs. Across time and national boundaries, without regard to social class or political ideology, music speaks directly to the heart and to the emotions; it is truly the universal language.

Music study explores the development of this significant art form as it focuses on three major areas: fundamentals, analysis and performance.

The Conservatory of Music offers courses in music theory, music history and literature, conducting, and in many areas of applied music. Opportunities are also provided for students to participate in performing ensembles.

Course Descriptions (p. 269)

## MUSIC (BA)

### Bachelor of Arts Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition

ENGL  
1101\*

Rhetoric and Composition

3

Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

## III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

## IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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## V. Ethics (3 hours)

Ethics	Choose course from approved list (p. 73)	3
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## VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### Concentrations

Students must select one of the following concentrations:

**Subtotal: 6-9**

#### Music Performance Concentration

Students must select a minimum of three courses from the following list:

MUED 3500	Instrumental Techniques	2
MUED 4100	Music Education Methods I	3
MUED 4200	Music Education Methods II	3
MUSC 2300	Music in the Christian Church	3
MUSC 3400	Collaborative Piano Seminar	2
MUSC 3440	Diction I	2
MUSC 3450	Diction II	2
MUSC 3480	Beginning Conducting	2
MUSC 4480	Advanced Conducting	2
MUSC 4750	Special Topics	3

#### Music Performance Concentration—Master of Arts in Teaching Track

EDUC 3355	Exceptional Children	3
MUED 3500	Instrumental Techniques	2
MUSC 3480	Beginning Conducting	2
MUSC 4480	Advanced Conducting	2

#### Ensemble Participation

Music majors must register for a minimum of one ensemble course each semester. The credit hours earned will count toward graduation requirements.

MUSC 1500	Piedmont Chorale	0-1
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MUSC 1510	Piedmont University Singers	0-1
MUSC 1520	Wind Ensemble	0-1
MUSC 1540	Chamber Ensemble	0-1
MUSC 1550	Piedmont Cantabile	0-1

**Music Major**

MUSC 1100	Music Theory I	3
MUSC 1110	Aural Skills I	1
MUSC 1900	Recital Attendance	0
MUSC 1910	Applied Music Lessons	2
MUSC 1920	Applied Music Lessons	2
MUSC 2200	Music Theory II	3
MUSC 2210	Aural Skills II	1
MUSC 2250	Music Theory III	3
MUSC 2260	Aural Skills III	1
MUSC 2910	Applied Music Lessons	2
MUSC 2920	Applied Music Lessons	2
MUSC 3100	Music Theory IV	3
MUSC 3110	Aural Skills IV	1
MUSC 3210	Music History I	3
MUSC 3220	Music History II	3
MUSC 3230	Music History III	3
MUSC 3240	Arranging	2
MUSC 3910	Applied Music Lessons	2
MUSC 3920	Applied Music Lessons	2
MUSC 4500	Applied Pedagogy	3
MUSC 4990	Senior Recital	3

**Subtotal: 45**

Students must enroll in MUSC 1900 every semester and pass a minimum number of semesters of recital attendance to graduate.

**Piano**

MUSC 1171	Piano Class I	1
MUSC 1172	Piano Class II	1
MUSC 1173	Piano Class III	1
MUSC 1174	Piano Class IV	1
	OR	
MUSC 1175	Piano Class V	1

**Subtotal: 1-4**

All music majors (except for keyboard majors) must pass the piano proficiency requirement in MUSC 1174. The department may require students to complete MUSC 1171, MUSC 1172, and MUSC 1173 prior to enrolling in MUSC 1174., All keyboard majors must enroll in MUSC 1175 and pass an advanced piano proficiency exam.

**General Electives**

General Electives	12-23
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**Subtotal: 12-23**

Subtotal: 121

**MUSIC (MINOR)****Minor Requirements**

MUSC 1100	Music Theory I	3
MUSC 1110	Aural Skills I	1

MUSC 1810	Applied Music Lessons AND	1
MUSC 1820	Applied Music Lessons AND	1
MUSC 2810	Applied Music Lessons AND	1
MUSC 2820	Applied Music Lessons OR	1
MUSC 1910	Applied Music Lessons AND	2
MUSC 1920	Applied Music Lessons	2
MUSC 3210	Music History I OR	3
MUSC 3220	Music History II OR	3
MUSC 3230	Music History III	3

**Subtotal: 11****Ensemble Participation**

Students must complete a minimum of two ensemble courses:

MUSC 1500	Piedmont Chorale	0-1
MUSC 1510	Piedmont University Singers	0-1
MUSC 1520	Wind Ensemble	0-1
MUSC 1540	Chamber Ensemble	0-1
MUSC 1550	Piedmont Cantabile	0-1

**Subtotal: 2****Music-Related Electives**

Students must select a minimum of two courses from the following list:

MUSC 2200	Music Theory II	3
MUSC 2210	Aural Skills II	1
MUSC 3440	Diction I	2
MUSC 3450	Diction II	2
MUSC 3480	Beginning Conducting	2
MUSC 4480	Advanced Conducting	2
MUSC 4750	Special Topics	3
MUED 3500	Instrumental Techniques	2
MUED 4100	Music Education Methods I	3
MUED 4200	Music Education Methods II	3

**Subtotal: 4-5**

Subtotal: 17-18

**MUSIC EDUCATION (MUED)****Faculty**

Assistant Professor Sigers

The Bachelor of Arts degree in Music Education is designed to prepare reflective, scholarly professionals who have the knowledge, skills, and dispositions to serve as general music, choral, and instrumental music teachers, and leads to certification in music (P-12) in the state of Georgia.

Course Descriptions (p. 269)

**MUSIC EDUCATION P-12 (BA)****Bachelor of Arts Degree**

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History	EDUC 2201	The Multicultural Classroom	3
Government		Choose course from approved list (p. 72)	3

Social Science	EDUC 2207	Learning and Cognition	3
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#### IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8

#### V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Music Foundations

MUSC 1100	Music Theory I	3
MUSC 1110	Aural Skills I	1
MUSC 1900	Recital Attendance	0
MUSC 1910	Applied Music Lessons	2
MUSC 1920	Applied Music Lessons	2
MUSC 2200	Music Theory II	3
MUSC 2210	Aural Skills II	1
MUSC 2250	Music Theory III	3
MUSC 2260	Aural Skills III	1
MUSC 2910	Applied Music Lessons	2
MUSC 2920	Applied Music Lessons	2
MUSC 3100	Music Theory IV	3
MUSC 3110	Aural Skills IV	1
MUSC 3210	Music History I	3
MUSC 3220	Music History II	3
MUSC 3230	Music History III	3

MUSC 3240	Arranging	2
MUSC 3440	Diction I	2
MUSC 3450	Diction II	2
MUSC 3480	Beginning Conducting	2
MUSC 3910	Applied Music Lessons	2
MUSC 3990	Junior Recital	3
MUSC 4480	Advanced Conducting	2

**Subtotal: 48**

Students must enroll in MUSC 1900 every semester and pass a minimum number of semesters of recital attendance to graduate.

**Piano**

MUSC 1171	Piano Class I	1
MUSC 1172	Piano Class II	1
MUSC 1173	Piano Class III	1
MUSC 1174	Piano Class IV OR	1
MUSC 1175	Piano Class V	1

**Subtotal: 1-4**

All Music Education majors (except for keyboard students) must pass the piano proficiency requirement in MUSC 1174. The department may require students to complete MUSC 1171, MUSC 1172, and MUSC 1173 prior to enrolling in MUSC 1174. All keyboard majors must enroll in MUSC 1175 and pass an advanced piano proficiency exam.

**Ensemble Participation**

Music majors must register for a minimum of one ensemble course each semester.

MUSC 1500	Piedmont Chorale	0-1
MUSC 1510	Piedmont University Singers	0-1
MUSC 1520	Wind Ensemble	0-1
MUSC 1540	Chamber Ensemble	0-1
MUSC 1550	Piedmont Cantabile	0-1

**Subtotal: 0-1****Music Education Major**

MUED 3500	Instrumental Techniques	2
MUED 4100	Music Education Methods I	3
MUED 4200	Music Education Methods II	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3330	Foundations of Literacy	3
EDUC 3355	Exceptional Children	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9

**Subtotal: 36**

Subtotal: 131-138

**MUSICAL THEATRE (MTHE)****Faculty**

Music: Sigers

Theatre: Gabelhausen, Blandin, and Spiegel

The Bachelor of Arts in Musical Theatre is designed to provide students who have career aspirations in musical theatre with training and experiences in singing, music skills, acting, dancing, directing, and professional practices. The professional actor training program combines the study of history, theory and analysis of music and theatre with practical production experience both on stage and backstage.



Courses Descriptions (p. 269)

**MUSICAL THEATRE (BA)****Bachelor of Arts Degree****General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	THTR 3301	Theatre History I	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	Choose course from approved list (p. 72)	3
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#### IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*	Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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#### V. Ethics (3 hours)

Ethics	Choose course from approved list (p. 73)	3
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Music Foundations

MUSC 1100	Music Theory I	3
MUSC 1110	Aural Skills I	1
MUSC 1910	Applied Music Lessons	2
MUSC 1920	Applied Music Lessons	2
MUSC 2200	Music Theory II	3
MUSC 2210	Aural Skills II	1
MUSC 2910	Applied Music Lessons	2
MUSC 2920	Applied Music Lessons	2
MUSC 3210	Music History I OR	3
MUSC 3220	Music History II OR	3
MUSC 3230	Music History III	3

MUSC 3440	Diction I	2	<b>Subtotal: 21</b>
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**Piano**

MUSC 1171	Piano Class I	1	
MUSC 1172	Piano Class II	1	
MUSC 1173	Piano Class III	1	
MUSC 1174	Piano Class IV	1	<b>Subtotal: 1-4</b>

All Musical Theatre majors must pass the piano proficiency requirement in MUSC 1174. The department may require students to complete MUSC 1171, MUSC 1172, and MUSC 1173 prior to enrolling in MUSC 1174. All keyboard majors must enroll in MUSC 1175 and pass an advanced piano proficiency exam.

**Theatre Foundations**

MTHE 3000	Music Theatre History	3	
MTHE 4900	Music Theatre Capstone	1	
THTR 1110	Ballet	1	
THTR 1111	Tap	1	
THTR 1112	Jazz Dance	1	
THTR 1113	Modern Dance	1	
THTR 1150	Technical/Production Practicum	1	
	OR		
THTR 1151	Acting/Directing Practicum	1	
THTR 2205	Fundamentals of Technical Theatre I	3	
THTR 2210	Fundamentals of Acting	3	
THTR 2220	Stage Movement and Dance	3	
THTR 3302	Theatre History II	3	
THTR 3305	Introduction to Scenic Design	3	
	OR		
THTR 3319	Costume Design	3	
THTR 3310	Advanced Acting	3	
THTR 3314	Audition Techniques and Professional Development	3	
THTR 4410	Fundamentals of Directing	3	<b>Subtotal: 36</b>

Students must complete an additional three hours of THTR 1150 (1 hour each)

**General Electives**

General Electives	9-17	<b>Subtotal: 9-17</b>
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Subtotal: 121

**NEUROSCIENCE (NRSC)****Faculty**

Assistant Professor Friedline

The Bachelor of Science in Neuroscience degree provides interdisciplinary training in basic scientific principles in human and nonhuman behavior. This is needed for a functional approach to understanding the physiological mechanism underlying behavior, as well as basic neuroanatomy, neurophysiology, and development. The program will also prepare students in training in the fundamental principles of neuroscience and for advanced training in specific aspects of the field.

Students pursuing this degree will gain a depth of foundational knowledge by discussing the role of the brain in perception, movement,

sleep, stress, motivation, emotion, cognition, social behavior, and mental health.

## NEUROSCIENCE (BS)

### Bachelor of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

#### III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	PSYC 1101	General Psychology	3
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#### IV. Mathematics and Natural Sciences (11-12 hours)

Mathematics	MATH 1300*	Elementary Statistics	3
Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 1102	General Biology II	3
	BIOL 1102L	General Biology II Lab	1

#### V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Neuroscience Major

BIOL 1101	General Biology I	3
BIOL 1101L	General Biology I Lab	1
BIOL 1102	General Biology II	3
BIOL 1102L	General Biology II Lab	1
CHEM 1101	General Chemistry I	3
CHEM 1101L	General Chemistry I Lab	1
CHEM 1102	General Chemistry II	3
CHEM 1102L	General Chemistry II Lab	1
NRSC 4300	Brain and Behavior	3
NRSC 4400	Cellular Neuroscience	3
NRSC 4500	Cognitive Neuroscience	3
PSYC 2202	Introduction to Research Methods	3
PSYC 3360	Sensation and Perception	3

PSYC 4410	Cognitive Psychology	3	
PSYC 4494	Advanced Research Methods and Statistics	3	
PSYC 4495	Advanced Experimental Psychology (Senior Seminar)	3	
			<b>Subtotal: 40</b>

**General Electives**

General Electives		19	
			<b>Subtotal: 19</b>

**Neuroscience Electives**

Students must complete a minimum of 15 hours of electives from the following list:

BIOL 2100	Human Anatomy and Physiology I	3	
BIOL 2100L	Human Anatomy and Physiology I Lab	1	
BIOL 2110	Human Anatomy and Physiology II	3	
BIOL 2110L	Human Anatomy and Physiology II Lab	1	
BIOL 2240	Genetics	4	
BIOL 3650	Comparative Physiology	3	
BIOL 3700	Animal Behavior	3	
NASC 4210	Biochemistry	3	
NRSC 2900	Introduction to Behavioral Neuroscience	3	
PSYC 2290	Human Growth and Development	3	
PSYC 3303	Social Psychology	3	
PSYC 3380	Psychology of Learning	3	
PSYC 3381	Theories of Personality	3	
PSYC 4401	History and Systems	3	
PSYC 4415	Abnormal Psychology	3	
			<b>Subtotal: 15</b>

Subtotal: 122-123

**NEUROSCIENCE (MINOR)****Minor Requirements**

**Students must complete the following courses:**

NRSC 4300	Brain and Behavior	3	
NRSC 4400	Cellular Neuroscience	3	
NRSC 4500	Cognitive Neuroscience	3	
PSYC 3360	Sensation and Perception	3	
			<b>Subtotal: 12</b>

**Choose one course:**

PSYC 1101	General Psychology	3	
NRSC 2900	Introduction to Behavioral Neuroscience	3	
			<b>Subtotal: 3</b>

Subtotal: 15

**PHILOSOPHY AND RELIGION (PHRG)****Faculty**

Professor Lytle  
Assistant Professor Friedline

**Philosophy (PHIL)**

Philosophy in the ancient tradition is the love of wisdom. The academic discipline of philosophy embodies such a passion for understanding by exploring the most profound questions regarding these three central issues: metaphysics or reality theory; epistemology or knowledge theory; and axiology or value theory. Philosophy introduces students to the classical world philosophies undergirding many

of the basic assumptions of contemporary world culture. In particular, the study of philosophy helps students to develop careful analytic, synthetic, and critical thinking skills.

## Religion (RELG)

The study of religion is the study of sacred beliefs about life's purpose and meaning. This study involves an academic inquiry into the major religions of the world, especially the Bible and the Judeo-Christian religious traditions. Religion courses help many students come to grips with the difference between religious traditions and personal religious heritage. Often this contrast promotes a personal journey and a clearer, deeper understanding of religious values and their import for contemporary life. Study of religion can also aid in developing an understanding of faith capable of supporting all areas of academic preparation and ethical professional practice. It provides knowledge helpful in understanding and respecting the diversity of religious commitments found anywhere in the modern world. Studies in world religions further prepare students to work appropriately and respectfully in the emerging "global village."

Students interested in pursuing graduate work in theology or entering the ministry are encouraged to design a broad-based academic program of study with the help of a full-time faculty member in that field. No specific major or minor requirements exist for entry into a graduate theology program or seminary but some academic areas and courses will better complement such studies.

## Career Options

The value of philosophical and religious studies in preparation for a life well lived can hardly be overstated. In particular, study of philosophy and religion is especially valuable in at least these three ways:

1. As a general liberal arts program, philosophy and religion prepares the student to live a well-examined life, to develop skills for theoretical and practical thinking that are valuable in any career path whatsoever. As such, philosophy and religion as a major or as a selection of classes can enhance one's ability to take one's place in society as a well-educated citizen. Further, study in philosophy and religion prepares one for any career where a traditional liberal arts degree is valued.
2. Philosophy and religion also provides an excellent preparation for post-graduate professional study, especially in law school and seminary. The thinking and argumentation skills developed are especially useful to those entering law school. The critical examination of core religious systems of thought is especially valuable for those entering seminary or divinity school.
3. Philosophy and religion is also an excellent preparation for post-graduate academic work in a variety of fields. Obviously, for those wishing to pursue study of philosophy or religion at the master's or doctoral level, the philosophy and religion major is especially appropriate. Furthermore, those considering further education in a variety of other fields, especially in the humanities or liberal arts fields, will find the philosophy and religion major to be an excellent preparation for academic graduate work in those areas as well.

### Philosophy Career Options

In addition to enhancing studies in history, civilization, government, language, and literature, professionals in teaching, research, business, communications, technical support, government, education, and law benefit from philosophical studies by increasing their understanding of the diverse ways in which people determine meaning in, and apply value to, areas of business and social life.

### Religion Career Options

Respectful knowledge of the varieties of religious expression can help students secure employment in technical and communication fields where the demand for culturally sensitive employees is rapidly growing. Religion students are successfully hired in sales, technical support, communication, research, business management, education, and teaching fields.

Course Descriptions (p. 269)

## PHILOSOPHY AND RELIGION (BA)

### Bachelor of Arts Degree

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3



**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*		Choose course from approved list (p. 72)	3 to 4
Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (3 hours)**

Ethics	PHRG 3305	Ethics	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Philosophy and Religion Core\***

*\*The courses PHIL 1101, RELG 1101, and PHRG 3305 are requirements in the major and also meet general education requirements.*

PHIL 1101	Introduction to Philosophy	3
PHIL 1102	Critical Thinking	3
RELG 1101	Religions of the World	3
RELG 2221	Introduction to the Old Testament OR	3
PHRG 3305	Ethics	3
RELG 2222	Introduction to the New Testament	3
PHIL 4499	Senior Seminar in Philosophy OR	3
RELG 4499	Senior Seminar in Religion	3

**Subtotal: 18****Major Courses**

Students must choose at least six of the following courses:

**Subtotal: 18****Philosophy:**

PHIL 2201	History of Philosophy I - Ancient and Medieval	3
PHIL 2202	History of Philosophy II - Modern and Contemporary	3
PHIL 2210	Symbolic Logic	3
PHIL 3301	Metaphysics	3
PHIL 3303	Epistemology	3
PHRG 3325	Environmental Ethics	3
PHIL 4400	Special Topics	3
PHRG 4425	Philosophy of Religion	3
PHIL 4490	Independent/Directed Study	3
PHIL 4499	Senior Seminar in Philosophy	3

PHIL 4499 may only be taken if not taken as part of the major core.

**Religion:**

MUSC 2300	Music in the Christian Church	3
RELG 2201	Religious Movements in North America	3
PHRG 2205	The Good Life: A Global Perspective	3
RELG 2221	Introduction to the Old Testament	3
RELG 2222	Introduction to the New Testament	3
RELG 2254	History of Christianity	3
RELG 2501	Celtic Christianity	3
RELG 2260	Faith and Film	3
RELG 3301	Introduction to Theology	3
RELG 3303	Public Theology	3
RELG 3312	Hebrew Prophets	3
RELG 3313	Life of Jesus	3
RELG 3314	Life and Teachings of Paul	3
PHRG 3325	Environmental Ethics	3
RELG 4400	Special Topics	3
PHRG 4425	Philosophy of Religion	3
RELG 4490	Independent/Directed Study	3
RELG 4499	Senior Seminar in Religion	3

RELG 2221, RELG 2222, and RELG 4499 may only be taken if not taken as part of the major core.

**Electives**

General Electives	43-48
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**Subtotal: 43-48**

Subtotal: 120

**PHILOSOPHY (MINOR)****Minor Requirements**

Students must complete 15 semester credit hours of courses selected from the following list to earn a minor in Philosophy.

PHIL 1101	Introduction to Philosophy	3
PHIL 1102	Critical Thinking	3
PHIL 2201	History of Philosophy I - Ancient and Medieval	3
PHIL 2202	History of Philosophy II - Modern and Contemporary	3
PHIL 2210	Symbolic Logic	3

PHIL 3301	Metaphysics	3
PHIL 3303	Epistemology	3
PHIL 4400	Special Topics	3
PHIL 4499	Senior Seminar in Philosophy	3
PHRG 2205	The Good Life: A Global Perspective	3
PHRG 3305	Ethics	3
PHRG 3325	Environmental Ethics	3
PHRG 4425	Philosophy of Religion	3
Subtotal: 15		

## RELIGION (MINOR)

### Minor Requirements

Students must complete 15 semester credit hours of coursework selected from the following list to earn a minor in Religion.

MUSC 2300	Music in the Christian Church	3
PHRG 2205	The Good Life: A Global Perspective	3
PHRG 3305	Ethics	3
PHRG 3325	Environmental Ethics	3
PHRG 4425	Philosophy of Religion	3
RELG 1101	Religions of the World	3
RELG 2201	Religious Movements in North America	3
RELG 2221	Introduction to the Old Testament	3
RELG 2222	Introduction to the New Testament	3
RELG 2254	History of Christianity	3
RELG 2260	Faith and Film	3
RELG 2501	Celtic Christianity	3
RELG 3301	Introduction to Theology	3
RELG 3303	Public Theology	3
RELG 3312	Hebrew Prophets	3
RELG 3313	Life of Jesus	3
RELG 3314	Life and Teachings of Paul	3
RELG 4400	Special Topics	3
RELG 4490	Independent/Directed Study	3
RELG 4499	Senior Seminar in Religion	3
Subtotal: 15		

## PHYSICS (PHYS)

### Faculty

Assistant Professor Stacy

Physics is the most fundamental science. It forms the basis for most other sciences and engineering disciplines. Physics provides a logical framework to build on the basic principles of nature that are derived from repeatable experiments. An applied physics major will gain experience in mechanics, thermodynamics, electromagnetism, fluids, materials, electrical circuits, relativity and quantum mechanics. These topics provide the basis for virtually every engineering discipline.

The results of physics impact our everyday lives in a host of ways. For example, physicists invented and played key roles in the development of radar, sonar, global positioning satellite systems, and night vision for the military; X-rays, CAT, and PET scans in medicine; fiber optics, transistors, radio, and internet in electronics; sensors for oil, gas, and mineral exploration. Physicists contribute their expertise to provide better transportation, computers, distribution systems, nuclear energy, better aerodynamic cars, boats, and trains; more stable bridges, buildings, and roads; better understanding of earthquakes, the earth, and weather. In fact, it would be hard to find an area of life that has not been impacted by the application of physics.

Course Descriptions (p. 269)

# APPLIED PHYSICS (BS)

## Bachelor of Science Degree

### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

#### III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science		Choose course from approved list (p. 72)	3
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#### IV. Mathematics and Natural Sciences (12 hours)

Mathematics	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	PHYS 2110	University Physics I	4
	PHYS 2110L	University Physics I Lab	0
	PHYS 2120	University Physics II	4
	PHYS 2120L	University Physics II Lab	0

#### V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Applied Physics Major

MATH 2460	Calculus II	4
MATH 2460L	Calculus II Lab	0
MATH 2470	Calculus III	4
MATH 2470L	Calculus III Lab	0
MATH 2480	Introduction to Differential Equations	3
PHYS 3010	Advanced Physics Lab I	1
PHYS 3020	Advanced Physics Lab II	1
PHYS 3100	Classical Mechanics	3
PHYS 3200	Modern Physics	3

PHYS 3300	Thermal and Statistical Physics	3
PHYS 4400	Electricity and Magnetism	3
PHYS 4600	Circuits	3
PHYS 4800	Quantum Mechanics	3
PHYS 4950	Senior Capstone I	1
PHYS 4980	Senior Capstone II	1
NASC 3990	Philosophy and Methodology of Science	3

**Subtotal: 36****Students must complete two of the following courses:**

PHYS 4100	Materials	3
PHYS 4350	Advanced Topics in Physics	1-3
PHYS 4500	Fluids	3

**Subtotal: 4-6****Students must complete 12 semester credit hours of coursework selected from the following list:**

MATH 2600	Linear Algebra	3
MATH 3300	Probability	3
MATH 3400	Number Theory	3
MATH 3500	Numerical Methods	3
MATH 3600	Abstract Algebra	3
MATH 3700	Geometry	3
MATH 4350	Advanced Studies in Mathematics	1-3
MATH 4500	History and Development of Mathematics	3
MATH 4600	Real Analysis	3
MATH 4700	Complex Analysis	3
MATH 4950	Senior Capstone I	3

**Subtotal: 12****General Electives**

General Electives	18-20
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**Subtotal: 18-20**

Subtotal: 121

**PHYSICAL SCIENCE (MINOR)****Minor Requirements**

PHYS 2110	University Physics I	4
PHYS 2110L	University Physics I Lab	0
PHYS 2120	University Physics II	4
PHYS 2120L	University Physics II Lab	0
	3000-Level or Above Chemistry (CHEM) Elective	8

**Subtotal: 16**

Subtotal: 16

**PHYSICS (MINOR)****Minor Requirements**

PHYS 2110	University Physics I	4
PHYS 2110L	University Physics I Lab	0
PHYS 2120	University Physics II	4
PHYS 2120L	University Physics II Lab	0
	3000-Level or Above Physics (PHYS) Electives	10

**Subtotal: 18**

Subtotal: 18

## PSYCHOLOGY (PSYC)

### Faculty

Assistant Professor Friedline

Psychology is the science of behavior and mental processes. Environmental, experiential and physiological factors that influence behavior are all included within its area of study. Psychology strives to understand why people behave as they do.

A goal of the psychology program at Piedmont University is to cultivate analytical and interpersonal skills. These skills enhance all social relationships. In addition, individuals who can think, analyze and express themselves clearly are highly valued by employers.

Course Descriptions (p. 269)

## PSYCHOLOGY (BA)

### Bachelor of Arts Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3

Fine Arts		Choose course from approved list (p. 71)	3
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### III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
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Government		Choose course from approved list (p. 72)	3
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Social Science	PSYC 1101	General Psychology	3
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### IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics	MATH 1300*	Elementary Statistics	3
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Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8
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### V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**



Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### Psychology Major

PSYC 1101	General Psychology	3
PSYC 2202	Introduction to Research Methods	3
PSYC 4401	History and Systems	3
PSYC 4494	Advanced Research Methods and Statistics	3
PSYC 4495	Advanced Experimental Psychology (Senior Seminar)	3

**Subtotal: 15**

### Psychology Electives

	CHOOSE FOUR:	12
PSYC 2290	Human Growth and Development	3
PSYC 3360	Sensation and Perception	3
PSYC 3380	Psychology of Learning	3
PSYC 4410	Cognitive Psychology	3
NRSC 2900	Introduction to Behavioral Neuroscience	3
	CHOOSE TWO:	6
PSYC 3303	Social Psychology	3
PSYC 3381	Theories of Personality	3
PSYC 4415	Abnormal Psychology	3

Choose any four PSYC or NRSC courses 12

**Subtotal: 30**

### General Electives

General Electives 31-35

**Subtotal: 31-35**

Subtotal: 121

## PSYCHOLOGY (MINOR)

### Minor Requirements

PSYC 1101	General Psychology	3
PSYC 2202	Introduction to Research Methods	3

**Subtotal: 6**

### Students must select 12 semester hours of credit from the following list:

PSYC 2240	Psychology of Childhood and Early Adolescence	3
PSYC 2260	Psychology of Women	3
PSYC 2290	Human Growth and Development	3
PSYC 3303	Social Psychology	3
PSYC 3311	Psychology of Adolescence	3
PSYC 3312	Psychology of Adulthood	3
PSYC 3357	Special Topics in Psychology	3
PSYC 3360	Sensation and Perception	3
PSYC 3380	Psychology of Learning	3
PSYC 3381	Theories of Personality	3
PSYC 3382	Introduction to Counseling	3
PSYC 4401	History and Systems	3
PSYC 4410	Cognitive Psychology	3
PSYC 4415	Abnormal Psychology	3
PSYC 4430	Environmental Psychology	3
PSYC 4441	Internship in Human Services	1-3
PSYC 4490	Independent Research Project	3

**Subtotal: 12**

Subtotal: 18

## SPORT PSYCHOLOGY (MINOR)

### Minor Requirements

PSYC 1101	General Psychology	3
PSYC 2202	Introduction to Research Methods	3
HSCS 3395	Cross-Cultural Health	3
HSCS 3440	Sport Psychology	3
PSYC 3382	Introduction to Counseling	3
PSYC 4415	Abnormal Psychology	3
HSCS 4499	Internship in Health Sciences	1-6
	OR	
PSYC 4441	Internship in Human Services	1-3

**Subtotal: 20**

Subtotal: 20

## PSYCHOLOGY HONORS PROGRAM

The Honors Program in psychology offers interested students the opportunity to engage in individual research projects in collaboration with faculty members and to receive special recognition of their achievement. Majors in psychology are eligible to apply for the Honors Program if they have a cumulative grade-point average of at least 3.5 and a 3.5 GPA in psychology courses. The Honors Program requires the successful completion of a major in psychology and completion of an independent research project approved by the supervising faculty member. Students who complete the program successfully will receive "Honors in Psychology." The program should aid those intending to do graduate work.

## SOCIOLOGY (SOCL)

### Faculty

Associate Professor Jacobs

The mission of the Sociology program is to foster among students a holistic understanding of human society and social life. Sociology offers a crucial perspective on social relationships, processes, and societies. Based on a foundation of theories and methods, the sociology majors develops students' critical and analytical thinking along with independent and ethical research skills. It also strengthens students' awareness of social and cultural diversity with a view toward social responsibility. Graduates from Sociology program are well-prepared to enter a variety of careers in government, social services, education, community and non-profit organizations, and businesses that require the ability to understand and interpret contemporary diversity and social change.

Course Descriptions (p. 269)

## SOCIOLOGY (BA)

### Sociology Curriculum Outline

### Bachelor of Arts Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition

ENGL  
1101\*

Rhetoric and Composition

3

Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

## III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	SOCI 1101	Introduction to Sociology**	3
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#### IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics	MATH 1300*	Elementary Statistics**	3
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Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8
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#### V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 40-43**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

\*\*The courses MATH 1300 and SOCI 1100 are requirements in the major. The applicable credits are not included in the general education total.

#### Sociology Major

**Subtotal: 30**

##### Sociology Foundations

SOCI 1101	Introduction to Sociology	3
SOCI 3200	Social Theory	3
SOSC 3310	Research Methods	3
SOSC 4480	Senior Seminar	3
MATH 1300	Elementary Statistics	3

**Subtotal: 15**

\*The courses MATH 1300 and SOCI 1101 are requirements in the major and also meet general education requirements.

**Social Science Electives**

*Students must choose 15 hours total; at least 12 hours must be at the 3000 or 4000 level.*

ANTH 2250	Cultural Anthropology	3
SOCI 2210	Social Problems	3
SOCI 3304	Feminist Theories	3
SOCI 3320	Structured Social Inequality	3
SOCI 3350	Marriage and Families	3
SOCI 3355	Film as Sociology	3
SOCI 3357	Sociology of Gender and Sexuality	3
SOCI 3375	Technology, Social Movements and Social Change	3
SOCI 3390	Deviance and Social Control	3
SOCI 4410	Race and Ethnic Relations	3
SOCI 4420	Sports and Society	3
SOCI 4475	Selected Topics	3
SOSC 3398	Internship	1-6

**Subtotal: 15**

**General Electives**

**Subtotal: 47-51**

Subtotal: 121

**SOCIOLOGY, MINOR**

A minor requires 15 hours of course work in Sociology. A minimum of 12 hours of course work must be 3000-4000 level in Anthropology and/or Sociology.

Any of the SOCI courses, ANTH 2250, SOSC 3398.

**CAREER OPTIONS**

Possible career options include becoming a professional anthropologist by completing graduate work in anthropology; working with government agencies such as the National Park Service, Bureau of Indian Affairs, National Immigration Service, State Historic Preservation Agency, a regional planning agency, a social service agency, or as a contract archaeologist. A minor in anthropology especially complements a career in areas where a wide range of peoples of diverse ethnic, racial and cultural groups are involved.

Possible career choices also include business, industry, human and social services, education, and federal and state civil service careers. Piedmont University graduates with a major in sociology are employed as personnel managers, ministers, youth counselors, probation and parole officers, state patrol officers, case workers, teachers and college professors.

**SPANISH (SPAN)****Faculty**

Assistant Professor McDermott

Spanish ranks third among world languages, with more than 400 million speakers, and it serves as the official language of some 20 countries. Spanish is one of the official languages of the United Nations, the European Union, the Organization of American States, the Organization of Ibero-American States, the African Union, the Union of South American Nations, the Antarctic Treaty Secretariat, the Latin Union, the Caricom and the North American Free Trade Agreement. Within the United States, Spanish is the second most prevalent language with more than 50 million speakers, making it the fifth largest Spanish-speaking community in the world. Hispanics form the largest minority group in the United States, highlighting Spanish as an important component for any profession.

The Piedmont University Spanish program follows the Standards for Foreign Language Learning established by the American Council of Teaching of Foreign Language (ACTFL). Through our program, students develop communication skills that provide access to Spanish cultures and offer connections to additional bodies of knowledge that may be unavailable to the monolingual speaker. Through comparison and contrast in Spanish, students develop insight into the nature of language and the concept of culture and realize there are

multiple ways of viewing and comprehending the world. Together, these elements enable the Spanish student to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.

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

Course Descriptions (p. 269)

## SPANISH (MINOR)

### Minor Requirements

#### Requirements List

SPAN 1101	Elementary Spanish I	3
SPAN 1102	Elementary Spanish II	3
SPAN 2201	Intermediate Spanish I	3
SPAN 2202	Intermediate Spanish II	3

**Subtotal: 12**

#### Students must select six semester hours of credit from the following list:

SPAN 2205	Spanish Conversation	3
SPAN 3300	Spanish Culture and Civilization	3
SPAN 3340	Survey of Spanish Literature I	3
SPAN 3341	Survey of Spanish Literature II	3
SPAN 3380	Spanish for the Professions	3
SPAN 4435	Spanish Cinema	3

**Subtotal: 6**

Subtotal: 18

## THEATRE ARTS (THTR AND THED)

### Faculty

Professor Gabelhausen

Associate Professors Blandin and Spiegel

The study of Theatre Arts at the undergraduate level focuses on rigorous academic training for students in both performance and technical theatre; exploration of theatrical offerings from the classical to the contemporary; and the fostering of professionalism, creativity, and camaraderie among the Piedmont Theatre family. Students work one-on-one with Theatre faculty who challenge and inspire them to push artistic boundaries. In so doing, students are guided to identify their own artistic passions which are nurtured through instruction, research and practice.

The mission of the Theatre Arts program is to create well-rounded theatre professionals by building a strong knowledge base and encouraging the application of skills in all areas of theatre including acting, directing, technical theatre, theatre history, and theatre management.

Course Descriptions (p. 269)

## THEATRE ARTS (BA)

### Bachelor of Arts Degree

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	THTR 3301	Theatre History I	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*	Choose course from approved list (p. 72)	3 to 4
Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (3 hours)**

Ethics	Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Theatre Arts Major**

THTR 1150	Technical/Production Practicum	1
THTR 1151	Acting/Directing Practicum	1
THTR 2205	Fundamentals of Technical Theatre I	3
THTR 2206	Fundamentals of Technical Theatre 2	3
THTR 2210	Fundamentals of Acting	3
THTR 2215	Script Analysis	3
THTR 3301	Theatre History I	3
THTR 3302	Theatre History II	3
THTR 3350	Playwriting	3
THTR 4410	Fundamentals of Directing	3
THTR 4460	Senior Project	3

**Subtotal: 34**

Students must pass THTR 1150 six times for a total of six semester hours of credit.

**Concentrations**

Students must choose one of the following concentrations:



**Acting and Directing Concentration**

THTR 2230	Children's Theater	3
THTR 3310	Advanced Acting	3
THTR 3312	Voice and Diction for the Stage	3
THTR 3314	Audition Techniques and Professional Development	3

**Subtotal: 12**

**Design and Technical Theatre Concentration**

THTR 4425	Advanced Technical Theatre	3
CHOOSE THREE:		
THTR 3305	Introduction to Scenic Design	3
THTR 3317	Lighting Design	3
THTR 3319	Costume Design	3
THTR 3325	Theatre Management	3

**Subtotal: 12**

**General Electives**

General Electives	27-32
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**Subtotal: 27-32**

Subtotal: 121

**DRAMA EDUCATION P-12 (BA)**

**Bachelor of Arts Degree**

**General Education**

**I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course	3

(ENGL 2225 and ENGL 2226 may  
NOT be used)

Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	THTR 3301	Theatre History I	3

### III. History and Social Sciences (9 hours)

World History	EDUC 2201	The Multicultural Classroom	3
Government		Choose course from approved list (p. 72)	3
Social Science	EDUC 2207  OR PSYC 2290	Learning and Cognition	3
		Human Growth and Development	3

### IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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**V. Ethics (3 hours)**

Ethics	Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Theatre Foundations**

THED 3400	Drama Education	3
THTR 1150	Technical/Production Practicum	1
THTR 1151	Acting/Directing Practicum	1
THTR 2205	Fundamentals of Technical Theatre I	3
THTR 2206	Fundamentals of Technical Theatre 2	3
THTR 2210	Fundamentals of Acting	3
THTR 2220	Stage Movement and Dance	3
THTR 2230	Children's Theater	3
THTR 3301	Theatre History I	3
THTR 3302	Theatre History II	3
THTR 4410	Fundamentals of Directing	3

**Subtotal: 30**

Students must take THTR 1150 two times for a total of two semester credit hours.

**Drama Education Major**

EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2201	The Multicultural Classroom	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3330	Foundations of Literacy	3
EDUC 3355	Exceptional Children	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9
PSYC 2290	Human Growth and Development	3
	OR	

EDUC 2207	Learning and Cognition	3	<b>Subtotal: 37</b>
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**General Electives**

General Electives		12-17	<b>Subtotal: 12-17</b>
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Subtotal: 121

**THEATRE ARTS (MINOR)****Minor Requirements**

THTR 1100	Introduction to Theatre	3	
THTR 2210	Fundamentals of Acting	3	
THTR 3301	Theatre History I OR	3	
THTR 3302	Theatre History II	3	<b>Subtotal: 9</b>

**Students must take six semester hours of electives from the following list:**

THTR 1110	Ballet	1	
THTR 1111	Tap	1	
THTR 1112	Jazz Dance	1	
THTR 1113	Modern Dance	1	
THTR 1150	Technical/Production Practicum	1	
THTR 1151	Acting/Directing Practicum	1	
THTR 2205	Fundamentals of Technical Theatre I	3	
THTR 2215	Script Analysis	3	
THTR 2220	Stage Movement and Dance	3	
THTR 2230	Children's Theater	3	
THTR 2235	Puppetry Arts	3	
THTR 2265	Makeup Design	3	
THTR 2420	Selected Topics in Theatre	3	
THTR 3305	Introduction to Scenic Design	3	
THTR 3310	Advanced Acting	3	
THTR 3312	Voice and Diction for the Stage	3	
THTR 3314	Audition Techniques and Professional Development	3	
THTR 3317	Lighting Design	3	
THTR 3319	Costume Design	3	
THTR 3320	Stage Management	3	
THTR 3325	Theatre Management	3	
THTR 3350	Playwriting	3	
THTR 3426	Special Effects and Pyrotechnics for the Stage	3	
THTR 4410	Fundamentals of Directing	3	
THTR 4420	Creative Dramatics	3	
THTR 4425	Advanced Technical Theatre	3	<b>Subtotal: 6</b>

Subtotal: 15

# 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. We will strive to foster ever-improving learning through direct engagement in learning activities. Through engagement in original research, both independently and with our students, we will build a culture of discovery that will enhance the delivery of a relevant, timely curriculum. By continuing to partner with local organizations we will allow our students to apply and enhance the skills they have acquired and to develop an appreciation for community development.

## Accreditation Council for Business Schools and Programs (ACBSP)

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

## Goals

### Undergraduate Program Goals

Students graduating with an undergraduate business degree will have developed:

- A working knowledge of the functional areas of business
- An ability to use critical thinking skills
- An ability to perform research
- An engaged attitude toward business education activities.

## The Undergraduate Business Program

Undergraduate students enrolled in the Walker College of Business work toward either a Bachelor of Science degree with a major in business administration or a Bachelor of Science in accounting. The major in business administration requires 13 business core courses (39 semester hours), 3 specific courses (9 semester hours) from the general education requirements, plus 7 courses (21 semester hours) from a business concentration. Concentrations are available in business analytics, digital marketing, finance, management, and marketing. The major in accounting requires 20 courses (60 semester hours) of core business courses and accounting courses. There are no distinct concentrations within this major.

The business faculty believes that university freshmen should be able to access different career paths without risking on-time graduation. We recognize that many entering freshmen do not have enough information to choose a major/concentration. Therefore, we have altered the curriculum and adjusted our scheduling of courses so that students can choose to become Pathfinders. During the first two years, Pathfinders will take at least one course in each of the five "foundational" business areas (accounting, business analytics, finance, management, marketing) before they declare a concentration. Pathfinder is a term that implies not just searching but searching and finding the path to a bright future. Add a caring business faculty advisor and the term Pathfinder becomes a self-fulfilling prophecy.

The program for the business administration and accounting majors has been developed with the assistance of local business leaders who continue to serve as advisors and who help provide links to the business world. Near the conclusion of the program, each business administration student is encouraged to participate in an internship with a business or other organization. The internship program is designed not only to provide the student with direct application of academic training but also to enhance future employment opportunities.

## Course Scheduling for Business Programs

In many small colleges, numerous courses appear in the catalog leading students to conclude that course offerings are more diverse than may actually be the case. Accrediting bodies have become sensitive to this issue because it is an easy and unethical way to misrepresent the program offerings at a given institution. The Walker College of Business's program offerings support residential students on the Demorest campus. A fully online program is available but requires a student to complete the Bachelor of Science in Business Administration with concentrations in either management or digital marketing. Additionally, the master schedule addresses the particular needs of both the four-year and degree-completion students. The following plan addresses this diverse set of needs with the following plan. Obviously, a course may be offered but may not be taught due to lack of demand; however, this has occurred less than 5% of the time over the past five years.

The Walker College of Business offers two types of courses: core courses and specialty courses.

All business majors take core courses. Specialty courses are taken by students specializing in various concentrations (e.g., business analytics, digital marketing, finance, marketing, and management). On the Demorest campus, where traditional four-year residential students constitute the greatest density of students, we offer core courses every semester and once per year in the evening or online. Required courses in the accounting major are all offered at least once a year.

Specialty courses are generally offered once per year on the Demorest Campus. A few specialized courses, with historically low demand, are offered once every two years.

### ACCOUNTING (ACCT)

#### Faculty

Professors - Bruns, Carlson, Maughon, Sullivan, and Waller

Professor Emeritus - Nelms, Sherrer, and Taylor

Associate Professors - Lovell, McWhite, and Warnock

Assistant Professors - Brookshire, Long, and Sales

The accounting undergraduate major is designed to prepare students for a career in the broad field of accounting. This includes the development of practical accounting skills and an understanding of the operations for businesses as whole. The coursework selected for the major gives students the skills they need to succeed both in the workforce and in the pursuit of further professional and educational credentials.

Students who major at the undergraduate level in accounting must pursue a program, which in addition to typical general education courses, includes 3 specific courses (9 semester hours) from the general education requirements, 11 business core courses (33 semester hours), and 9 upper-level accounting courses (27 semester hours).

### ACCOUNTING (BS)

#### Bachelor of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition

ENGL  
1101\*

Rhetoric and Composition

3

Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication	BUSA 2000	Business Communications	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Accounting students are exempt from this requirement.	0
Fine Arts		Choose course from approved list (p. 71)	3

## III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	BUSA 1210	Introduction to Microeconomics	3
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#### IV. Mathematics and Natural Sciences (10 to 11 hours)

Mathematics	BUSA 2100*	Business Analytics I	3
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Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8
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#### V. Ethics (3 hours)

Ethics		Choose course from approved list (p. 73)	3
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 43-47**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Accounting Major

BUSA 2030	Information Systems for Business	3
BUSA 2140	Legal Environment of Business	3
BUSA 2200	Principles of Marketing	3
BUSA 2210	Introduction to Macroeconomics	3
BUSA 2700	Principles of Management	3
BUSA 3400	Business Finance	3
BUSA 3500	Business Analytics II	3
BUSA 3700	Project Management	3
BUSA 4400	Strategic Management	3
ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
ACCT 3010	Intermediate Accounting I	3
ACCT 3020	Intermediate Accounting II	3
ACCT 3030	Intermediate Accounting III	3
ACCT 3100	Cost Accounting	3



ACCT 3200	Tax Accounting	3
ACCT 4200	Corporate Tax	3
ACCT 4600	Auditing	3
ACCT 4800	Accounting Information Systems	3
	<b>CHOOSE ONE:</b>	
ACCT 4100	Volunteer Income Tax Assistance	3
	OR	
ACCT 4610	Fraud Examination	3
	OR	
ACCT 4700/BUSA 4700	Accounting Internship	3
	OR	
ACCT 4990/BUSA 4990	Special Topics	

**Subtotal: 60****General Electives**

General Electives	11-15
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**Subtotal: 11-15**

Subtotal: 121

**ACCOUNTING (MINOR)****Accounting Minor Curriculum Outline****Minor Requirements**

ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
ACCT 3010	Intermediate Accounting I	3
ACCT 3200	Tax Accounting	3
ACCT 4600	Auditing	3

**Subtotal: 15****Accounting Electives**

Students must choose a minimum of two courses (6 semester credit hours) of electives from the following list:

ACCT 3020	Intermediate Accounting II	3
ACCT 3030	Intermediate Accounting III	3
ACCT 3100	Cost Accounting	3
ACCT 4100	Volunteer Income Tax Assistance	3
ACCT 4200	Corporate Tax	3
ACCT 4610	Fraud Examination	3
ACCT 4700/BUSA 4700	Accounting Internship	3
ACCT 4800	Accounting Information Systems	3

**Subtotal: 6**

Subtotal: 21

**BUSINESS ADMINISTRATION (BUSA)****Faculty**

Professors - Bruns, Carlson, Maughon, Sullivan, and Waller  
 Professor Emeritus - Nelms, Sherrer, and Taylor  
 Associate Professors - Lovell, McWhite, and Warnock  
 Assistant Professors - Brookshire, Long, and Sales

A liberal arts foundation serves as the base for the business administration undergraduate major offered by the university. This major has been designed with a global perspective as well as an entrepreneurial focus. In addition, students will explore a broad range of ethical issues that impact society and the corporate world. Study abroad opportunities are available through the Travel Study programs.

Students who major at the undergraduate level in business administration must pursue a program, which in addition to typical general education courses, includes 13 business core courses (39 semester hours), 3 specific courses (9 semester hours) from the general education requirements, plus 7 courses (21 semester hours) from a business concentration.

Course Descriptions (p. 269)

## **BUSINESS ADMINISTRATION (BS)**

### **Bachelor of Science Degree**

#### **General Education**

#### **I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication	BUSA 2000	Business Communications	3

#### **II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Business Administration students are exempt from this requirement.	0
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science	BUSA 1210	Introduction to Microeconomics	3

**IV. Mathematics and Natural Sciences (10 to 11 hours)**

Mathematics	BUSA 2100*	Business Analytics I	3
Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (3 hours)**

Ethics		Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 42-47**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Business Core**

ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 2030	Information Systems for Business	3
BUSA 2140	Legal Environment of Business	3

BUSA 2200	Principles of Marketing	3
BUSA 2210	Introduction to Macroeconomics	3
BUSA 2700	Principles of Management	3
BUSA 3400	Business Finance	3
BUSA 3500	Business Analytics II	3
BUSA 3700	Project Management	3
BUSA 4000	International Business	3
BUSA 4030	Management Information Systems	3
BUSA 4400	Strategic Management	3

**Subtotal: 39**

**General Electives**

General Electives	11-15
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**Subtotal: 11-15**

Subtotal: 121

**Concentrations**

**Concentrations**

Students must select one of the following concentrations:

**Subtotal: 21**

**Business Analytics Concentration**

BUSA 3580	Computational Thinking in Business	3
BUSA 4355/BUSA 5600	Advanced Business Analytics	3
BUSA 4800	Productions and Operations Management	3
CSCI 1301	Programming Principles I	3

Students must select a minimum of nine semester credit hours of electives from the following list:

ACCT 3100	Cost Accounting	3
ACCT 4600	Auditing	3
ACCT 4700/BUSA 4700	Accounting Internship	3
BUSA 3340	Sports Economics	3
BUSA 4310	Investment Management	3
BUSA 4700/ACCT 4700	Business Internship	3
BUSA 4990/ACCT 4990	Special Topics	1-3
MATH 2700	Discrete Mathematics	3
MATH 2450	Calculus I	4
MATH 2450L	AND Calculus I Lab	0
MATH 2460	Calculus II	4
MATH 2460L	AND Calculus II Lab	0
MATH 2470	Calculus III	4
MATH 2470L	AND Calculus III Lab	0
MATH 2600	Linear Algebra	3

**Digital Marketing Concentration**

BUSA 3150	Social Media Marketing	3
BUSA 3250	Consumer Behavior	3
BUSA 3950	Search Engine Optimization/Search Engine	3

	Marketing	
BUSA 4150	Applied Digital Marketing	3
BUSA 4650	Digital Marketing Analytics	3

Students must select a minimum of six semester credit hours of electives from the following list:

BUSA 3750	E-Mail Marketing	3
BUSA 3850	Viral and Organic Growth	3
BUSA 4120	Sports Marketing	3
BUSA 4250	Sales Management and Personal Selling	3
BUSA 4355/BUSA 5600	Advanced Business Analytics	3
BUSA 4700/ACCT 4700	Business Internship	3
MCOM 3700	Advertising and Communications	3
MCOM 3900	Public Relations and Branding	3
ACCT 4700/BUSA 4700	Accounting Internship	3
BUSA 4990/ACCT 4990	Special Topics	1-3

### Finance Concentration

ACCT 3010	Intermediate Accounting I	3
ACCT 3020	Intermediate Accounting II	3
BUSA 3130	Financial Institutions and Markets	3
BUSA 4300	Small Business Management	3
BUSA 4310	Investment Management	3

Students must select a minimum of six semester credit hours of electives from the following list:

ACCT 3100	Cost Accounting	3
ACCT 4200	Corporate Tax	3
ACCT 4600	Auditing	3
BUSA 3340	Sports Economics	3
BUSA 3550	Organizational Behavior and Leadership Theories	3
BUSA 4700/ACCT 4700	Business Internship	3
MATH 2600	Linear Algebra	3
ACCT 4990/BUSA 4990	Special Topics	

### Management Concentration

ACCT 3100	Cost Accounting	3
BUSA 3550	Organizational Behavior and Leadership Theories	3
BUSA 4300	Small Business Management	3
BUSA 4320	Human Resource Management	3
BUSA 4800	Productions and Operations Management	3

Students must select a minimum of six semester credit hours of electives from the following list:

BUSA 3130	Financial Institutions and Markets	3
BUSA 3340	Sports Economics	3
BUSA 4310	Investment Management	3
BUSA 4700/ACCT 4700	Business Internship	3
BUSA 4990/ACCT 4990	Special Topics	1-3

### Marketing Concentration

BUSA 3250	Consumer Behavior	3
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BUSA 4110	Retailing Marketing and Management	3
BUSA 4150	Applied Digital Marketing	3
BUSA 4250	Sales Management and Personal Selling	3
BUSA 4350	Marketing Research	3

Students must select a minimum of six semester credit hours of electives from the following list:

BUSA 3150	Social Media Marketing	3
BUSA 3340	Sports Economics	3
BUSA 3750	E-Mail Marketing	3
BUSA 3950	Search Engine Optimization/Search Engine Marketing	3
BUSA 4120	Sports Marketing	3
BUSA 4300	Small Business Management	3
BUSA 4650	Digital Marketing Analytics	3
BUSA 4700/ACCT 4700	Business Internship	3
ACCT 4990/BUSA 4990	Special Topics	

## BUSINESS ANALYTICS (CERTIFICATION)

### Certification Program

#### Electives

Students must select a minimum of nine semester credit hours of electives from the following list:

ACCT 3100	Cost Accounting	3
ACCT 4600	Auditing	3
ACCT 4610	Fraud Examination	3
BUSA 3340	Sports Economics	3
BUSA 4310	Investment Management	3
BUSA 4350	Marketing Research	3
BUSA 4700/ACCT 4700	Business Internship	3
BUSA 4990/ACCT 4990	Special Topics	1-3
MATH 2700	Discrete Mathematics	3
MATH 2450	Calculus I	4
MATH 2450L	AND Calculus I Lab	0
MATH 2460	Calculus II	4
MATH 2460L	AND Calculus II Lab	0
MATH 2470	Calculus III	4
MATH 2470L	AND Calculus III Lab	0
MATH 2600	Linear Algebra	3

**Subtotal: 9**

#### Required Courses

BUSA 3500	Business Analytics II	3
BUSA 3580	Computational Thinking in Business	3
BUSA 4355/BUSA 5600	Advanced Business Analytics	3

BUSA 4800	Productions and Operations Management	3	
Subtotal: 21			<b>Subtotal: 12</b>

## GENERAL BUSINESS (MINOR)

### General Business Curriculum Outline

#### Minor Requirements

ACCT 2010	Financial Accounting	3	
ACCT 2020	Managerial Accounting	3	
ACCT 3100	Cost Accounting	3	
BUSA 1210	Introduction to Microeconomics	3	
BUSA 2700	Principles of Management	3	
BUSA 3400	Business Finance	3	
			<b>Subtotal: 18</b>

Students must choose a minimum of three semester credit hours of electives from the following list:

BUSA 3500	Business Analytics II	3	
BUSA 3700	Project Management	3	
BUSA 4300	Small Business Management	3	
BUSA 4320	Human Resource Management	3	
BUSA 4400	Strategic Management	3	
Subtotal: 21			<b>Subtotal: 3</b>

# 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, and Special Education. The College also offers the Education Specialist and Doctor of Education degrees in Curriculum and Instruction.

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

Specific continuous commitments support our conceptual framework. These commitments are reflection, collaboration, leadership, expertise, and democratic principles. We advocate for reflection in all educational contexts, collaboration with our students and community, and shared responsibility in decision-making and effective communication. As an institution, we are committed to transformational learning that is embedded in relevant and innovative experiences for all learners, and we are committed to the principles of fairness, equity, shared governance, and inclusivity.

We endorse the following processes as a means of striving for our democratic ideals: engaging in participatory decision-making; collaborating in teaching and learning; reflecting in all educational contexts; collecting information from all constituencies; examining options and projecting consequences; nurturing open discourse; providing meaningful field experiences; assessing processes as well as products; modeling democratic ideals in the classroom; forming communities of learners; and constantly revising the curriculum to reflect new insights and understandings. Further, we endorse the development of a sense of personal integrity and we demonstrate our collective belief that all individuals have the potential to learn and the right to an education.

## Students' Responsibility

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

All Piedmont students are required to utilize the Piedmont email system for the dissemination of information by the administration. Students are responsible for all information distributed in this manner.

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

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

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

## EDUCATION (EDUC) GENERAL PROGRAM REQUIREMENTS

### Admission to Teacher Education

Education students are admitted to the University as pre-education majors. Subsequently, students will then apply for formal Admission to Teacher Education. The application for Admission to Teacher Education is available online and can be accessed in Canvas. Once admitted



to Teacher Education, all candidates will be required to apply for a Georgia Pre-Service Certificate, which will involve a state background check.

Eventually the following requirements must be met for full admission to the teaching program:

- Evidence of adequate scholastic ability, demonstrated by a 2.5 “C+” or higher cumulative GPA or 2.75 for Secondary Education majors.
- Evidence of meeting expectations for professional conduct and ethics as documented by taking the Georgia Ethics Assessment (Exit level/test 360).
- Program Admissions Assessments and be admitted to Teacher Education in order to take professional courses in the major.
- Evidence of adequate communication skills demonstrated by passing required oral interview and written assessment.

When all of the above requirements have been met the candidate will receive a letter confirming his or her full admission to the education program.

## Fees

Candidates for degrees and programs leading to teacher certification will incur costs associated with state certification requirements.

Membership – Professional Association of Georgia Educators (SPAGE) or Liability Insurance – required of all candidates for Internship I, II, and III \$15

Georgia Assessments for the Certification of Educators (GACE)

*†If all three parts are taken together; otherwise, the cost is \$103 for two tests; \$78 for a single test*

Ethics Assessment (Entry level) \$30

Content Assessments \$193

*†If taking a combined test (2 assessments); a single content test is \$123*

Ethics Assessment (Exit level at end of program) \$30

\*Fees were accurate at the time of printing, but are subject to change.

## Field Experiences

Field Experience requirements are established by each department and embedded in individual courses. Teacher Candidates should consult their course instructor for detailed information concerning their program of study and procedures regarding field experiences. Education majors should be aware that they must have the pre-service certificate prior to completing any required P-12 school field experiences.

Continuation and completion of all field experiences is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the College of Education Conceptual Framework and InTASC standards and the Professional Behaviors and Dispositions Assessment. Piedmont University reserves the right to withdraw or change the placement of a teacher candidate for failure to meet these outcomes or at the request of the host school.

## Technology Requirements

As technology continues to evolve in P-12 and in the college classroom, students and faculty of teacher preparation programs are challenged to stay current in the “tools of the day.” This need is reinforced by recent changes in accreditation requirements where the skillset in instructional technology use by teacher candidates is required.

College of Education candidates will no longer be required to purchase, or bring to class, mobile technology, laptops, or other relevant instructional technology tools. However, the College of Education strongly encourages teacher candidates to come prepared with any tools that demonstrate their abilities to apply student engagement activities through related educational Apps, educational games, and educational websites, and other software. Many of these skills are provided in EDUC 2250/EDUC 6601 Media and Technology for Educators, but Candidates are also charged with the ability to prepare with varied technology-based tools and a working knowledge of a need for compatibility with tablets and laptops from varied platforms. Optimizing student engagement through the use and support of current technologies and online systems is the primary focus of College of Education faculty to enrich education classes and to further make our graduates competitive in the educational arena.

## PROGRAM COMPLETION REQUIREMENTS

### Teacher Certification

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

- Completion of the Georgia Educators Ethics Assessment
- Georgia Pre-Service Certification
- Completion of all courses in the professional education sequence (each with a minimum grade of "C");
- Completion of the Exceptional Child course 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;
- Attainment of the baccalaureate degree;
- An overall 2.5 GPA, and a 2.75 GPA for secondary education majors in their content field;
- A passing score on the appropriate GACE Content Assessments.

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

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

### In-Progress Grade Policy for the College of Education

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

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

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

#### Courses Approved for In-Progress Grades:

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

## Capstones

In-Progress grades may be appropriate in individual cases when the prospective presenter and graduate capstone course instructor agree that the presenter should continue development of the capstone into the next semester. These courses, internships, and clinical experiences are eligible for an IP grade.

EDUC 4499	Internship III	9
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## Teaching Experience:

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

EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4499	Internship III	9

\*Other courses may be eligible for an in-progress grade by the discretion of the Dean of the College of Education.

## DYSLEXIA (ENDORSEMENT)

## 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 3331	Reading Methods	3
EDUC 3356	Introduction to Dyslexia	3
EDUC 3359	Structured Literacy Instruction and Intervention	3

**Subtotal: 9**

Subtotal: 9

## EDUCATIONAL STUDIES

### EDUCATIONAL STUDIES (BA)

The Educational Studies program at the undergraduate level focuses on preparing candidates for education-related careers that do not require teacher certification. Candidates who originally entered a bachelor's degree program in education but no longer want to complete the professional requirements for certification can complete this program, which allows candidates to explore learning theories, educational philosophies, and instructional strategies. Candidates will also explore culturally responsive practices and engaging learning environments. The capstone experience requires self-reflection, academic research, and scholarly writing. Candidates will complete a written portfolio and oral presentation during the capstone component of the program. Candidates who complete the undergraduate program in Educational Studies will not receive a recommendation for teacher certification.

Graduates of this 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.

### Career Opportunities

Candidates who earn bachelor'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

### **Program-Level Student Learning Outcomes**

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

1. Describe their personal philosophy of education.
2. Demonstrate the appropriate use of research in educational academia.
3. Design positive, culturally responsive learning environments.
4. Accurately use the language of the field of education (vocabulary and acronyms).
5. Demonstrate professional behaviors and dispositions

## **Bachelor of Arts Degree**

### **General Education**

#### **I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### **II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
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English Literature	Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
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Philosophy and Religion	Choose one PHIL or RELG course at the 1000-2000 level	3
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Fine Arts	Choose course from approved list (p. 71)	3
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**III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
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Government	Choose course from approved list (p. 72)	3
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Social Science	Choose course from approved list (p. 72)	3
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**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*	Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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**V. Ethics (3 hours)**

Ethics	Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Required Courses**

EDUC 4788	Capstone/Exhibition Education Foundations	3 27	<b>Subtotal: 30</b>
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**General Electives**

General Electives	40-45	<b>Subtotal: 40-45</b>
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Subtotal: 121

**ELEMENTARY EDUCATION P-5 (BA)**

**ELEMENTARY EDUCATION P-5 (BA)**

**Program Description**

The study of elementary education at the undergraduate level focuses on preparing teacher candidates with the content knowledge and instructional strategies needed to be successful teachers in a 21st century classroom. To do this, the program requires carefully planned course work in areas like cognition, assessment, and technology integration, as well as the content methods needed to implement best classroom practices. The progression of courses follows a gradual release model, where candidates learn early on how to develop effective instructional plans, how to then apply content knowledge to instructional planning through methods course work, and how to expand their planning to include management practices for the classroom environment. Similarly, our internships progress from a 1 day a week observation model, to a 3 day a week co-teaching and collaborative teaching model, to finally a 5 day a week independent teaching model with support from the host teacher and a faculty supervisor.

As part of the elementary education professional course work, all undergraduate candidates complete the reading endorsement course sequence (4 courses) with a strong focus on literacy development, reading interventions, and reading assessments. Specifically, candidates complete course content in the areas of reading and language arts methods, reading assessments, writing and spelling assessments, and dyslexia interventions. Methods courses include instructional practices for supporting students identified as ELLs, gifted, or from other diverse ability groups.

Choose passion, choose Piedmont. With intensive coaching and hands-on guidance from Piedmont's expert faculty, elementary education candidates can pursue their passion and develop a deep understanding of content instruction needed to guide thriving 21st century classrooms. As candidates grow into their careers as elementary educators, they receive one-of-kind mentoring, support, and community-embedded learning. Our programs have a pathway for anyone who wants to change lives and transform schools, no matter where they are in their educational or professional journey. Graduates join an accomplished coalition of Piedmont alumni who year after year pursue excellence and experience the challenges and triumphs of teaching.

Our three-internship model, which results in more than 1000 clinical hours in Georgia classrooms, connects candidates with supervising faculty and mentoring practitioners in schools around Georgia. Out in the field, candidates develop their abilities to work with a range of age groups and types of learners in private or public schools situated in urban, rural, and suburban areas. During internships, students learn how to build relationships with colleagues, students, and families, and engage in ongoing self-reflection.

## Bachelor of Arts Degree

### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

#### II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History	EDUC 2201	The Multicultural Classroom	3
Government		Choose course from approved list (p. 72)	3
Social Science	PSYC 2240	Psychology of Childhood & Early Adolescence	3
	OR		
	PSYC 2290	Human Growth and Development	3

**IV. Mathematics and Natural Sciences (11 hours)**

Mathematics	MATH 1000*	Mathematics for the Liberal Arts	3
Natural Science	PHYS 1011	Physical Science I	4
	PHYS 1012	Physical Science II	4

**V. Ethics (0 hours)**

Ethics		Elementary Education students are exempt from this requirement.	0
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 43-45**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.



**Major Courses**

EDEM 3327	Math Methods I (PK-2)	3
EDEM 3329	Children's Literature	3
EDEM 3331	Reading Methods	3
EDEM 3332	Language Arts Methods (P-5)	3
EDEM 3334	Social Studies Methods (P-5)	3
EDEM 3335	Science Methods (P-5)	3
EDEM 3336	Math Methods II (3-5)	3
EDEM 3338	Reading Assessment	3
EDEM 3339	Fine Arts for Teachers	3
EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 2207	Learning and Cognition	3
EDUC 3355	Exceptional Children	3
EDUC 3356	Introduction to Dyslexia	3
EDUC 4457	Critical Skills for the Modern Classroom	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9
	Elementary Education (EDEM) or Education (EDUC) Electives	9

**Subtotal: 76**

Must earn at least a "B" in EDUC 3355 Exceptional Children.

Subtotal: 119-121

**ELEMENTARY EDUCATION P-5 (BA) PARAPROFESSIONAL TO TEACHER****Bachelor of Arts Degree****General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
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English Literature	Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion	Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	Choose course from approved list (p. 71)	3

### **III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
Government	Choose course from approved list (p. 72)	3
Social Science	Choose course from approved list (p. 72)	3

### **IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*	Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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## V. Ethics (0 hours)

Ethics	Elementary Education students are exempt from this requirement.	0
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## VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 43-46**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

### Major Courses

EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2207	Learning and Cognition	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3331	Reading Methods	3
EDUC 3355	Exceptional Children	3
EDUC 3356	Introduction to Dyslexia	3
EDUC 4457	Critical Skills for the Modern Classroom	3
EDUC 4489	Internship II	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9
EDEM 3327	Math Methods I (PK-2)	3
EDEM 3329	Children's Literature	3
EDEM 3332	Language Arts Methods (P-5)	3
EDEM 3334	Social Studies Methods (P-5)	3
EDEM 3335	Science Methods (P-5)	3
EDEM 3336	Math Methods II (3-5)	3
EDEM 3338	Reading Assessment	3
EDEM 3339	Fine Arts for Teachers	3
	Endorsement Courses (9 hours)	9

**Subtotal: 75**

Subtotal: 118-121

**GIFTED EDUCATION (IN-FIELD ENDORSEMENT)****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 4421	Characteristics of Gifted Students	3
EDUC 4422	Assessment of Gifted Students	3
EDUC 4423	Programs, Curriculum and Methods for Gifted Students	3

**Subtotal: 9**

Subtotal: 9

**MIDDLE GRADES EDUCATION 4-8 (BA)****MIDDLE GRADES EDUCATION 4-8 (BA)****Bachelor of Arts Degree****General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3

Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
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Fine Arts		Choose course from approved list (p. 71)	3
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### III. History and Social Sciences (9 hours)

World History	EDUC 2201	The Multicultural Classroom	3
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Government		Choose course from approved list (p. 72)	3
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Social Science	EDUC 2207	Learning and Cognition	3
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### IV. Mathematics and Natural Sciences (10 to 12 hours)

Mathematics*		Choose course from approved list (p. 72)	3 to 4
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Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8
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**V. Ethics (0 hours)**

Ethics	Middle Grades Education students are exempt from this requirement.
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 43-46**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Middle Grades Education Major**

EDMG 3331	Reading Methods (4-8)	3
EDMG 3345	Teaching in the Middle School	3
EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3330	Foundations of Literacy	3
EDUC 3355	Exceptional Children	3
EDUC 4479	Internship I	1
EDUC 4489	Internship II	3
EDUC 4495	Educational Assessment for All Learners	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9

**Subtotal: 40**

**Methods Courses**

Students must select two methods courses from the following list:

EDSE 3332	Language Arts Methods, 6-12	3
EDSE 3334	Social Studies Methods, 6-12	3
EDSE 3335	Science Methods, 6-12	3
EDSE 3336	Math Methods, 6-12	3

**Subtotal: 6**

**General Electives**

General Electives	3-8
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**Subtotal: 3-8**

**Content Courses**

Students must select two content areas and complete a minimum of 12 semester credit hours of coursework in each content area.

**Subtotal: 24****Language Arts**

ENGL 4455	Survey of English Usage for Teachers	3
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Students must select a minimum of nine semester credit hours of electives from the following list:

ENGL 2210	United States Literature to 1865	3
ENGL 2211	United States Literature from 1865	3
ENGL 2220	Ethnic American Literature	3
ENGL 2221	Women Writers	3
ENGL 2225	Nature Writers	3
ENGL 3307	Short Story	3
ENGL 3308	Novel	3
ENGL 3309	Poetry	3
ENGL 3311	Drama	3
ENGL 4427	American Romanticism	3
ENGL 4428	Twentieth-Century American Literature	3
ENGL 4429	Multicultural American Literature	3
ENGL 4430	Literature of the American South	3

**Mathematics**

MATH 1000	Mathematics for the Liberal Arts	3
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MATH 1113	Precalculus	3
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MATH 2450	Calculus I	4
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MATH 2450L	Calculus I Lab	0
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MATH 1300	Elementary Statistics	3
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MATH 1700	Geometry for Middle Grades Teachers	3
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MATH 3700	Geometry	3
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**Natural Science**

BIOL 1101	General Biology I	3
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BIOL 1101L	General Biology I Lab	1
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CHEM 1101	General Chemistry I	3
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CHEM 1101L	General Chemistry I Lab	1
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PHYS 1011	Physical Science I	4
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PHYS 1012	Physical Science II	4
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GEOL 1101	Physical Geology	3
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GEOL 1101L	Physical Geology Lab	1
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GEOL 1102	Historical Geology	3
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GEOL 1102L	Historical Geology Lab	1
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**Social Sciences**

EDUC 3333	Geography in the P-12 Classroom	3
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HIST 3301	History of the United States to 1836 OR	3
HIST 3302	History of the United States, 1836-1912	3
HIST 3330	History of Georgia	3
POSC 1101	American Government	3

Subtotal: 121

## **SPECIAL EDUCATION P-12 (SPED)**

## **SPECIAL EDUCATION GENERAL CURRICULUM (BA)**

### **Bachelor of Arts Degree**

#### **General Education**

#### **I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication	MCOM 1110	Public Speaking	3

#### **II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3



**III. History and Social Sciences (9 hours)**

World History	EDUC 2201	The Multicultural Classroom	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics	MATH 1000*	Mathematics for the Liberal Arts	3
	OR MATH 1300*	Elementary Statistics	3
Natural Science		Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (0 hours)**

Ethics		Special Education students are exempt from this requirement.	0
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Special Education Major**

ASLN 1101	American Sign Language I	3
EDEM 3331	Reading Methods	3
EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 2207	Learning and Cognition	3
EDUC 3355	Exceptional Children	3
EDUC 3356	Introduction to Dyslexia	3
EDUC 4479	Internship I	1
EDUC 4485	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 4489	Internship II	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9
SPED 3305	Special Education Policy and Law	3
SPED 3331	Teaching Reading for Students with Disabilities	3
SPED 3332	Teaching Writing for Students with Disabilities	3
SPED 3333	Teaching STEM for Students with Disabilities	3
SPED 3336	Health Care for Students with Disabilities	3
SPED 4495	Assessment for Special Educators	3
SPED 4498	Classroom Management for Special Educators	3

**Subtotal: 64****Students must choose one of the following math methods courses:**

EDEM 3327	Math Methods I (PK-2)	3
EDSE 3336	Math Methods, 6-12	3

**Subtotal: 3****Students must choose one of the following language arts methods courses:**

EDEM 3332	Language Arts Methods (P-5)	3
EDSE 3332	Language Arts Methods, 6-12	3

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

EDEM 3335	Science Methods (P-5)	3
EDSE 3335	Science Methods, 6-12	3

**Subtotal: 3****Students must choose one of the following social studies methods courses:**

EDEM 3334	Social Studies Methods (P-5)	3
EDSE 3334	Social Studies Methods, 6-12	3

**Subtotal: 3****General Electives**

General Electives	0-2
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**Subtotal: 0-2**

Subtotal: 121-123

**SPECIAL EDUCATION GENERAL CURRICULUM PARAPRO TO TEACHER  
(BA)****Bachelor of Arts Degree**

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3
Social Science		Choose course from approved list (p. 72)	3

**IV. Mathematics and Natural Sciences (10 to 12 hours)**

Mathematics*	Choose course from approved list (p. 72)	3 to 4
Natural Science	Choose a pair in sequence from approved list (p. 72)	7 to 8

**V. Ethics (3 hours)**

Ethics	Choose course from approved list (p. 73)	3
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Special Education Major**

EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2207	Learning and Cognition	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3331	Reading Methods	3
EDUC 3355	Exceptional Children	3
EDUC 3356	Introduction to Dyslexia	3
EDUC 4457	Critical Skills for the Modern Classroom	3
EDUC 4485	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 4489	Internship II	3
EDUC 4497	Classroom Management	3
EDUC 4499	Internship III	9
EDEM 3327	Math Methods I (PK-2)	3
EDEM 3332	Language Arts Methods (P-5)	3
EDEM 3334	Social Studies Methods (P-5)	3
EDEM 3335	Science Methods (P-5)	3
SPED 3305	Special Education Policy and Law	3

SPED 3331	Teaching Reading for Students with Disabilities	3
SPED 3332	Teaching Writing for Students with Disabilities	3
SPED 3333	Teaching STEM for Students with Disabilities	3
SPED 3336	Health Care for Students with Disabilities	3
SPED 4495	Assessment for Special Educators	3
SPED 4498	Classroom Management for Special Educators	3

**Subtotal: 75****General Electives**

General Electives	0-2
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**Subtotal: 0-2**

Subtotal: 121-123

**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 4485	Characteristics of Learners with Autism Spectrum Disorder	3
EDUC 4486	Instructional Methods for Learners with Autism Spectrum Disorder	3
EDUC 4487	The Autism Advisor	3

**Subtotal: 9**

Subtotal: 9

**MAJORS**

The College of Education offers state-approved programs of study leading to certification in Art Education (P-12), Drama Education (P-12), Elementary Education (P-5), Middle Grades Education (4-8), Secondary Education (6-12). Additionally, the College of Education offers programs in Educational Studies. All candidates are encouraged to take an undergraduate College of Education orientation within their first three semesters at Piedmont University.

All candidates must document field experiences in diverse settings across several grade bands during their program of study. The required grade-bands are as follows.

Certification Area	Grade Band	Grade Band	Grade Band	Grade Band
Art Education	PK-2nd Grade	3rd-5th Grade	6th-8th Grade	9th-12th Grade
Drama Education	PK-2nd Grade	3rd-5th Grade	5th-8th Grade	9th-12th Grade
Elementary Education		PK-Kindergarten	1st-3rd Grade	4th-5th Grade
Middle Grades		4th-5th Grade (Content 1 & 2)	6th-8th Grade (Content 1)	6th-8th Grade (Content 2)
Music Education	PK-2nd Grade	3rd-5th Grade	6th-8th Grade	9th-12th Grade
Secondary Education		6th-8th Grade	Alternative	9th-12th Grade
Special Education	PK-2nd Grade	3rd-5th Grade	6th-8th Grade	9th-12th Grade

**ART EDUCATION (P-12), B.A.**

For information regarding a major in Art Education please refer to the Art section (p. 82).

## TEACHING (MINOR)

### Minor Program

#### Required Courses

EDUC 1199	Introduction to Education	3
EDUC 2000	Introduction to Professional Practice	3
EDUC 2250	Media and Technology for Educators	3
EDUC 3355	Exceptional Children	3
EDUC 2201	The Multicultural Classroom	3

**Subtotal: 15**

#### Teaching Electives

Students must select one course from the following list:

EDUC 2207	Learning and Cognition	3
EDEM 3339	Fine Arts for Teachers	3
PSYC 2240	Psychology of Childhood and Early Adolescence	3
PSYC 2290	Human Growth and Development	3

**Subtotal: 3**

Subtotal: 18

## DRAMA EDUCATION (P-12), B.A.

For information regarding a major in Drama Education please refer to Theater Arts (p. 200).

## SECONDARY EDUCATION PROGRAMS (6-12)

### Undergraduate Programs

Piedmont University offers five undergraduate programs for individuals seeking initial certification to teach grades 6-12: Biology, Chemistry, English Language Arts, History and Mathematics. Most students, if earning 15-17 credit hours per semester, complete these programs of study in four years, but it may be necessary to enroll in summer sessions or an additional semester.

Successful completion of EDUC 2151 is required during the first semester that a candidate declares a secondary education major.

Programs of study are available from the Chair of Secondary Education, or from the respective Arts and Science departments, or in this catalog as listed below.

Biology Education (p. 92)

Chemistry Education (p. 99)

English/Language Arts Education (p. 122)

History Education (p. 142)

Mathematics Education (p. 164)

## DUAL-DEGREE SECONDARY EDUCATION PROGRAMS

These programs are for students who prefer certification at a master's degree level, or who opt for secondary education after the fall semester of their junior year. They combine a bachelor's degree with a Master of Arts in Teaching, leading to recommendation for a Georgia induction teaching certificate in the following fields: English/Language Arts, Mathematics, Broad-field Science, and History.

Dual-Degree candidates should follow their respective department's program of studies for secondary education as described in the department sections under the College of Arts & Sciences section of this catalog.

Refer also to "Fast Track Admissions" in the Graduate Catalog and Master of Arts in Teaching: Initial Certification.

# 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 inter-professional team.

## NURSING (NURS)

All preceding academic policies and procedures apply to the Bachelor of Science in Nursing program except those listed below:

- Directed Independent Study
- Grading policy

The R.H. Daniel College of Nursing policies concerning the above and their application to the nursing major are described in the CONHS Student Handbook.

Course Descriptions (p. 269)

## ADMISSION/ PROGRESSION CRITERIA

- Pre-licensure – those applicants who have never held a nursing license

### Admission Criteria for the RN Pre-licensure Program

Students in the pre-licensure program are admitted once a year for classes beginning in the summer, both on the Demorest and Athens campuses. Admission to Piedmont University does not guarantee admission to the nursing program. A separate application is required for admission to the nursing program, and should be received in the nursing department by the online published date prior to desired admission date. Students desiring admission to the nursing program must meet all admission criteria as specified by the nursing department. Incomplete applications will not be evaluated. In addition, transfer students must include proof of admission to Piedmont University prior to the review of their nursing applications. An official transcript of all general education courses completed must be sent to the Piedmont University Admissions office to be reviewed by the admission committee for the Nursing program.

Criteria for admission are as follows:

- Regular admission and acceptance to Piedmont University must precede the application to the nursing program
- Separate application to the nursing program must be submitted for review by the published online date
- Demonstration of performance at or above the national mean on a standardized entrance examination. Examination must be taken in the academic year of application and may not be taken more than twice in the academic year.
- Completion of all required general education courses for the nursing major.
- Minimum of “C” in all general education courses required for the nursing major; only two lab science courses may be repeated one time. Failure of more than two science courses or a second failure in any one science course results in ineligibility for admission to the nursing program and ineligibility to remain a nursing major.
- Completion of biology courses (anatomy and physiology, microbiology) within the last seven years or permission of the Dean of the College of Nursing and Health Sciences
- Minimum cumulative grade point average (CGPA) of 3.00 on general education courses required for the nursing major. A CGPA of 3.00 does not guarantee admission to the nursing program. Cumulative GPA calculated for admission is based only on courses required for admission to the nursing program. In instances where a course has been repeated for a higher grade, the higher grade will be counted only if the first grade is a “D” or “F.” If the initial grade is a “C” or higher, repeat grades will not be counted.
- Documentation of the following at time of admission—
  - a. Current health and accident insurance
  - b. Current physical examination by either a licensed physician or nurse practitioner

- c. Immunization including mumps, measles, rubella (MMR), and varicella or titer to prove immunities
- d. Current tetanus, Tdap/Td (tetanus, diphtheria, pertussis)
- e. Current two-step PPD tuberculin test, Quantiferon Gold blood test or chest x-ray results for converters
- f. Hepatitis B (HBV) vaccination (preferably two of the three injections completed)
- g. Current certification as a Health Care Provider in CPR by the American Heart Association
- h. Covid 19 Vaccination
- i. Successful completion of a criminal background check and drug screen approved by the nursing program. Students who are not able to successfully complete an acceptable background check and drug screen may not be eligible for clinical placement and therefore are ineligible to continue in the program.

Failure of two or more required nursing courses at another school, college, or university will lead to denial of admission to the nursing program.

The College of Nursing and Health Sciences maintains the right to deny admission to the program for good cause.

Students who have not completed all general education requirements may apply for admission to the nursing program in the fall semester prior to desired admission date provided they complete the remaining courses by the semester that they begin the nursing program.

If all of the criteria for admission have been successfully completed, contingent admission may be offered until grades are received for the remaining coursework. Proof of completion with grades must be submitted to the Dean of the College of Nursing and Health Sciences prior to the first day of orientation to the nursing program.

Once a student is accepted in the nursing program, a deposit to be specified by the College of Nursing and Health Sciences will be required to hold that student's place in the program. When the student registers for the initial semester in the nursing program, this deposit will be credited to the student's tuition.

#### **Enrollment Limitations**

In order to provide clinical practicum sites and faculty supervision, enrollment limitations may be necessary. The Admissions and Progression Committee of the nursing department will review application files and consider cumulative grade-point averages (CGPA), standardized exam scores, and response to essay question to determine preference for admission. Any applicant not admitted, or accepted students who decide not to enter the program, may reapply for admission. Each application for admission will be evaluated as a new application; seats are not held by the nursing program from one application period to the next. Prior admission to the nursing program does not guarantee admission in subsequent years.

#### **LPN to BSN Admission Criteria**

Applicants currently holding an unencumbered Georgia LPN license who apply to the Nursing program will follow the same admission requirements as traditional BSN applicants. Students with a LPN license accepted into the program will complete the BSN curriculum as published. There is the opportunity for students with a LPN licensure to complete a competency assessment for NURS 3312 and receive course credit under the Georgia Articulation agreement as part of their first semester in the program.

## **General Education Requirements for Nursing and Health Science Majors:**

**See General Education Requirements** (p. 70)

Please consult the specific program for further information.

## **NURSING (BSN)**

### **Bachelor of Science in Nursing (BSN) Degree**



**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	PSYC 2290	Human Growth and Development	3
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#### IV. Mathematics and Natural Sciences (15 hours)

Mathematics	MATH 1300*	Elementary Statistics	3
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Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 2100	Anatomy and Physiology I	3
	BIOL 2100L	Anatomy and Physiology I Lab	1
	BIOL 2110	Anatomy and Physiology II	3
	BIOL 2110L	Anatomy and Physiology II Lab	1

#### V. Ethics (0 hours)

Ethics		Nursing students are exempt from this requirement.	0
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 48-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Nursing Foundations

BIOL 2150	Medical Microbiology	4
BIOL 2150L	Medical Microbiology Lab	0
HSCS 2210	Basic Nutrition	3
MATH 1100	College Algebra	3
	OR	
MATH 1113	Precalculus	3

**Subtotal: 10**

**Nursing Major**

NURS 3312	Foundations: Basic Principles of Nursing	5
NURS 3313	Pathophysiology and Pharmacology I	3
NURS 3314	Pathophysiology and Pharmacology II	4
NURS 3322	Fundamentals of Nursing Practice	6
NURS 3323	Health Assessment	4
NURS 3330	Adult Health Care I	5
NURS 3331	Family Nursing	4
NURS 3332	Population Focused Community Health Nursing	4
NURS 4420	Research in Nursing	3
NURS 4425	Nursing of Acute and Chronic Mental Health Conditions	4
NURS 4426	Adult Health Care II	4
NURS 4427	Health Care of the Child	4
NURS 4430	Nursing Care of the Complex Client with Multiple Problems	3
NURS 4431	Nursing Leadership and Management	3
NURS 4432	Clinical Internship	5
NURS 4434	Capstone Seminar	1

**Subtotal: 62**

Subtotal: 120-121

**Total Credit Hours: 120-121****PROGRESSION CRITERIA**

Students will enroll in nursing classes throughout the program only on the same campus where they were initially accepted. Students must meet the following criteria in order to progress in the nursing program:

1. The progression policies of the University
2. The performance standards of the nursing program
3. A minimum of "75%" in all nursing courses must be maintained as well as a satisfactory in all clinical/lab assignments. A 75% test average must be obtained as well in all nursing courses. Only one nursing course may be repeated throughout the curriculum. Failure (i.e., grade below "75%") of more than one required nursing course or a second failure of a required nursing course constitutes dismissal from the program with no consideration for readmission.
4. Demonstration of satisfactory progression on standardized exams (currently ATI) with satisfactory completion of the comprehensive exam the senior year with a 90% NCLEX Passing Probability score (See College of Nursing Student Handbook).
5. Passage of medication administration exams during designated semesters at the required percentage. Inability to pass a medication administration exam at required percentage may prevent student progression in the program.
6. Submit results of a yearly background check, drug screen, and PPD tuberculin test or chest X-ray results for converters
7. Proof of certification for Health Care Provider CPR by the American Heart Association. Certification must remain valid during all enrolled semesters.
8. Proof of continued health insurance
9. A random drug screen may be required on the basis of "reasonable suspicion" (See Nursing Drug Screening Policy in the Nursing Student Handbook).
10. Demonstration of professional conduct and ethical behavior:
  - Interacts in a professional, cooperative way with faculty, staff, and peers; treating all others with dignity and respect
  - Is regular and prompt in attendance; meets deadlines and gets assignments on time
  - Demonstrates a strong knowledge base and seeks to improve competence through continued learning
  - Models correct use of oral and written standard English
  - Keeps current on developments in the nursing profession

- Exhibits enthusiasm in teaching and learning
- Demonstrates a strong personal moral code and sound character exemplified by honesty, fairness, courage, dependability, and generosity worthy of respect and trust in accordance with the Honor Code
- Demonstrates emotional stability while performing patient care in the clinical setting
- Does not violate civil and criminal laws or the Piedmont University student conduct code
- Models the philosophy and mission of the College of Nursing and Health Sciences. In addition, during all clinical experiences the student will:
- Exhibit a caring attitude toward clients, recognize their primary responsibility to clients and protect their privacy, health and safety;
- Maintain an association with nursing faculty, staff and students both inside and outside the classroom, which includes maintaining appropriate relationships, communication, and physical contact, and avoiding situations that might be perceived as inappropriate;
- Keep client information confidential. Breach of confidentiality will result in dismissal from the nursing program.

## CORE PERFORMANCE STANDARDS

Each student is expected to be able to meet the following performance standards at all times to meet the requirements of the program and progress through the curriculum.

<b>Requirement</b>	<b>Standard</b>
Critical Thinking	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups
Communication	Communication adeptness sufficient for verbal and written professional interactions
Mobility	Physical abilities sufficient for movement from room to room in small spaces
Motor Skills	Gross and fine motor skills sufficient for providing safe, effective nursing care.
Hearing	Auditory ability sufficient for monitoring and assessing health needs
Visual	Visual ability sufficient for observation and assessment necessary in patient care
Tactile	Tactile ability sufficient for physical examination
Mental/Emotional	Possess the mental and emotional ability to adapt to the environment, function in emergency situations and cope with stressors

\*Based on recommendations of the Southern Regional Education Board

Students must be able to meet the clinical site health care institution's standards to gain admission to the facility. Each health care facility maintains their own policies and standards requiring Piedmont University's compliance.

## READMISSION CRITERIA

Students who have failed one nursing course or who have withdrawn from one or more nursing courses during an academic term must reapply for readmission to the nursing program to repeat the course that was dropped or failed. Students may not progress until they have successfully completed both the didactic and clinical portion of the dropped or failed course. The following criteria must be met:

1. Students must notify the nursing program in writing their intent to return to the program. The nursing leadership team will determine eligibility to return and notify the student. A student learning contract will be completed and signed by the student prior to re-admission to the program.
2. Successful demonstration of specified skills as determined by course coordinator prior to clinical rotation and in conjunction with learning contract
3. Pass a medication administration exam at the required percentage prior to clinical rotation

4. Attend nursing courses as agreed upon by the student learning contract for readmission
5. Successful completion of a new background check and drug screen one month prior to returning

All nursing courses must be completed within a three-year period of time from the date of the first nursing course taken. Absence from nursing courses for more than one semester will require validation of previous learning and skills as determined by Nursing faculty. The learning contract will be completed and signed by the student to aid in successful re-entry to the program. The nursing department reserves the right to determine applicants' re-entry status and placement in the curriculum depending on validation results.

## GRADUATION REQUIREMENTS

Students must meet the graduation requirements for Piedmont University and the College of Nursing and Health Sciences. Graduation requirements for the College of Nursing and Health Sciences are outlined in the CONHS Student Handbook.

Procedures for application for graduation are listed in the Piedmont University catalog.

## LICENSURE

Licensure to practice as a Registered Nurse is granted by the Board of Nursing in the state in which one wishes to practice. Successful completion of the National Council Licensure Examination for Registered Nurses (NCLEX-RN) is required as one of the components of the licensure process before Registered Nurse status can be granted by a Board of Nursing. An application to take this examination (NCLEX-RN) is completed by the applicant prior to graduation from a nursing program. Applicants with any civil or criminal convictions greater than a traffic violation must declare such convictions on the application. Convictions will be acknowledged by the state Board of Nursing and appropriate documents relating to such may be requested by the Board or Secretary of State's Office.

## APPLIED HEALTH SCIENCE (BS)

Recent research findings, along with rising health-care costs, have spurred an interest in keeping people healthy to improve their quality of life and also to avoid unnecessary medical expenses. Therefore, the Applied Health Science major's focus is on helping individuals achieve optimal health and fitness while leading more balanced and meaningful lives, rather than discovering or treating disease. This cross-disciplinary, four-year bachelor of science degree combines the study of biology, anatomy and physiology, nutrition, fitness assessment and exercise prescription, community health and welfare, and the prevention and control of disease to prepare graduates to work in hospital wellness centers, medically-based fitness facilities, sports performance facilities, public and privately owned health clubs, corporate fitness centers, colleges/universities, YMCAs/JCCs, and recreational/athletic sites as directors, fitness managers, supervisors, exercise leaders, elite personal trainers and sports performance coaches. Depending on electives completed, there are several excellent career and graduate school options to pursue, including: exercise science, health and human performance (MS), public health (MPH), business administration (MBA), recreational therapy (MS), occupational therapy (MS), or nutritional science (MS). The proposed course plan in Applied Health Science also prepares students for certifications offered through the American of Sports Medicine (the Health Fitness Specialist-HFS and/or Personal Training certification) and the National Strength and Conditioning Association (Certified Strength and Conditioning Specialist-CSCS and/ or Certified Personal Trainer). These students are NOT eligible to take the National Athletic Trainers' Association BOC examination.

### Bachelor of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages	Choose sequence from approved list (p. 70)	6
English Literature	Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion	Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
Government	Choose course from approved list (p. 72)	3

Social Science	PSYC 2290	Human Growth and Development	3
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#### IV. Mathematics and Natural Sciences (15-16 hours)

Mathematics	MATH 1100*	College Algebra	3
	OR		
	MATH 1113*	Precalculus	3
	OR		
	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 2100	Human Anatomy and Physiology I	3
	BIOL 2100L	Human Anatomy and Physiology I Lab	1
	BIOL 2110	Human Anatomy and Physiology II	3
	BIOL 2110L	Human Anatomy and Physiology II Lab	1

#### V. Ethics (0 hours)

Ethics		Applied Health Science students are exempt from this requirement.	0
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Applied Health Science Major**

BIOL 2150	Medical Microbiology	4
BIOL 2150L	Medical Microbiology Lab	0
HSCS 1101	Emergency Techniques	2
HSCS 1110	Introduction to Health Sciences	3
HSCS 2121	Health Anatomy and Physiology	3
HSCS 2200	Introduction to Health Professions	3
HSCS 2202	Care and Prevention	3
HSCS 2210	Basic Nutrition	3
HSCS 2220	Introduction to Health Processes	3
HSCS 2221	Kinesiology and Biomechanics	3
HSCS 2301	Health Promotion, Physical Activity, and Wellness	3
HSCS 3301	Physiology of Exercise	4
HSCS 3321	Fitness Assessment and Prescription	3
HSCS 3395	Cross-Cultural Health	3
HSCS 4410	Research Methodology in Health Sciences	3
HSCS 4411	Health Policy, Law, and Issues	3
HSCS 4450	Health Sciences Capstone (Capstone Course)	3

**Subtotal: 49****Concentrations**

Students must select one of the following concentrations:

**Subtotal: 15-17****Fitness and Coaching Concentration**

HSCS 2321	Principles of Athletic Coaching	3
HSCS 3430	Athletic Administration	3
HSCS 3440	Sport Psychology	3
HSCS 4420	Exercise for Special Populations	3
HSCS 4440	Sport Nutrition	3
HSCS 4499	Internship in Health Sciences	1-6

HSCS 4499 is a variable credit hour course. For the Fitness and Coaching concentration, at least 2 credit hours from HSCS 4499 are required.

**Integrative Health Studies Concentration**

HSCS 1105	Medical Terminology	2
HSCS 3330	Health Care Finance	3
HSCS 4420	Exercise for Special Populations	3
	2000-Level or Above Biology (BIOL), Chemistry (CHEM), or Physics (PHYS) Course with Lab	4
	2000-Level or Above Psychology (PSYC) or Sociology (SOCL) Elective	3

**Nutrition Concentration**

HSCS 1105	Medical Terminology	2
HSCS 2270	Clinical Nutrition	3
HSCS 3331	Nutrition Through the Life Cycle	3
HSCS 3440	Sport Psychology	3
HSCS 4440	Sport Nutrition	3
HSCS 4499	Internship in Health Sciences	1-6

HSCS 4499 is a variable credit hour course. For the Nutrition concentration, at least 2 credit hours from HSCS 4499 are required.

**General Electives**

General Electives	5-8
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**Subtotal: 5-8**

Subtotal: 121

Course Descriptions (p. 269)

**ATHLETIC TRAINING (BS/MS PROGRAM)**

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).

**Bachelor of Science/Master of Science Degrees****General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
Government	Choose course from approved list (p. 72)	3

Social Science	PSYC 2290	Human Growth and Development	3
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**IV. Mathematics and Natural Sciences (15-16 hours)**

Mathematics	MATH 1113*	Precalculus	3
	OR		
	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 2100	Human Anatomy and Physiology I	3
	BIOL 2100L	Human Anatomy and Physiology I Lab	1
	BIOL 2110	Human Anatomy and Physiology II	3
	BIOL 2110L	Human Anatomy and Physiology II Lab	1

**V. Ethics (0 hours)**

Ethics		Athletic Training students are exempt from this requirement.	0
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Athletic Training Foundations**

BIOL 2150	Medical Microbiology	4
BIOL 2150L	Medical Microbiology Lab	0
HSCS 1101	Emergency Techniques	2

HSCS 1105	Medical Terminology	2
HSCS 1110	Introduction to Health Sciences	3
HSCS 2121	Health Anatomy and Physiology OR	3
NASC 4210	Biochemistry	3
HSCS 2202	Care and Prevention	3
HSCS 2210	Basic Nutrition	3
HSCS 2221	Kinesiology and Biomechanics	3
HSCS 2301	Health Promotion, Physical Activity, and Wellness	3
HSCS 3301	Physiology of Exercise	4
HSCS 3321	Fitness Assessment and Prescription	3

**Subtotal: 33**

## Concentrations

Students must select one of the following concentrations:

Exercise and Sport Science

Applied Health Science-Integrative Health

**Subtotal: 14-16**

### Exercise and Sport Science Concentration

BIOL 1101	General Biology I	3
BIOL 1101L	General Biology I Lab	1
BIOL 2150	Medical Microbiology	4
BIOL 2150L	Medical Microbiology Lab	0
CHEM 1101	General Chemistry I	3
CHEM 1101L	General Chemistry I Lab	1
CHEM 1102	General Chemistry II	3
CHEM 1102L	General Chemistry II Lab	1
MATH 1113	Precalculus	3
	OR	
MATH 2450	Calculus I	4
	AND	
MATH 2450L	Calculus I Lab	0
PHYS 1110	College Physics I	4
PHYS 1110L	College Physics I Lab	0
PHYS 1120	College Physics II	4
PHYS 1120L	College Physics II Lab	0
PHYS 2110	University Physics I	4
PHYS 2110L	University Physics I Lab	0
PHYS 2120	University Physics II	4
PHYS 2120L	University Physics II Lab	0

Students may choose between PHYS 1120 and PHYS 2110 and PHYS 1120 and PHYS 2120

### Integrative Health Concentration

Applied Health Science-Integrated Health Concentration

BIOL 1101	General Biology I	3
BIOL 1101L	General Biology I Lab	1
BIOL 2150	Medical Microbiology	4
BIOL 2150L	Medical Microbiology Lab	0
CHEM 1101	General Chemistry I	3
CHEM 1101L	General Chemistry I Lab	1

HSCS 2200	Introduction to Health Professions	3
HSCS 3330	Health Care Finance	3
MATH 1113	Precalculus	3
	OR	
MATH 2450	Calculus I	4
	AND	
MATH 2450L	Calculus I Lab	0
PHYS 1110	College Physics I	4
PHYS 1110L	College Physics I Lab	0
	OR	
PHYS 2110	University Physics I	4
PHYS 2110L	University Physics I Lab	0

Students may choose between PHYS 1110 and PHYS 2110

**Athletic Training Major**

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 5301	Implementation and Evaluation of Health Programming	3
	OR	
HSCS 5340	Coaching Behavior Change	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
	OPTIONAL:	
ATRG 5499	Internship in Athletic Training	1-6
HSCS 5420	Advanced Strength and Conditioning	3
HSCS 5440	Nutrition for Health Programming	3

**Subtotal: 72-77**

Subtotal: 165-175

**COMMUNICATION SCIENCES AND DISORDERS (BS)**

As a CMSD major, students can apply to Piedmont University’s integrated BS-MS Speech-Language Pathology program by February 1st of their junior year. If accepted, during their senior year, students will enroll in the graduate section of specific courses (see graduate catalog for initial 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.

This BS program of study is designed for students who are not eligible for the BS/MS Integrated program or choose not to participate in the BS/MS Integrated Program. It emphasizes free electives so students can enrich their academic program by choosing a minor or concentration in an area of interest concurrent with completing pre-requisite courses in CMSD. These may include, but are not limited to, the following areas: psychology, sociology, education, or mass communication.

**Bachelor of Science Degree****General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	PSYC 2290	Human Growth and Development	3
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**IV. Mathematics and Natural Sciences (11 hours)**

Mathematics	MATH 1300*	Elementary Statistics	3
Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 1102	General Biology II	3
	BIOL 1102L	General Biology II Lab	1

**V. Ethics (0 hours)**

Ethics		Communication Sciences and Disorders students are exempt from this requirement.	0
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 45-46**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**General Electives**

General Electives	24
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**Subtotal: 24**

**Communication Sciences and Disorders Major**

EDUC 3355	Exceptional Children	3
EDUC 4485	Characteristics of Learners with Autism Spectrum Disorder	3
ENGL 3335	Technical Writing	3
CMSD 1001	Survey of Communication Sciences and Disorders	2
CMSD 2001	A & P of Speech and Hearing	3

CMSD 2002	Speech and Hearing Science	3
CMSD 2003	Language Development	3
CMSD 2004	Phonetics	3
CMSD 2010	Mini-Clinic: Observation and Clinic Procedures	3
CMSD 3000	Introduction to Audiology	3
CMSD 3001	Neuroscience Fundamentals	3
CMSD 3003	Survey of Medical Speech-Language Pathology	2
CMSD 3006	Aural Rehabilitation	3
CMSD 3007	Research Methods in Communication Sciences and Disorders	3
CMSD 4010	Capstone Course	3
CMSD 4010	Capstone Course	3
PHYS 1011	Physical Science I	4
PSYC 3312	Psychology of Adulthood	3

**Subtotal: 53***Students must take CMSD 4010 twice.*

Subtotal: 122-123

## COMMUNICATION SCIENCES AND DISORDERS (MINOR)

### Required Courses

CMSD 1001	Survey of Communication Sciences and Disorders	2
CMSD 2001	A & P of Speech and Hearing	3
CMSD 2002	Speech and Hearing Science	3
CMSD 2003	Language Development	3
CMSD 2004	Phonetics	3
CMSD 2010	Mini-Clinic: Observation and Clinic Procedures	3
CMSD 3000	Introduction to Audiology	3
CMSD 3001	Neuroscience Fundamentals	3

**Subtotal: 23**

Subtotal: 23

## COMMUNICATION SCIENCES AND DISORDERS/SPEECH LANGUAGE PATHOLOGY (BS/MS)

The integrated BS-MS Communication Sciences and Disorders/Speech Language Pathology program is designed for students to graduate from Piedmont University with both a Bachelor of Science degree (BS) in Communication Sciences and Disorders and a Master of Science degree (MS) in Speech Language Pathology. As a CMSD major, students can apply to Piedmont University's integrated BS-MS Speech-Language Pathology program by February 1st of their junior year. If accepted, students take graduate coursework beginning their fourth year at Piedmont University and transition directly into the graduate program.

### Bachelor of Science/Master of Science Degree

#### General Education

#### I. Communication (9 hours)

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
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Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

## II. Humanities and Fine Arts (15 hours)

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

## III. History and Social Sciences (9 hours)

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	PSYC 2290	Human Growth and Development	3
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#### IV. Mathematics and Natural Sciences (11 hours)

Mathematics	MATH 1300*	Elementary Statistics	3
Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 1102	General Biology II	3
	BIOL 1102L	General Biology II Lab	1

#### V. Ethics (0 hours)

Ethics		Communication Sciences and Disorders students are exempt from this requirement.	0
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 45-46**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Communication Sciences and Disorders/Speech Language Pathology Major

CMSD 1001	Survey of Communication Sciences and Disorders	2
CMSD 2001	A & P of Speech and Hearing	3
CMSD 2002	Speech and Hearing Science	3
CMSD 2003	Language Development	3
CMSD 2004	Phonetics	3
CMSD 2010	Mini-Clinic: Observation and Clinic Procedures	3
CMSD 3000	Introduction to Audiology	3
CMSD 3001	Neuroscience Fundamentals	3
CMSD 3003	Survey of Medical Speech-Language Pathology	2
CMSD 3006	Aural Rehabilitation	3

CMSD 3007	Research Methods in Communication Sciences and Disorders	3
CMSD 4000	Undergraduate Clinical Practicum	3
CMSD 4010	Capstone Course	3
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 5101	Clinical Practicum (take 4 times)	12
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 5112	Grand Rounds (take 2 times)	2
CMSD 5113	Augmentative/Alternative Communication	3
CMSD 5114	Interprofessional Practice	3

**Subtotal: 87**

**General Electives**

General Electives	18
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**Subtotal: 18**

Subtotal: 150-151

**EXERCISE AND SPORT SCIENCE (BS)**

Exercise and Sport Science is the study of movement and the associated functional responses and adaptations the human body experiences. This major will provide theoretical foundations for functional assessments, exercise testing, and exercise prescription in both healthy and clinical populations. This four-year Bachelor of Science degree program is offered on the Demorest campus and will give students hands on experience and skill preparation to assess clients and plan human movement-based programs that meet their health and wellness needs. This rigorous, multidisciplinary program incorporates classes from the traditional sciences (Biology, Chemistry, and Physics), health sciences (Anatomy, Physiology, and Nutrition), and athletic training (Orthopedic Assessment, Therapeutic Exercise, and Biomechanics). The course plan in Exercise and Sport Science prepares students for a variety of careers and graduate programs, including prerequisites for physical therapy, athletic training, medical school, and certifications offered through the American College of Sports Medicine (the Health Fitness Specialist-HFS and/or Personal Training certification) and the National Strength and Conditioning Association (Certified Strength and Conditioning Specialist-CSCS and/ or Certified Personal Trainer). These students are NOT eligible to take the National Athletic Trainers’ Association BOC examination.

**Bachelor of Science Degree**

**General Education**

**I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages	Choose sequence from approved list (p. 70)	6
English Literature	Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion	Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts	Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History	Choose course from approved list (p. 71)	3
Government	Choose course from approved list (p. 72)	3

Social Science	PSYC 2290	Human Growth and Development	3
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#### IV. Mathematics and Natural Sciences (15-16 hours)

Mathematics	MATH 1113*	Precalculus	3
	OR		
	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 2100	Human Anatomy and Physiology I	3
	BIOL 2100L	Human Anatomy and Physiology I Lab	1
	BIOL 2110	Human Anatomy and Physiology II	3
	BIOL 2110L	Human Anatomy and Physiology II Lab	1

#### V. Ethics (0 hours)

Ethics		Exercise and Sport Science students are exempt from this requirement.	0
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

#### Exercise and Sport Science Major

BIOL 2150	Medical Microbiology	4
BIOL 2150L	Medical Microbiology Lab	0
CHEM 1101	General Chemistry I	3

CHEM 1101L	General Chemistry I Lab	1
CHEM 1102	General Chemistry II	3
CHEM 1102L	General Chemistry II Lab	1
HSCS 1101	Emergency Techniques	2
HSCS 1105	Medical Terminology	2
HSCS 1110	Introduction to Health Sciences	3
HSCS 2121	Health Anatomy and Physiology	3
	OR	
NASC 4210	Biochemistry	3
HSCS 2202	Care and Prevention	3
HSCS 2210	Basic Nutrition	3
HSCS 2220	Introduction to Health Processes	3
HSCS 2221	Kinesiology and Biomechanics	3
HSCS 2301	Health Promotion, Physical Activity, and Wellness	3
HSCS 3301	Physiology of Exercise	4
HSCS 3321	Fitness Assessment and Prescription	3
HSCS 4410	Research Methodology in Health Sciences	3
HSCS 4420	Exercise for Special Populations	3
HSCS 4440	Sport Nutrition	3
HSCS 4450	Health Sciences Capstone (Capstone Course)	3
PHYS 1110	College Physics I	4
PHYS 1110L	College Physics I Lab	0
PHYS 1120	College Physics II	4
PHYS 1120L	College Physics II Lab	0
	OR	
PHYS 2110	University Physics I	4
PHYS 2110L	University Physics I Lab	0
PHYS 2120	University Physics II	4
PHYS 2120L	University Physics II Lab	0

**Subtotal: 64****General Electives**

General Electives 7-8

**Subtotal: 7-8**

Subtotal: 121

Course Descriptions (p. 269)

**HEALTH CARE ADMINISTRATION (BS)**

This degree is a broad-based, multidisciplinary degree that will prepare students to work in a variety of settings and will also prepare the student for graduate education. The health science core contains coursework in pathology, pharmacology, health promotion, health policy, and finance, and is complemented by classes in accounting, economics, and management from the College of Business. This gives students a solid healthcare foundation from which to understand their clients' needs and the business acumen to deliver results.

Healthcare administrators are found in both in- and out-patient medical and wellness facilities, hospitals, corporate fitness and recreation centers, equipment sales, the insurance industry, and patient advocacy groups. Students will also have completed all but one of the prerequisite courses (BUSA 2140 (p. 299)) to enter Piedmont's Masters of Business Administration (MBA) program or continue advanced studies in sports administration, coaching, and public health.

**Bachelor of Science Degree**

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	PSYC 2290	Human Growth and Development	3
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#### IV. Mathematics and Natural Sciences (15-16 hours)

Mathematics	MATH 1100*	College Algebra	3
	OR		
	MATH 1113*	Precalculus	3
	OR		
	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0
Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 2100	Human Anatomy and Physiology I	3
	BIOL 2100L	Human Anatomy and Physiology I Lab	1
	BIOL 2110	Human Anatomy and Physiology II	3
	BIOL 2110L	Human Anatomy and Physiology II Lab	1

#### V. Ethics (0 hours)

Ethics		Health Care Administration students are exempt from this requirement.	0
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#### VI. Institutional Requirement (1 hour)

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.



**Health Care Administration Major**

BUSA 1210	Introduction to Microeconomics	3
BUSA 2200	Principles of Marketing	3
BUSA 2700	Principles of Management	3
HSCS 1105	Medical Terminology	2
HSCS 2200	Introduction to Health Professions	3
HSCS 2210	Basic Nutrition	3
HSCS 2220	Introduction to Health Processes	3
HSCS 2301	Health Promotion, Physical Activity, and Wellness	3
HSCS 3330	Health Care Finance	3
HSCS 3395	Cross-Cultural Health	3
HSCS 4410	Research Methodology in Health Sciences	3
HSCS 4411	Health Policy, Law, and Issues	3
HSCS 4450	Health Sciences Capstone (Capstone Course)	3

**Subtotal: 38****General Electives**

General Electives	20-21
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**Subtotal: 20-21****Concentrations**

Students must select one of the following concentrations:

**Subtotal: 12****Health Systems Management Concentration**

ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 2030	Information Systems for Business	3
BUSA 4320	Human Resource Management	3

**Medical Sales Management Concentration**

BUSA 3250	Consumer Behavior	3
BUSA 3500	Business Analytics II	3
BUSA 3700	Project Management	3
BUSA 4250	Sales Management and Personal Selling	3

Subtotal: 121

Course Descriptions (p. 269)

**SPORT AND FITNESS ADMINISTRATION (BS)**

Sport and Fitness Administration is a branch of health sciences that combines the study of the human body and foundational business concepts. Graduates provide clients with health and fitness assessments, skill training, recommendations for community health and welfare, and have the ability to create, conduct, and assess sport and fitness programming. Sport and Fitness Administrators are frequently employed in secondary school, college, or professional sports, out-patient wellness facilities, community and commercial fitness and recreation, equipment sales, and coaching. Students will also have completed the prerequisites to enter Piedmont's Masters of Business Administration (MBA) and Health and Human Performance programs or to continue advanced studies in sports administration, coaching, or public health and certifications offered through the American College of Sports Medicine (the Health Fitness Specialist-HFS and/or Personal Training certification) and the National Strength and Conditioning Association (Certified Strength and Conditioning Specialist-CSCS and/ or Certified Personal Trainer). These students are NOT eligible to take the National Athletic Trainers' Association BOC examination. All students must also complete a 2-credit hour internship with a community partner.

**Bachelor of Science Degree**

**General Education****I. Communication (9 hours)**

Rhetoric and Composition	ENGL 1101*	Rhetoric and Composition	3
Literature and Composition	ENGL 1102*	Literature and Composition	3
Communication		Choose course from approved list (p. 70)	3

**II. Humanities and Fine Arts (15 hours)**

Modern Languages		Choose sequence from approved list (p. 70)	6
English Literature		Choose one 2000-level English Literature course (ENGL 2225 and ENGL 2226 may NOT be used)	3
Philosophy and Religion		Choose one PHIL or RELG course at the 1000-2000 level	3
Fine Arts		Choose course from approved list (p. 71)	3

**III. History and Social Sciences (9 hours)**

World History		Choose course from approved list (p. 71)	3
Government		Choose course from approved list (p. 72)	3

Social Science	PSYC 2290	Human Growth and Development	3
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**IV. Mathematics and Natural Sciences (15-16 hours)**

Mathematics	MATH 1100*	College Algebra	3
	OR		
	MATH 1113*	Precalculus	3
	OR		
	MATH 2450*	Calculus I	4
	MATH 2450L*	Calculus I Lab	0

Natural Science	BIOL 1101	General Biology I	3
	BIOL 1101L	General Biology I Lab	1
	BIOL 2100	Human Anatomy and Physiology I	3
	BIOL 2100L	Human Anatomy and Physiology I Lab	1
	BIOL 2110	Human Anatomy and Physiology II	3
	BIOL 2110L	Human Anatomy and Physiology II Lab	1

**V. Ethics (0 hours)**

Ethics		Sport and Fitness Administration students are exempt from this requirement.	0
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**VI. Institutional Requirement (1 hour)**

First-Year Experience *Grade of C or higher required.	PDMT 1101	Introduction to University Life and the Liberal Arts Tradition	1
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**Subtotal: 46-49**

Students who enter with fewer than 24 semester credit hours must satisfy the institutional requirement.

**Sport and Fitness Administration Major**

BUSA 1210	Introduction to Microeconomics	3
BUSA 2200	Principles of Marketing	3
BUSA 2700	Principles of Management	3
HSCS 1101	Emergency Techniques	2
HSCS 1110	Introduction to Health Sciences	3
HSCS 2202	Care and Prevention	3
HSCS 2210	Basic Nutrition	3
HSCS 2301	Health Promotion, Physical Activity, and Wellness	3
HSCS 4410	Research Methodology in Health Sciences	3
HSCS 4450	Health Sciences Capstone (Capstone Course)	3
HSCS 4499	Internship in Health Sciences	1-6

**Subtotal: 30-35**

HSCS 4499 is a variable credit hour course. For the Sports and Fitness Administration major, at least 2 credit hours from HSCS 4499 are required.

**General Electives**

General Electives	17-23
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**Subtotal: 17-23****Sport and Fitness Administration Concentrations**

Students must select one concentration from the following: Coaching, Sales, or Sport Management.

**Subtotal: 18****Coaching Concentration**

HSCS 2221	Kinesiology and Biomechanics	3
HSCS 2321	Principles of Athletic Coaching	3
HSCS 3321	Fitness Assessment and Prescription	3
HSCS 3430	Athletic Administration	3
HSCS 3440	Sport Psychology	3
HSCS 4440	Sport Nutrition	3

**Sales Concentration**

ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 3250	Consumer Behavior	3
BUSA 3550	Organizational Behavior and Leadership Theories	3
BUSA 3700	Project Management	3
BUSA 4250	Sales Management and Personal Selling	3

**Sport Management Concentration**

ACCT 2010	Financial Accounting	3
ACCT 2020	Managerial Accounting	3
BUSA 2210	Introduction to Macroeconomics	3
BUSA 3340	Sports Economics	3
BUSA 3700	Project Management	3
BUSA 4120	Sports Marketing	3

Subtotal: 121

**HEALTH SCIENCE (MINOR)****Required Courses**

HSCS 2270	Clinical Nutrition	3
HSCS 2301	Health Promotion, Physical Activity, and Wellness	3

**Subtotal: 6**

**Health Science Electives**

Students must select a minimum of 12 semester credit hours of electives from the following list:

HSCS 3321	Fitness Assessment and Prescription	3
HSCS 3331	Nutrition Through the Life Cycle	3
HSCS 3395	Cross-Cultural Health	3
HSCS 3440	Sport Psychology	3
HSCS 4411	Health Policy, Law, and Issues	3
HSCS 4420	Exercise for Special Populations	3
HSCS 4440	Sport Nutrition	3

**Subtotal: 12**

Subtotal: 18

**STRENGTH AND CONDITIONING (MINOR)**

The strength and conditioning minor prepares students to transform the lives of their future clients by learning how to develop and implement innovative training programs appropriate across the lifespan and for varied activity levels and abilities. The scientific-based curriculum focuses on the knowledge necessary to assess and improve athletic performance and prepares students to take the National Strength and Conditioning Association CSCS examination. The courses in this minor use experiential learning techniques to engage students with the content and community, including a required internship in the field.

**Required Courses**

HSCS 2121	Health Anatomy and Physiology	3
HSCS 2210	Basic Nutrition	3
HSCS 2221	Kinesiology and Biomechanics	3
HSCS 3301	Physiology of Exercise	4
HSCS 3311	Exercise Technique and Lifting	2
HSCS 3321	Fitness Assessment and Prescription	3
HSCS 4499	Internship in Health Sciences	1-6

**Subtotal: 20**

HSCS 4499 is a variable credit hour course. For the Strength and Conditioning minor, at least 2 credit hours from HSCS 4499 are required.

Subtotal: 20

**COACHING ENDORSEMENT****Required Courses**

HSCS 1101	Emergency Techniques	2
HSCS 2321	Principles of Athletic Coaching	3
HSCS 3430	Athletic Administration	3
HSCS 3440	Sport Psychology	3
HSCS 4499	Internship in Health Sciences	1-6

**Subtotal: 13-17**

HSCS 4499 is a variable credit hour course. For the Coaching Endorsement, at least 2 credit hours from HSCS 4499 are required.

Subtotal: 13-17

## COURSES

Listed under most courses are the terms and locations the courses are typically offered. This information is always subject to change. Please consult the specific term course offerings for more information.

### ACCT—ACCOUNTING

#### ACCT 2010 - Financial Accounting (3)

The recording, summarizing, reporting, and analyzing of economic activities of a business organization. Equivalent to a first course in accounting principles, the central focus is on the financial statements that are required for external reporting, including the formulation of these statements and their application to decision making.

Prerequisite: none Offered: Demorest: Fall and Spring, Online: Spring.

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

- Demonstrate the ability to convert economic activity into accounting journal entry transactions.
- Display a working knowledge of the accounting cycle, from journal entries to financial statements.
- Demonstrate the ability to draw appropriate investor and creditor conclusions from financial statement analysis.
- Understand the application of generally accepted accounting principles to specific asset, liability, stockholders' equity, revenue and expense accounts.

#### ACCT 2020 - Managerial Accounting (3)

Introduction to the fundamentals of management accounting for students who already have a basic knowledge of financial accounting. Topics include cost accumulation and product costing, managerial decision-making, and planning and control.

Prerequisite: ACCT 2010 Offered: Demorest: Fall and Spring, Online: Spring.

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

- Calculate the cost of manufacturing goods and providing services.
- Understand the relationship between managerial accounting and the external financial statements.
- Construct operational budgets based on operational goals and analyze variances and other forms of feedback to identify areas of improvement within the organization.
- Perform cost-volume-profit analysis to assist in operational planning.
- Evaluate two or more alternatives to determine the best course of action, considering both the quantitative and qualitative aspects.

#### ACCT 3010 - Intermediate Accounting I (3)

An advanced course based on financial accounting standards for public companies following Generally Accepted Accounting Principles. Topics include the conceptual framework for accounting standards, a review of financial accounting concepts covered in prior courses, preparation and brief analysis of financial statement data, and a focus on various current assets and current liabilities.

Prerequisite: ACCT 2020 Offered: Demorest: Fall.

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

- Understand the need for and governance over financial accounting standards for public companies.
- Account for basic business transactions throughout the accounting cycle.
- Explain the concepts behind the preparation of the balance sheet, statement of equity, income statement, and statement of cash flows.
- Prepare the four basic financial statements in accordance with generally accepted accounting principles.
- Record transactions based on activities involving various current assets.

- Record transactions based on activities involving various current liabilities.

#### ACCT 3020 - Intermediate Accounting II (3)

A continuation of Intermediate Accounting I. A study on the analysis of and reporting for intermediate-level financial accounting topics such as the acquisition and subsequent treatment of fixed and intangible assets, accounting methods for investments, long-term liabilities, stockholder's equity, and earnings per share.

Prerequisite: ACCT 3010 Offered: Demorest: Spring.

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

- Apply GAAP standards relating to the acquisition of property, plant, and equipment.
- Record post-acquisition activity relating to property, plant, and equipment assets.
- Understand and explain the accounting for intangible asset valuation, amortization, and impairment.
- Account for various investment types and report those investments in the financial statements.
- Record the issuance and subsequent activity for bonds and various forms of long-term debt.
- Describe and account for transactions relating to contributed capital.
- Calculate earnings per share and describe the requirements for reporting earnings per share.

#### ACCT 3030 - Intermediate Accounting III (3)

A continuation of Intermediate Accounting II. A study on the analysis of and reporting for advanced financial accounting topics such as revenue recognition, income taxes, postretirement benefits, leases, changes and errors, and business consolidations.

Prerequisite: ACCT 3020 Offered: Demorest: Fall.

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

- Apply the revenue recognition standards set forth by generally accepted accounting principles for specialized industries and transactions.
- Record and report transactions for deferred income tax items.
- Analyze a company's pension plan(s) and/or employee benefit plans to record the required elements in the financial statements.
- Apply the appropriate accounting principles related to a company's lease obligations and assets.
- Describe the nature of accounting for changes and errors and apply the related practices for each.
- Report financial statement data for consolidated business entities.

#### ACCT 3100 - Cost Accounting (3)

Cost accounting for students with foundational understanding of managerial accounting. The course covers the following managerial accounting concepts in greater depth and complexity: cost accumulation and product costing, planning and controlling, and managerial decision making.

Prerequisite: ACCT 2020 Offered: Demorest: Spring and odd fall; Online: even fall.

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

- Construct costing analysis from a set of underlying financial data, and explain how it effects the external financial statements.
- Analyze complex scenarios and perform a cost-volume-profit analysis that supports operational planning and decision making.
- Generate operational budgets from operational goals, and correctly interpret budgetary variances.
- Perform a differential analysis among two or more options, including quantitative and qualitative factors, to select the best option.

## ACCT 3200 - Tax Accounting (3)

Federal income tax fundamentals under the latest amendments to the Internal Revenue Code as applicable to the individual's taxes, credits, inclusions in and exclusions from gross income, capital gains and losses, dividends and allowable deductions.

Prerequisite: ACCT 2020 Offered: Demorest: Fall.

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

- Interpret tax documents for use in preparation of a federal income tax return.
- Prepare an income tax return using basic tax preparation software.
- Explain the basic formula for calculating an income tax liability.
- Calculate the tax owed or refund due for an individual tax return.
- Understand and apply the tax laws regarding income, deductions, and tax credits.

## ACCT 4100 - Volunteer Income Tax Assistance (3)

An application-based course involving the preparation of income tax returns through the VITA program. Students will be required to become certified to prepare and review returns through the VITA program as well as go through the VITA training. Students will then meet with community members and prepare, review, and file those returns.

Prerequisite: ACCT 3200 Typically Offered: Demorest: Spring. Offered: Demorest, Spring.

At the conclusion of the course, students are expected to be able to:

- Demonstrate an understanding of both federal and state laws regarding individual income taxation.
- Prepare and review individual tax returns.
- Demonstrate effective communication skills with taxpayers about complex taxation issues.
- Analyze and research unique tax scenarios.

## ACCT 4200 - Corporate Tax (3)

This course reviews fundamentals of C-corporation taxation and tax issues for students with a foundational understanding of individual taxation. The course covers topics such as C-corporation creation and liquidation, asset distributions, tax forms, GAAP and tax differences, and tax implications between entity and owners.

Prerequisite: ACCT 3200 Offered: Demorest: Spring.

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

- Understand tax implications of C-corporation formation, operation, and liquidation of the corporation for both the entity and owners.
- Understand the tax implications of asset distribution between the entity and owners.
- Understand the differences between generally accepted accounting principles and tax law, and how to handle the differences.
- Prepare a basic C-corporation tax return from a set of relevant source documents.
- Summarize the tax return results to clients in a professional and concise manner that is appropriate to the intended audience.

## ACCT 4600 - Auditing (3)

Qualifications and responsibilities of the public accountant; introduction to basic auditing objectives, standards, ethics, terminology, procedures, working papers and reports.

Prerequisite: ACCT 3010 Offered: Demorest: Fall.

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

- Demonstrate the ability to draw appropriate investor and creditor conclusions from financial statement analysis.



- Possess knowledge of role of the auditor, and the related principles and techniques.

#### ACCT 4610 - Fraud Examination (3)

Special topics related to the study of occupation fraud and forensic accounting.

Prerequisite: ACCT 2010 & ACCT 2020 Offered: Demorest: Spring.

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

- To study the nature of fraud and the reasoning behind why people commit fraud.
- To gain a better understanding of the intricate nature of fraud and forensic accounting.
- To learn how to discover and investigate accounting fraud, including financial statement fraud and consumer fraud.
- To learn about data-driven fraud detection methods and prevention techniques.

#### ACCT 4700 - Accounting Internship (3)

Through actual work experience and/or an applied job-related project, the student has a chance to apply business related skills and concepts. Each student is directed by a university supervisor and is expected to prepare a report and a self-evaluation of this experience.

Prerequisite: Permission of the instructor. Offered: Demorest: As needed.

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

- Understand the rigors and issues that business faces in the day-to-day world.
- Understand and support the business mission, vision, and goals by performing duties as assigned.
- Apply, evaluate, test, and integrate concepts learned in business classes in a work setting.
- Experiment with and expand technical skills, particularly with industry-specific programs and applications.
- Elevate communication skills to a level expected in a professional business environment.
- Develop and expand your understanding of your personal needs and career aspirations in relation to the business world.

#### ACCT 4800 - Accounting Information Systems (3)

The course focuses on the role of the accounting information systems (AIS) and the use of data analytics for operational control and decision making. Topics include accounting transaction cycles, database modeling, internal controls, data analytics, data visualizations, and AIS audit trails.

Prerequisite: ACCT 4600 Offered: Demorest: Spring.

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

- Explain the role of accounting information systems in both the accounting function as well as the overall organization.
- Understand the interrelationship between the accounting information system and the external financial statements.
- Assess an organization's internal controls system, and if relevant, identify additional controls to be implemented.
- Breakdown each major accounting transaction cycle, and the source documents that are generated throughout the cycle.
- Analyze a business scenario to create a corresponding database model using relevant database modeling software.
- Use critical thinking to manipulate data in relevant software to answer complex business questions.

#### ACCT 4990 - Special Topics ()

The content and credit hours for this course vary. Consult the schedule for topics and hours available for the semester.

Prerequisite: Permission of the instructor. Cross-Listed as: BUSA 4990. Offered: Demorest: As needed.

## **ANTH - ANTHROPOLOGY**

### ANTH 2250 - Cultural Anthropology (3)

Introduction to the varieties of human cultures, past and present. Survey of the thinkers and core concepts of cultural anthropology and of various societies with their differing cultural patterns.

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

1. Understand the concepts, practices, and terms used by anthropologists in studying culture.
2. Recognize underlying similarities and variability among human cultures.
3. Gain a broad cross-cultural background and awareness against which to view your own culture
4. as well as other societies and contemporary global issues.
5. Develop critical thinking through the engagement with and practice of ethnographic methods.

## **ART—ART**

### ART 1100 - Introduction to Art (3)

This lecture course focuses on the technical and conceptual issues dealt with in visual art, with emphasis on the historical and social significance of art.

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

1. An understanding of the techniques, artistic criteria and historical traditions employed in critical evaluation.
2. Recognition of the basic elements and principles of art.
3. Familiarity with art terminology.
4. An exposure to works of art within an exhibition setting, as well as within everyday life.
5. Knowledge and understanding in making and supporting their own personal artistic decisions.
6. Recognition of qualities within different periods of art.
7. Knowledge of prominent artists and their working styles.
8. Appreciation of varied art styles and media.
9. Knowledge of how art affects history, as well as everyday life.

### ART 1110 - Professional Practices in the Arts (0-1)

Professional Practices in the Arts is required of all Art majors to develop their writing skills, portfolio, artist statement, and gallery practices. Students will use critical thinking skills in comparing, evaluating, and making informed, aesthetic judgments on the exhibitions and express those judgments using appropriate nomenclature. Students will keep an organized digital portfolio of artifacts from history and studio courses. ART 1110 will be taken every semester as an art major.

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

1. Development in his or her personal aesthetic philosophy.
2. Ability to present work in a professional-quality digital portfolio.
3. Ability to write about works of art critically.

4. Development of his or her resume, CV, and other career-oriented writing skills.
5. Knowledge of gallery and museum practices.

#### ART 1111 - BFA Professional Practices (0-1)

Professional Practices in the Arts is required of all Art majors to develop their writing skills, portfolio, artist statement, and gallery practices. Students will use critical thinking skills in comparing, evaluating, and making informed, aesthetic judgments on the exhibitions and express those judgments using appropriate nomenclature. Students will keep an organized digital portfolio of artifacts from history and studio courses. ART 1110 will be taken every semester as an art major.

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

1. Development in his or her personal aesthetic philosophy.
2. Ability to present work in a professional-quality digital portfolio.
3. Ability to write about works of art critically.
4. Development of his or her resume, CV, and other career-oriented writing skills.
5. Knowledge of gallery and museum practices.

#### ART 1120 - Drawing I (3)

Fundamentals of drawing using a variety of subjects, with emphasis on the perception and delineation of three-dimensional form and space. Group and individual instruction. An additional 3 hours of independent studio work is required.

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

1. Demonstrate the capacity to observe, distinguish and translate emotional and perceptual response into a uniquely powerful two-dimensional reality.
2. Demonstrate the ability to work in a variety of styles, mediums and processes that most appropriately convey personal responses to assigned exercises designed for personal growth and development.
3. Analyze and apply the ideas and experiences gained from the study of various artists, past and present, towards their own emerging artistic/aesthetic position/passion.
4. Increase their ability to successfully complete the required outside assignments by “pushing boundaries” beyond the experiences learned in the classroom.
5. Combine mark-making materials with idea, concept, and technique.
6. Develop personal avenues of expression based on a demonstrated foundation based on a general knowledge of art history, principles of design, and the basic elements of art.
7. Demonstrate the ability to work in a variety of styles, mediums and processes that most appropriately convey personal responses to assigned exercises designed for personal growth and development.

#### ART 2200 - Drawing II (3)

Emphasis on drawing the human figure. Students will work with live models. An additional 3 hours of independent studio work is required.

Prerequisite: ART 1120

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

1. Demonstrate effective sighting/measuring skills when working on paper.
2. Effectively plan and execute sophisticated works of art on paper in a variety of dry and wet media.
3. Accurately render the human figure in a variety of dry and wet media.
4. Incorporate individualized content into expressive drawings that represent the development of an individualized artistic vision.

5. Demonstrate and use course vocabulary.
6. Demonstrate and apply safe studio practices concerning all media.

#### ART 2215 - Black and White Darkroom Photography (3)

Operation and use of the 35mm camera; methods of processing and printing in the black and white darkroom; and exploration of practical and artistic applications of photography. Special emphasis is placed on the analysis and understanding of the creative process, technical merit and the art of seeing. An additional 3 hours of independent studio work is required.

Prerequisite: None

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

1. Knowledge of 35 mm SLR and medium format manual camera operations
2. Expertise in 35 mm and 120 mm film processing, including exposure bracketing, push/pull film processing, film types, ISO, resolution and grain
3. Ability in split filter printing for fiber-based silver gelatin prints, small scale to mural scale prints
4. General understanding of the zone system
5. Use of tripods and hand-held light meters
6. Insight into the history of photography and contemporary art practice
7. Facility with basic theory and criticism
8. Ability to conceptualize and materialize ideas in photographic form
9. An in-depth understanding of the literacy and functionality of photographic images and how they operate within the culture at large
10. Skill in engaging in the critique process and class discussions
11. Skill in conducting visual and conceptual research relevant to class topics

#### ART 2225 - Introduction to Digital Fabrication (3)

In this course, students explore the design process as it relates to concepts in the field of digital fabrication. The course deals with digital fabrication based on design, production, and ideation. The design perspective highlights CAM software, technologies, and concepts that enable digital fabrication. The production perspective focuses on the CAD tools used in additive and reductive production needed to transform an idea into a tangible prototype. The ideation perspective focuses on multiple problem-solving approaches to design thinking and human-centered design.

- Students will be able to interpret and design across digital platforms.  
Department Goal 2.2
- Students will demonstrate a basic understanding of CAM software
- Students will demonstrate a basic understanding of CAD production
- Students will develop communication and interpersonal skills through group work and peer engagement.
- Students will demonstrate a creative process through the repetition of research, sketching, exploring media, variations, and refinements.
- Students will be able to experiment with solutions, critically analyze the results of their solutions and those of their peers and make modifications.
- Students will understand the broader context of design thinking and human-centered design through reflecting upon the assigned readings.
- They will become effective collaborators, demonstrate design distinctiveness, and patient problem solving.

## ART 2230 - Ceramics I: Handbuilding (3)

Introduction to hand built techniques with emphasis on making, glazing, and firing ceramic works. Students will explore both current and historical ceramics while solving aesthetic and technical problems in clay. An additional 3 hours of independent studio work is required

Prerequisite: None

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

1. Develop ceramic handbuilding skills in pinch, coil, and slab techniques.
2. Explore the strengths and limitations of different forming techniques.
3. Know and use beginning ceramic terminology.
4. Develop a safe work habit of studio practice and equipment maintenance.
5. Participate in clay and glaze formulation and testing.
6. Participate in the firing process of primitive, electric, gas and wood kilns.
7. Have a beginning knowledge of historical and contemporary ceramics.
8. Begin to understand the balance between personal aesthetics and technical demands of the ceramic process.
9. Begin to develop visual solutions and speak about the technical ascetic choices in a critique setting.

## ART 2270 - Painting I (3)

An introduction to paint and techniques used to manipulate it. Emphasis is placed on adopting a method of painting that will launch the beginner. An additional 3 hours of independent studio work is required.

Prerequisite: ART 1120

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

1. Learn basic techniques and concepts of oil painting and execute fundamental painting processes.
2. Learn how to manipulate and translate what they see into a representational image they create with paint on a surface.
3. Learn to paint traditional subjects such as: architectural interior, still life, human figure.
4. Utilize the elements and principles of design in the composition of paintings.
5. Mix colors from observation and learn how to use a palette.
6. Execute paintings using appropriate color properties and harmonies.
7. Understand composition of oil painting pigments and mediums, exploring transparent, semitransparent and opaque painting techniques.
8. Utilize color to help portray or express moods, feelings, and ideas in painting.
9. Learn to paint on conventional painting surfaces such as cotton canvas, board, and heavy weight paper.
10. Execute proper support preparation, including stretching and priming canvas and panel construction.
11. Adopt the skills of self-direction, self-discipline, and organization necessary for success in the completion of paintings.
12. Discuss succinctly your artwork and process in class critique and effectively use critique skills to examine the work of others.
13. Discuss and develop appropriate criteria for self-evaluation/criticism of paintings.
14. Present their completed work in a professional manner.

## ART 2301 - Art History: Prehistoric to Renaissance (3)

Evolution of art, prehistoric to the Renaissance, with emphasis on critical analysis.

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

1. Knowledge of art historical context from the prehistoric era through the fifteenth century (3.2). This includes: knowledge of key artists and periods before 1500 (3.2); ability to use appropriate terminology in written assignments and in class discussion (3.1, 3.2); and ability to distinguish stylistic and thematic attributes of art historical periods before 1500 (3.2).
2. Ability to compare and contrast two or more cultures, artists, and/or works of art in a short essay format (3.1, 3.2).

ART 2302 - Art History: Renaissance to Present (3)

Evolution of art, Renaissance to present, with emphasis on formal and critical analysis.

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

1. Demonstrate awareness of art historical context (3.2) T. This includes: recognition of key artists working from the early Renaissance to the present (3.2); awareness of trends and stylistic attributes of artistic periods (3.2); and knowledge of relevant historical circumstances (3.2).
2. Show development in their abilities to write about and discuss works of art (3.1, 3.2). This includes: use of appropriate vocabulary (3.1, 3.2) and ability to compose a standard art history comparison essay (3.1, 3.2).

ART 2335 - Introduction to Printmaking (3)

This course will introduce students to a variety of printmaking techniques and processes. Students will create editions of original graphic artworks. Group and individual instruction. An additional 3 hours of independent studio work is required.

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

- Students will learn the organizing elements and principles of art and design. Department Goal 1.1
- Students will learn various print processes and produce editions of unique and original works of art. Department Goal 2.1
- Students will develop a working knowledge of a print studio, chemicals and equipment.
- Students become familiar with historical and contemporary approaches to printmaking.
- Students will utilize conceptual thinking and formal strategies to address project guidelines and themes.
- Students will demonstrate and use course vocabulary.
- Students will actively critique and evaluate their own finished works as well as the work of classmates

ART 2660 - Sculpture I (3)

A beginning course in sculpture in which basic three-dimensional ideas are explored through carving, modeling and constructive methods. An additional 3 hours of independent studio work is required.

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

1. Use the tools and materials applicable to the three-dimensional form.
2. Demonstrate knowledge and practice of safety protocol associated with tools utilized in the course Explore three methods of working in sculptural form, the additive, subtractive, and assemblage.
3. Will develop solutions to visual problems based on research into historical as well as contemporary artists.
4. Through individual and group critique sessions, develop their analysis of the relationship between form and content within works of art.
5. Demonstrate an understanding of composition.
6. Manipulate the elements of design through contour, gesture, shape and space.

### ART 2661 - Exploration in Metals and Jewelry Design (3)

ART 2661 is a beginning sculpture course in metalworking and jewelry design. Students learn basic jewelry-making techniques, including sawing, piercing, stamping, surface texturing, making rolling mill patterns, soldering, polishing, and finishing. Students will use metalworking skills to design and assemble jewelry-inspired projects. Students must complete an additional three hours of independent studio work.

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

- Use the tools and materials applicable to the three-dimensional form.
- Explore the three methods of working in sculptural form, the additive, subtractive, and assemblage.
- Develop solutions to visual problems based on research into historical as well as contemporary artists.
- Develop their analysis of the relationship between form and content within works of art.
- Demonstrate an understanding of composition.
- Manipulate the elements of design through contour, gesture, shape and space.
- Demonstrate a basic knowledge of metalworking techniques.
- Design and document ideas for projects through technical drawings.
- Demonstrate an understanding of the properties of nonferrous metals and select the type needed for each project.
- Demonstrate the proper maintenance and safe use of selected hand and power tools.
- Execute the necessary sequence of steps to successfully complete a riveted metal object.
- Execute the necessary sequence of steps to successfully complete a cast and brazed metal object.
- Execute the necessary sequence of steps to successfully complete a hollow form ring.
- Demonstrate knowledge of the elements and principles of design through critiques, oral presentations, and discussion.

### ART 2662 - Exploration in Woodworking and Furniture Design (3)

ART 2662 is a beginning sculpture course in woodworking and furniture design. Students learn basic tool sharpening, millwork, joinery, gluing, and sanding. Students will use woodworking skills to design and assemble furniture-inspired projects. Students must complete an additional three hours of independent studio work.

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

- Demonstrate a basic knowledge of woodworking techniques.
- Design and document ideas for projects through technical drawings.
- Demonstrate an understanding of the properties of wood and select the type of wood for each project.
- Demonstrate the proper maintenance and safe use of selected hand and power tools.
- Demonstrate proficiency executing the necessary sequence of steps to successfully complete a dovetailed bench, box with drawers, and one independently designed project.
- Demonstrate knowledge of the elements and principles of design through critiques, oral presentations, and discussion.
- Through individual and group critique sessions, develop their analysis of the relationship between form and content within works of art.

### ART 2663 - Exploration in Foundry Casting (3)

ART 2663 is a beginning sculpture course in foundry casting. Students learn basic foundry processes, including lost form, sand casting, and lost wax casting. Students prepare and present projects case in aluminum and bronze. Students must complete an additional three hours of independent studio work.

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

- Use the tools and materials applicable to the three-dimensional form.
- Explore the three methods of working in sculptural form, the additive, subtractive, and assemblage.
- Will develop solutions to visual problems based on research into historical as well as contemporary artists.
- Through individual and group critique sessions, develop their analysis of the relationship between form and content within works of art.
- Demonstrate an understanding of composition.
- Manipulate the elements of design through contour, gesture, shape and space.
- Demonstrate a basic knowledge of foundry casting. Design and document ideas for projects through technical drawings.
- Demonstrate an understanding of the properties of nonferrous metals and select the type needed for each project.
- Demonstrate the proper maintenance and safe use of selected hand and power tools.
- Execute the necessary sequence of steps to successfully complete a riveted metal object.
- Execute the necessary sequence of steps to successfully complete a cast metal object.
- Execute the necessary sequence of steps to successfully complete a hollow form ring.
- Demonstrate knowledge of the elements and principles of design through critiques, oral presentations, and discussion.

### ART 3307 - Modern Art: 19th and Early 20th Century (3)

A study of the cultural and historic roots of modern art in the 19th century and their fruition in the early decades of the 20th century. Attention is given to the relationship and influence of political, social, and economic changes on the arts of this period.

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

1. Practice critical examinations of their personal aesthetic philosophy. (Critical and historical)
2. Demonstrate awareness of art historical context. (Art historical influence)

### ART 3308 - Postwar Art (3)

A study of painting and sculpture today, beginning with the developments of the post-World War II period. Concentration is on work in the United States and Western Europe.

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

1. Proficiency in verbal skills needed to critically analyze works of art in cultural and historical context (3.1, 3.2).
2. Demonstrate awareness of art historical context (3.2). This includes: recognition of major artists working from 1945 through the 1980s (3.2); awareness of overarching stylistic attributes from artistic periods (3.2); and basic knowledge of key theories of the era (3.1, 3.2).
3. Show development in their abilities to write about and discuss works of art. This includes: use of appropriate vocabulary (3.1, 3.2); ability to compose a standard essay (3.1, 3.2); and knowledge of basic research methods (3.1, 3.2).



## ART 3309 - Contemporary Art (3)

A thematic study of recent developments in global visual art, spanning the 1990s and early 2000s to the present.

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

1. Have an increased awareness of key artists working in the last 25 years.
2. Possess knowledge of recent and current trends within contemporary art practice.
3. Awareness of theory and philosophy influential to artists working during this era.
4. Be better equipped to discuss works of art in an academic context.
5. Show development in writing about art.

## ART 3310 - Museum Studies (3)

An introduction to the field of museum studies and general gallery practice. Topics covered include the history of museums, institutional practices, and theoretical perspectives on the field. Students will read critical texts and apply knowledge through experiential learning projects.

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

1. Awareness of art historical context. This includes:
  - Awareness of how museum history fits into the broader context of general art history;
  - Recognition of major developments in the history of museums.
2. Knowledge of museum theory. This includes:
  - Recent critical developments in museum studies;
  - Pedagogical approaches within museums.
3. Ability to use appropriate research methods and verbal skills. This includes:
  - Use of vocabulary from the field of museum studies.
  - Synthesis of knowledge in oral and written forms.
4. Application knowledge of museum history, practice, and theory. This will be shown in the form of:
  - A professional-quality didactic label.
  - A curatorial or educational project that will impact the museum and its community.

## ART 3314 - Special Topics in Arts (3)

In-depth discussion of special topics in studio art and art history with special attention to areas of the instructor's expertise. Course can be repeated with each variation of topic.

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

1. Increased awareness of key artists working within the scope of the course (3.2).
2. Knowledge of art practice trends within the scope of the course (3.1, 3.2).
3. Awareness of theory and philosophy influential to artists working during this era (3.1, 3.2).
4. Be better equipped to discuss works of art in an academic context (3.1, 3.2).
5. Show development in writing about art (3.1, 3.2).

### ART 3315 - Digital Photography (3)

Introduction to digital imaging practices, including but not limited to the use of DSLR cameras. Students are introduced to digital capture, editing, and printing. Emphasis is placed digital manipulation and editing skills in tandem to developing a strong creative voice. An additional 3 hours of independent studio work is required.

Prerequisite: None

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

1. Knowledge of manual operations of Digital SLR camera: Shutter speeds, f-stops/apertures, depth of field, ISO, Histograms on DSLR, Color temperature/white balance, light metering with DSLR, lenses and focal lengths, resolution, basic digital image processing.
2. General understanding of the basic history and context of art-photography and familiarity with contemporary artistic practice that involves the medium of photography.
3. Ability to verbally analyze the form and content of photographs.
4. Ability to apply conceptual ideas to the creation of photographs.
5. Knowledge of high-quality inkjet printing procedures.

### ART 3316 - Intermediate Photography (3)

Emphasis is placed on the development of professional skills in the field of photography, including solidifying a personal creative approach. Content also includes the history of photography and contemporary practices, themes and approaches to the photographic image. Student may choose to work in either the black and white darkroom or digitally. An additional three hours of independent studio work is required.

Prerequisite: ART 3315

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

1. Comprehensive knowledge of manual operations of Digital SLR camera: Shutter speeds, f-stops/apertures, ISO, depth of field, color space, color, temperature/white balance, light metering, lenses and focal lengths, resolution, basic digital image processing.
2. Able to verbally analyze the form and content of photographs.
3. Able to apply conceptual ideas to the creation of photographs.
4. A basic understanding of the history of photography and familiarity with contemporary practice.
5. Advanced Photoshop image editing and image manipulation techniques.
6. Knowledge of high-quality inkjet printing procedures.

### ART 3320 - Drawing III (3)

Emphasis is placed on finding the technique of drawing that is the best vehicle for expressing individual perception and developing a consistent pattern of visual exploration. Includes work with live models. An additional 3 hours of independent studio work is required.

Prerequisite: ART 2220

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

1. Gain a familiarity with an array of approaches to drawing, ranging from the historical, to the functional, to the conceptual.
2. Experiment and develop personal methods with a range of drawing materials, including wet, dry and color-based drawing instruments.
3. Gain deeper mastery over the core concepts of drawing and the graphic arts.
4. Create works of art that are conceptually developed and technically rigorous.
5. Demonstrate and use course vocabulary.

6. Demonstrate and apply safe studio practices concerning all media.

#### ART 3330 - Ceramics II: Wheel Throwing (3)

Introduction to wheel thrown techniques with emphasis on making, glazing, and firing ceramic works. Students will explore both current and current historical while solving aesthetic and technical problems in clay. An additional three hours of independent studio work is required.

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

1. Develop skills needed to throw pottery on the wheel.
2. Explore the strengths and limitations of different forming techniques.
3. Know and use beginning ceramic terminology.
4. Develop a safe work habit of studio practice and equipment maintenance.
5. Participate in clay and glaze formulation and testing.
6. Participate in the firing process of primitive, electric, gas and wood kilns.
7. Have a beginning knowledge of historical and contemporary ceramics.
8. Begin to understand the balance between personal aesthetics and technical demands of the ceramic process.
9. Begin to develop visual solutions and speak about the technical ascetic choices in a critique setting.

#### ART 3331 - Intermediate Ceramics (3)

Continuation of wheel thrown and hand built ceramics, with the introduction of basic mold making techniques. Students will explore advanced glaze calculation and alternative firing processes as they develop a personal voice in clay. An additional three hours of independent studio work is required.

Prerequisite: ART 2230, and ART 3330

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

1. Develop press mold and slipcasting techniques.
2. Demonstrate an understanding of the strengths and limitations of various forming techniques.
3. Demonstrate a developing understanding ceramic terminology.
4. Understand and use safe work habits of studio practice and equipment maintenance.
5. Demonstrate a developing understanding of basic clay and glaze chemistry.
6. Demonstrate a basic understanding of the firing process.
7. Begin to synthesize forming, glazing, and firing techniques for personal solutions in clay.
8. Demonstrate a developing knowledge of historical and contemporary ceramics.
9. Demonstrate choices based on a developing understanding of a balance between personal aesthetics and technical demands of the ceramic process.
10. Demonstrate a developing understanding of visual solutions and speak about the technical ascetic choices in a critique setting.

#### ART 3361 - Sculpture II (3)

An examination of advanced sculpture techniques. An additional 3 hours of independent studio work is required.

Prerequisite: ART 2660

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

1. Use the tools and materials applicable to the three-dimensional form.
2. Explore the three methods of working in sculptural form, the additive, subtractive, and assemblage.
3. Develop solutions to visual problems based on research into historical as well as contemporary artists.
4. Develop their analysis of the relationship between form and content within works of art.
5. Demonstrate an understanding of composition.
6. Manipulate the elements of design through contour, gesture, shape and space.
7. Demonstrate a basic knowledge of metalworking techniques.
8. Design and document ideas for projects through technical drawings.
9. Demonstrate an understanding of the properties of nonferrous metals and select the type needed for each project.
10. Demonstrate the proper maintenance and safe use of selected hand and power tools.
11. Execute the necessary sequence of steps to successfully complete a riveted metal object.
12. Execute the necessary sequence of steps to successfully complete a cast and brazed metal object.
13. Execute the necessary sequence of steps to successfully complete a hollow form ring.
14. Demonstrate knowledge of the elements and principles of design through critiques, oral presentations, and discussion.

#### ART 3362 - Intermediate Sculpture III (3)

Exploration of the sculpture process focusing on integration of appropriate techniques required for individual expression. An additional 3 hours of independent studio work is required.

Prerequisite: Two classes from ART 2660, ART 2661, or ART 2662

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

1. Demonstrate an advanced knowledge of sculpture working techniques.
2. Design and document ideas for projects through technical drawings.
3. Choose appropriate materials with an understanding of the properties for each project.
4. Demonstrate the proper maintenance and safe use of hand and power tools.
5. Demonstrate proficiency executing independently designed projects.
6. Demonstrate knowledge of the elements and principles of design through critiques, oral presentations, and discussion.

#### ART 3370 - Painting II (3)

Advanced concepts in content explored. Emphasis on experimentation with various materials and media. An additional 3 hours of independent studio work is required.

Prerequisite: ART 2270

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct and indirect painting techniques and explore other painting methods as determined by individual interest.
3. Develop perceptual acuity in color, form, and structure.

4. Recognize the function of color in composition.
5. Identify and effectively use the basic elements of design in expressive compositions and analysis of specific formal and conceptual choices.
6. Develop and practice visual thinking in organizing pictorial elements.
7. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 3371 - Painting III (3)

Directed toward finding a method of painting that is best suited for expressing the student's personal vision. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3370

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct and indirect painting techniques and explore other painting methods as determined by individual interest.
3. Develop perceptual acuity in color, form, and structure.
4. Recognize the function of color in composition.
5. Identify and effectively use the basic elements of design in expressive compositions and analysis of specific formal and conceptual choices.
6. Develop and practice visual thinking in organizing pictorial elements.
7. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 3400 - Color and Concept (3)

Students will learn fundamentals and expressive potential of color through a series of exercises and projects that emphasize critical thinking as well as formal problem-solving. An additional 3 hours of independent studio work is required.

Prerequisite: 12 hours in Studio Art classes

1. Demonstrate effective color knowledge and manipulation.
2. Learn techniques to develop and strengthen their creative concepts. Department Goal 3.1
3. Work with a variety of materials to create unique artworks, which work toward a develop personal aesthetic sensibility.
4. Learn new methods for individual and collaborative studio production.
5. Demonstrate and use course vocabulary.
6. Demonstrate and apply safe studio practices concerning all media.

### ART 3401 - Interdisciplinary Research in the Arts (3)

This course provides students the opportunity to critically investigate the interconnection of other fields with studio art and design disciplines within the context of contemporary art practices. Students will be challenged to experiment with a variety of media and techniques while maintaining the flexibility to build a more interdisciplinary studio practice. Lively discussions, use of critical friends critiques, and authentic learning experiences will be part of this course which aims to foster a creative environment of inquisitiveness, ethical responsibility, and research in interdisciplinary arts practices.

Prerequisite: ART 3400

- Learn to ask the right research questions.
- Learn how to critically scrutinize a variety of media to make informed ethical decisions. (1.2 Creative Voice)
- Conceptualizing and developing interdisciplinary ideas that are informed by a variety of materials and making processes. (1.2 Creative Voice)
- Research & Analyze: develop skills for conducting interdisciplinary research.
- Participate in an on-going critical dialogue known as critical friends. (3.1 Aesthetic awareness)
- Learn to use constructive criticism to further their growth as an artist. (3.1 Aesthetic awareness)
- Develop and practice presentation skills.
- Create a cohesive body of work based on research.

### ART 4316 - Photography IV (3)

Photography advanced studio course with emphasis on the consistent development of in- depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3316

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

1. Demonstrate an ability to produce refined, sophisticated conceptual artwork that illuminates the subject and supports the content.
2. Experiment with solutions, critically analyze the results of their own solutions, and make modifications.

### ART 4317 - Photography V (3)

Photography advanced studio course with emphasis on the consistent development of in- depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 4316

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

1. Demonstrate an ability to produce refined, sophisticated conceptual artwork that illuminates the subject and supports the content.
2. Experiment with solutions, critically analyze the results of their own solutions, and make modifications.

### ART 4320 - Drawing IV (3)

Drawing advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3320

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

1. Gain a familiarity with an array of approaches to drawing, ranging from the historical, to the functional, to the conceptual.
2. Experiment and develop personal methods with a range of drawing materials, including wet, dry and color-based drawing instruments.
3. Gain deeper mastery over the core concepts of drawing and the graphic arts.
4. Create works of art that are conceptually developed and technically rigorous.
5. Demonstrate and use course vocabulary.
6. Demonstrate and apply safe studio practices concerning all media.

ART 4321 - Drawing V (3)

Drawing advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 4320

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

1. Gain a familiarity with an array of approaches to drawing, ranging from the historical, to the functional, to the conceptual.
2. Experiment and develop personal methods with a range of drawing materials, including wet, dry and color-based drawing instruments.
3. Gain deeper mastery over the core concepts of drawing and the graphic arts.
4. Create works of art that are conceptually developed and technically rigorous.
5. Demonstrate and use course vocabulary.
6. Demonstrate and apply safe studio practices concerning all media.

ART 4331 - Ceramics IV (3)

Ceramics advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3331

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

1. Combine various clay forming techniques as needed.
2. know and use advanced ceramic terminology.
3. Understand and demonstrate to others safe work habits of studio practice and equipment maintenance.
4. Demonstrate an advanced understanding clay and glaze chemistry.
5. Demonstrate an advanced understanding of the firing process.
6. Synthesize forming, glazing, and firing techniques for personal solutions in clay.
7. Synthesize a knowledge of historical and contemporary ceramics into personal work.
8. Demonstrate a personal visual voice and speak about the technical ascetic choices in critique settings.

ART 4332 - Ceramics V (3)

Ceramics advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 4331

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

1. Demonstrate forming techniques as needed.
2. Know and use advanced ceramic terminology.
3. Understand and demonstrate to others safe work habits of studio practice and equipment maintenance.
4. Demonstrate an advanced understanding clay and glaze chemistry.
5. Demonstrate an advanced understanding of the firing process.
6. Synthesize forming, glazing, and firing techniques for personal solutions in clay.
7. Synthesize a knowledge of historical and contemporary ceramics into personal work.
8. Demonstrate a personal visual voice and speak about the technical ascetic choices in critique settings.

ART 4362 - Sculpture IV (3)

Sculpture advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3362

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

1. Combine various sculpture forming techniques as needed.
2. Know and use sculpture terminology.
3. Able to use various tools, techniques, and processes in completing sculptural forms, whether decorative or sculptural.
4. Synthesize basic forming techniques, elements and principles of design, and historical references to develop a personal and informed voice in sculpture.

ART 4363 - Sculpture V (3)

Sculpture advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 4362

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

1. Combine various clay forming techniques as needed.
2. Know and use ceramic terminology.
3. Able to use various tools, techniques, and processes in completing ceramic forms, whether decorative or sculptural.
4. Synthesize basic forming techniques, elements and principles of design, and historical references to develop a personal and informed voice in sculpture.

ART 4371 - Painting IV (3)

Painting advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 3371

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



1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct painting techniques and explore other painting methods as determined by individual interest.
3. Develop perceptual acuity in color, form, and structure.
4. Recognize the function of color in composition.
5. Identify and effectively use the basic elements of design in expressive compositions and analysis of specific formal and conceptual choices.
6. Develop and practice visual thinking in organizing pictorial elements.
7. To acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques. Development of presentation skills with various techniques.
11. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 4372 - Painting V (3)

Painting advanced studio course with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: ART 4371

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct painting techniques and explore other painting methods as determined by individual interest.
3. Develop perceptual acuity in color, form, and structure.
4. Recognize the function of color in composition.
5. Identify and effectively use the basic elements of design in expressive compositions and analysis of specific formal and conceptual choices.
6. Develop and practice visual thinking in organizing pictorial elements.
7. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of presentation skills with various techniques.
12. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 4430 - Art Criticism (3)

A course designed to introduce the student to various issues involving the analysis and evaluation of works of art.

Prerequisite: 6 hours art history and Junior/Senior standing

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

1. Awareness of art historical context that expands knowledge from introductory studio courses (3.2).

2. Knowledge of and ability to use appropriate terminology when discussing and writing about art (3.1, 3.2).
3. Knowledge of and ability to employ basic methodological approaches in art criticism and history (3.1, 3.2).
4. Knowledge of the history of art criticism from the seventeenth century to the present (3.2);
5. Basic awareness of the contribution of major philosophers to the field of aesthetics from antiquity to the present (3.1, 3.2).
6. Awareness of the key figures in contemporary art criticism (3.2).
7. Practical experience curating and hanging an exhibition in a gallery (1.1, 2.1).
8. Ability to express his or her personal aesthetic philosophy in oral and/or written form (3.1, 3.2).

#### ART 4440 - Advanced Studies I (3)

Advanced studies into a selected medium with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: Permission of the department

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct painting techniques and explore other painting methods as determined by individual interest.
3. Develop perceptual acuity in color, form, and structure.
4. Recognize the function of color in composition.
5. Identify and effectively use the basic elements of design in expressive compositions and analysis of specific formal and conceptual choices.
6. Develop and practice visual thinking in organizing pictorial elements.
7. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of presentation skills with various techniques.
12. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 4441 - Advanced Studies II (3)

Advanced studies into a selected medium with emphasis on the consistent development of in-depth knowledge and manipulative skills in executing a series of art works or following a single concept. An additional 3 hours of independent studio work is required.

Prerequisite: Permission of the department

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

1. Advance knowledge of the basic materials and tools of painting and their uses in sound painting practice; including but not limited to paints, palette, mediums, stretchers, sizes, grounds and varnishes.
2. Continue experience in direct painting techniques and explore other painting methods as determined by individual interest.
3. Develop perceptual acuity in color, form, and structure.
4. Recognize the function of color in composition.

5. Identify and effectively use the basic elements of design in expressive compositions and analysis of specific formal and conceptual choices.
6. Develop and practice visual thinking in organizing pictorial elements.
7. Acquire a broader knowledge of historical and contemporary issues and approaches to painting through studio practice.
8. Encourage a sensitivity to and recognition of both objective and subjective qualities of art making.
9. Demonstrate skill in creative problem solving in the visual arts.
10. Carry on a meaningful dialogue about their work during critiques.
11. Development of presentation skills with various techniques.
12. Development of an initiative and intellectual knowledge of various painting methods and materials.

#### ART 4450 - Senior Capstone Seminar and Exhibition (3)

This is a capstone course focusing on the knowledge and experience gained in the student's area of specialization in art and emphasizing professional experiences and career achievement. Presentation in class will tie together information gained throughout the student's art career at Piedmont and present issues important to emerging artists. Advanced students will use this as an opportunity to put together a final portfolio to be presented for a job interview or used for graduate school application.

Prerequisite: Permission of the department

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

1. Students will complete a cohesive body of work ready for exhibition at the conclusion of the semester.
2. Demonstrate a personal aesthetic philosophy based on their artistic work.
3. Demonstrate an understanding of how their personal aesthetic viewpoint aligns within the history of art.
4. Research, develop, and execute a plan for exhibiting work.
5. Select work for professional portfolio.
6. Develop professional methods and skills for applying to exhibitions, galleries, competitions, graduate school, and jobs in the arts.

#### ART 4452 - BFA Senior Capstone Seminar and Exhibition (3)

This is a capstone course focusing on the knowledge and experience gained in the student's area of specialization in art and emphasizing professional experiences and career achievement. Presentation in class will tie together information gained throughout the student's art career at Piedmont and present issues important to emerging artists. Advanced students will use this as an opportunity to put together a final portfolio to be presented for a job interview or used for graduate school application.

1. Students will complete a cohesive body of work ready for exhibition at the conclusion of the semester.
2. Demonstrate a personal aesthetic philosophy based on their artistic work.
3. Demonstrate an understanding of how their personal aesthetic viewpoint aligns within the history of art.
4. Research, develop, and execute a plan for exhibiting work.
5. Select work for professional portfolio.
6. Develop professional methods and skills for applying to exhibitions, galleries, competitions, graduate school, and jobs in the arts.

## **ARED—ART EDUCATION**

#### ARED 4420 - Art Education Methods (P-6) (3)

Seminars, presentations, workshops, and peer collaborative planning will help students understand and develop a standards-based art curriculum. An emphasis will be on developing an age-appropriate curriculum based on studio practice, art history, and aesthetic inquiry methods appropriate for the P-6 grade child and instructional methodologies for teaching and assessing. Topics include a history of art education related to current issues, integration across subjects, and social and cultural approaches to pedagogy.

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

1. Develop a knowledge of child development in the visual arts including how to assess artistic growth and progress; particularly grades P-6.
2. Demonstrate a basic understanding of a standards-based curriculum structure (GA Standards of Excellence) for elementary art programs in the content areas of studio practice, art history, criticism and aesthetic inquiry.
3. Understand how other subject areas can enhance art learning by integrating content areas (science and the humanities) with visual arts standards within lessons or units of study.
4. Engage in practical experiences in working with the materials, media and processes appropriate to teaching elementary art in grades P-6.
5. Investigate social and cultural approaches as it applies to art education pedagogy, P-6.
6. Develop an understanding on how to assess student knowledge, experiential backgrounds, and interests to devise learning experiences to assess needs.
7. Work collaboratively and individually to develop a variety of formative and summative assessments to evaluate student growth and development in art.
8. Develop a knowledge of art teaching methods and classroom management strategies appropriate to the discipline of elementary art, P-6.
9. Understand the role of art teacher as curriculum designer.

#### ARED 4421 - Art Education Methods (7-12) (3)

Seminars, presentations, workshops, and peer collaborative planning will help students understand their role as curriculum designers. An emphasis will be on developing age-appropriate units of study based on studio practice, art history, and aesthetic inquiry methods appropriate for the 7-12 grade child and instructional methodologies for teaching and assessing. Topics include a history of art education related to current issues, integration across subjects, and socio-cultural approaches to pedagogy. Must be accepted into School of Education. Background check must be completed before the course begins. Field observations outside of class are required.

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

1. Engage in practical experiences in working with the materials, media, and processes appropriate to teaching art in grades 7-12.
2. Demonstrate a basic understanding of curriculum structures and art programs in the content areas of studio practice, art history, criticism, and aesthetic inquiry, particularly grades 7-12.
3. Apply the organizational skills needed to plan and coordinate a successful visual arts program (P-12) and demonstrate the professional behaviors and dispositions expected of art teachers working with students of all ages, cultures, and abilities.
4. Demonstrate their ability to plan differentiated learning experiences in art by creating units of study for students of various ages and abilities.
5. Understand how other subject areas can enhance art learning by integrating content areas (science and the humanities) with visual arts standards within lessons or units of study.
6. Develop an understanding of assessing student knowledge, experiential backgrounds, and interests to devise learning experiences to evaluate needs.
7. Work collaboratively and individually to create various formative and summative assessments to evaluate student growth and development in art.
8. Develop lesson plans/units of study which foster critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
9. Reflects on practice to effectively adjust and enhance teaching through planning individually and collaboratively to develop an environment that supports learning for all.
10. Understand the role of an art teacher as a curriculum designer.

**ARED 4499 - Art Education Internship II (9)**

Internship teaching in an art education P-12 public school setting, with guided practicum experiences. Full time, off-campus schedule according to host school's posted schedule. This course is a Pass (P)/Fail (F) course.

Prerequisite: Successful completion of the appropriate GACE content tests, admission to Teacher Education, and pre-service certification.

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

1. Possess the habits of mind of a scholarly, reflective, proactive practitioner.
2. Possess a spirit of teaching indicative of enjoyment and enthusiasm for instruction and learning.
3. Understand the purposes of education and how one's beliefs about such purposes affect the learning possibilities of students and teachers.
4. Commit to professional development exhibited by engaging in scholarly reading, collegial discourse, collaborative endeavors, personal reflection, and action research.
5. Possess a critical awareness of and open-mindedness about thinking processes and activities which affect student learning and teacher effectiveness.
6. Gain the ability to assess and plan for varied learning styles in the diverse classroom of the 21st century.
7. Possess the appropriate and innovative instructional skills for use in a variety of contexts.
8. Understand and appreciate the variety of learning styles, cultural backgrounds, and capabilities of each student in order to develop methods of teaching appropriate in the field of music/art.
9. Identify and critique instructional skills appropriate to the subject of music/art and the students in each class.
10. Understand the uses and limits of instructional technology in developing appropriate teaching skills for content exploration and understanding.
11. A working knowledge of content in the field of music/art beyond the minimums required for teaching music/art in the schools including methods and materials of scholarship, current trends in the field, and pedagogical possibilities inherent in the disciplines of the field.
12. Familiar with current publications, conferences and studies in their field, and have the competency to conduct research in their own professional environments for positive change. Be prepared to evaluate and implement scholarly and practical uses of music/art education research.
13. Possess the combination of habits of mind, ethical standards, skills, and content knowledge to be recommended for certification as a teacher.

**ASLN—AMERICAN SIGN LANGUAGE****ASLN 1101 - American Sign Language I (3)**

This introductory course in American Sign Language develops basic skills in ASL grammar, vocabulary, fingerspelling, and numbers, as well as serving as an introduction to Deaf culture.

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

1. Develop use of and expand knowledge of signs in context.
2. Develop manual alphabet and number sign skills.
3. Combine signs, numbers and fingerspelling into meaningful ASL, in both expressive and receptive communication modes.
4. Learn the linguistic and cultural material in the text and course readings.
5. Gain an understanding of Deaf culture in addition to basic language.

**ASLN 1102 - Elementary American Sign Language II (3)**

Building on ASLN 1101, this course continues the development of American Sign Language expressive and receptive skills, grammar, vocabulary, cultural awareness, and related terminology.

Prerequisite: ASLN 1101

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

1. Develop use of and expand knowledge of signs in context.
2. Develop manual alphabet and number sign skills.
3. Combine signs, numbers and fingerspelling into meaningful ASL, in both expressive and receptive communication modes.
4. Learn the linguistic and cultural material in the text and course readings.
5. Gain an understanding of Deaf culture in addition to basic language.

**BIOL—BIOLOGY****BIOL 1101 - General Biology I (3)**

Introduction to the chemical and cellular basis of life: cell structure, photosynthesis, and respiration; basic patterns of inheritance and the nature of genes. Lecture.

Prerequisite: Minimum Math ACT score of 18 or Minimum Math SAT score of 500 (Only applies to first semester of enrollment).

Corequisite: BIOL 1101L or passing grade in BIOL 1101L

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

- Have foundational knowledge of and literacy in core biological concepts including systems, transformation of energy and matter, and flow of biological information-particularly as these concepts relate to the fields of molecular and cellular biology.

**BIOL 1101L - General Biology I Lab (1)**

Hands-on investigations of techniques and principals important to biology, including microscopy, data handling, and conducting of experiments. To be taken in conjunction with BIOL 1101.

Corequisite: BIOL 1101 or passing grade in BIOL 1101

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

1. Demonstrate knowledge in material pertinent to laboratory-based information in introductory biology.
2. Demonstrate performance of basic laboratory techniques in a safe and competent manner.
3. Understand and analyze data.
4. Communicate the results of an experiment in writing using a professional format.

**BIOL 1102 - General Biology II (3)**

Continuation of BIOL 1101. Evolution, principles of taxonomy, survey of living organisms, and ecology. Lecture.

Prerequisite: BIOL 1101 and BIOL 1101L

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

- Have foundational knowledge of and literacy in core biological concepts including systems, transformation of energy and matter, and flow of biological information - particularly as these concepts relate to the fields of evolution, ecology, and the diversity of life.

**BIOL 1102L - General Biology II Lab (1)**

An exploration of the diversity of life from viruses to vertebrates. Lecture and laboratory.

Prerequisite: BIOL 1101 and BIOL 1101L Corequisite: BIOL 1102

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

1. Demonstrate knowledge about the diversity of living organisms.
2. Demonstrate performance of basic laboratory techniques in a safe and competent manner.

3. Understand and evaluate basic phylogenetic information.

#### BIOL 2100 - Human Anatomy and Physiology I (3)

The purpose of this course is to create student understanding of the structure and function of the human body, ultimately leading to a high degree of professional proficiency in allied health and physical education fields. The topics to be covered include basic biological concepts as they relate particularly to the human body, tissue types, integumentary system, skeletal system, muscular system, nervous system. Lecture and Laboratory. Students must also register for a lab section.

Prerequisite: "C" or better in BIOL 1101 and BIOL 1101L or "C" or better in CHEM 1101 and CHEM 1101L Corequisite: BIOL 2100L

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

1. Develop an understanding of human anatomy and physiology.
2. Better understand the link between cellular and organismal physiology.

#### BIOL 2100L - Human Anatomy and Physiology I Lab (1)

The purpose of this laboratory is to supplement the student understanding of the structure and function of the human body, ultimately leading to a high degree of professional proficiency in allied health and physical education fields. The topics to be covered include basic biological concepts as they relate particularly to the human body, tissue types, integumentary system, skeletal system, muscular system, nervous system. Student should be registered for lecture and laboratory at the same time.

Prerequisite: Grade of "C" or better in BIOL 1101 and BIOL 1101L or "C" or better in CHEM 1101 and CHEM 1101L Corequisite: BIOL-2100

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

1. Develop an understanding of human anatomy and physiology.
2. Better understand the link between cellular and organismal physiology.
3. Demonstrate the ability to work safely in a laboratory setting.

#### BIOL 2110 - Human Anatomy and Physiology II (3)

The purpose of this course is to create student understanding of the structure and function of the human body, ultimately leading to a high degree of professional proficiency in allied health and physical education fields. The topics to be covered include the digestive system, urinary system, reproductive system, lymphatic system, immune system, cardiovascular system, respiratory systems, nutrition and electrolyte balance. Lecture and laboratory. Students must also register for a lab section.

Prerequisite: BIOL 2100 Corequisite: BIOL 2110L

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

1. Develop an understanding of human anatomy and physiology.
2. Better understand the link between cellular and organismal physiology.

#### BIOL 2110L - Human Anatomy and Physiology II Lab (1)

The purpose of this laboratory is to supplement the student understanding of the structure and function of the human body, ultimately leading to a high degree of professional proficiency in allied health and physical education fields. The topics to be covered include the digestive system, urinary system, reproductive system, lymphatic system, immune system, cardiovascular system, respiratory system, nutrition and electrolyte balance, Lecture and laboratory. Students must also register for a lecture section.

Prerequisite: BIOL 2100 and BIOL 2100L Corequisite: BIOL-2110

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

1. Develop an understanding of human anatomy and physiology.

2. Better understand the link between cellular and organismal physiology.
3. Demonstrate the ability to work safely in a laboratory setting.

#### BIOL 2150 - Medical Microbiology (4)

This course provides students with an introduction to the study of microorganisms, with particular emphasis on those that relate to human health.

Prerequisite: BIOL 2100, BIOL 2100L Corequisite: BIOL 2150L

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

1. Prepared to enter the allied health field.
2. Apply their understanding to make more informed decisions about their general health and well-being.
3. Effectively employ critical thinking skills in written and oral communication involving general concepts and principles of the microbiological disciplines.
4. Demonstrate basic skills applicable to handling, cultivation, and biochemical identification of bacterial cultures.

#### BIOL 2150L - Medical Microbiology Lab (0)

This course serves as the laboratory portion of BIOL 2150—Medical Microbiology. Laboratory techniques used include bacteria staining, bacteria characterization, sterile techniques, and microscopy.

Prerequisite: BIOL 2100, BIOL 2100L Corequisite: BIOL 2150

#### BIOL 2240 - Genetics (4)

This course is a study of Mendelian genetics, variations, and mutations, including the mechanics of DNA. Laboratory emphasis is on the examination of *Drosophila* as an example of simple inheritance and linkage.

Prerequisite: BIOL 1101 with a grade of C or better, BIOL 1101L with a grade of C or better

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

- Develop a foundational literacy in fundamental genetic concepts including the nature of genetic material, molecular biology of gene function, gene expression and regulation, transmission/patterns of inheritance, genetic variation, evolution and population genetics, and genetics of model organisms. Methods and tools in modern genetics will be a major focus of the laboratory.

#### BIOL 3100 - Plant Biology (4)

Introduction to fundamentals of plant structure and function with a focus on angiosperms; topics include cell biology, photosynthesis, anatomy, physiology, reproduction, diversity, and ecology.

Prerequisite: BIOL 1102

Basic understanding of:

1. structure of plant cells
2. main points of photosynthetic pathways
3. anatomy, physiology, and reproduction in seed-bearing plants, particularly angiosperms
4. plant diversity and their roles in larger communities and ecosystems

#### BIOL 3200 - General Microbiology (4)

This course is a study of the biology of microorganisms, including the classification, ecology, and pathology of viruses, bacteria, and molds.

Prerequisite: Recommended: CHEM 1102, CHEM 1102L

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

1. Prepared for majoring in biology in the basic background of microorganims.



2. Develop an understanding of microorganisms, with specific emphasis on classification, ecology, and genetics.
3. Effectively employ critical thinking skills in written and oral communication involving general concepts and principles of the microbiological disciplines.
4. Demonstrate basic skills applicable to handling, cultivation, and biochemical identification of bacterial cultures.

#### BIOL 3300 - Cell Biology (3)

The morphology, fine structure, ultrastructure, and chemical pathways of prokaryotic and eukaryotic cells are covered. Organelles, biochemical pathways, cell communication, and signaling are included. Lecture only

Prerequisite: BIOL 1102 and BIOL 2240

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

1. Knowledge of the diverse structure and physiological functions of the cell.
2. Knowledge of the eukaryotic cell, ranging from membrane and internal composition, transport, cellular division, movement, energetics, reproduction, cell regulation, signal transduction, apoptosis (programmed cellular death), and cancer cell biology.
3. Knowledge of specific aspects of cellular biology that push understanding of the cell and lead to an understanding of the broader implications of the role cells play in the living world.

#### BIOL 3500 - Vertebrate Natural History (4)

This course focuses on the classification and ecology of vertebrates of North America with emphasis on local forms. It also includes laboratory and fieldwork involving techniques of field study of local fauna.

Prerequisite: BIOL 1102 and BIOL 1102L

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

1. Understanding the general biology of vertebrates, including their classification and evolution.
2. Familiar with the vertebrate fauna of Georgia including identification, techniques of observation, and functional roles in ecological systems.

#### BIOL 3650 - Comparative Physiology (3)

Study of physiological processes in living organisms including prokaryotes, protistans, fungi, plants and animals. Lecture.

Prerequisite: BIOL 1102; CHEM 1102 and CHEM 1102L recommended.

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

1. Have an understanding of the major paradigms in physiology.
2. Recognize that biological processes are based on chemical and physical principles and that biology informs medicine and community health.
3. Be proficient in the fundamentals of vertebrate physiology.

#### BIOL 3700 - Animal Behavior (3)

This course provides an in-depth exploration of the evolution, ecology, ethology and development of the behavior of animals. Important biological activities including foraging, communication, migration, predator-prey interactions, mating, and parental care are examined. Lecture.

Prerequisite: BIOL 1102

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

1. Know the currently accepted explanations for animal behavior.
2. Know how to quantify and study animal behavior.

3. Apply knowledge from other areas of biology to the understanding of animal behavior.

#### BIOL 4200 - Invertebrate Zoology (4)

Survey of the invertebrate phyla emphasizing morphology, ecology, and phylogenetic relationships. Lecture and laboratory.

Prerequisite: BIOL 1102 and BIOL 1102L

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

1. Develop an understanding of the phylogenetic relationships between invertebrate phyla.
2. Examine and investigate the functional differences among invertebrate phyla.
3. Explore the role those differences play in determining the distribution of those phyla in time and space.

#### BIOL 4240 - Medical Genetics (3)

BIOL 4240 is a three-credit-hour lecture designed to provide students with knowledge of the basic principles of human medical genetics, transmission principles of genetic information to progeny, and the mechanisms of how genetic information is stored and expressed. Students will be introduced to the use of information regarding gene sequencing, fragment analysis, gene expression, and bioinformatics in the field, in addition to the ethical and societal consequences of practicing medical genetics.

Prerequisite: Grade of C or better in BIOL 2240

Students will demonstrate an understanding of the structure of the human genome, understand basic concepts for gene expression, gain knowledge about the different genetic factors and their importance for the origin of hereditary diseases, be able to apply basic genetic concepts and identify Mendelian patterns of inheritance in various forms (e.g., Punnett squares, pedigrees).

#### BIOL 4500 - Organic Evolution (4)

Principles and mechanisms of evolutionary biology including genetic variation and selection, speciation, and phylogenetic construction and systematics. Lecture and laboratory.

Prerequisite: BIOL 2240

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

- Understand the mechanisms and processes involved in biological evolution.

#### BIOL 4700 - Ecology (4)

Relationships among plants, animals, and the physical environment; and interactions among and within populations, communities and ecosystems. Laboratory emphasis is on field techniques of studying plant and animal ecology. Lecture and laboratory.

Prerequisite: BIOL 1102, BIOL 1102L, CHEM 1101, and CHEM 1101L.

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

1. Have an appreciation and basic understanding of the science of ecology.
2. Develop an understanding of major ecological concepts.
3. Know how to collect and analyze ecological data.
4. Apply ecological thinking to other areas of basic and applied science.

## **BUSA—BUSINESS ADMINISTRATION**

#### BIOL 1210 - Introduction to Microeconomics (3)

This course focuses on analysis of economic factors impacting supply and demand, consumer behavior, production and costs, prices, and markets. We also explore the interaction of government and economics through price and quantity restrictions, externalities, public goods and common resources.

Prerequisite: none Offered: Demorest: Fall and Spring, Online: Fall.

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

- Use the Laws of Supply and Demand to predict market outcomes and changes to these outcomes
- Use demand theory to describe the spending and saving decisions of consumers
- Identify and analyze the impact of significant microeconomic trends
- Describe and analyze profit maximization behavior of producers as prices and costs change
- Identify the expected and unexpected effects of government regulation on businesses and markets

#### BUSA 2000 - Business Communication (3)

A study of the tools and techniques that are useful for communicating in a business environment in both personal and group situations. Concepts and theories of business communication allow students to develop written and oral communication skills, practice persuasive business writing and deliver individual and team presentations. Corporate business ethics and professional careers are researched, and course topics include resumes, employment interviews, reports, emails and memorandums, verbal and non-verbal communication methods, critical thinking skills, and professional etiquette. Information technology tools are studied to promote creativity and digital alternatives, which include data visualization, social media, digital media, and visual media.

Prerequisite: ENGL 1101 Offered: Demorest: Fall and Spring, Online: Spring.

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

- Recognize and appropriately use the common body of knowledge associated with business communications and etiquette.
- Develop and enhance critical thinking skills as part of communication skills.
- Develop your ability to communicate with others using a wide variety of processes and techniques.
- Improve spelling, grammar, and punctuation skills for more effective written communication.
- Recognize that communication is a critical process in all organizations and that developing communication skills is a necessary component of success.
- Understand the communication techniques that are used to influence your thinking and behavior.

#### BUSA 2030 - Information Systems for Business (3)

This course will provide students with a foundation for using information technology systems in an academic environment and will prepare students for further studies of information technology in upper division business courses. The course will provide instruction in the basics of component hardware, operating system manipulation, common productivity software programs, common graphics programs, HTML development, and use of digital media peripherals. Capabilities and risks associated with Internet-based media will be explored and use of Internet-based research tools will be emphasized. The course will emphasize the use of spreadsheet software for analysis and modeling in the business environment. Concepts essential in database design and programming will be introduced.

Prerequisite: none Offered: Demorest: Fall and Spring; Online: Fall.

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

- Demonstrate mastery of basic computer technology concepts and terminology.
- Identify components and explain workings of common hardware, software, and networking systems, and the World Wide Web.
- Based on industry standards, demonstrate significant mastery of common productivity (word processing, spreadsheet, presentation) software.
- Explain “best practices” in using productivity software in academic and work settings.
- Construct simple models using computer-based tools to solve problems.
- Use computer tools to manage and interpret data.

- Critically assess information sources available via the Internet.
- Conduct effective research using electronic information resources including Internet search engines and bibliographic databases.
- Identify and explain salient characteristics of file types (productivity, graphics, media, system) common in day-to-day computer use.
- Select and manipulate computer graphics tools appropriate for various tasks.
- Create simple HTML documents.
- Explain “best practices” in maintaining a safe, reliable, and robust personal computing environment.
- Recognize and discuss ethical issues inherent in day-to-day computer use.

#### BUSA 2100 - Business Analytics I (3)

This course is part one of a two course statistics sequence in the business core. This course assumes no prior knowledge of statistics. This introductory course covers the material through probability and hypothesis testing. This course is taught using MS EXCEL as the software tool to solve all problems in this course. Practical applications of statistical tools and techniques to solve business problems will be the focus. Students will begin the journey towards a decision-making mind-set based upon data, research and interpretation of research findings. Specific topics include defining data, describing data, visualizing data, statistical inference (probability, normal distributions and central limit theorem) and hypothesis testing.

Prerequisite: BUSA 2030 and Minimum Math ACT score of 19 or Minimum Math SAT score of 510 or any MATH 1005 or higher or permission of instructor Offered: Demorest: Fall and Spring, Online: Fall.

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

- Identify different levels of measurement (nominal, ordinal, interval and ratio).
- Demonstrate mastery of calculating descriptive statistics in Excel including mean, median, mode, standard deviation and variance.
- Understand the key steps in hypothesis testing including
  - Crafting a null hypothesis,
  - Establishing a significance level that balances Type I and Type II errors,
  - Calculating a test statistic and probability in Excel,
  - And interpreting the results.
- Demonstrate awareness of the three pillars of inferential statistics (probability, central limit theorem and normal distributions).
- Understand the methods and importance of drawing a probability sample in inferential statistics.
- Present statistical results visually and graphically.
- Identify common mistakes and biases that skew statistical results.

#### BUSA 2140 - Legal Environment of Business (3)

This course examines the U.S. and international legal systems as they pertain to the operation and advancement of business. This includes an overview of basic law principles in criminal and civil law, including general business ethics, contract law, employment/agency law, and sales law as defined by common law and Uniform Commercial Code Articles 2, 2-A and 9.

Prerequisite: none Offered: Demorest: Fall, Online: odd Fall.

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

- Classify, compare and contrast differences in civil and criminal processes.
- Define and relate the different roles of the different branches of government (legislative, executive and judicial) to businesses on the federal, state, and local levels.
- Classify, compare and contrast different types of business organizations and apply the correct model to the strategic business goals.

- Understand and analysis the relationship between private and public businesses and governmental rules and regulations and the role of agencies in business operations.
- Be able to identify, analysis, dissect and compose various types of contractual documents (agreement, labor, employment, real estate, etc.) oft used and executed in business to the point the student can competently communicate businesses' needs and expectations to the attorney.
- Demonstrate a basic knowledge and an understanding of the importance of the role product liability and consumer protection law have in operational and strategic management planning.
- Define, explain, and apply basic financial regulations in banking, insurance, and investment. As this is an introductory course, this will be measured on said level.
- Demonstrate basic knowledge of common employment laws and examine common themes behind their creation in relation to federal, state, and constitutional laws, including but not limited to equal employment opportunity.
- Communicate their understanding of how decisions carry certain legal benefits and risks clearly and demonstrate critical thinking analysis of real-world problems in business.
- Weigh ethical considerations and motives of legal decisions and risks facing business today.

#### BUSA 2200 - Principles of Marketing (3)

A study of the principles and methods involved in pricing, promoting and distributing products to consumers through various channels.

Prerequisite: none Offered: Demorest: Fall and Spring, Online: Spring.

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

- Understand a vocabulary of marketing terms and concepts (Marketing Domain level).
- Apply marketing concepts in a business setting (Business Integration and Strategic Management).
- Demonstrate understanding of the methods used to identify and segment consumer markets including demographic, geographic, and psychographic factors (Market Research, People).
- Understand and apply an understanding of the buying process in both B2C and B2B environments and its application to different types of products and services (People, Strategy, Business Ethics)
- Understand and apply marketing strategies for various marketing situations and / or types of products or services (Marketing Strategy).
- Ability to assess a firms marketing mix in both product and service environments (Marketing Mix / 4P's)
- Integrate the major concepts and apply them in a critical analysis of a company's marketing strategy (Marketing Strategy, Business Integration).

#### BUSA 2210 - Introduction to Macroeconomics (3)

This course replaces BUSA 3210, Global Economics, and focuses on analysis of economic factors that determine the level of national income, prices, unemployment, and economic growth from various theoretical perspectives. Consumption, investment, and monetary and fiscal theories are presented in detail. International finance is examined.

Prerequisite: BUSA 1210 Offered: Demorest: Fall and Spring, Online: Spring.

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

- Identify and calculate the common measures of economic conditions such as GDP, unemployment and growth rates.
- Describe how inflation is measured, its impact on the price level and the effect on interest rates and investment.
- Explain the Aggregate Demand-Aggregate Supply model in relation to long and short run time horizons.
- Explain the goals of fiscal and monetary policy and the impact government decision making has on the economy.
- Identify the relationship between foreign direct investment, international trade and current account balances.

### BUSA 2306 - Applied Ethics (3)

The application of ethical principles in a business setting is an essential and critical skill for a business manager. BUSA 2306 gives students an overview of the fundamental concepts and principles of business ethics, as well as practical approaches to recognizing and solving ethical dilemmas. The purpose of this course is to strengthen the student's ability to anticipate, critically analyze, appropriately respond to, and provide leadership regarding ethical issues that students will confront as employees and eventually as managers of people, projects, and enterprises. This course will help students understand how ethical issues emerge at all levels of a business organization and give students the tools to make sound ethical decisions.

Prerequisite: none Offered: Demorest: Spring and odd Fall, Online: even Fall.

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

- Explain how corporate culture influences ethical decision making.
- Explain why ethics is important in business and why ethical responsibilities go beyond compliance with laws and regulations.
- Have a basic knowledge of the fundamental concepts and principles of business ethics.
- Recognize and address the common ethical dilemmas occurring at all levels of a business organization, including management, marketing, finance, information technology, and accounting.
- Have a sense of confidence in their ability to recognize, analyze and resolve ethical dilemmas.

### BUSA 2700 - Principles of Management (3)

An overview of the management functions: planning, organizing, leading and controlling. The course also includes an examination of business ethics and the global economy.

Prerequisite: none Offered: Demorest: Fall and Spring, Online: Fall.

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

- Use a vocabulary of management terms and concepts.
- Apply management concepts of mission, vision, and values in a business setting in the context of culture and climate.
- Understand goal setting processes at the organizational and personal levels.
- Demonstrate a working knowledge of organizational charts and structures.
- Demonstrate a familiarity with major management themes including globalization and diversity, quality, strategic planning, ethics, and employee motivation and rewards.

### BUSA 3130 - Financial Institutions and Markets (3)

With an overview of the importance of financial markets and the role of government in these markets, students will examine the fundamentals of markets in asset value, interest rates, risk, asymmetric information issues, and regulations. The course also examines the importance of institutions such as the U.S. Federal Reserve, and several financial markets including banking, mutual funds, insurance, currency exchange, and investment firms.

Prerequisite: BUSA 2210 Offered: Demorest: Spring.

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

- Demonstrate command of the vocabulary used in the financial sector.
- Understand the role of the various actors and institutions that comprise the financial sector.
- Discuss the role of markets in a functioning economy and their relationship to financial activity and crises.
- Describe how the concepts of moral hazard and agency problems can be used to predict the behavior of institutions and individuals in the face of government regulations

- Demonstrate understanding how the various financial instruments available in the market are valued and the causes of fluctuations in those instruments' valuations.

#### BUSA 3150 - Social Media Marketing (3)

The average consumer spends nearly 2.5 hours per day on social media sites so it is no surprise that having a presence on social media has become a vital component of marketing strategy. Social media marketing allows marketers to connect with customers in unique and powerful ways and so a strong understanding of how social media is used as part of a comprehensive marketing strategy has become necessary for anyone wishing to enter the field. This course explores how to effectively use social media to move consumers to action in myriad contexts. By the end of this course, students will be comfortable with the principles of social media marketing strategy and will be able to integrate social campaigns into an effective marketing plan.

Prerequisite: none Offered: Online: Fall, Spring.

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

- Articulate the key functions of social media marketing
- Build effective social media campaigns
- Identify target customers for social media campaigns
- Select appropriate channels for social media campaigns
- Identify and track key metrics for social media campaigns
- Select and deploy content for social media campaigns
- Identify the roles and responsibilities of consumers, marketers, and other key individuals
- Align social media marketing goals to company strategic goals
- Demonstrate campaign effectiveness through clear explanation of key metrics

#### BUSA 3250 - Consumer Behavior (3)

Current theories and research on buyer behavior will be explored, with special attention to their application in managerial decision-making. Specific theories of buyer learning, attitude development, perception, group interaction and decision making, organizational dynamics, personality and culture are used to explain and predict customer response to market offerings.

Prerequisite: BUSA 2200 Offered: Demorest: Spring, Online: odd Fall.

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

- Demonstrate understanding of consumer needs and wants, the process by which they are satisfied, and the environment in which the behavior occurs.
- Demonstrate how marketers can use your knowledge of consumer behavior concepts to develop better marketing programs and strategies to influence those behaviors.
- Evaluate the effectiveness of various advertisement and promotions and their attempts to influence the behaviors of individuals.
- Analyze the trends in society and apply them to the marketing of an actual product or service.
- Analyze personal, socio-cultural, and environmental dimensions that influence consumer decisions making.
- Address the importance of subculture and global consumer culture as marketing opportunities.

#### BUSA 3340 - Sports Economics (3)

An examination of the industry of sports using the tools and concepts of economic analysis. The unique industrial structure of sports leagues and franchises provides an opportunity to study costs, pricing, profitability, league structures, labor relations, negotiation, managerial efficiency and public finance from a non-traditional perspective.

Prerequisite: MATH 1300 or BUSA 2100 and BUSA 1210 Offered: Demorest: Spring.

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

- Use data and examples from the world of professional and amateur sports to enhance the students' understanding of business and economics principles.
- Use economic reasoning to assess how changes in incentives and market structures affect the behaviors of stakeholders in the sports world
- Demonstrate how the decisions made in the management of sporting events can be used to understand decisions made by managers in other businesses
- Demonstrate how the decisions made in the management of sports franchises can be used to understand decisions made by managers in other businesses

#### BUSA 3400 - Business Finance (3)

Tools and techniques useful for aiding the manager in planning for and managing assets, short-term and long-term liabilities, capital budgeting, and income and expenditures by use of ratio analysis and other techniques.

Prerequisite: ACCT 2010 and ACCT 2020 Offered: Demorest: Fall and Spring, Online: Spring.

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

- Understand the impact that business finance, and its myriad of applications, has on the success or failure of a business.
- Understand the techniques to value assets including but not limited to the Time Value of Money.
- Understand balance sheets and income statements and have an ability to draw valuable information related to profits, cash flows and profit margins from these resources.
- Understand financial ratio analysis including common size analysis, trend analysis and other methods.
- Understand the impact of debt and its associated interest, and dividend policy on the value of the firm and its ability to grow.
- Understand the capital markets and the nuances of the stock and bond markets and techniques for the valuation of each.
- Understand the impact of taxes on cash flows, profit margins and firm valuation.

#### BUSA 3500 - Business Analytics II (3)

This course explores the practical applications of statistical tools and techniques to business problems. Emphasis is placed on the appropriate use and interpretation of results. The course also challenges students to consider the implications of those results for business decision-making. Statistical techniques will include the more commonly used research methods in support of decision making in the era of "big data." Topics will include hypothesis testing, correlations, and simple and multiple regression.

Prerequisite: BUSA 2100 or MATH 1300 Offered: Demorest: Fall and Spring, Online: Fall.

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

- Demonstrate mastery of calculating descriptive statistics in statistical software.
- Apply hypothesis testing, ANOVAs, chi-squares, correlations and regressions to common business analytics situations using statistical software.
- Understand how to diagnose common problems and issues in regressions.
- Effectively present statistical results.
- Identify common mistakes and biases that skew statistical results.

#### BUSA 3550 - Organizational Behavior and Leadership Theories (3)

This course in organizational behavior integrates the management and behavioral principles, techniques, and concepts associated with human behavior in an organizational setting. The goal is to improve organizational efficiency and effectiveness through increased understanding of the behavior of people at work. Topics include individual traits and values, motivation, work design and reward systems, group dynamics and decision-making, communication, conflict and negotiation, power and influence, organizational culture, and both



classical and contemporary leadership theory and application. Through readings, lectures, group discussions, case studies and self-assessments, students have the opportunity for skill-building in the areas of individual, interpersonal, and intergroup organizational behaviors.

Prerequisite: none Offered: Demorest: Fall, Online: Spring.

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

- Explain orally and in writing how personality, emotions, values, attributes and perceptions influence behaviors in organizations.
- Apply theories and concepts of motivation to develop strategies for improving work performance and organizational effectiveness.
- Use organizational behavior theories, frameworks, principles and tactics to prevent organizational behavior problems and when problems are identified, create alternatives to address them by applying critical thinking skills.
- Evaluate the influences of organizational culture and processes on organizational effectiveness.
- Summarize a leadership approach that supports achievement of organizational goals.

#### BUSA 3580 - Computational Thinking in Business (3)

This course introduces students to various business analytics applications, cases and software tools to help understand, interpret, and visualize business data and valuable patterns in big data. Topics include; data acquisition, data cleaning, storage and retrieval, data analysis, and production product development. The course will use the programming language Python and the R statistical package as the primary software tools.

Prerequisite: none Offered: Demorest: even Spring.

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

- Select appropriate statistical methods and programming tools to address the business problem
- Conduct statistical analysis using selected software tools
- Organize structured and unstructured data for analysis.
- Program repetitive and specialized functions
- Use machine learning techniques for model building
- Use data visualization techniques for presenting results
- Identify common mistakes and biases that skew analysis results

#### BUSA 3700 - Project Management (3)

This course addresses concepts and techniques for the management of business and technology projects and their associated activities, personnel, and resources. The content deals with planning, scheduling, organizing, and managing projects such as new product development, construction, system implementation, and special events. Primary class emphasis is on the project management process and tools. The course covers the project planning process in detail, addressing project scope, and objectives, deliverables, milestones, tasks, work breakdown structure, responsibility and authority, project network, critical path analysis, costs, and resource allocation. The course also addresses the formation and organization of the project team, including the selection of successful project managers, key staffing, and group process issues, and the various organizational approaches used to structure projects. Topics covered include the project life cycle, project planning, project scheduling, project cost estimating, project risk analysis, project control techniques, project organizations and functions, project manager responsibilities, and teambuilding.

Prerequisite: BUSA 2700 Offered: Demorest: Fall and Spring, Online: Summer.

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

- Use a vocabulary of project management terms and concepts.
- Recognize and manage the triple constraints of cost, time, and quality when managing a project.
- Decompose project work into identifiable tasks that are cross-referenced to the departments in organizational structure.

- Network project tasks, with staffing requirements, to create the project schedule and budget.
- Understand the complex communications required for providing information to all project stakeholders, including team and sponsor.
- Demonstrate familiarity with industry-standard project management software as well as the types of functions to expect of project management technology.
- Demonstrate familiarity with project management themes including scheduling and cost control, critical path management, risk management, project phases, and change control.

#### BUSA 3750 - E-Mail Marketing (3)

Email marketing is vital to modern businesses, and a primary tool in any skilled marketer's toolkit. In this course, you'll learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, you'll know how to write emails that drive customers to take desired actions, and how to structure campaigns for maximum effect. You'll also build your own marketing campaign.

Prerequisite: ENGL 1101, ENGL 1102 and BUSA 2200 Offered: Online: Fall and Spring.

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

- Segment brand consumers into target groups to maximize conversion from curated messages
- Craft subject lines to boost open rates based on target consumer engagement using data-driven insight
- Write email messages to encourage readers to take desired actions
- Design campaigns using incentives to maximize consumer engagement
- Create marketing calendars to plan and adjust strategy through the duration of a campaign
- Automate emails using industry standard marketing tools
- Establish short- and long-term goals for email marketing campaigns using KPIs to measure campaign success
- Revise and improve targeted campaigns to optimize performance and contribute to organizational marketing goals

#### BUSA 3850 - Viral and Organic Growth (3)

"Going Viral" is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach you what drives people to share content and how to build content that is shareable and meme-worthy. By the end of this course, you will understand what drives viral sharing and learn how to facilitate it. This online class has optional live sessions.

Prerequisite: none Offered: Online: Fall and Spring.

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

- Design viral marketing campaigns to cultivate organic growth in unrealized segments of consumers.
- Create and curate targeted content to cultivate organic growth through viral marketing campaigns.
- Develop creative briefs for digital marketing campaigns using best practices for campaign design.
- Create and assemble share worthy, brand relevant content by aligning brand values with target audience values.
- Design viral marketing campaigns by applying STEPPS framework through various content sharing media.
- Identify relevant marketing analytics to track the success of marketing campaigns over time.
- Build and deliver compelling marketing presentations.
- Provide actionable feedback to conduct a strategy revision.
- Receive and implement feedback from an audience of peers.
- Optimize content marketing strategy to generate viral and organic growth.

### BUSA 3950 - Search Engine Optimization/Search Engine Marketing (3)

How do you find what you're looking for on the Internet? Chances are you turn to Google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course, you will learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website.

Prerequisite: none Offered: Online: Fall and Spring.

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

- Describe user experiences on marketing websites using technical terminology from the field of digital marketing
- Evaluate the causes of poor conversion on marketing websites by conducting root-cause analysis
- Detail traffic and visibility patterns on marketing websites by creating on-page audits to problems
- Characterize user experiences from the perspective of various consumers to guide marketing strategies
- Identify opportunities to improve conversion rates on specific marketing sites by taking on the perspective of users
- Improve conversion rates using a combination of on-page and off-page optimization strategies
- Identify opportunities to improve SEO strategy by analyzing brand performance over time
- Formulate hypotheses for search engine strategy to improve site performance through A/B testing
- Determine the most appropriate key performance indicators (KPI) to assess the efficacy of search engine optimization and search engine strategy
- Create strategic plans to improve conversion on marketing websites by building thirty, sixty, and ninety-day roadmaps

### BUSA 4000 - International Business (3)

An overview of the terms, tools, and techniques necessary for conducting business on a global basis. Special focus is placed on trades and foreign direct investments. Emphasis is placed on recent world events as they impact international business.

Prerequisite: BUSA 3400 Offered: Demorest: Fall and Spring, Online: Fall.

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

- Know the global business environment.
- Develop an understanding of the factors affecting change in global business (i.e. shift in geo-political alliances, active role of global policy institutions, and advances in information technology).
- Develop an understanding of global business strategy and organization.
- Develop an understanding of managing a global business including but not limited to culture, marketing, supply chain management as well as financial and tax management.

### BUSA 4030 - Management Information Systems (3)

This course introduces business students to the software businesses utilize to solve problems at the unit business level of analysis. Accounting software, the first business level application because financial management and control remains paramount in all businesses, is the first class of business systems addressed. Computer systems to address day-to-day business operations are covered and the special problems faced by those in e-business are addressed. In addition to classical MIS concepts based upon decision science theory and more recent developments in the field based upon communications theory are also explored. Finally, risk management, communications security and other contemporary topics addressed as the MIS function includes communications security and the analysis of big data.

Prerequisite: BUSA 2030 and at least 75 hours earned Offered: Demorest: Fall and Spring, Online: Spring.

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

- Explain the importance of information technology (IT) as a key business resource.
- Describe common types of business information systems at both technology and systems levels.

- Explain the role of information technology in creating competitive advantage.
- Explain challenges in information technology security facing the business environment.
- Explain the role of information systems in complying with accounting and financial reporting regulations.
- Explain alternatives for system development, acquisition, and implementation.
- Model and document business processes using appropriate methodologies.
- Identify major considerations in design and implementation of relational database systems and be capable of developing simple relational databases.
- Explain data warehousing, data mining, business intelligence, knowledge management, and decision support systems based on current and emerging information technologies.
- Identify and discuss the impact of significant companies and individuals in the information technology industry.
- Explain how information technology shapes global business practices and the technological issues for global operations.
- Discuss new uses and emerging paradigms for technology in the business environment.
- Demonstrate an understanding of managerial and ethical aspects of information resource management.

#### BUSA 4110 - Retailing Marketing and Management (3)

This course introduces the theory and methods of retail management. Location, inventory control, merchandising, and buying are explored. Formats examined include specialty retail, mass merchandising, manufacturer outlets, and membership discount strategies. The impact of e-commerce and social media on retailing practices as well as current theories of pricing, merchandising, product assortments, and services are examined.

Prerequisite: BUSA 2200 Offered: Demorest: Spring.

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

- Understand how segmentation and targeting can inform retail strategy.
- Explain how retailers differentiate their offerings as an element in their corporate strategy.
- Discuss the impact of innovation and competition on retail institutions plus the influence of fashion, technology, and consumerism on global retailing.
- Understand the factors affecting strategic decisions involving investments in locations, supply chain and information systems, and customer retention programs.
- Understand the factors influencing retailer offerings in an e-commerce vs. bricks-and-mortar environment.
- Demonstrate understanding of the tactics (pricing, merchandise assortment, store management, visual merchandising, customer service) for extracting profit from a retail offering.

#### BUSA 4120 - Sports Marketing (3)

College and professional sports, sports suppliers and sport broadcasts have significantly changed especially with increased competition, marketing and technology. Sports and the entertainment industry play a vital role in the global economy and impact the lives of millions of people. This exciting course introduces students to the complex and diverse nature of sports marketing. A framework will be presented to explain and organize the strategic sports marketing process that deals with the ever-changing sports environment.

Prerequisite: BUSA 2200 Offered: Demorest: Fall.

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

- Establish the importance of sports marketing from a financial aspect.
- Identify the basic marketing principles and processes applied to sports by analyzing how college and professional teams are marketed.
- Develop an understanding of the participants, spectators and research tools essential to sports marketing.

- Develop an understanding of participants and spectators who influence sports marketing.
- Define sports products and services and examine the advantages and disadvantages of licensing from the perspective of the licensee and licensor.
- Understand the basic process for designing a successful advertising campaign by analyzing recent, highly publicized marketing campaigns.
- Understand the major sponsorship activities and the steps needed to effectively evaluate these programs by identifying the decisions sponsors must make in promoting an activity.

#### BUSA 4150 - Applied Digital Marketing (3)

With the rapid shift of advertising dollars to digital platforms, it is becoming increasingly important for marketing graduates to be well versed in digital marketing fundamentals. This upper division course will provide a solid foundation in the key concepts around this consistently changing field. Through readings, case studies and hands-on projects, students will come away with an understanding of successful online marketing strategies, user generated content, search and search engine optimization, social media and networks, mobile, and web analytics. Group projects, exercises and simulations will facilitate experiential learning within the course. Students will exit the course with a solid understanding of digital marketing tactics, tools and resources available for ongoing education and professional development.

Prerequisite: BUSA 2200 Offered: Demorest: even Fall, Online: odd Spring.

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

- Demonstrate how search engines work and apply this knowledge to make recommendations to a website on how it can improve its organic search rankings. (Search Engine Optimization)
- Understand the mechanics of paid search ranking by creating a search engine marketing campaign and evaluate its effectiveness and identifying changes to improve the campaign's conversion rates. (Search Engine Marketing)
- Understand the various methods of online display advertising by creating an online display ad campaign and measure its ROAS (return on ad spend). (Online Advertising)
- Demonstrate ability to determine the appropriate KPIs for any type of website by applying the conversion funnel to a selected website. (Digital Analytics)
- Understand best practices in marketing to a database of current and potential customers via email. (e-Mail Marketing)
- Apply knowledge of social media tactics to design an effective social media campaign. (Social Media Marketing)
- Understand online reputation management tactics to defend and improve the online reputation of a brand. (Reputation Management)

#### BUSA 4250 - Sales Management and Personal Selling (3)

This course will focus on personal selling and its management in the context of the organization's marketing strategy. The sales process, cost control, performance appraisal, recruitment, motivation and compensation will be explored as well as other management issues. Students will be required to make sales presentations on videotape for analysis.

Prerequisite: BUSA 2200, BUSA 3250 Offered: Demorest: Spring.

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

- Demonstrate understanding of the personal selling process and techniques.
- Demonstrate understanding of the relationship of sales management concepts and practices to the marketing mix of an organization.
- Demonstrate understanding of the relationship of sales management concepts and practices to corporate and business level strategy.
- Demonstrate critical and analytical thinking skills to solve sales challenges and problems.
- Demonstrate the ability to formulate functional level personal selling and sales management strategies to complement and support corporate and business level strategy.

### BUSA 4300 - Small Business Management (3)

Acquaints the student with the differences in managing a small business or a new business venture from that of a large business. Specifically examined are the personal qualities of successful entrepreneurs, the information required to establish a new business venture, the unique problems of the entrepreneur in starting and operating a new business and dealing with external professionals who help with a new/small business.

Prerequisite: BUSA 3400 and junior standing Offered: Demorest Fall, Online: Spring.

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

- Discuss the differences between the entrepreneurial and small business structures to identify success factors.
- Explain the business life cycle and what are the advantages and disadvantages of starting a small business.
- Describe how small business owners and entrepreneurs craft business plans
- Identify the various financial management tools, such as cash flow, that must be used to make decisions in a small business.
- Describe how to handle important operational issues such as, human resources, legal, marketing, customer service, ethics, and decision making.

### BUSA 4310 - Investment Management (3)

This course explores the arena of financial investments while concentrating on the types of investments and markets, the risk-return trade-off, security valuation, and portfolio management. Topics covered include analysis and valuation of equity, fixed income and leveraged securities, issues in efficient markets, the uses of mutual funds and other pooled instruments, and derivative securities and their uses.

Prerequisite: BUSA 3400 Offered: Demorest: Spring, Online: Spring.

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

- Demonstrate understanding of investment management principles and theories.
- Demonstrate ability to synthesize material for application in making investment decisions.
- Demonstrate critical and analytical thinking skills.
- Demonstrate an understanding of how investment vehicles are used to achieve financial objectives.

### BUSA 4320 - Human Resource Management (3)

The traditional functions of a human resource department are examined. The course includes a survey of laws governing personnel function, the appropriate use of software in HR management, and maintaining equitable workplaces are among topics probed. Students are expected to develop an understanding of the role that human resource processes play in the strategy of organizations.

Prerequisite: BUSA 2700 Offered: Demorest: Spring; Online: Fall.

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

- Identify human resource management strategies and planning tools.
- Summarize equal treatment, employee rights and equal employment opportunities
- Explain the importance of and tools for recruiting, selecting, and retaining of high quality/core competency employees.
- Appraise employee assessment and development strategies and tactics.
- Describe the role of unions and management's labor relation responsibilities.

### BUSA 4350 - Marketing Research (3)

Marketing research is often the first step in understanding customer perceptions and developing business strategy. This course will prepare managers to design research of their own or to work with professional researchers to better understand the customer perspective of

the 4 P's - product, price, promotion and placement. Specific topics covered will be an overview of the industry, history of the field, the research process, qualitative research techniques (including focus groups, indepth interviews and ethnographies), quantitative research techniques (including survey design, implementation and analysis), data analysis and presenting research findings to business decision-makers.

Prerequisite: BUSA 2200 Offered: Demorest: Fall.

At the successful conclusion of the course, students should be able to:

- Describe the role, history and philosophy of marketing research as a field in business.
- Identify the difference in quantitative and qualitative research methodologies and the appropriate use of each.
- Address ethical concerns using best practices in human subject research.
- Apply best practices in research design, including crafting a research proposal.
- Identify techniques for designing questionnaires (quantitative and qualitative) that elicit information needed by decision-makers in business.
- Analyze marketing research data using appropriate techniques.
- Present data and analysis for decision-makers in business.

#### BUSA 4355 - Advanced Business Analytics (3)

Using current analytics software (i.e. R, SPSS and Excel), this course will explore descriptive, prescriptive and predictive analytic techniques used to make more effective business decisions. The emphasis in this course is on the interpretation and insight drawn from these advanced techniques to support business decision making.

Prerequisite: BUSA 3500 Offered: Demorest: TBA.

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

- Understand the history of the use of quantitative metrics in business.
- Utilize a variety of quantitative tools that can enhance decision-making.
- Understand how to implement these quantitative tools using Excel and SPSS.
- Correctly interpret the results of these quantitative tools.
- Identify and correct the inappropriate use of these quantitative tools.

#### BUSA 4400 - Strategic Management (3)

Students should complete the application for graduation prior to registering for this course.

This capstone course uses case analysis and the strategic management literature to tie the business administration functional areas together and reinforce the concepts and tools learned in the business curriculum. A major component of this course is the topic of ethics in business.

Prerequisite: BUSA 3400 and 75+ credit hours Offered: Demorest: Fall and Spring, Online: Spring.

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

- Develop the ability to think broadly, understand interrelationships among various functional areas of business operations, and make decisions based on integration of knowledge and skills from those functional areas.
- Recognize and apply analytic concepts and tools useful in strategy/policy formulation at both the business unit and corporate level.
- Distinguish strategic opportunities and challenges, develop and appraise alternative responses to them, and recommend and defend solutions in the face of uncertainty, ambiguity, resource constraints and other organizational realities.
- Describe how strategy is linked with organizational culture, structure, processes, and systems as well as the means by which managers can bring these elements into congruence.

- Value teamwork skills and develop an appreciation for the dynamics of functioning as a member of a work group made up of individuals with diverse backgrounds, professional training and aspirations.

#### BUSA 4650 - Digital Marketing Analytics (3)

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, students will learn how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition.

Prerequisite: MATH-1300 or BUSA 2100. BUSA-2200. Choose one: BUSA-3150 or BUSA-3750 or BUSA-3950 Offered: Online: Fall and Spring.

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

- Identify the structure of a company's marketing funnel
- Determine the location of "leaks" in that funnel
- Use common analytics software to track customer behavior
- Run effective A/B tests
- Understand how to use spreadsheets and pivot tables in order to analyze customer behavioral data
- Learn how to operate in both rich and poor data environments
- Build, improve, and enhance digital marketing funnels

#### BUSA 4700 - Business Internship (3)

Through actual work experience and/or an applied job-related project, the student has a chance to apply business related skills and concepts. Each student is directed by a university supervisor and is expected to prepare a report and a self-evaluation of this experience.

Prerequisite: Permission of the instructor. Offered: Demorest: Fall, Spring and Summer.

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

- Understand the rigors and issues that business faces in the day-to-day world.
- Understand and support the business mission, vision, and goals by performing duties as assigned.
- Apply, evaluate, test, and integrate concepts learned in business classes in a work setting.
- Experiment with and expand technical skills, particularly with industry-specific programs and applications.
- Elevate communication skills to a level expected in a professional business environment.
- Develop and expand your understanding of your personal needs and career aspirations in relation to the business world.

#### BUSA 4800 - Productions and Operations Management (3)

Production/Operations management involves planning, monitoring and controlling, and improving daily operations within a corporation, whether service or manufacturing. Using the Supply Chain Operations Reference model that defines the functions of Plan, Source, Make, Deliver, and Return, students will be introduced to the complex issues surrounding operations management in today's fast-changing world. A variety of tools and strategies including Lean/Six Sigma, Scaled Agile Frameworks, Total Quality Management (TQM), and Statistical Process Control (SPC) will be explored to provide a platform for critical thinking and analysis to ensure supply chain and operational resiliency.

Prerequisite: BUSA 2030 Offered: Demorest: odd Spring, Online: Fall.

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

- Use a vocabulary of quality management terms and concepts.
- Articulate an understanding of the theoretical differences between approaches to continuous improvement including TQM and Lean/Six Sigma as well as standards organizations such as ISO and American Society for quality (ASQ).



- Demonstrate competencies in the tools commonly employed in operations management practice to control business processes and outcomes.
- Implement critical thinking, ethical considerations in management, strategic planning, and oral and written communications.
- Apply operational and supply chain management strategies, including work decomposition, demand planning, staffing requirements, and scheduling and budgeting for capacity management.
- 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 4990 - Special Topics (1-3)

The content and credit hours for this course varies.

Prerequisite: Permission of the instructor. Cross-Listed as: ACCT 4990. 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 1101 - General Chemistry I (3)

Introduction to the transformation of matter in chemical reactions and the energy changes that accompany these reactions. States of matter, stoichiometry and atomic structure are treated in detail. Lecture.

Prerequisite: MATH 1100 or equivalent. MATH 1300 OR MATH 2450 Corequisite: CHEM 1101L or passing grade in CHEM 1101L

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

1. Achieve knowledge in the natural sciences by developing a basic understanding of science and the scientific method.
2. Display an understanding of the chemical principles of atomic and molecular structure, reactions and properties.
3. Perform calculations involving conversion between units, and reactions with matter and energy changes.
4. Demonstrate a fundamental understanding of scientific measurements and be familiar with the principles, laws, and equations that govern our understanding of chemical combination related to the structure and composition of matter.

#### CHEM 1101L - General Chemistry I Lab (1)

The course is hands-on and focuses on the development of laboratory skills such as: solution making, dilution, titration, instrumentation and other techniques. This course follows the lecture course and allows students to practice what they have learned. Students should take this course at the same time as CHEM 1101.

Corequisite: CHEM 1101 or passing grade in CHEM 1101

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

- Perform or understand the following: solution making, dilutions, titrations, UV spectroscopy, Flame AA spectroscopy and curve plotting and analysis.

#### CHEM 1102 - General Chemistry II (3)

Introduction to acids and bases, reaction kinetics and chemical equilibria. Reactions of chemical elements and compounds are described, and the separation and identification of inorganic compounds are studied in detail. Lecture.

Prerequisite: CHEM 1101 and CHEM 1101L. CHEM 1102L is recommended to be taken with CHEM 1102.

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

- Understanding of the principles of equilibrium, acid-base chemistry, nuclear chemistry and kinetics.

#### CHEM 1102L - General Chemistry II Lab (1)

The course is hands-on and focuses on the development of laboratory skills that complement the lecture course. Topics covered include: rate laws, equilibrium, solubility, titrations and many others. Students should take this course at the same time as CHEM 1102.

Corequisite: CHEM 1102 or passing grade in CHEM 1102

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

- Perform or understand the following: solution making, dilutions, titrations, UV spectroscopy, reactions rates, equilibrium and calibration curves and analysis.

#### CHEM 2351 - Organic Chemistry I (4)

Systematic study of compounds of carbon. Alkanes, alkenes, alkynes, alkyl halides, cycloalkanes, and aromatic compounds are studied with regard to properties, preparation and reactions.

Prerequisite: CHEM 1102, CHEM 1102L Corequisite: CHEM 2351L

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

1. Understand basic carbon compounds and their properties, reactions and mechanisms, and their naming system.
2. Demonstrate knowledge of alkanes, alkenes and alkynes.
3. Be familiar with IR and NMR techniques.

#### CHEM 2351L - Organic Chemistry I Lab (0)

This course covers basic organic laboratory and instrumentation techniques needed to perform organic reactions. Proper notebook and safety techniques will be addressed as well as scientific writing. Students should take this course at the same time as CHEM 2351.

Corequisite: CHEM 2351 or passing grade in CHEM 2351

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

1. Distillation and Purification
2. Extraction and Recrystallization
3. Chromatography
4. Melting Point Analysis
5. IR and NMR Analysis

#### CHEM 2352 - Organic Chemistry II (4)

Continuation of CHEM 2351 with a special emphasis on stereochemistry and the synthesis of complex organic molecules.

Prerequisite: CHEM 2351, CHEM 2351L Corequisite: CHEM 2352L

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

1. Understand basic carbon compounds and their properties, reactions and mechanisms, and their naming system.
2. Demonstrate knowledge of all functional groups and develop an understanding of organic synthesis.

#### CHEM 2352L - Organic Chemistry II Lab (0)

This course covers advanced organic laboratory and instrumentation techniques needed to perform organic reactions. Proper notebook and safety techniques will be addressed as well as scientific writing. Students should take this course at the same time as CHEM 2352.

Corequisite: CHEM 2352 or passing grade in CHEM 2352

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

1. Multi-step Synthesis Reactions
2. Instrumentation: IR, NMR and Melting Point Analysis
3. Professional Notebook and Formal Lab Writing

#### CHEM 2550 - Chemical Forensics (4)

Chemical Forensics in the application of chemistry to analyze and identify forensic evidence and data. In this course, students will learn the chemistry behind the evidence collected and how it can be used to identify unknown materials. Topics covered include the following: soils, fibers, fire and explosives, drug analysis, and many others. The corresponding laboratory course will focus on using instrumentation and chemical techniques to analyze forensic data and evidence. The lab portion of this class will be 25% of the final class grade.

Prerequisite: CHEM 2351

Upon completion of this course students will be able to understand the chemistry behind and identify the differences in the following:

- Natural and Synthetic Fibers
- Drugs and Poisons (including heavy metal)
- Fire and Combustion Products

Students will also have a basic understanding of how instrumentation can be used to identify unknown chemicals and materials.

#### CHEM 3050 - Environmental Chemistry and Toxicology (3)

This is a seminar course designed to introduce students about recent issues in Environmental Chemistry. This course involves student participation in the review and research of recent aspects of the impact of chemicals (primarily industrial organic) in the environment. Students will critically study and evaluate such research areas and then evaluate their understanding through discussions and presentations. Lecture only.

Prerequisite: CHEM 1102 and CHEM 1102L

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

1. Demonstrate a fundamental knowledge of processes and endpoints in the human body associated with exposure to toxic agents.
2. Demonstrate a fundamental knowledge of risk assessment and risk management as it is applied to toxic agents in the environment.
3. Develop and understanding of major issues, concepts, and subject areas in environmental toxicology
4. Demonstrate sufficient knowledge about the occurrence and significance of major environmental toxicants and be able to apply that knowledge for advanced analysis in the context of the environmental quality, public health, sustainability, regulatory science, and public communication.

#### CHEM 3321 - Quantitative Inorganic Analysis (4)

Volumetric, gravimetric and instrumental methods of quantitative inorganic analysis. Lecture and laboratory.

Prerequisite: CHEM 1102 and CHEM 1102L

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

1. Be able to analyze data statistically via confidence intervals, comparison of means, and identify error and uncertainty in measurements via gravimetric, spectroscopic and titrimetric methods.
2. Be able to write equilibrium reactions and equations for precipitation reactions, complex ion formation, and polyprotic acid-base equilibria, including activity, ionic strength, precipitation and EDTA titrations.

#### CHEM 3322 - Instrumental Analysis (4)

Demonstration and operation of modern optical and analytical instruments for chemical analysis. Lecture and laboratory.

Prerequisite: CHEM 1102 and CHEM 1102L

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

1. Display a working knowledge of modern analytical methods and instruments including absorption and emission spectroscopy.
2. Be able to differentiate chromatographic methods (HPLC, GC, electrophoresis) and chromatogram analysis via plate theory and peak analysis.
3. Develop laboratory techniques, skills, and applications including standard addition methods as they correctly and safely use laboratory equipment.

CHEM 3710 - Inorganic Chemistry (4)

An introduction to modern theories of bonding and structure, reaction mechanisms and synthetic methods in inorganic systems. Synthesis and characterization by modern techniques of typical inorganic compounds. Lecture and laboratory.

Prerequisite: CHEM 1102 and CHEM 1102L

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

1. Be able to use and predict electron configurations, prepare, complete, and use molecular orbital energy diagrams and identify complex molecular geometry.
2. Be able to name and identify transition metal complex ions and predict and explain spectroscopic transitions in octahedral and tetrahedral complexes.
3. Demonstrate knowledge of organometallic chemistry and be able to identify, name, and characterize organometallic complexes via spectroscopic data.

CHEM 4451 - Physical Chemistry I (4)

Principles of thermodynamics, chemical equilibria, state functions, partial molar volumes, phase diagrams and electrochemistry. Lecture and laboratory.

Prerequisite: CHEM 1102 and CHEM 1102L; MATH 2450 Corequisite: MATH 2460

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

1. Be able to perform complex unit-based calculations involving chemical equilibria.
2. Develop a better understanding of the first and second laws of thermodynamics.
3. Explore the applications of physical chemistry and how it impacts the many fields of science.
4. Develop laboratory and problem-solving techniques routinely used throughout the sciences.

CHEM 4452 - Physical Chemistry II/Quantum Mechanics (4)

Quantum mechanics, atomic and molecular structure, photochemistry, chemical kinetics, reaction mechanisms and statistical thermodynamics. The wave-particle duality of light and matter, quantum tunneling, Heisenberg uncertainty, spin, application of Schrodinger's Equation, and wave functions. Lecture and laboratory.

Prerequisite: CHEM 4451 Corequisite: MATH 2460; MATH 2470 Recommended

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

1. Be able to perform complex unit-based calculations involving quantum mechanical theory.
2. Develop a better understanding of molecular spectroscopy and its role in scientific research.
3. Explore the applications of physical chemistry and how it impacts the many fields of science.
4. Develop laboratory and problem-solving techniques routinely used throughout the sciences.

## **CMSD—COMMUNICATION SCIENCES AND DISORDERS**

### CMSD 1001 - Survey of Communication Sciences and Disorders (2)

This course provides an overview of the communication science and disorders. Scope of practice areas in the field of communication sciences and disorders are described as well as professional and ethical issues.

Offered: TBA.

Students will be able to:

1. Develop a basic understanding of communication disorders, including vocabulary, processes, and theories.
2. Develop an awareness of a range of communication disorders of speech, language and hearing.
3. Develop a basic understanding of the foundations of clinical practice in speech-language pathology and audiology.
4. Develop an understanding of the scope of practice of speech-language pathologists and audiologists.

### CMSD 2001 - A & P of Speech and Hearing (3)

This course covers anatomy and physiology of the speech and hearing mechanism, including nomenclature, respiration, phonation, articulation/resonance, the nervous system, and the auditory system.

Offered: TBA.

Students will be able to:

1. Identify major anatomical structures associated with speech production, hearing, and swallowing.
2. Describe the physiology of speech production, hearing, and swallowing.
3. Describe the neurological systems underlying speech production, hearing, and swallowing.
4. Describe instrumentation and methodology used to study the structure and function of the speech, hearing, and swallowing mechanisms.

### CMSD 2002 - Speech and Hearing Science (3)

The study of speech and hearing physiology, acoustic phonetics, speech production, and speech perception is covered in this course.

Offered: TBD.

Students will be able to:

1. Analyze the acoustics of speech production and perception using the appropriate physical science and social/behavioral science frameworks.
2. Describe characteristics of speech production and perception relative to the appropriate physical laws
3. Calculate the period, frequency, and wavelength of a sound wave
4. Correlate the anatomy and physiology of the human body to the physical production of sound
5. Identify acoustic phonetic aspects of basic human communication processes
6. Classify commonly used techniques to describe and quantify speech
7. Measure the acoustic properties of vowels and consonants
8. Summarize primary theoretical categories of production and perception

### CMSD 2003 - Language Development (3)

To understand what constitutes a delay or disorder of speech and/or language comprehension or production, students must understand the nature and sequence of normal speech and language acquisition, processes, and theory. This course is designed to address how humans

typically develop speech and language abilities, both in terms of comprehension and production. Milestones, sequences, processes, and difficulties of acquiring a native language are explored.

Offered: TBA.

Students will be able to:

1. Differentiate between speech, language, and communication
2. Describe principle theories of childhood language development
3. Explain how cultural factors influence language development
4. Describe the emergence of first words and their functions
5. Discuss the nature of interactions of parents use with infants to create a nurturing communication environment
6. Trace language development from the pre-linguistic stage through Stage 5 and beyond
7. Describe the changes seen in the language skills of school-age children
8. Outline the development of metalinguistic skills and learning to read and write

#### CMSD 2004 - Phonetics (3)

This course is an introduction to phonetics and transcription as it relates to the field of speech-language pathology practice. Students will learn principles of speech articulation and acoustic features of vowels and consonants as well as the symbols for transcription. Students will begin the transcription process by analyzing and assessing speech across the lifespan in Standard American English, nonstandard dialects, and disordered speech using the International Phonetic Alphabet.

Offered: TBA.

Students will be able to:

1. Define phonetic terminology
2. Classify and describe sounds as related to phonetic terminology
3. Use the International Phonetic Alphabet (IPA)
4. Transcribe disordered speech and speech consisting of dialectical variations
5. Describe cross-linguistic phonetic differences
6. Identify basic anatomy and physiology of the speech sound production system

#### CMSD 2010 - Mini-Clinic: Observation and Clinic Procedures (3)

This course provides students with information necessary to prepare students for clinical experiences working with individuals with communication and swallowing disorders. This course includes information on methods and practices related to clinical documentation, behavioral objectives, professional oral and written communication, and assessment and intervention methods. Practical application opportunities will also be included. A minimum of 25 clock hours of assessment/treatment observation will be required during the course.

Prerequisite: CMSD 2001, CMSD 2003, CMSD 2004 Offered: TBA.

Students will be able to:

1. Describe clinical approaches and techniques
2. Differentiate clinical approaches and techniques
3. Demonstrate information literacy skills for evidence-based practice
4. Describe fundamentals of ASHA Code of Ethics, including universal precautions and HIPAA

### CMSD 3000 - Introduction to Audiology (3)

This course provides an introduction to the discipline of audiology and hearing disorders. Students will be exposed to physics of sounds, causes of hearing impairment, and basic audiometric principles used in hearing measurement. Auditory tests include pure tone audiometry, speech audiometry, and electrophysiological measures used to assess hearing sensitivity in clients across the lifespan.

Upon completion of this course, students will be able to:

1. Discuss the profession of audiology in terms of scientific theory and clinical practice
2. Identify the fundamental physics of acoustics and the psychoacoustic equivalents
3. Identify the basic anatomy and physiology of the human auditory system
4. Identify the symptoms, etiology, treatments and impact of the most common otologic pathologies
5. Describe behavioral hearing sensitivity testing protocols
6. Describes methods of assessing middle ear function
7. Describe objective methods of assessing inner ear function and the function of the auditory nerve through the level of the brainstem
8. Describe basic audiometric methods for testing infants and children

### CMSD 3001 - Neuroscience Fundamentals (3)

This course focuses on the human nervous system, with particular emphasis on neuronal structures and pathways related to communication and its disorders.

Prerequisite: CMSD 2001, CMSD 2002 Offered: TBA.

Upon completion of this course, students will be able to:

1. Identify the basic neuroanatomical structures of the central and peripheral nervous systems.
2. Describe the essential neuroanatomical structures and basic neurophysiologic principles involved in the production and perception of speech.
3. Describe the basic principles of neuromotor control.
4. Describe the major sensory and motor pathways in the central and peripheral nervous systems.
5. Describe the embryonic development of the nervous system.
6. List and describe the functions of the 12 cranial nerves.
7. Describe currently available means of studying neurophysiology (e.g., neuroimaging).
8. Describe the consequences of damage to neurologic subsystems.

### CMSD 3003 - Survey of Medical Speech-Language Pathology (2)

This course provides students with an understanding of the specialized role of the speech -language pathologist within health care settings. Key concepts in health care and a variety of settings, such as acute care, inpatient rehabilitation, skilled nursing facilities, home health care, and outpatient facilities are explored. Medical terminology, billing, ethics, documentation, interprofessional consideration, and other professional issues within healthcare are also introduced.

Prerequisite: CMSD 2001, CMSD 2002, CMSD 2003, CMSD 2004 Offered: TBA.

Upon completion of this course, students will be able to:

1. Recognize the speech-language pathologist's role and scope of practice within a variety of practice settings.
2. Recognize and understand medical terminology, types of documentation, and report-writing practices.
3. Identify health care personnel specific to settings across a continuum of care.

4. Identify the anatomical, physiological, social, cultural, and psychological correlates of neurogenic disorders that impact speech, language, cognition, voice production, and swallowing.
5. Identify diagnostic and treatment methods currently used by speech-language pathologists working in medical settings.
6. Identify procedures and competencies that are setting specific (e.g., acute, rehabilitation, outpatient, home health).
7. Explain the role of ethics in the practice of medical speech-language pathology.
8. Identify medical, surgical, behavioral, pharmacologic, and prosthetic treatments for communication disorders.

#### CMSD 3006 - Aural Rehabilitation (3)

This course discusses assistive listening devices, hearing aids, and other treatment modalities. This course includes an in-depth exploration of communication repair strategies, counseling techniques, and an overview of patient education and teaching methods and strategies.

Prerequisite: CMSD 2001, CMSD 2002, CMSD 3000 Offered: TBA.

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

1. Define audiologic/aural rehabilitation/habilitation, who directs it, where it is done, what it encompasses, and why.
2. Describe the challenges posed by hearing loss across the life span.
3. Display basic knowledge of interpreting audiological data.
4. Identify and describe common assessment and intervention techniques utilized to minimize and alleviate the communication difficulties associated with hearing loss, including counseling, communication strategies training, auditory training, speech reading, hearing aids, assistive devices, and cochlear implantation.
5. Display beginning proficiency in using some assessment tools (e.g., interviews, speech reading assessments, and disability/handicap/activity limitation/participation restriction assessments) used in aural rehabilitation.
6. Demonstrate an awareness of family-centered practice and patient-centered practice.
7. Develop a recommendation list relating to hearing loss, communication options, and strategies that may be helpful to parents or teachers of children with hearing loss or adults with hearing loss.
8. Synthesize pediatric and adult cases of hearing loss and develop recommendations relating to possible aural rehabilitation/habilitation.
9. Describe an aural rehabilitation/habilitation team of professionals when working with individuals who are hearing-impaired or deaf.
10. Demonstrate an understanding of social models of disability as they relate to individuals who are hearing-impaired or deaf.

#### CMSD 3007 - Research Methods in Communication Sciences and Disorders (3)

This course introduces students to the research processes in communication sciences and disorders. Through surveying methods of inquiry in basic and applied research, students will discover how research findings inform contemporary clinical practice. Students will become informed consumers of research literature and will be prepared for graduate study in speech-language pathology or audiology.

Offered: TBA.

Upon completion of this course, students will be able to:

1. Conduct a literature search on a clinical topic.
2. Read, evaluate, and summarize research articles.
3. Demonstrate basic knowledge of research methods used in communication sciences and disorders.
4. Describe the principles underlying evidence-based practice in communication sciences and disorders.
5. Recognize and discuss standards of ethical conduct in research with an emphasis on the protection of human participants in research studies and the appropriate attribution of ideas.



### CMSD 4000 - Undergraduate Clinical Practicum (3)

Students will plan, implement, and evaluate therapy sessions. A minimum of 10 clock hours of observation will be required. This course includes writing lesson plans, reports, and case histories of a detailed nature for individuals or groups of persons who exhibit speech, language, or hearing problems.

Prerequisite: CMSD 2001, CMSD 2003, CMSD 2004, CMSD 3001 Offered: TBA.

Students will be able to meet the following outcomes at an emerging level (i.e., Skill is emerging, but is inconsistent or inadequate):

1. Develop and implement setting-appropriate intervention plans with measurable and achievable goals.
2. Collaborate with clients/patients and relevant others in the planning process.
3. Complete administrative and reporting functions.
4. Conduct screening and preventative procedure.
5. Collect case history information and integrates information.
6. Select, administer, and score diagnostic tests.
7. Demonstrates knowledge of and ability to integrate research principles into evidence-based clinical practice.
8. Discuss the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others.
9. Demonstrate family and patient centered practice.
10. Display effective oral and written communication in clinical settings
11. Adhere to the ASHA Code of Ethics and Scope of Practice documents and conducts him or herself in a professional, ethical manner

### CMSD 4006 - Language Disorders in Children (3)

This course provides an overview and evaluation of the language skills of preschool and school aged children including metalinguistic and discourse development. Contemporary theory and practice in language assessment and intervention for children from birth through high school will be reviewed. An introduction to the developmental, psychogenic, and organic bases for stuttering, voice disorders, and cleft palate is covered in this course.

Offered: TBA.

Students will be able to:

1. Students will describe fundamental concepts language acquisition including semantic, morphological, syntactic, phonological, and pragmatic aspects.
2. Students will describe the nature and factors related to child language disorders.
3. Students will outline concepts and functions of data gathering, data analysis and interpretation relative to child language disorders.
4. Students will describe aspects of cultural and linguistic diversity related to assessment and intervention of child language disorders.
5. Students will distinguish among treatment components, programs, and strategies to remediate child language disorders.

### CMSD 4010 - Capstone Course (3)

Students will complete and present and evidence-based a single case study with a child or adult in clinic using a single subject or case study design.

Offered: TBA.

Upon completion of this course, students will be able to:

1. Integrate evidence-based practice into clinical practice
2. Demonstrate oral and written communication skills

3. Demonstrate cultural competence, humility, and responsiveness
4. Demonstrate advocacy skills
5. Develop a procedural timeline for certification and licensure requirements

## **CRJU—CRIMINAL JUSTICE**

### CRJU 1290 - Introduction to Criminal Justice (3)

This course is an introduction to the operation and administration of the criminal justice system in the United States. The criminal justice system consists of three interrelated components: law enforcement, the judicial process, and corrections. This course will provide an overview of the structure and processes of the criminal justice system, including a brief examination of crime.

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

1. Discuss the definitions of crime, criminal justice, and other related terms and how they are defined.
2. Analyze the purpose of government, social contract, and the necessity for societal order.
3. Synthesize the systems and processes of the American Criminal Justice System as they relate to predicting crime and public safety.
4. Compare and contrast the roles of criminal justice professionals and their ethical standards as they relate to societal diversity.
5. Argue how analyzing crime related research and utilizing technological advancements helps government communicate public safety issues.
6. Analyze the history and the future of the American Criminal Justice System.
7. Differentiate between central criminological theories.
8. Discuss central tenets of restorative justice.

### CRJU 1300 - Introduction to Cyber Investigations (3)

This course will introduce students to digital crime and digital terrorism. The course will also explore the application of criminological theory to cybercrime. Also covered is the investigation of digital crime by law enforcement and the struggles that this particular form of crime poses for law enforcement in the 21st century.

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

1. Differentiate between the varying classifications of computer crime.
2. Differentiate between the varying types of information attacks.
3. Apply criminological theories to examples of digital crime.
4. Understand the origin and history of hackers.
5. Differentiate between the varying forms of sophisticated cyber-criminal organizations.
6. Understand the interconnectedness of white-collar crime and digital crime.
7. Understand the function of viruses and malicious code.
8. Understand the various types of sex-based crimes that occur in the digital realm.
9. Understand how anarchists and hate groups utilize the internet to commit crimes.
10. Understand and apply existing digital law and legislation.
11. Discuss the response of law enforcement to digital crime.

12. Understand the process of investigating computer crime.
13. Understand the process of digital forensics.

#### CRJU 2335 - Criminal Investigation (3)

This course is structured to provide students with knowledge, theory, and practice of investigative processes involved in criminal investigation. The topics discussed include evidence collection techniques, utilization of technology in preserving and analyzing evidence, principles of investigative technique, reporting procedures and requirements, and developing critical thinking and communication skills.

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

1. Describe concepts associated with criminal investigation.
2. Summarize the history of criminal investigation.
3. Have a working knowledge of the process of criminal investigation.
4. Understand various types of criminal offenses.
5. Have a working knowledge of the correlation between criminal investigation and the courtroom process.
6. Be familiar with the purpose of a criminal investigation.
7. Understand why in criminal investigation one must not only be ethical but also apply high ethical standards to laws, policies, procedures, and operational techniques to the investigation, detection, apprehension, adjudication, and rehabilitation/punishment of offenders.

#### CRJU 3200 - Cyber Investigation (3)

Technology can be the means, target of, or the source of information about a crime, and increasingly, those interested in all aspects of criminal justice must have working knowledge of technology crime to effectively investigate or understand cases. This course will explore the policy and law of computer crime and consider how "cybercrimes" are different from and similar to transgressive behavior in physical space. Topics will include electronic surveillance, cyberbullying, identity theft, computer hacking and cracking, espionage, cyberterrorism, and privacy.

Prerequisite: CRJU 1300

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

1. Examine and gain a better understanding of workplace monitoring (extent of and types employed).
2. Understand the principals, goals, challenges and constraints of encryption.
3. Complete a Computer Forensics Examination from start to finish.
4. Develop a basic understanding of best policies and software for investigating cyber-crime cases.

#### CRJU 3330 - Police and Society (3)

This course is an introduction to the role of police in U.S. society. Law enforcement is one of the major components of the criminal justice system. Some of the topics to be discussed include the development of the police, policing and civil rights and liberties, the organization and management of the police, the various operations of law enforcement, and the relationship between the police and society.

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

1. Describe the role of police within the US society.
2. Analyze the development of modern policing.
3. Analyze police impact on civil rights and liberties.

4. Assess the organizational structure of police departments.
5. Assess the management of the police.
6. Differentiate between the various duties and operations of law enforcement.
7. Evaluate the current status of the relationship between the police and the community.

#### CRJU 3331 - Juvenile Justice (3)

An overview of the nature, extent, types, theories, and causes of crime and delinquency. Other areas of study may include modern crime and delinquency preventions and methods of punishment and treatment of criminals.

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

1. Analyze the nature and extent of juvenile delinquency.
2. Differentiate between the varying causes of crime and delinquency amongst juveniles.
3. Analyze delinquency prevention tactics and measures for treatment of juveniles.
4. Differentiate between varying social reactions to juvenile delinquency.
5. Differentiate between developmental theories pertaining to juvenile delinquency.
6. Critically discuss gender's impact on delinquency.
7. Critically discuss the family and delinquency.
8. Analyze juvenile gangs and subsequent delinquency.
9. Differentiate between varying forms of school violence.
10. Assess the impact of drug use on delinquency.
11. Evaluate juvenile delinquency prevention programs and procedures.
12. Contrast juvenile justice in the past to what it looks like today.
13. Evaluate police interaction with juveniles.
14. Evaluate the juvenile court process.
15. Evaluate juvenile corrections
16. Compare juvenile justice in the USA. to other countries.

#### CRJU 3380 - Victimology (3)

Victimology is the study of victims of crime. This course examines this important perspective in the criminal justice system, the process and consequences of victimization, the victims' rights movement and other topics related to the victims of criminal behavior. Topics to be discussed include the rights of victims, the victims' rights movement in its socio-political context, types of crimes and victims, and victim services.

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

1. Define Victimology and understand its relationship with Criminology.
2. Outline the essential components of the history of victimization and victim's rights.
3. Understand the types of information provided by the Uniform Crime Reports and the National Crime Victimization Survey.
4. Analyze and assess the adequacy of current victim's rights.

5. Understand the principles and application of lethality/danger assessments.
6. Familiarize with the skills and techniques used by law enforcement officials in responding to victimization.

#### CRJU 3385 - Punishment in the United States (3)

This course is an in-depth examination of the purpose and theory of punishment as it is practiced in the correctional system of the United States. Topics to be discussed include theories of punishment, forms of the criminal sanction, structure and process of the federal, state and local correctional systems, history and development of the correctional system, rights of the accused in regard to punishment, and criticisms and proposed reforms in the correctional system.

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

1. Discuss the main points of the history of punishment.
2. Differentiate between correctional ideologies.
3. Understand the sentencing and appeals process.
4. Discuss the working of the probation system.
5. Differentiate between diversion and intermediate sanctions.
6. Discuss the functions of custody.
7. Identify and explain examples of security threat groups and prison gangs.
8. Discuss prison management and treatment.
9. Differentiate between the types of management and treatment facilities.
10. Discuss the workings of the state and local level prison system.
11. Discuss the federal corrections system.
12. Identify arguments for and against the death penalty.
13. Understand parole and re-entry.
14. Identify inmate rights and their origin.
15. Differentiate between male and female offenders.
16. Identify differences between treatment of adult offenders and juvenile offenders.

#### CRJU 3390 - Criminology (3)

This course content includes a study of crimes, criminals, and criminal behavior and provides a good foundation for students planning professional careers in the criminal justice field. This course will examine various psychological, sociological, and biological theories related to the causation of crime in society.

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

1. Define criminology and what criminologists do.
2. Apply ethics to the practice of criminology.
3. Differentiate between the primary sources of crime data.
4. Analyze and differentiate between theories of victimization.
5. Apply rational choice theory to crime scenarios.
6. Identify and apply the concept of situational crime prevention to crime scenarios.

7. Differentiate between the various trait theories and apply them appropriately to crime scenarios.
8. Analyze the various social structure theories and apply them to crime scenarios.
9. Analyze the various social process theories and apply them to crime scenarios.
10. Differentiate between varying critical criminological theories.
11. Define what is meant by restorative justice.
12. Analyze life course theories and apply them to crime scenarios.
13. Formulate crime typologies for all of the following crimes: IPV, political crime, terrorism, property crime, enterprise crime, white-collar crime, organized crime, public order crime, and cybercrime.

#### CRJU 3500 - Race and Policing in America (3)

This course will examine the intersection of race, ethnicity, and crime in America. The relationship between American police and members of minority populations will be evaluated, focusing predominately on the 21st century with references to more historical cases as well. Also addressed will be the courts and corrections interaction with and handling of minorities. Further, the course will assess how race, ethnicity, and crime intersect for the juvenile offender.

Upon the completion of this course, students will:

1. Understand how race, ethnicity, and crime intersect in America for minorities.
2. Understand the issues plaguing the relationship between American police and minority communities.
3. Understand how race and ethnicity intersect to shape the actions of courts and corrections.
4. Understand how race, ethnicity, and crime intersect for the juvenile offender.

#### CRJU 3600 - Sex Crimes and Offenders (3)

This course will examine gender-based violence with a strong emphasis on the dynamics of sexual violence. The label of sex offender and the reality of sex crimes and offenders will be discussed via criminological and victimological vantage points. This course will also highlight the response of the criminal justice system to sex crimes and the unique issues these cases pose to criminal justice personnel. The course will also draw distinctions between healthy sexual activity and acts of sexual deviance, sexual dysfunction, and sexual disorders.

Course Objectives:

1. Understand gender-based violence and the dynamics of sexual violence.
2. Understand the reality of sex crimes and offenders from both a criminological and victimological vantage point.
3. Understand the response of the criminal justice system to sex crimes and the unique issues these cases pose to criminal justice personnel.
4. Understand the distinction between healthy sexual activity and acts of sexual deviance, sexual dysfunction, and sexual disorders.

#### CRJU 3700 - Green Criminology (3)

This course will examine comprehensively the field of green criminology. It will offer a concise exposition of theory and concepts providing extensive geographical coverage, diversity, and depth to issues pertaining to environmental harm and crime. Also examined will be the conceptual and methodological foundations of green criminology. Lastly, an in-depth examination of the CJS response to environmental crime will be provided.

1. Understand the conceptual and methodological foundations of green criminology
2. Understand green crime transgressions and green crime victimization

3. Understand green crime intervention strategies
4. Understand green crime prevention strategies

#### CRJU 3800 - White-Collar Crime (3)

This course will provide students with a comprehensive overview of the most important topics within white-collar crime. White-collar crime will be examined as a crime problem, a criminal justice problem, and a social problem. Via a systems-focused framework, students will examine the many types of white-collar crime as well as the various systems for responding to white-collar crime.

1. Understand critical topics within the realm of white-collar crime
2. Understand how white-collar crime is a crime problem, a criminal justice problem, and a social problem simultaneously
3. Understand CJS response to the various forms of white-collar crime

#### CRJU 3900 - Organized Crime (3)

This course will provide students with an examination of the origins, evolution, and present-day status of organized crime. Myths about organized crime and stereotypes will also be discussed. The course will also exam the varying definitions of organized crime, drug smuggling networks, and counterfeit goods. Also discussed are the resemblances between terrorist organizations and organized crime groups in terms of structure, financing, and recruiting mechanisms.

1. Understand the origins, evolution, and present-day status of organized crime
2. Understand myths and stereotypes about organized crime
3. Understand varying definitions of organized crime, drug smuggling networks, and counterfeit goods
4. Understand the resemblances between terrorist organizations and organized crime groups

#### CRJU 4000 - Women and Crime (3)

A study of the nature and extend of women's crime, theories of female criminality, processing of women offenders through the criminal justice system, the response of police and court officials to women as victims of crime, and opportunities for women as employees in criminal justice agencies.

1. Understand the interaction between the female offender and the police.
2. To understand the criminological explanations of female criminality.
3. To understand the role of women within the profession of criminal justice.

#### CRJU 4100 - Serial Killers (3)

This course will introduce students to the phenomenon of serial murder. The course will explore the typologies of serial murder and the psychopathology and biogenics of the serial murderer. The course will also delve into the etiology of serial killing. Also explored will be the childhood backgrounds of serial killers and serial killer motives and methods. The course will also delve into the criminal profiling of serial killers as well as the process of interviewing convicted serial killers.

1. Understand the typologies of serial murder.
2. Analyze the etiology of serial murder.
3. Understand serial killer motivations and methods.

#### CRJU 4430 - Homeland Security and Terrorism (3)

This course explores the issues of homeland security and terrorism. The origin, history, definition, and techniques of terrorism are discussed and critically evaluated. Past, current and future tactics for addressing terrorism and its root causes are discussed and evaluated. Finally, the critical balance of public security and personal safety is defined, discussed and debated.

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

1. Analyze and describe the origins of terrorism.
2. Analyze the history of terrorism and terrorist organizations.
3. Differentiate between definitions of terrorism.
4. Differentiate between the different techniques of terrorism.
5. Critique past, current, and future tactics used to combat terrorism.
6. Identify the root causes of terrorism.
7. Analyze the relationship between public safety and personal security within the realm of terrorism.

#### CRJU 4475 - Special Topics (3)

This course examines special topics related to criminal justice which are not part of the formal offerings within the Major. May be repeated for credit only if the topic changes.

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

1. Think critically and analytically about the forces and factors that shape the agents involved in the processes covered in class.
2. Demonstrate critical thought and reflection about the consequences of the material.
3. Knowledge of varying points of view and interpretations by other theorists.
4. Understanding of the theories and be able to analyze the issues covered in class.
5. Expanded critical analysis skills through the course readings and supplemental material, lectures, in-class discussions, and other coursework.

## CSCI—COMPUTER SCIENCE

#### CSCI 1301 - Programming Principles I (3)

This course provides an introduction to computer science. Instruction centers on an overview of programming, problem-solving, and algorithm development. Specific topics include primitive data types, arithmetic and logical operators, selection and repetition structures, interactive user input, using and designing basic classes, single dimension arrays with searching and sorting, and array lists.

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

1. Be able to read simple programs written in a specific programming language and understand what these programs do.
2. Be able to design algorithms utilizing the principles of programming to solve simple problems and write simple programs in a specific programming language to implement these algorithms.
3. Be able to edit, compile, debug, and run programs in a specific programming language.

#### CSCI 1302 - Programming Principles II (3)

The second course in computer science provides coverage of object-oriented programming. This includes the use of static variables and classes, multidimensional arrays, inheritance and polymorphism, text files and exception handling, recursion, and parameterized types. Elementary data structures (linked lists, stacks, and queues) are introduced to solve application problems. Graphical user interfaces and event driven programming are also introduced. Students must continue to use good programming style including proper documentation

Prerequisite: CSCI 1301



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

1. Understand the basic principles of object-oriented programming, including inheritance and polymorphism.
2. Be able to design and implement algorithms utilizing the principles of object-oriented programming to solve elementary problems.
3. Be able to edit, compile, debug, and run moderate sized programs in a specific programming language.

#### CSCI 1371 - Computing for Engineers (3)

Study of computing systems manipulation using a current programming language. Includes input/output techniques, program processing control, file processing and database interfacing.

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

1. Understand fundamentals of procedural programming.
2. Demonstrate proficiency in MATLAB.
3. Use MATLAB to solve problems in mathematics or science.

#### CSCI 2900 - Data Structures (3)

This course introduces data structures, specification, application, and implementation. The case studies will illustrate how data structures are used in computing applications. The emphasis of the course is on linear and some nonlinear data structures and object-oriented principles. Topics include: abstract data types, stacks, queues, lists, binary search trees, priority queues, recursion, algorithm efficiency, trees, heaps, hash tables, and analysis of search and sort algorithms and their performance for implementation and manipulation. The programming language to be used in this course is any standard high-level object-oriented programming language such as C++, Java, and Ada.

Prerequisite: CSCI 1302

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

1. Learn specifications and presentation of commonly used data structures.
2. Learn advanced search and sort algorithms and their performance issues.
3. Learn the use of covered data structure in problem solving and application development.

#### CSCI 3100 - Computer Organization and Architecture (3)

An introduction to the theory and fundamentals of computer architecture and data communications. Computer organization topics include: data representation, binary arithmetic, and numbering systems. Computer architecture topics include Boolean algebra, logic gates, digital components, combinational and sequential circuits, circuit design, CPU basics, internal architecture, microcode, RISC, pipelines, cache, assembly language, instruction sets, memory organization and addressing, interrupts, multi-core architectures. Data communications topics include: data encoding, signaling, transmission, communication media, encoding, multiplexing, bus control, and arbitration.

Prerequisite: CSCI 1302

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

1. Design simple combinatorial and sequential logic circuits, using a small number of logic gates.
2. Assemble a simple computer with hardware design including data format, instruction format, instruction set, addressing modes, bus structure, input/output, memory, Arithmetic/Logic unit, control unit, and data, instruction and address flow.
3. Design simple assembly language programs that make appropriate use of a registers and memory.

#### CSCI 3300 - Database Management Systems (3)

Introduction to the database management systems, database processing, data modeling, database design, development, and implementation. Contrasts alternative modeling approaches. Includes implementation of current DBMS tools and SQL.

Prerequisite: CSCI 1302

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

1. Model data relevant to a database task, given a written description, reports and other information from a system user.
2. Transform the entity-relationship model into a logical design, following the relational approach.
3. Build and modify a database schema using SQL.

CSCI 3400 - Software Development (3)

This course provides an overview of the software engineering discipline with emphasis on the development life cycle and UML modeling. It introduces students to the fundamental principles and processes of software engineering, including Unified, Personal, and Team process models. This course highlights the need for an engineering approach to software with understanding of the activities performed at each stage in the development cycle. Topics include software process models, requirements analysis and modeling; design concepts and design modeling; architectural design and styles; implementation; and testing strategies and techniques. The course presents software development processes at the various degrees of granularity.

Prerequisite: CSCI 1302

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

1. Be able to conduct software requirement analysis using various analysis models for conventional and object-oriented systems.
2. Be able to conduct design activities and develop design models for system architecture, user interfaces, data, and system functions.
3. Be able to prepare and conduct project presentations.

CSCI 3500 - Computer Graphics (3)

A study of the hardware and software of computer graphics and multimedia systems from the programmer's perspective. Includes a survey of display and other media technologies, algorithm and data structures for manipulation of graphical and other media objects, and consideration of user interface design. Major project included.

Prerequisite: CSCI 1302

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

1. Demonstrate an understanding of how graphical information is represented to a graphics system and encoded by the system to create images
2. Modern graphics API (such as OpenGL or DirectX) to create effective images.
3. Use events in a graphics system to create interactive graphics displays.

CSCI 3700 - Operating Systems (3)

This course introduces the fundamental concepts and principles of operating systems. Topics covered include system performance, processes and threads, multiprogramming, scheduling, memory management, synchronization, deadlocks, file systems, input/output systems, security and protection, network and distributed OS.

Prerequisite: CSCI 1302

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

1. Define and be able to evaluate the features offered by various types of operating systems.
2. Describe and be able to evaluate performance issues of process synchronization problems
3. Analyze process management, scheduling, virtual memory concept, deadlock, and problem solving.

## CSCI 4000 - Programming Languages (3)

This course covers the fundamental concepts on which programming languages are based and the execution models supporting them. Topics include values, variables, bindings, type systems, control structures, exceptions, concurrency, and modularity. Languages representing different paradigms are introduced.

Prerequisite: CSCI 2900

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

1. Be able to explain issues involved in the design and implementation of programming languages.
2. Be able to conduct critical evaluations of existing and future programming languages, including the selection of implementation languages for specific applications.
3. Construct a regular grammar and write code based on a regular grammar to parse input.

## CSCI 4200 - Algorithm Analysis (3)

Advanced algorithm analysis including the introduction of formal techniques and the underlying mathematical theory. Topics include asymptotic analyses of complexity bounds using big-O, little-o, omega, and theta notations. Fundamental algorithmic strategies (brute-force, greedy, divide-and-conquer, backtracking, branch-and-bound, pattern matching, parallel algorithms, and numerical approximations) are covered. Also included are standard graph and tree algorithms. Additional topics include standard complexity classes, time and space tradeoffs in algorithms, using recurrence relations to analyze recursive algorithms, NP-completeness, the halting problem, and the implications of non-computability.

Prerequisite: CSCI 2900, MATH 2300

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

1. Develop a basic understanding of the design and analysis of algorithms.
2. Become proficient with a variety of classic algorithms for numeric and nonnumeric problems such as sorting, VLSI design, matrix multiplication, scheduling, graph theory, and geometry.
3. Understand different algorithm design techniques such as approximation algorithm, divide-and-conquer, dynamic programming, greedy method.
4. Become proficient in comparing the computational complexity of different algorithms and analyze the time and space efficiency of algorithms.

## CSCI 4350 - Advanced Studies in Computer Science (1-3)

This course examines special topics related to computer science appropriate for students majoring in computer science, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Prerequisite: CSCI 1302

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

1. Apply algorithmic reasoning to a variety of computational problems.
2. Implement software systems that meet specified design and performance requirements.
3. Communicate effectively, both orally and in writing.

## CSCI 4600 - Mobile Software Development (3)

The course covers the concepts and practice of developing software on mobile platforms such as Android. Topics include UI Design for Mobile Apps, Resource Management for Mobile Apps, and Deployment of Mobile Apps.

Prerequisite: CSCI 2900

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

1. Design and develop applications in Android platform.
2. Understand enterprise scale requirement of mobile applications.
3. Use cloud computing services in application development.

#### CSCI 4800 - Artificial Intelligence and Machine Learning (3)

This survey course of artificial intelligence (AI) covers classification, decision trees, supervised and unsupervised learning, recommender systems, genetic programming, machine learning, computer vision, large language models. Students will also explore and discuss current events in the field.

Prerequisite: CSCI 1302

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

1. Understand the basics of AI from historical and philosophical perspective.
2. Understand the impact of artificial intelligence in business and other areas.
3. Develop a conceptual understanding of the basic issues and major topics in AI.
4. Apply programming and designing skills to solve challenging AI problems.

#### CSCI 4930 - Internship in Computer Science (1-3)

The internship requires anywhere from 80-120 hours of supervised learning experience in an agency that links academic knowledge with practical experience. The hours breakdown is as follows:

1 credit hour = 40 internship hours

2 credit hours = 80 internship hours

3 credit hours = 120 internship

The overall purpose of the internship is three-fold, to:

1.

Assist the student in acquiring knowledge in a field of study new to the student

2. Advance the student professionally through the development of job-related social and professional work skills.
3. Provide the student with a real world "laboratory" in which new and former knowledge can be combined, synthesized, and applied

Prerequisite: CSCI 1302

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skill.

**CSCI 4950 - Senior Capstone (3)**

Capstone experience for computer science students intended to promote a successful transition to professional practice or further academic study. Students spend the term working on a senior project as a team. Students have the opportunity to develop and practice essential project management skills and work with current software tools and technologies.

Prerequisite: Senior standing

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

1. Apply algorithmic reasoning to a variety of computational problems.
2. Implement software systems that meet specified design and performance requirements.
3. Communicate effectively, both orally and in writing.

**EDEM—ELEMENTARY EDUCATION****EDEM 3327 - Math Methods I (PK-2) (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, developing practices to help children build connections and see relationships among mathematical ideas. Candidates will also explore 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: Fall, Demorest: Spring.

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

1. Recognize essential topics in math for grades PK-2.
2. Prepare 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. Select instructional strategies and techniques such as cooperative and peer group learning, activity centers, or presentations to teach math content to diverse learners.
4. Describe traditional and alternative methods for assessing students' work in math.
5. Exhibit enthusiasm for the learning and teaching of mathematics.

**EDEM 3329 - Children's Literature (3)**

Multicultural Children's Literature is organized to provide teacher candidates with opportunities to develop their understanding of the roles diverse children's literature 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, e-books, 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 explorations of stories. 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 completion of this course, students will be able to:

1. Select and use strategies for teaching authentic multicultural children's literature.
2. Evaluate and discuss the literary and artistic merit of children's literature and illustrations.
3. Align explorations of multicultural children's literature with standards-based literacy learning tasks.

4. Compare how authors address, represent, and clarify both contemporary and historical global, social, political, and economic issues for young people through the medium of multicultural children's literature.
5. Explore connections between creativity and critical thinking.
6. Read extensively in the area of children's and young adult literature.

#### EDEM 3331 - Reading Methods (3)

Foundation in the teaching of reading with a focus on a balanced literacy program through the integration of reading across the curriculum. Developmental reading programs, whole-language, emergent literacy, phonemic awareness and reading readiness will be addressed. Emphasis will also be placed on engaging diverse learners through various approaches and responses to reading. Directed field-based experience is required.

Prerequisite: Preservice Certificate and EDUC 2000 Offered: TBA.

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

1. Compare the major approaches to reading instruction, incorporating current theories, culturally responsive practices, and research practices.
2. Describe research-based strategies and techniques for teaching phonological awareness, phonics/word accuracy, fluency, comprehension, and vocabulary to diverse learners.
3. Explain methods of collecting formative and summative data for planning reading instruction.
4. Model research-based strategies for teaching reading comprehension using narrative and expository texts in face-to-face and digital classrooms.
5. Design an original lesson plan in two formats, face-to-face and digital, that meet the needs of each learner.

#### EDEM 3332 - Language Arts Methods (P-5) (3)

This course provides an interdisciplinary, literature-based approach to methods for teaching language arts at the elementary level. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: Preservice Certificate Offered: TBA.

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

1. Design language arts lesson plans for developing readers and writers.
2. Describe writing as a craft (genre, structure, grammar, mechanics, usage, audience, purpose).
3. Distinguish between the use of the whole group, small group, and one-on-one strategy lessons and feedback.
4. Identify and describe content area reading and writing strategies.
5. Connect social constructivism to developing personal teaching philosophy.

#### EDEM 3334 - Social Studies Methods (P-5) (3)

Principles, skills, procedures and materials for teaching aspects of related social studies in the social studies program. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: Preservice certificate Offered: TBA.

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

1. Identify a variety of instructional strategies for teaching social studies content that are engaging and responsive to students from diverse backgrounds
2. Prepare lessons that use best practices to explore the history, geography, civics/government, and economics.
3. Recognize the specific skills for interpreting and generating maps, timelines, images, tables, graphs, and digital content as appropriate.

4. Explore the interdisciplinary connections between social studies and other content areas.
5. Describe traditional and alternative methods for assessing student work in social studies.
6. Practice designing 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.

#### EDEM 3335 - Science Methods (P-5) (3)

Objectives, experiences and methods of teaching science in the public school. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: Pre-service Certificate; EDUC 2000; Completion of General Education lab science requirements. Offered: TBA.

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

1. Identify essential content (physical, life, earth, space, technology sciences, and health sciences) features of 21st-century science teaching.
2. Prepare lessons that magnify and link major concepts in physical, life, earth, space, technology sciences, and health sciences to real-life experiences.
3. Explore the interdisciplinary connections between science and other content areas.
4. Describe traditional and alternative methods for assessing student work in science.
5. Identify instructional approaches that recognize and include populations underrepresented in science (English Language Learners, female students, students of color, and students with exceptionalities).
6. Practice designing engagements that use inquiry, experimentation, observation, hypothesizing, or other ways of thinking like a scientist, including academic language.

#### EDEM 3336 - Math Methods II (3-5) (3)

Math Methods II is organized to provide candidates with an introduction to methods for teaching children developmentally appropriate topics in problem solving, fact fluency, whole number computation, fraction concepts, decimal and percentage concepts, and algebraic thinking. 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 connect math learning to students' real lives. Candidates will consider the different ways children might represent mathematical concepts, developing practices to help children build connections and see relationships among mathematical ideas. Candidates will also explore characteristics of a classroom environment conducive to mathematical learning in 3rd-5<sup>th</sup> grade 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.

Prerequisite: EDUC 2000 Offered: Athens: Spring, Demorest: Fall.

1. Demonstrate an understanding of students' development of mathematical concepts and computation. InTASC: 1, 2, 3, 5, 6, 7, 8
2. Analyze and synthesize the basic principles of: whole numbers, fractions, decimals, percents, ratio and proportion, geometry, measurement, statistics and probability, integers, pre-algebra, problem solving. InTASC: 1, 4, 5, 7, 8
3. Identify purposes for studying and learning various mathematical computations, concepts, skills, and translate these into real life activities. InTASC: 1, 2, 4, 5, 7
4. Identify and model a variety of commercial and teacher made math manipulatives such as Cuisenaire Rods, Base 10 Blocks, attribute blocks, fraction circles and squares, Unifix cubes, tangrams, Pentominoes, geoboards, Algeblocks and others as required. InTASC: 4, 5
5. Explore and evaluate various methodologies to teach mathematical concepts and skills. InTASC: 4, 5, 7, 8
6. Develop and use knowledge of current philosophies and trends as they relate to the teaching of math. InTASC: 4, 5
7. Explore a variety of problem solving skills and use them in teaching. InTASC: 4, 5

8. Explore and model mathematical concepts, skills, and estimation as they relate to everyday life. InTASC: 1, 2, 4, 5, 7
9. Develop knowledge in, use, and integrate technology in the classroom for mathematics. InTASC: 6
10. Explore and integrate the State Standards and the NCTM Standards for diverse populations in pre-K-5 or 6-8 classrooms. InTASC: 1, 4, 5
11. Observe, record and assess students' behavior and mathematical abilities. Based on the previous, develop, implement and evaluate an instructional plan. InTASC: 6, 7
12. Reflect on her/his own teaching and makes suggestions for improvement. InTASC: 9, 10

#### EDEM 3338 - Reading Assessment (3)

This course is designed to provide future classroom teachers with knowledge of reading- related problems and their causes and to develop their abilities to use instructional strategies appropriately. Emphasis is placed on informal diagnosis and interpretation of reading abilities based on individual case studies and implications for classroom settings. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: EDEM 3331 Corequisite: EDUC 1199 Offered: Athens/Demorest: Fall and Spring.

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

1. Describe reasons for reading difficulties.
2. Identify research-based teaching strategies which embed formative literacy assessment.
3. Administer an informal reading inventory.
4. Use quantitative and qualitative testing procedures, both print and digital, to measure reading performance and abilities.
5. Use data from qualitative and quantitative tools to design a three-day lesson for a single student.

#### EDEM 3339 - Fine Arts for Teachers (3)

This course investigates the disciplines of art, music, drama, and literature for the purpose of enhancing and integrating a creative process approach for instruction in the classroom. Emphasis is placed on applying and synthesizing the concepts of multiple intelligences in the development of classroom curricula. There will be 15 hours of directed field experiences embedded into this course.

Offered: Athens/Demorest: Spring.

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

1.

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

2.

Design and teach a lesson plan using the arts to motivate and inspire learners of all abilities and cultural backgrounds.

3.

Create a digital portfolio of fine arts teaching ideas in a digital platform like Seesaw.

4.

Design assessment strategies that foster teamwork, constructive criticism, higher-order, and critical thinking skills to develop students' sense of creativity, movement, and pride in their original work.



## EDMG—MIDDLE GRADES EDUCATION

### EDMG 3331 - Reading Methods (4-8) (3)

Foundation in the teaching of reading with an emphasis on the traditional and progressive strategies that reflect the reading/writing connections and support embedding reading and writing across the curriculum. Word recognition skills; phonics; comprehension; fluency; vocabulary development; relationship of reading and writing; spelling, listening, oral language, library, dictionary and study skills will be emphasized in how they relate to content area instruction. Directed field-based experience is required.

Prerequisite: Pre-service Certificate Offered: TBA.

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

1. Compare/contrast the major approaches to adolescent reading instruction, incorporating current theories and research practices.
2. Describe research-based strategies and techniques for teaching phonemic awareness, phonics, vocabulary, comprehension, fluency, critical thinking, motivation, and writing.
3. Explain methods of collecting formative and summative data for planning reading instruction.
4. Model research-based strategies for teaching reading comprehension using narrative, expository, poetry, and multi-media in both traditional and digital classrooms.
5. Design an original reading lesson that meets the needs of each learner.

### EDMG 3345 - Teaching in the Middle School (3)

A focus on the nature and diversity of the middle grades learner, the pedagogy appropriate for that age level, and the organization of the middle school. Included are the psychological and sociological principles and practices that aid in determining how to meet the unique educational needs of young adolescents, the history of the development of the middle school and the philosophy of education that determines the curriculum and pedagogy of the middle school. Directed field-based experience is required.

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 their practice, taking appropriate actions to show continual growth as an educator.

## \$name

### EDMG 4499 - Internship II (4-8) (9)

This is a Pass/Fail course

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

Education majors should be aware that prior to Internship II they will undergo a criminal background check as a part of Georgia's pre-service certification. Applications to Internship II may be denied based upon information presented in these background clearances. Before being hired by a Georgia Public School System, another background check including fingerprinting will be conducted by the System.

Internship II is a full-semester experience during which students work full-time under the joint supervision of a certified teacher(s) and college supervisor at a level appropriate to the certification field. Internship II placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus.

Prerequisite: EDUC 2251, EDUC 3111, and EDUC 3151. The student must be fully admitted to Teacher Education and have permission of the Dean of Education. Permission to register form required. Application deadlines will be posted in the School of Education.

Corequisite: EDUC 4497 and EDUC 4498. This course serves as the CAPSTONE experience for Early Childhood and Middle Grades majors. PLEASE NOTE: NO CLASSES OTHER THAN THE COREQUISITES CAN BE TAKEN DURING INTERNSHIP II.

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

COURSE OUTCOMES (CO):

During Internship II the teacher candidate will:

1. support and promote an atmosphere conducive to student learning and one which gives evidence of effective class control and student management in a democratic classroom;
2. use a variety of strategies to encourage physical, social, emotional, aesthetic, and cognitive development of children and adolescence;
3. demonstrate subject matter competency, critical thinking, and attempt to facilitate student learning in meaningful ways;
4. prepare and use Piedmont lesson plans to design learning segments that incorporate developmentally appropriate curriculum and instructional practices;
5. explore a variety of appropriate teaching techniques to meet the needs of diverse learners, taking into account innate abilities, learning styles, and cultural experiences;
6. observe and explore how experienced teachers create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, linguistic differences, and special abilities;
7. demonstrate sensitivity to differences in family structures and social and cultural backgrounds;
8. effectively use technology and a variety of educational materials, including assistive technologies for children with disabilities;
9. model and promote constructivist practices;
10. implement basic health, nutrition, and safety management practices for children;
11. demonstrate an ability and willingness to self-evaluate and to evaluate students using a variety of formal and informal assessments;
12. cultivate and demonstrate such personal qualities as appropriate appearance, enthusiasm, ability to get along well with others, maturity, dependability, standard edited English usage, positive attitude toward teaching and students, sense of humor, and emotional stability;
13. demonstrate a willingness and ability to participate in the broad areas in which teachers are normally involved, such as co-curricular activities, guidance, administrative responsibilities within the classroom, curriculum evaluation and construction, in-service education, and community service; however, teacher candidates should not take on coaching duties during their internship as these positions are generally time consuming and often require missing classroom experiences in order to travel;
14. positively communicate and collaborate with other educators, parents/families, agencies, and the community, and work effectively as a member of a professional team; and
15. demonstrate awareness of and a firm commitment to the profession's code of ethical conduct.

## **EDSE—SECONDARY EDUCATION**

EDSE 3331 - Reading Methods, 6-12 (3)

Foundation in the teaching of reading with a focus on a balanced literacy program through the integration of reading across the curriculum. Developmental reading programs, whole language, emergent literacy, phonemic awareness and reading readiness will be addressed. Emphasis will also be placed on engaging diverse learners through various approaches and responses to reading. There will be 15 hours of directed field-based experiences embedded into this course.

Prerequisite: EDUC 2251

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

## COURSE OUTCOMES (CO):

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

1. Explore, compare, and contrast the major approaches to reading instruction, incorporating current theories and research practices
2. Establish an understanding of what occurs during reading by observing and collecting relevant instructional data on student performance during reading lessons.
3. Describe, discuss, and synthesize the elements that are involved in a total reading program.
4. State the conditions that are most conducive to the development of competent readers.
5. Define phonemic awareness and provide examples.
6. Understand the concept of phonics and how phonics instruction can contribute to reading ability.
7. Understand theory and research on emergent literacy.
8. Describe techniques for working with children who are learning a second language.
9. Demonstrate knowledge and skills for effective ways to organize and manage reading instruction in the classroom environment for all students, including diverse learners and children from different cultural backgrounds.
10. Demonstrate understanding of methods for teaching narrative and expository texts.
11. Understand and implement several strategies for teaching vocabulary, word identification and comprehension.
12. Understand various grouping strategies for reading and their particular usefulness.
13. Apply research-based strategies for teaching reading comprehension.

## EDSE 3332 - Language Arts Methods, 6-12 (3)

Designed to be taken concurrently with Internship I, this course will prepare candidates who can identify key components of effective planning for secondary language arts, develop effective plans for teaching language arts to diverse secondary learners, and justify the impact of the context on planning for secondary language arts teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

Prerequisite: Pre-service Certification 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 3334 - Social Studies Methods, 6-12 (3)

This course will prepare teacher candidates who can identify key components of effective planning for secondary social studies, develop effective plans for teaching social studies to diverse secondary learners, and justify the impact of the context on planning for secondary social studies teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

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.

#### EDSE 3335 - Science Methods, 6-12 (3)

Designed to be taken concurrently with Internship I, this course will prepare teacher candidates who can identify key components of effective planning for secondary science, develop effective plans for teaching science to diverse secondary learners, and justify the impact of the context on planning for secondary science teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

Prerequisite: Completion of General Education lab science requirements 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.

#### EDSE 3336 - Math Methods, 6-12 (3)

Designed to be taken concurrently with Internship I, this course will prepare teacher candidates who can identify key components of effective planning for secondary mathematics, develop effective plans for teaching mathematics to diverse secondary learners and justify the impact of the context on planning for secondary mathematics teaching and learning. There will be 15 hours of directed field-based experiences embedded into this course.

Prerequisite: MATH 1000 or general math requirement Offered: TBA.

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

1. Identify and demonstrate how engaging students in mathematical inquiry facilitates students learning and development of scientific knowledge.
2. Develop effective online and in-person lesson plans for mathematics to diverse learners.
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.

## EDUC—EDUCATION

### EDUC 1198 - Current Trends & Issues in Education (3)

The course will address trends and issues that impact the educational establishment. Candidates will explore, analyze, and question current trends and issues that primarily impact schools today. It is important to recognize and critically analyze educational trends and issues. Course survey, inquiry, and discourse will support development of the teacher as informed exemplar ideal. An examination of the media, the professional literature, and data will be the basis of study. Through reading and experiential opportunities, the candidate will explore current trends and issues and analyze and question those which primarily affect education policy and practice. Special emphasis will be placed on multicultural perspectives and pedagogy, especially significant with changing demographics and accountability demands. Broad trend analysis will also address practical classroom application focus of key issues.

Prerequisite: None

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

1. Identify and analyze career paths in education;
2. identify and analyze major issues, trends, and political and societal influences related to schools and the education process;
3. identify knowledgeable professionals in the field and explore, question, and synthesize old and new knowledge of current education trends and issues;
4. identify and analyze outside influences that impact instruction and school governance;
5. state a position on an educational issue or trend in writing and/or orally defend that position in a factual and logical manner using current research;
6. analyze the reports of the media and professional literature, including the policies and actions from the local, state, and federal levels;
7. demonstrate employability (soft) skills;
8. and provide scholarly information to inform others of current trends and issues.

### EDUC 1199 - Introduction to Education (3)

Introduction to education as a profession, with emphasis on the foundations of education, its history and philosophy and the qualities and competencies required. There will be 15 hours of directed field experiences embedded into this course.

Prerequisite: PDMT 1101 (PC 101) and ENGL 1101 (ENG 101). Offered: Demorest: Fall and Spring.

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

1. Develop a personal philosophy of education.
2. Describe current contexts for 21st-century education systems.
3. Identify features of the teaching profession and Piedmont's teacher education program.
4. Identify and discuss characteristics of diverse learners.
5. Evaluate grade-level and content standards.

### EDUC 2000 - Introduction to Professional Practice (3)

Introduction to the practice of teaching with emphasis on foundational skills such as identifying standards, writing learning outcomes, lesson planning, and data collection. The course will also introduce the language of teaching by focusing on specific terminology and acronyms used in the field.

Offered: Demorest: Fall, Spring and Summer.

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

1. Explain the link between effective lesson planning and student achievement;

2. Identify specific learning, social/emotional, and behavioral needs;
3. Explain the value of using a backward planning model for instruction;
4. Align standards, objectives, and assessment in a lesson plan;
5. Explain the efficacy of various models of instruction;
6. Develop lower- and higher-order questions that align with Bloom's Taxonomy;
7. Explain the link between effective classroom management and student achievement; and
8. Plan for effective instruction that meets the needs of all learners.

#### EDUC 2207 - Learning and Cognition (3)

Analysis of the underlying processes of learning and of theory-based strategies for improved learning and teaching. There will be 15 hours of directed field experiences embedded into this course.

Offered: Demorest: Fall and Spring.

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

1. Describe current learning theories.
2. Explain how child/adolescent development affects learning.
3. Identify principles of critical thinking.
4. Discuss brain-based learning in an educational setting.
5. Explain metacognitive strategies for improved learning.

#### EDUC 2250 - Media and Technology for Educators (3)

This course is designed to help students understand and use effective curriculum that includes integrating technology in support of classroom instruction and management. Students will explore ways to help children build a knowledge base of current technologies that include electronic devices that range from programmable telephones to video cameras and computers and will facilitate active P-12 student participation in the learning process. Students in the course will have opportunities to work with basic as well as advanced technologies in addition to traditional media. The course will further provide participants the opportunities to develop skills needed to maintain professional competence in this dynamic aspect of their work. There will be 15 hours of directed field experiences embedded into this course.

Offered: Demorest: Fall, Spring, and Summer.

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

1. Design relevant learning experiences that incorporate digital tools.
2. Demonstrate fluency in learning management systems.
3. Develop digital citizenship and ethical responsibility.
4. Use digital tools to communicate effectively with diverse audiences.
5. Evaluate online content as a critical consumer.

#### EDUC 3306 - Economics in the 6-12 Classroom (3)

A survey of essential economics concepts contained in the State Standards. Designed for middle and secondary teachers of history, geography, economics and other social sciences. Grade appropriate curriculum materials and planning for instruction are addressed.

Offered: Demorest: Fall (every other year).

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

- Describe the major concepts of economics and apply them to individual and community choices. (InTASC 4, 5)
- Retrieve economic lesson plans from the Internet and utilize technology in the delivery of an economics lesson. ( InTASC 5, 7, 8, 10)
- Assess economics lesson plans for middle and secondary classrooms. (InTASC 1, 3, 4, 5, 7, 8, 10)
- Differentiate instruction by teaching the same concept addressing multiple learning styles. (InTASC 1, 2, 4, 5, 7, 8)
- Provide instruction in each of the five areas of economics addressed by the State Standards (GPS) (InTASC 4, 5, 6, 7, 8)
- Describe the roles of the Georgia (GCEE) & National Council on Economic Education (NCEE) and know how to access their services. (InTASC 3, 9, 10)

#### EDUC 3330 - 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, 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 3331 - Reading Methods (3)

Foundation in the teaching of reading with a focus on a balanced literacy program through the integration of reading across the curriculum. Developmental reading programs, whole-language, emergent literacy, phonemic awareness and reading readiness will be addressed. Emphasis will also be placed on engaging diverse learners through various approaches and responses to reading. Directed field-based experience is required.

Prerequisite: Preservice Certificate and EDUC 2000 Offered: TBA.

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

1. Compare the major approaches to reading instruction, incorporating current theories, culturally responsive practices, and research practices.

2. Describe research-based strategies and techniques for teaching phonological awareness, phonics/word accuracy, fluency, comprehension, and vocabulary to diverse learners.
3. Explain methods of collecting formative and summative data for planning reading instruction.
4. Model research-based strategies for teaching reading comprehension using narrative and expository texts in face-to-face and digital classrooms.
5. Design an original lesson plan in two formats, face-to-face and digital, that meet the needs of each learner.

#### EDUC 3333 - Geography in the P-12 Classroom (3)

Survey of the various areas of the world with emphasis on the cultural, economic, political and social developments in relation to the geographic conditions. There will be 15 hours of directed field experiences embedded into this course.

Offered: Demorest: Fall.

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

...increase students' understanding of geographic factors influencing our lives;

1. InTASC 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
2. InTASC 5 - Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

...familiarize students with certain concepts of physical and cultural geography;

1. InTASC 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
2. InTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

...help students understand the importance of geographic factors in world history and current events;

1. InTASC 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
2. InTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

...improve student ability in written and oral expression;

1. InTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

...improve student ability to consider a mass of information, analyze it critically, and form logical, reasonable conclusions;

1. InTASC 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
2. InTASC 5 - Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. InTASC 6 – Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
4. InTASC 8 - Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

During this course students will be provided experiences for the study of...



1. culture and cultural diversity influenced by geographical factors;
2. people, places, and environments;
3. interactions among individuals, groups, and institutions; and
4. how people create and change structures of power, authority, and governance – while they are influenced by environmental factors.
5. United States' engagements with nation-states around the world.

#### EDUC 3337 - Teaching Reading and Writing in the Content Areas (3)

This course is designed to prepare teachers to utilize reading and writing skills as tools for learning in the content areas. Teacher candidates will be able to employ a three-part learning framework and strategies for implementing the framework within their content fields. During this course, candidates will utilize varied types of print and non-print content materials in developing skills for training students in content literacy skills. Individual needs of learners will be addressed in determining the appropriateness of varied grouping strategies and comprehension activities for each learner. There will be 15 hours of directed field experiences embedded into this course.

Prerequisite: Pre-service Certificate Offered: Demorest: Fall.

The main purpose of this course is to introduce you to reading and writing strategies that will enhance learning in middle grades content area classrooms.

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

1. Connect thinking processes to strategies underlying reading, writing, and learning activities in content area teaching.
2. Provide explicit instruction for middle grades students in reading and writing strategies that will enhance their learning in content fields.
3. Plan, introduce, guide and culminate units of instruction that will meaningfully engage students with reading and writing activities to enhance understanding.
4. Provide diverse print and non-print materials for content-area reading.
5. Employ comprehension support in pre-reading, actual reading and post-reading content activities.
6. Provide experiences to enhance vocabulary development in content fields.
7. Utilize formal and informal writing to encourage middle grades students to connect, organize, share and apply content knowledge.
8. Train students in the selection of appropriate study techniques for specific content fields of study.
9. Engage middle grades students with a range of materials and methods for learning about the world and organizing content-area and interdisciplinary inquiry.

#### EDUC 3355 - Exceptional Children (3)

A comprehensive introduction to the education of students with special needs. The intent of this course is to provide educators with the knowledge skills, attitudes, and beliefs that are crucial to constructing learning environments which allow all students to reach their potential. A foundational knowledge in the concepts of co-teaching and differentiated instruction will be emphasized. There will be 15 hours of directed field experiences embedded into this course.

Offered: Demorest: Fall, Spring, Online: Summer.

What happens when students with diverse abilities cannot adapt to the standard education program? The consequences are serious and have lifelong implications. What is the role of a proactive educator in meeting the needs of these students? In this course we will focus on the specific educational needs resulting from exceptionalities among different groups of children and the range of educational programs designed to meet their needs. By the end of the course, the student should be able to:

1. Define who exceptional children are and recent trends in prevalence for exceptionalities in the school-age population.
2. Know the requirements of I.D.E.A. and the historical events that led to its passage.
3. Explain how technology is being used to meet the needs of students with exceptionalities.

4. Discuss major issues concerning the education of exceptional children, including the regular education initiative, inclusion, community-based instruction, mainstreaming, early intervention, assessment.
5. Discuss issues related to culture and diversity and their implications for the identification, placement, assessment, and social acceptance of exceptional children.
6. Describe the definitions of physical, emotional and sexual child abuse, indicators, and the responsibilities of the classroom teacher.
7. Describe the definitions, characteristics, etiology, and educational needs of students with Intellectual disabilities, learning disabilities, communication disorders, hearing impairments, vision impairments, emotional/behavior disorders, attention deficit hyperactivity disorders, severe and multiple disabilities, and those identified as gifted.
8. Discuss transition and lifespan issues for all areas of exceptionalities.
9. Understand issues of advocacy for students with exceptionalities and their families, know the role of the Student Support Team (SST) and how to make an appropriate student referral, know the role of participants in an IEP meeting, describe appropriate modifications for students with exceptionalities, and provide appropriate information to families.
10. Describe the mission and standards of the Council for Exceptional Children (CEC) and understand its national role in professional development.
11. Understand the Information Processing Model (IPM) as it relates to the education of exceptional children.
12. Understand the Response to Intervention Model (RTI) that provides a framework for integrating both general and special education into an inclusive environment.

#### EDUC 3356 - Introduction to Dyslexia (3)

This course provides an overview of the characteristics of individuals with dyslexia. Students will gain an understanding of the foundations of literacy acquisition, knowledge of diverse reading profiles, (i.e., neurological differences in individuals with dyslexia), legal issues surrounding dyslexia, assessment practices for dyslexia, and general approaches to providing literacy instruction to students with dyslexia. The historical perspectives of dyslexia will also be addressed.

Offered: Athens: Fall, Demorest: Fall.

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

1. Identify the neurological differences associated with dyslexia that interact with development and learning.
2. Identify general and specialized curricula used to individualize learning for individuals with dyslexia.
3. Identify multiple methods of assessment and data sources used to make educational decisions for students with dyslexia (e.g., identification, progress monitoring).
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 3359 - 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. Identify 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 4421 - Characteristics of Gifted Students (3)

This course is the first in the sequence of three leading to the Georgia In-Field Gifted Endorsement. It serves as an introduction to the field of gifted education, with a focus on gifted learners. The goal of this course is to develop students' understanding of the defining characteristics and needs of diverse populations of gifted learners. Students also explore the foundations of gifted education practice, including relevant definitions of the term "gifted", historical events that have shaped the development of the field, and current issues and trends impacting gifted education.

Offered: Demorest: Fall, Spring, and Summer.

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

1. Identify issues related to screening and identification of gifted students
2. Identify the major characteristics (behavioral and developmental) of gifted students in preschool through secondary education.
3. Explain the characteristics of gifted students with respect to their needs (e.g., cognitive, academic, social, or emotional).
4. Discuss educational recommendations based on the needs (e.g., cognitive, social, academic, or emotional) of individuals with gifts and talents.

#### EDUC 4422 - Assessment of Gifted Students (3)

The goal of this course is to develop students' knowledge and skills related to assessing gifted abilities in individuals from different backgrounds (e.g., racial/cultural/ethnic group membership, age, gender, disabling conditions, economic, and language). A major component of the course is the study of assessments and procedures that encourage informed educational decisions for students who need gifted program services. Additionally, candidates learn to use assessment instruments and procedures to evaluate the response of gifted students to programming intended to address their unique learning needs. The policies and practices for serving gifted students in Georgia provide the primary context for the instruction

Prerequisite: EDUC 4421 with grade of B or higher Offered: Athens: Fall, Spring, and Summer.

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

1. Explain basic terminology related to the assessment of gifted students.
2. Explain various identification criteria used within gifted education.
3. Articulate the processes and procedures for assessing students using Georgia Criteria in the areas of mental ability, achievement, motivation, and creativity.
4. Design performance tasks within a specific content area or grade level to evaluate instruction and monitor the progress of gifted students.
5. Interpret standardized test properties and scores for the purposes of identification of and program placement/development for gifted students, including those from diverse backgrounds.
6. Identify supports for gifted learners based on assessment data

#### EDUC 4423 - Programs, Curriculum and Methods for Gifted Students (3)

This course focuses on effective programs, curriculum, and instructional strategies to facilitate the development of gifted learners from diverse backgrounds and with strengths in varied domains. Central to the course is information concerning the differentiation of instruction for gifted learners based on their characteristics and needs, as well as theory and practices in instructional design and modification. Both theory and practice are considered within the context of the delivery models defined in the State of Georgia's guidelines for gifted education.

Prerequisite: EDUC 4421 and EDUC 4422 with grades of B or higher Offered: Athens: Fall, Spring, and Summer.

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

1. Identify the underlying principles related to curriculum modification for gifted students.

2. Identify the underlying principles related to differentiated instruction for gifted students.
3. Investigate resources (materials, learning activities, teaching strategies, and assessments, e.g.) that meet the needs of gifted learners from diverse backgrounds.
4. Design instructional plans for facilitating qualitatively differentiated curriculum for gifted learners.
5. Identify appropriate foundations (theoretical models, programs, prototypes, and educational principles) for the development of differentiated programming and curriculum for gifted students.
6. Discuss the impact of current trends (social, cultural, political, and economic issues, policies, and practices) on program planning and instruction of gifted students.

#### EDUC 4457 - 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 and Spring.

Upon the 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 multitiered system of support model.

#### EDUC 4479 - Internship I (1)

In the field of teacher education, the most vital phase of a candidate's preparation is the field experience. For approximately 15 weeks, teacher candidates will observe and investigate the process of teaching and learning. The internship experience is performed in a carefully selected school reflecting the grade level/content area at which certification is sought, under the direction of the University supervisor and a qualified classroom teacher. For successful candidates, the experience will culminate with passage into Internship II.

During the time spent in the Internship I, the University supervisor will observe the teacher candidate on a regular basis. In addition, the candidates will participate in required class sessions at the Piedmont campus. The class sessions will be scheduled across the semester. Teacher candidates and the host teachers will be provided with a copy of the schedules at the beginning of the semester.

Candidates who can provide documentation of at least one full semester of work as a para-professional, long-term substitute, or provisional teacher in a fully accredited school are exempted from Internship I. Documentation may include a letter from the Human Resources Department, a letter from the school administrator, or a copy of the candidate's latest TKES evaluation. This exemption does not automatically qualify a candidate for internship II.

Prerequisite: Pre-service Certification Offered: TBA.

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

1. Identify student assets, including personal, cultural, and community assets.
2. Describe experiences that meet the individual needs of all learners, including children from diverse backgrounds, children with disabilities, developmental delays, linguistic differences, and special abilities.

3. Compare and contrast classroom routines and student behaviors.
4. Discuss how student assessment data is used to make instructional decisions.
5. Cultivate professional behaviors and dispositions as described in the PBDA and the code of ethical conduct.

**EDUC 4485 - Characteristics of Learners with Autism Spectrum Disorder (3)**

Autism Spectrum Disorder (ASD) is a broad disability category that is composed of three primary behavioral characteristics: deficits in socialization, communication, and a narrow range of interests/activities. Individuals with ASD vary in their intelligence, behaviors, and abilities. The purpose of this course is to provide teacher candidates with an in-depth look at these behavioral characteristics associated with ASD in an effort to understand the implications for academic achievement and behavioral success in school, home, and community settings.

Offered: TBA.

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

Outcome	CECStandards	InTASCStandards	Evaluation
1. Identify the social/communication, and behavioral characteristics associated with students ASD.	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h	1, 7, 9	Lessons and Quizzes and Movie Review
2. Identify and discuss the history of ASD diagnosis.	5c		Lessons and Quizzes
3. Identify and discuss the theories of etiology of ASD.	5f	1, 7, 9	Lessons and Quizzes and Reflection
4. Identify and discuss the eligibility requirements for ASD.	4c, 5a, 5d, 5e	2	Lessons and Quizzes and Reflection
5. Identify and discuss special education services and placement options for individuals with ASD.	2a, 2b, 2c, 5b	1, 3, 6	Lessons and Quizzes and Field Experience
6. Identify and discuss the inter-relatedness of social skills, communication, self-regulation, and behavior, and the impact these can have on academic performance, behavioral success, and community acceptance for individuals with ASD.	1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a, 2b, 2c, 4a	1, 2, 8	Lessons and Quizzes, Movie review, and Field Experience
7. Identify and discuss sensory issues and how these may interfere with academic and behavioral performance at school and in the community setting.	5e	2, 8	Lessons and Quizzes, Reflection, and Movie Review

**EDUC 4486 - Instructional Methods for Learners with Autism Spectrum Disorder (3)**

Autism Spectrum Disorder (ASD) is a broad disability category that is composed of three primary behavioral characteristics: deficits in socialization, communication, and a narrow range of interests/activities. Many students with ASD are educated in the regular classroom with their like age peers, using the same curriculum. To this end, this course will examine evidenced based methodology for educating students with ASD from the ages of pre-school to post-secondary level.

Prerequisite: EDUC 4485 Offered: TBA.

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, and limited interests/activities.	2a, 2b, 2c	1, 2, 8	Exam, Assignment, and Field Experience
4. Identify effective educational protocols for students with ASD.	2a, 2b, 2c	4	Exam and Assignment
5. Identify and demonstrate effective instruction of social skills for students with ASD.	2c	2, 3, 9	Exam and Assignment
6. Design and evaluate instructional programs based on the principles of Applied Behavior Analysis.	2a, 2b, 2c	2	Exam and Assignment
7. Perform response-prompting procedures such as CTD, PTD, SLP, MLP, and naturalistic strategies to teach CCGPS and functional skills.	2a, 2b, 2c	4, 6, 7	Field Experience
8. Understand and analyze variables that increase efficiency of instruction.	4d	2, 3, 4, 8, 9	Assignment and Field Experience
9. Collect and analyze instructional data to guide instruction.	4e	6, 7, 9	Assignment and Field Experience
10. Use appropriate adaptations and technology for all individuals with exceptionalities.	3e	1, 2, 6, 7, 8, 9	Exam and Assignment

#### EDUC 4487 - The Autism Advisor (3)

The purpose of this class is to teach candidates the skills to become the ASD Advisor for their school and/or school district. Beyond teaching students with ASD to become their own self-advocates, candidates will be trained in collaborating with other educators, staff members, parents, and community members who teach and interact with individuals with ASD. This course focuses on teaching candidates effective, direct communication skills, concise meeting management skills, and consultative listening and writing skills. Students must have a B or higher in this course to be eligible for the endorsement.

Prerequisite: EDUC 4486 Typically Offered: Fall, Spring, and Summer. Offered: TBA.

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

Outcome	CEC Standards	InTASC Standards	Evaluation
Explain and implement evidence-based programming for self-advocacy for individuals with ASD.	3a, 5a, 5c, 5d	1, 2, 5, 8	Portfolio
Identify systematic evidence-based recommendations for positive behavior support for individuals with ASD.	4f, 5a, 5c, 5e	3	Workshop and Portfolio
Effectively facilitate the "Teachers Helping Teachers" model with a variety of participants.	6a, 6b	2, 8, 9, 10	Video
Demonstrate effective collaboration across all stake-holders for identifying individual strengths, skills and learning preferences for transition planning for individuals with ASD going to other schools and post-school environments.	4a, 4b, 4d, 5a, 5b, 5c	1, 2, 3, 7, 8, 9, 10	Workshop, Portfolio, and Video
Demonstrate effective academic and behavioral collaboration for teachers and ancillary staff educating students with ASD.	5a, 5c, 6a, 6b	1, 3, 4, 5, 6, 9, 10	Workshop, Portfolio, and Video

#### EDUC 4489 - Internship II (3)

For approximately 15 weeks, teacher candidates apply the principles, knowledge, understanding, and skills they have acquired during their entire educational program. The internship experience is performed in a carefully selected school reflecting the grade level at which certification is sought, under the direction of the University supervisor and a qualified classroom teacher. A co-teaching model will be used during internship II. Piedmont University offers training for school which consist of co-planning, co-instruction, and co-assessment.

During the time spent in the internship, the University supervisor will observe the teacher candidate on a regular basis (at least 4 times). In addition, the candidates will participate in required class sessions at the Piedmont campus. The class sessions will be scheduled across the semester. Students and the host teachers will be provided with a copy of the class schedules at the beginning of the semester. Regard these classes just as you would staff meetings, in-service training or any other meeting which a host teacher might attend during a school day.

Candidates seeking a professional or advanced internship must be employed within their certification field and have prior approval from their employing school system. Professional and advanced interns are required to complete all internship assignments and attend on-campus meetings as directed.

Offered: TBA.

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

1. Describe the impact of student assets and prior academic knowledge on planning, instruction, and assessment.
2. Assist in managing classroom routines and student behaviors.
3. Demonstrate content competency using a co-teaching model.
4. Identify learning patterns in student assessment data.
5. Demonstrate professional behaviors and dispositions as described in the PBDA and the code of ethical conduct.

#### EDUC 4495 - Educational Assessment for All Learners (3)

A comprehensive study of educational assessment and diagnosis, emphasizing concepts of tests and measurements, formal and informal assessments, test development and administration, and the use of diagnostic test results in planning and instruction. The history, legalities, and other ethics of assessment are also discussed. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: One methodology course. Pre-service Certificate. Typically Offered: . Offered: Demorest: Fall and Spring.

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

1. Use the language of assessment.
2. Compare and contrast validity, reliability, and bias.
3. Explain the role of measurement and assessment in the instructional process.
4. Align content, student learning objectives, and assessments.
5. Accurately construct assessments that measure a variety of learning outcomes.
6. Discuss the uses and limitations of student data.

#### EDUC 4497 - Classroom Management (3)

Review of classroom management techniques, behavioral modification, group dynamics, teacher-student interrelationships, leadership styles, peer group influences, appropriate punishment, crisis control, working with special students, student rights, teacher authority, and communication with parents and administration. There will be 15 hours of directed field experiences embedded into this course. A pre-service certificate is required for this course.

Prerequisite: Admission to teacher education, preservice certificate Corequisite: EDUC 4498, EDUC 4499 Offered: Demorest: Fall and Spring.

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

1. Design positive learning environments for diverse students.
2. Develop a classroom management plan.
3. Evaluate frameworks of classroom management.
4. Design interventions for challenging behaviors.
5. Reflect on teacher behaviors that impact classroom climate.
6. Practice and develop communication skills that foster positive relationships with children and adults.

#### EDUC 4499 - Internship III (9)

For approximately 15 weeks, teacher candidates apply the principles, knowledge, understanding, and skills they have acquired during their entire educational program. The internship experience is performed in a carefully selected school reflecting the grade level at which

certification is sought, under the direction of the college supervisor and a qualified classroom teacher. This experience culminates in the teacher candidate's assumption of a full teaching load for a number of weeks (determined with college supervisor and host teacher) and completes responsibility for all class activities normally carried out by the host teacher. However, a co-teaching model may also be used during internship III. Piedmont University offers training for schools interested in implementing this model which consists of co-planning, co-instruction, and co-assessment and culminates with the teacher candidate's assumption of the lead teacher role for several weeks.

During the time spent in the internship, the college supervisor will observe the teacher candidate on a regular basis (at least 4 times). In addition, the candidates will participate in required class sessions at the Piedmont campus. The class sessions will be scheduled across the semester. Students and the host teachers will be provided with a copy of the class schedules at the beginning of the semester. Regard these classes just as you would staff meetings, in-service training or any other meeting which a host teacher might attend during a school day.

Prerequisite: EDUC 4489 Offered: TBA.

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

1. Identify student assets including personal, cultural, and community assets as well as prior academic knowledge
2. Modify 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 content competency
4. Prepare daily, weekly, and unit lesson plans
5. Use instructional technology, including assistive technologies for children with disabilities
6. Evaluate self-using a variety of formal and informal assessments
7. Examine and discuss student assessment data
8. Analyze and use assessment data to identify learning patterns
9. Cultivate and demonstrate professional behaviors and dispositions as described in the PBDA
10. Demonstrate awareness of and a firm commitment to the profession's code of ethical conduct

EDUC 4788 - Capstone/Exhibition (3)

Designed to synthesize the candidate's graduate experience, culminating in a project that demonstrates the individual's mastery of the graduate program Core Learning Outcomes, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester.

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.

## **ENGL—ENGLISH**

### ENGL 1101 - Rhetoric and Composition (3)

In this writing-intensive course, students will learn to think critically, read contextually, and write persuasively by analyzing a variety of thematically linked texts. A grade of "C" is required to pass.

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

1. Students will develop critical reading skills by reading and discussing non-fiction essays.
2. Students will be able to apply the elements of expository prose and essay/non-fiction writing to their own academic writing.
3. Students will be able to conduct research into the cultural and historical contexts of non-fiction essays and to synthesize that research into their own essays, group projects, and discussions.
4. Students will be able to make distinctions among the various rhetorical modes of composition, patterns of development, and figurative language and to integrate those modes and patterns appropriately into their own writing.
5. Students will be able to understand the importance of syntax, word order, paragraph and sentence structure; and language.
6. Students will be able to monitor their own writing process more effectively as they begin to understand writing as process integrating revision, assessment, awareness of audience and purpose, and importance of MLA documentation, standard usage and mechanics.

### ENGL 1102 - Literature and Composition (3)

Building on skills developed in English 1101, students will interpret and analyze thematically linked literary works and other texts. A grade of "C" is required to pass.

Prerequisite: ENGL 1101 with a grade of "C" or better.

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

1. Development of critical reading skills.
2. Increased familiarity with the production of literary and non-literary texts.
3. Awareness of the importance of cultural, social, and historical contexts in artistic production.
4. Mastery of rhetorical modes of composition, patterns of development, and figurative language.
5. Confidence and sophistication in writing in Standard American English according to the rules of traditional grammar, usage, and mechanics, as well as a command of syntax, word order, paragraph and sentence structure.
6. Confidence and skill in organizing ideas through the understanding of writing as process, revision, and assessment.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

### ENGL 2201 - World Literature to the Renaissance (3)

Analytical reading of major works from the ancient world to the Renaissance; may include Far Eastern literature.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology, including imagery, symbolism, irony, allusions, and figures of speech; familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
2. Awareness of the historical development of cultural forms.
3. Appreciation of issues concerning translation and paraphrase.
4. Confidence in producing original analyses based on close readings of texts and supplemented with academic sources.
5. Sophistication in interpreting and evaluating secondary sources so as to enter the scholarly conversation.
6. Increased self-awareness through informed, imaginative engagement with one's own and other cultures.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

#### ENGL 2202 - World Literature from the Renaissance (3)

Analytical reading of major works from the Renaissance through modern literature; may include - Far Eastern literature.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology, including imagery, symbolism, irony, allusions, and figures of speech; familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
2. Awareness of the historical development of cultural forms.
3. Appreciation of issues concerning translation and paraphrase.
4. Confidence in producing original analyses based on close readings of texts and supplemented with academic sources.
5. Sophistication in interpreting and evaluating secondary sources so as to enter the scholarly conversation.
6. Increased self-awareness through informed, imaginative engagement with one's own and other cultures.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

#### ENGL 2203 - British Literature to 1790 (3)

British literature to the Romantic period.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.
2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the cultural contexts and historical development of literary forms.
4. Appreciation of issues concerning translation and paraphrase.
5. Confidence in producing original criticism based on close reading of a text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

## ENGL 2204 - British Literature from 1790 (3)

British literature from the Romantic age to the present.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.
2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the cultural contexts and historical development of literary forms.
4. Appreciation of issues concerning translation and paraphrase.
5. Confidence in producing original criticism based on close reading of a text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

## ENGL 2210 - United States Literature to 1865 (3)

American literature from the Colonial period to 1865.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Analyze themes and literary styles.
2. Examine form and genre.
3. Discuss the aesthetic and philosophical nature of literary art.
4. Review relevant social and historical parallels.
5. Examine how literary art is made.

## ENGL 2211 - United States Literature from 1865 (3)

American literature from 1865 to the present.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language.
2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the cultural contexts and historical development of literary forms.
4. Appreciation of issues concerning translation and paraphrase.
5. Confidence in producing original criticism based on close reading of a text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

## ENGL 2220 - Ethnic American Literature (3)

A study of America's ethnic voices including but not limited to African-American, Native-American, and Asian-American.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Students read to build an understanding of the texts, of themselves, and of the cultures of the United States; to acquire new information; and for personal fulfillment.
2. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
3. Students apply knowledge of language structure, language conventions media techniques, figurative language, and genre to create, critique, and discuss texts.
4. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
5. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
6. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

#### ENGL 2221 - Women Writers (3)

A study of American women writers and issues of the literary canon.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Students read to build an understanding of the texts, of themselves, and of the cultures of the United States and beyond; to acquire new information; and for personal fulfillment.
2. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
3. Students apply knowledge of language structure, language conventions media techniques, figurative language, and genre to create, critique, and discuss texts.
4. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
5. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
6. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

#### ENGL 2222 - Introduction to Film (3)

A historical review of film history, techniques, aesthetics, genres, criticism.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Understanding and appropriate use of cinematic language and terminology.
2. Familiarity with cinematic genres and devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the historical development of cinematic forms.
4. Appreciation of issues concerning adaptation.
5. Confidence in producing original criticism based on close reading of a filmic text.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

#### ENGL 2225 - Nature Writers (3)

In this course, students explore the natural environment through literature. Discussion and assignments will connect ideas from various academic disciplines in the arts and sciences.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Analyze themes and literary styles.
2. Examine form and genre.
3. Discuss the ethical, aesthetic and philosophical nature of literary views of nature.
4. Review relevant social and historical parallels.
5. Experience the role of ethical and logical debate of policy.
6. Adapt the skills of literary analysis to an understanding of environmental problems.
7. Examine the interrelations between policy decisions that must take account of social, ecological, economic, and political concerns.
8. Practice communications skills in debate and public presentations.
9. Examine your own views of nature and society.

#### ENGL 2226 - Literature of Social Justice (3)

What role does literature have in social justice? How does literature help us think critically about injustice and help us develop empathy? Using Civil Rights activist Lillian Smith as a fulcrum, students will examine depictions of social justice in American literature and beyond in various genres of literature (fiction, memoir, graphic novel, drama, etc.). The course will focus on issues of gender, sexuality, race, class, and other issues.

Prerequisite: ENGL 1102

1. Articulate knowledge about the work of Lillian Smith and its significance in a variety of contexts (historical, artistic, religious, etc.).
2. Think critically about injustice in the context of both contemporary American society and the world through the application of ethical perspectives/concepts to ethical questions.
3. Develop empathy towards and an understanding of the diverse life situations which characterize the human experience. (i.e. Recognize the complex context of ethical issues and the cross-relationships among issues.)
4. Students will engage in thinking about themselves and to lead them to the space where they can discuss their core beliefs and the justification for those beliefs.
5. Through academic research, students will state a position and engage with the objections, responding accurately to the objections.

#### ENGL 2290 - Introduction to Creative Writing (3)

ENGL 2290 is an introduction to the creation, craft, and collaborative endeavor of creative writing in the genres of fiction, poetry, and creative nonfiction.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original poems.

3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

#### ENGL 3000 - Introduction to English Studies (3)

A study of the skills and knowledge necessary for successful pursuit of a degree in English: close reading, critical writing, literary vocabulary, acquaintance with current theoretical issues, and familiarity with bibliographic and electronic resources. Required of all English majors.

Prerequisite: ENGL 1102 with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology, including imagery, symbolism, irony, allusions, and figures of speech; familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
2. Awareness of the varied contexts and historical development of cultural forms.
3. Appreciation of issues concerning translation and paraphrase.
4. Confidence in producing original analyses based on close readings of texts and supplemented with academic sources.
5. Sophistication in interpreting and evaluating secondary sources so as to enter the scholarly conversation.
6. Increased self-awareness through informed, imaginative engagement with one's own and other cultures.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

#### ENGL 3307 - Short Story (3)

Evaluative reading and criticism of selected short stories.

Prerequisite: ENGL 2000-level with a grade of "C" or better.

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

1. Analyzing literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Writing well-structured essays that persuasively pursue a given trope or motif in the literary text(s) under investigation.
3. Demonstrating and applying a working knowledge of literary conventions, terminology, and history.
4. Discussing literary texts in a clear, collaborative, and empathetic manner.

#### ENGL 3308 - Novel (3)

Evaluative reading and criticism of representative novels from the 18th century to the present. Authors may include Fielding, Austen, Trollope, Dickens, Eliot, James, Joyce, Faulkner, and Morrison.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Understanding and appropriate use of language and terminology related to the novel.
2. Familiarity with novelistic genres and devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the historical development of novelistic forms.
4. Appreciation of issues concerning adaptation.
5. Confidence in producing original criticism based on close reading of novelistic texts.

6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

ENGL 3309 - Poetry (3)

Evaluative reading of poetry from all periods, including poems in translation.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Analyzing literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Writing well-structured essays that persuasively pursue a given trope or motif in the literary text(s) under investigation.
3. Demonstrating and applying a working knowledge of poetry conventions, terminology, and literary history.
4. Discussing literary texts in a clear, collaborative, and empathetic manner.

ENGL 3311 - Drama (3)

Evaluative reading and criticism of selected plays. Authors may include Aeschylus, Sophocles, Shakespeare, Jonson, Ibsen, Shaw, O'Neill, Williams, and Beckett.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Understanding and appropriate use of dramatic language and terminology.
2. Familiarity with dramatic genres and devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the historical development of dramatic forms.
4. Appreciation of issues concerning adaptation.
5. Confidence in producing original criticism based on close reading of a dramatic text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

ENGL 3312 - Non-Fiction (3)

A study of literary non-fiction including autobiography/memoir, diaries/journals, slave narratives, oral history, reform literature, and true crime.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

ENGL 3322 - Film and Literature (3)

Students will compare print and filmic story-telling structures and techniques building vocabularies for both and enhancing their critical reading skills of print and cinematic texts.

Prerequisite: ENGL 1102 with a grade of "C" or better. Typically Offered: Demorest Campus: as needed.

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

1. Understanding and appropriate use of literary and cinematic language and terminology.
2. Familiarity with literary and cinematic genres and devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the cultural contexts and historical development of literary and cinematic forms.
4. Appreciation of issues concerning adaptation.

5. Confidence in producing original criticism based on close reading of literary and filmic text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

#### ENGL 3335 - Technical Writing (3)

Comprehensive study of the skills you will need to write scientific and technical documents. The course will introduce the rhetorical principles and compositional practices necessary for writing effective and professional communications, such as reports, instructions, and documentation within various professions.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Participate effectively in individual and collaborative writing processes modeled on production in the professional workplace.
2. Apply technical information and knowledge in practical documents for a variety of both professional and public audiences.
3. Improve editing skills required when writing in a business setting: concision, clarity, coherence, sentence cohesion, accuracy; effective use of summary, paraphrase, rhetorical framing, and transitional devices.
4. Apply the rhetorical strategies and formal elements of specific technical communication genres: abstracts, reports, instructional manuals, technical descriptions, web pages, wikis, and various forms of correspondence.
5. Engage and report research in coherent and ethical manner.
6. Design useful graphic aids as supplements to written documents.
7. Recognize and use professional formatting in print, html, and multimedia modes.
8. Revise and edit writing effectively, including informal documents such as email correspondence.

#### ENGL 3392 - Creative Writing: Poetry (3)

Studies of the various techniques for writing poetry.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original poems.
3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

#### ENGL 3393 - Creative Writing: Non-Fiction (3)

Studies and practice in the various genres of creative non-fiction.

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

1. Through practice with different approaches such as memoir, profile-writing, and immersion, students will gain deeper knowledge and appreciation of the broad genre of creative nonfiction and of the techniques that can make writing engaging in any genre, such as scene structure, dialogue, character development, precise detail, and figurative language.
2. Students will do original research beyond the web, including interviewing and onsite reporting, and will help fact-check each other's work.



3. Students will improve their prose styles through practice with incorporating different grammatical structures into their writing and will become more sophisticated readers through analyzing the style of other writers.
4. Students will strengthen their editorial skills and learn the basics of submitting work for publication.
5. Students will make new discoveries about the creative process and about the subjects they choose to investigate.

ENGL 3394 - Creative Writing: Fiction (3)

Study of the various techniques for writing fiction.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, patterns, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original stories and creative prose.
3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

ENGL 3395 - Creative Writing: Screenwriting, Drama, and Adaptation (3)

Study of the various techniques for writing for screen and stage.

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

1. Rigorous interpretation of meaning, taught mainly through close reading of texts.
2. Pattern and context recognition.
3. Developing and stating an argument, in spoken and written form.
4. Visual and spatial grammar and logic.
5. Understanding how information is produced, how to locate it, and how much faith to put in it.
6. Empathetic understanding of other people and other cultures.
7. Learning to explore rigorously the relationship between cause and effect and to draw plausible inferences.

ENGL 4400 - Print and Digital Publishing (3)

The study of editing and publishing for small press journals. Students will work on Trillium, the student literary journal. Students may earn up to nine hours toward electives.

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

1. Studied a sampling in philosophies of aesthetics.
2. Analyzed several contemporary journals to determine their intended audience, tone, and corresponding conventions.
3. Written a variety of critical and creative texts that demonstrate an engagement with course materials.
4. Critically considered the underlying craft ideology that affects readers' tastes and writers' art.
5. Produced Trillium, which provides a professional, compelling forum to showcase the writing and fine art of Piedmont's students.

ENGL 4401 - Seminar in World Literature (3)

An interdisciplinary approach to world literature in translation with emphasis on world mythologies.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology, including imagery, symbolism, irony, allusions, and figures of speech; familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
2. Awareness of the varied contexts and historical development of cultural forms.
3. Appreciation of issues concerning translation and paraphrase.
4. Confidence in producing original analyses based on close readings of texts and supplemented with academic sources.
5. Sophistication in interpreting and evaluating secondary sources so as to enter the scholarly conversation.
6. Increased self-awareness through informed, imaginative engagement with one's own and other cultures.
7. An ability to define relevant research questions and develop arguments addressing them; summarize and synthesize information from appropriate academic sources; and cite sources using MLA style.

#### ENGL 4402 - Medieval Literature (3)

Survey of British prose, poetry, and drama from the eighth to the fourteenth century; with emphasis on Chaucer and Malory; assigned texts may also include *Beowulf*, works by the *Pearl* Poet, mystery plays, and *Everyman*.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. To read and interpret medieval English Literature through various critical lenses, especially through the lens of the "other."
2. To question the role of women in medieval society and literature.
3. To construct an original 15 source annotated bibliography on some aspect of medieval English literature.
4. To analyze medieval literature through the development of critical essays.
5. To gain a clearer sense of medieval English culture and society through a careful study of the literature.

#### ENGL 4403 - British Renaissance (3)

Survey of major British authors of the sixteenth and seventeenth centuries; authors may include Spenser, Sidney, Marlowe, Donne, Jonson, Herbert, Milton, and Marvell.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Read a selection of major English texts composed in the late 16th and 17th centuries.
2. Discuss textual criticism, close readings techniques, philology, the literary texts themselves, and critical approaches to epics.
3. Discuss thoughtfully and critically the place such material should take in your education.

#### ENGL 4405 - Shakespeare (3)

Survey of Shakespeare's major dramatic works, including poetry.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Use standard critical methods for studying various works by Shakespeare.

2. Integrate textual evidence into written and oral expression and examine divergent perspectives and approaches to literary interpretation.
3. Investigate the historical scholarship, rhetorical elements of literary production, and the range of literary forms used by Shakespeare.
4. Analyze the social, political, and cultural factors that influenced the formation of these texts.
5. Consider oral presentation of verse drama, performance and stagecraft, rhetoric and poetics, and analysis of character, theme, and POV, as well as production issues and textual problems raised by plays that were meant for the stage rather than for the reader.

#### ENGL 4408 - Restoration and Eighteenth-Century Literature (3)

Survey of major British authors of the late seventeenth and eighteenth centuries; authors may include Milton, Dryden, Pope, Richardson, Fielding, Swift, Johnson, Austen.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Synthesize your understanding and appreciation of texts to recognize historical, critical, and literary significance.
2. Recognize the source of much contemporary thinking about life, religion, and education.
3. Place the "age of enlightenment" in the History of Ideas.
4. Learn to read eighteenth-century essays, novels, plays, and poetry with a fresh, appreciative eye; with perceptive and imaginative responses; and with attention to detail.
5. Review the vocabulary of poetic and rhetorical terms.
6. Speak and write about literature in an insightful, sophisticated, and critical manner.
7. Discuss literature as both literary art and performance text, as both instructive and enjoyable.

#### ENGL 4415 - British Romanticism (3)

Survey of English Romantic literature; authors may include Blake, Barbauld, Godwin, Wollstonecraft, Smith, W. Wordsworth, D. Wordsworth, Coleridge, Shelley, Keats, Byron.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Demonstrate knowledge of the major authors and issues of late 18th and early 19th C. literature of England.
2. Demonstrate knowledge of the dominant forms of lyric poetry in the "Romantic" period.
3. Understand social and cultural perspectives in the literature of the period.
4. Understand the writers' formulation of revolutionary and literary practices and ideals.

#### ENGL 4421 - Victorian Literature (3)

Survey of English Victorian literature. Authors may include Tennyson, Carlyle, Mill, Elizabeth Barrett Browning, Robert Browning, Dickens, Thackeray, Trollope, Emily Brontë, Charlotte Brontë, Eliot, Christina Rossetti, D.G. Rossetti, Ruskin, Arnold, Swinburne, Pater, Hopkins, Stevenson, Wilde, Hardy, Kipling, Shaw, and Yeats.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.
2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.

3. Awareness of the cultural contexts and historical development of literary forms.
4. Appreciation of issues concerning translation and paraphrase.
5. Confidence in producing original criticism based on close reading of a text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

#### ENGL 4426 - Twentieth-Century British Literature (3)

Survey of major twentieth-century authors of Great Britain and Ireland, including ethnic literature.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Write well-structured essays that persuasively pursue a given trope or motif in the literary text(s) under investigation.
3. Demonstrate a working knowledge of genre conventions, terminology, and literary history.
4. Discuss literary texts in a clear, collaborative, and open-minded manner.
5. Minimize errors in grammar, syntax, punctuation, and spelling.

#### ENGL 4427 - American Romanticism (3)

Survey of the major nineteenth-century American literature; authors may include Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Read more effectively the early 19th Century literature of United States.
2. Respond more fully to serious literature through literary analysis, research and criticism.
3. Write more effectively through your increasing knowledge of the composition process.
4. Become more aware of the personal, social, and communicative purposes of language, including language for the management of others.
5. Recognize the knowledge, skills, and attitudes that promote constructive interaction between people of differing economic, social, racial, ethnic, and religious backgrounds.
6. Increase your enjoyment of reading.

#### ENGL 4428 - Twentieth-Century American Literature (3)

Survey of major twentieth-century authors of the United States; authors may include Frost, Pound, Eliot, Stevens, O'Neill, Williams, Faulkner, Hemingway, Fitzgerald, Hurston, Wright, Baldwin, Ginsberg, Kerouac, Lowell, Plath, Roth, Morrison, and DeLillo.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Write well-structured essays that persuasively pursue a given trope or motif in the literary text(s) under investigation.
3. Demonstrate a working knowledge of genre conventions, terminology, and literary history.
4. Discuss literary texts in a clear, collaborative, and open-minded manner.

5. Minimize errors in grammar, syntax, punctuation, and spelling.

ENGL 4429 - Multicultural American Literature (3)

Survey of non-canonical texts in American literature with a focus on pedagogical strategies.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Develop critical reading skills through close readings of primary & secondary sources.
2. Negotiate their understanding of the texts during class discussion.
3. Create projects that are logical in their initial claim, are well-organized, well researched, and artfully/gracefully presented.

ENGL 4430 - Literature of the American South (3)

Survey of Southern American literature from the Colonial period to the present; authors may include Jefferson, Douglass, Page, Faulkner, Wright, Welty, O'Connor, Dickey, and McCarthy.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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 4440 - Reading and Writing in the Content Areas (3)

Strategies, cultural issues, reflective practice, motivation, scaffolding, standards, and assessment at the secondary level.

Prerequisite: 2000-level ENGL course with a grade "C" or better

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 4455 - Survey of English Usage for Teachers (3)

Survey of rhetoric, grammar, syntax, and the historical development of English.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Through practice in writing, editing, and style analysis, students will become more confident in their knowledge of grammatical forms and functions and Standard English usage.
2. Students will be able to take an informed approach to devising grammar, reading, and writing lessons for their own future classrooms.
3. Students will improve their prose styles through practice with incorporating different grammatical structures into their writing and will become more sophisticated readers through analyzing the style of other writers.
4. Students will develop increased knowledge of the cultural history of the English language and increased awareness of the ethical issues surrounding language instruction.

#### ENGL 4456 - Teaching Secondary English (3)

A survey of materials, methods, developmental and remediation programs, and library research at the secondary level.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. We will become familiar with reader response criticism as it applies to high school and middle school readers so that you can guide your students to engage critically with texts.
2. We will explore models of young adult reading so that you will be able to facilitate the process of reading and criticism with your students.
3. We will discuss ways of helping students engage in reading across their middle and high school curriculum.
4. We will read, review, and plan lessons around two young adult novels so that we have a rudimentary understanding of what our students are reading and what they like, and how we might use YA literature to hook life-long readers.
5. We will develop ways of evaluating students' reading and critical skills and balancing non-pejorative evaluation with grading.
6. We will discuss the importance of introducing multicultural readings to middle grade and high school readers.

#### ENGL 4460 - Literary Criticism (3)

A seminar on the ideas, methods, and history of literary criticism.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.
2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the cultural contexts and historical development of critical perspectives.
4. Appreciation of issues concerning translation and paraphrase.

5. Confidence in producing original criticism based on close reading of a text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

#### ENGL 4480 - Major Authors (3)

An in-depth seminar study of selected author[s].

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.
2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the cultural contexts and historical development of literary forms.
4. Appreciation of issues concerning translation and paraphrase.
5. Confidence in producing original criticism based on close reading of a text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

#### ENGL 4481 - Seminar in Film (3)

An in-depth seminar study of a selected topic in film; may include a focus on a particular director, period, or style.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

Through close reading and writing, students will expand on the following goals of English 1101:

1. Development of critical reading skills.
2. Increased familiarity with the production of literary and non-literary texts.
3. Awareness of the importance of cultural, social, and historical contexts in artistic production.
4. Mastery of rhetorical modes of composition, patterns of development, and figurative language.
5. Confidence and sophistication in writing in Standard American English according to the rules of traditional grammar, usage, and mechanics, as well as a command of syntax, word order, paragraph and sentence structure; an appreciation of standard and colloquial dialects and regionalisms; an understanding of semantics: nuances of word meaning, ambiguity, euphemism, connotation, and jargon; effective use of documentation; and a knowledge of methods of argumentation and the purposes of writing.
6. Confidence and skill in organizing ideas through the understanding of writing as process, revision, and assessment.

By focusing on literary analysis, students will also develop the following skills:

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.
2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the historical development of literary forms.
4. Appreciation of issues concerning translation and paraphrase.
5. Confidence in producing original criticism based on close reading of a text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.

7. Increased self-awareness through informed, imaginative engagement with other selves.

#### ENGL 4490 - Special Topics (3)

Topics vary. Students may earn up to six hours of credit toward the English major.

Prerequisite: 2000-level ENGL course with a grade of "C" or better.

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

1. Understanding and appropriate use of literary language and terminology; appreciation of the artistic use of the English language, including imagery, symbolism, irony, allusions, and figures of speech.
2. Familiarity with literary genres and literary devices such as plot, setting, characterization, point of view, and theme.
3. Awareness of the cultural contexts and historical development of literary forms.
4. Appreciation of issues concerning translation and paraphrase.
5. Confidence in producing original criticism based on close reading of a text.
6. Sophistication in interpreting and evaluating secondary sources so as to enter the critical conversation.
7. Increased self-awareness through informed, imaginative engagement with other selves.

#### ENGL 4492 - Creative Writing: Poetry (3)

Studies of the various techniques for writing poetry.

Prerequisite: ENGL 3392

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original poems.
3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

#### ENGL 4493 - Creative Writing: Non-Fiction (3)

Studies and practice in the various genres of creative non-fiction.

Prerequisite: ENGL 3393

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

1. Through practice with different approaches such as memoir, profile-writing, and immersion, students will gain deeper knowledge and appreciation of the broad genre of creative nonfiction and of the techniques that can make writing engaging in any genre, such as scene structure, dialogue, character development, precise detail, and figurative language.
2. Students will do original research beyond the web, including interviewing and onsite reporting, and will help fact-check each other's work.
3. Students will improve their prose styles through practice with incorporating different grammatical structures into their writing and will become more sophisticated readers through analyzing the style of other writers.
4. Students will strengthen their editorial skills and learn the basics of submitting work for publication.
5. Students will make new discoveries about the creative process and about the subjects they choose to investigate.



ENGL 4494 - Creative Writing: Fiction (3)

Study of the various techniques for writing fiction.

Prerequisite: ENGL 3394

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

1. Analyze literary texts in order to question, investigate, and draw conclusions about their form, content, patterns, and interpretive ambiguities.
2. Employ a variety of creative devices in the careful construction of original stories and creative prose.
3. Demonstrate a working knowledge of critical concepts and basic theoretical terminology.
4. Discuss peer work in a thoughtful, honest, and empathic manner.

ENGL 4495 - Creative Writing: Screenwriting, Drama, and Adaptation (3)

Study of the various techniques for writing for the screen and stage.

Prerequisite: ENGL 3395

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

1. Increase their knowledge of film terminology and film genres/movie types.
2. Become familiar with methods for film criticism.
3. Learn how to develop characters and backstories and break down movie plots by way of the “beat sheet” and three-act story board.
4. Learn troubleshooting techniques.
5. Analyze literary texts to reach informed conclusions about form, content, and interpretive ambiguities.
6. Develop a working knowledge of critical, conceptual, and theoretical terminology used in the screen writing business.
7. Practice to become thoughtful, honest, and empathic critics.

ENGL 4498 - Senior Seminar Research in English (1)

A seminar research tutorial in preparation for ENGL 4499.

Prerequisite: 18 hours of English or permission of instructor

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

1. Develop a project concept, which may require a review of literary scholarship and review techniques by which scholars analyze and synthesize themes, ideas, and style.
2. Research the relevant criticism in order to prepare materials for the spring semester completion of the project.
3. Discuss the aesthetic and philosophical nature of literary art and literary criticism.
4. Review relevant social and historical parallels.
5. Demonstrate mastery of academic requirements for formal research papers and conference presentations.
6. Demonstrate mastery of editing and revision techniques.
7. Learn to meet deadlines.

ENGL 4499 - Senior Seminar in English (2)

As a capstone experience, students will prepare a major research paper or a creative writing project.

Prerequisite: 21 hours of English or permission of instructor; English majors should enroll during the spring semester of the senior year.

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

1. Develop a project concept, which may require a review of literary scholarship and review techniques by which scholars analyze and synthesize themes, ideas, and style.
2. Research the relevant criticism in order to prepare materials for the spring semester completion of the project.
3. Discuss the aesthetic and philosophical nature of literary art and literary criticism.
4. Review relevant social and historical parallels.
5. Demonstrate mastery of academic requirements for formal research papers and conference presentations.
6. Demonstrate mastery of editing and revision techniques.
7. Write and present a seminar paper.
8. Learn to meet deadlines.

## **ENVS—ENVIRONMENTAL SCIENCE**

ENVS 2070 - Environmental Science (3)

Introduction to the study of man's interaction with the environment. Problems of energy and resource utilization and waste disposal resulting in air, water and land pollution. Lecture only.

Prerequisite: ENGL 1101 (Grade of "C" or better)

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

- Understand the basic concepts related to environmental science including: Renewable energy: the 3 Rs of waste management, Feedback loops, Approaches – Conservation, Preservation, Land Ethic, Population growth rate, IPAT Model, Bioaccumulation/magnification, Trophic levels and energy transfer, GMOs, Traditional and Industrial Agriculture, Greenhouse gases, Species designation (endemic, invasive, etc.)

ENVS 2200 - Introduction to Geographical Information Systems (2)

The course will introduce students to basic concepts and techniques of Geographical Information Systems, covering data acquisition, spatial queries, basic spatial analysis, and cartographic design. Lecture only.

Prerequisite: None

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

1. Be acquainted with basic concepts and techniques of Geographical Information Systems.
2. Develop proficiencies in data acquisition, spatial queries, basic spatial analysis, and cartographic design using ArcGIS software.

ENVS 3300 - Geographical Information Systems Applications (2)

An advanced GIS course that builds on skills developed in GISS 2200. Students will learn about a broad spectrum of GIS applications and will receive oversight in the development of their own mapping project. Lecture only.

Prerequisite: ENVS 2200

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

1. Proficiency in a broad range of GIS applications.
2. Experience designing advanced GIS projects.
3. Collaborative to achieve complex tasks.

**ENVS 3400 - Sustainability (3)**

A survey of 4 major public environmental systems: food/agriculture, energy, water and waste. The course will begin each area with a description of historic and current practices and lead towards discussion of emerging practices that emphasize sustainability.

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

1. Knowledge of current and historic public systems for dealing with food, energy water and waste concerns.
2. Knowledge of alternative practices being proposed or implemented to improve sustainability of those systems.
3. Be able to apply broad knowledge of science from their major to solving pressing problems facing our world.

**ENVS 4930 - Internship in Natural Sciences (1-3)**

This course allows students the opportunity to participate in applied job-related experience in the natural sciences: biology, chemistry, geology or environmental science. The course may be repeated for credit.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

**FREN—FRENCH****FREN 1101 - Elementary French I (3)**

Essentials of French, with special emphasis on oral-aural training in the language. Practice in pronunciation, simple conversation and diction.

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:  
Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, and high-frequency commands about topics that refer to basic personal information or the immediate physical setting.

Reading:  
Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and phrases including cognates and borrowed words.

Writing:  
Novice-Low

1. Reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
2. Copy or transcribe familiar words or phrases.

Culture:

1. Develop a basic knowledge and understanding of Francophone cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Compare and contrast their native language with the French language.
3. Develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
4. Integrate their knowledge of the French language, cultures and customs to appropriately address the differences of multilingual communities.

FREN 1102 - Elementary French II (3)

Continuation of FREN 1101. Readings from selected texts, with special attention to grammar, idioms, verbs and simple composition.

Prerequisite: FREN 1101, its equivalent, or permission of the instructor.

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:  
Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.

Reading:  
Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:  
Novice-Mid

1. Students can reproduce from a memory a modest number of words and phrases in context.
2. Students can supply limited information on simple forms and documents, and other basic biographical information.

3. Students exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.

**Culture:**

1. Students will develop a basic knowledge and understanding of Francophone cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the French language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the French language, cultures and customs to appropriately address the differences of multilingual communities.

## **FRSC—FORENSIC SCIENCE**

### **FRSC 1101 - Criminalistics (3)**

This introductory forensic science course will introduce various methodologies and applications used in the forensic sciences. Students will gain an understanding of how the physical and social sciences intersect to solve crimes. The course will cover the most common types of physical evidence obtained in criminal cases and discuss how evidence recovered from the crime scene moves to the crime laboratory, where it is processed and analyzed.

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

1. Understand the expansive field of forensic science.
2. Understand the collection and handling procedures of physical evidence.
3. Know best procedures for collecting physical evidence from various types of crime scenes.
4. Be able to understand basic forensic science evidence collection and skills required to do such.

### **FRSC 2100 - Essential Practices of Forensic Science (3)**

Basic practices of forensic science including documentation methods (measurements, notes, sketches, and photography), microscopy, communication of results, and integration of concepts from other sciences including chemistry, biology, and physics, as well as mathematics and statistics.

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

1. Have an awareness of some of the various practices used in forensic science.
2. Know the importance of valuable evidence such as trace, impression, document, and drug and alcohol evidence.
3. Be aware of the importance of effective communication.
4. Comprehend oral versus written communication.
5. Understand the basics of investigative report writing.

### **FRSC 3100 - Crime Scene Investigation (3)**

This course examines practical aspects of crime scene investigation. Students will be introduced to the investigative process, procedures that must be adhered to, and challenges faced in the investigation of a crime. Basic protocol and procedures that assist the forensic scientist in conducting a thorough investigative crime scene search will be examined. Procedures such as documenting the crime scene by

sketching, note taking, and photography is of focus in this course. Emphasis is placed on identification, collection, and gathering of evidence.

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

1. Understanding of how to conduct an appropriate and fair scene examination based upon scientific and legally appropriate methods.
2. Knowledge of the elements of a crime scene, working team concept, evidence identification, documentation, preservation, analysis and presentation.
3. How to prioritize evidence processing, evidence collection, evidence analysis and application of this information to a criminal act.

#### FRSC 3200 - Fingerprint Identification & Classification (3)

This course discusses the techniques involved in detection, enhancement, recovery, and preservation of latent fingerprints from the crime scene and physical evidence. The classification component of the course will explain and discuss how fingerprints are classified using the Henry System of fingerprint classification.

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

1. Understand the history and importance of fingerprints in forensic science.
2. Understand the basic concepts of fingerprint identification.
3. Understand the basic concepts of fingerprint classification.
4. Understand the importance of ethical conduct with regard to fingerprint identification and classification.
5. Recognize, identify, recover, process, and document fingerprint evidence.
6. Be aware of the importance of effective communication (oral and written) of fingerprint evidence results.

#### FRSC 4100 - Crime Scene Investigation II Forensic Reconstruction (3)

This course is intended to develop a general understanding of the fundamental components of advanced crime scene reconstruction. The course provides a presentation of various techniques, skills, and methodologies incorporated in crime scene reconstruction. This course is designed to enhance understanding and methodology for reconstruction of crime scenes using bloodstain evidence and ballistic evidence. While the central focus will be bloodstain evidence and ballistic evidence, a considerable amount of time is spent by students analyzing bloodstain patterns and ballistic defects.

Prerequisite: FRSC 1101

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

- Identify the function of bloodstain pattern analysis as it relates to crime scene analysis.
- Identify and recognize the basic categories of bloodstain patterns.
- Identify and explain the methods used to document bloodstain patterns.
- Recognize basic types of ballistic evidence encountered in crime scenes.
- Identify the three areas of study involved in trajectory analysis.
- Recognize the morphology of entry and exit defects produced by bullets
- Explain proper use of a trajectory rod kit.

## FRSC 4200 - Forensic Death Investigation (3)

The course will review basic procedures used when conducting investigations of different types of human death. Knowledge gained in this course will help students understand the investigator's role in the death investigation process, medical examiner/coroner's office, and other death investigation related phenomena. Upon completion of this course, students should have a better understanding of what happens beyond crime scene and criminal investigations.

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

1. Understand appropriate strategies used in the investigations of a death.
2. Each participant expert will lend valuable insight to a variety of investigative techniques.
3. Students will discuss and participate in discussions and practical exercises to enforce an understanding of the current Medico-legal system.
4. To conduct critical analysis of death investigations.
5. Students will be able to identify the current manners of death as well as discuss and design an investigative strategy for a death investigation.

## FRSC 4750 - Internship in Forensic Science (1-3)

Course designed for the optional participation in job-related experience in the field of forensic science.

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

1. Encourage and prepare students to think critically and analytically about the forces and factors that shape the behavior of agencies the intern has worked at.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## FRSC 4900 - Forensic Science Senior Research and Seminar (1)

Integrates the student's knowledge through reading, writing, and discussion concerning current developments in forensic science. This is the capstone experience for forensic science majors.

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

1. Demonstrate a sufficient level of knowledge of political science.
2. Utilize their understanding of disciplinary concepts and ideas by applying them to appropriate research methodologies.
3. Produce a research project using the quantitative and/or qualitative method of social analysis.
4. Demonstrate competence in general education abilities clusters, including writing, speaking, methodology, technology, and critical thinking skills.

5. Display a readiness for entering professional life after college by relying on resume, graduate school application, and interview skills.

## GEOL—GEOLOGY

### GEOL 1101 - Physical Geology (3)

Fundamentals of physical geology: characteristics and origins of rocks and minerals; mechanisms and processes of volcanism, plutonism, metamorphism, weathering, erosion, sedimentation, and lithification; evolution of landforms; continental drift, sea-floor spreading, plate tectonics, and the internal structure of the Earth. Lecture and laboratory.

Corequisite: GEOL 1101L or passing grade in GEOL 1101L

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

- Demonstrate competence in the areas of basic geologic principles, mineralogy, petrology, earth processes, and earth resources as well as the methodology of science.

### GEOL 1101L - Physical Geology Lab (1)

Laboratory portion of Physical Geology. To be taken in conjunction with GEOL 1101.

Corequisite: GEOL 1101 or passing grade in GEOL 1101

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

1. Be able to identify significant rock forming minerals, igneous, sedimentary, and metamorphic rocks.
2. Be able to interpret topography and geology (geologic structures) on topographic and geologic maps.
3. Be able to calculate stream gradients using topographic maps and infer stream 'stage'.
4. Be able to determine groundwater flow patterns from potentiometric surface maps.
5. Be able to recognize shoreline features and sea level changes on topographic maps.
6. Be able to identify seismic waves on a seismic recording.

### GEOL 1102 - Historical Geology (3)

Geologic time, the geologic record, and methods used to interpret Earth's history. Formation and evolution of Earth and Earth's atmosphere; evolution and distribution of plant and animal life on Earth, and prehistoric man. Lecture and laboratory.

Prerequisite: GEOL 1101 and GEOL 1101L

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

1. Know the divisions of geologic time scale and its contents to period Relative and Absolute Dating.
2. Understand and be able to apply the various techniques of relative and absolute dating Evolution.
3. Be able to explain the basic tenants of the evolutionary theory and describe the supporting scientific observations and analysis Fossils and the Fossil record.
4. Be able to describe and recognize assemblages and specific organisms associated with the major geologic eras Major Geologic events associated with each Era, Period, and/or Epoch.
5. Understand the basics global geologic phenomena and be able to correlate these events with geologic time scale. These events include major depositional events, mountain building events, and biologic change (extinctions).

### GEOL 1102L - Historical Geology Lab (1)

Laboratory portion of Historical Geology. To be taken in conjunction with GEOL 1102.

Corequisite: GEOL 1102 or passing grade in GEOL 1102



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

1. Be able to identify key fossils indicative of major time periods and transitions over earth's history.
2. Recognize these fossils by kingdom, phylum, and class where appropriate.
3. Be able to recognize major structural features on geologic maps from which the geologic history can be reconstructed, including environment of deposition, tectonic history, and erosional history.

#### GEOL 2210 - Environmental Geology (3)

Exposure to processes responsible for geologic hazards and mitigating geohazards; human interaction with the geological environment; and evaluation of natural resource extraction and use.

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

- Be able to discuss the occurrence of natural disasters as they relate to plate tectonics, manipulation of slopes and streams, and extraction and use of natural resources.

#### GEOL 3100 - Hydrology (3)

Water is a critical natural resource, and it is not unlimited in abundance or invulnerable to contamination. A major part of the drinkable water of the earth (and water for other important uses) resides in the ground. An understanding, both in a general sense and in a quantitative sense, of the residence and movement of water is vital to maintaining quality of life for humanity. For this reason, this course is not only recommended for geology majors, but for any student whose discipline involves protection or management of or interest in the natural environment.

Prerequisite: GEOL 1101, GEOL 1101L, and ENVS 2070; MATH 2450 preferred

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

- Have in depth knowledge of the water movement above and below ground in response to natural and human altered processes. These outcomes include specifically and understanding of: (1) the hydrologic cycle and activities that influence the mass balance of the global water budget, (2) the occurrence and mechanics of surface water flow, (3) the occurrence and mechanics of ground water flow, and (4) human impacts on surface and groundwater flow and quality.

## GRDS—GRAPHIC DESIGN

#### GRDS 2200 - Foundations in Graphic Design (3)

This course offers fundamental skills relating to visual communication and digital literacy. The course introduces students to the field of design with design concepts and theories such as design thinking. Through studio projects, the students will become familiar with design as a creative, technical, and conceptual process. Students will use type, image, form & color to explore graphic design as a form of visual communication. Emphasis is placed on the design process and basic practices of critique and discussion.

Prerequisite: None

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

1. Ability to produce refined, sophisticated conceptual artwork that illuminates the subject and supports the content.
2. Experiment with solutions, critically analyze the results of their own solutions, and make modifications.

#### GRDS 2250 - Foundations in Graphic Design II (3)

This intermediate-level course is a continuation of GRDS 2200. Students will continue to develop their craft in practicing effective visual communication. Emphasis is placed on concept development and creative problem solving as both an individual designer and within a collaborative environment. Topics include publication design, information design, and interactive processes.

Prerequisite: GRDS 2200

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

1. Ability to produce refined, sophisticated information and graphic design that illuminates the subject and supports the reader/user experience.
2. Experiment with solutions, critically analyze the results of their own solutions and those of their peers and make modifications.

#### GRDS 3200 - Typography (3)

In depth exploration of the typographic form as a method to convey meaning and concept. Topics may include alternative approaches to typography, in depth research of typefaces and conceptual applications of letterforms.

Prerequisite: GRDS 2200, GRDS 2250

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

1. Practice the selection and arrangement of type for effective legibility and readability.
2. Create functional organization of complex information through effective hierarchy and typographic expression.
3. Explore the expressive range of typography as a primary visual, illustrative element.
4. Demonstrate an ability to produce refined, sophisticated information and graphic design that illuminates the subject and supports the reader/user experience.
5. Experiment with solutions, critically analyze the results of their own solutions and those of their peers and make modifications.
6. Create expressive typography resulting in illustration and contemporary typeface design.
7. Demonstrate a deeper awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

#### GRDS 3270 - Interactive Design (3)

The course will explore interactive media trends. Emphasis is placed on user experience and prototyping. Students will research and implement effective ideas solving visual problems in navigation, interface design, and layout design through the use of type, graphic elements, texture, and motion.

Prerequisite: GRDS 2250

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

1. Know fundamental web concepts regarding various web devices.
2. Engage in web production by constructing pages using HTML & CSS.
3. Synthesize complex interactive based projects that exhibit both complete construction, functionality and an understanding of user experiences.
4. Examine the potential of the “art & design process” in developing complex digital media experiences.
5. Evaluate the role of the visual communicator and other key roles in the design and development processes as it applies to the role of an interactive designer.
6. Demonstrate a deeper awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

#### GRDS 4401 - Graphic Design III (3)

Advanced exploration of graphic design across multiple platforms. Students will examine the socio-cultural impacts of the design field and learn to critically assess the processes, outcomes, and effects of design engagement. Students will immerse themselves in a semester-long exploration of topics that engage them.

Prerequisite: GRDS 3270

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

1. Develop and expand web concepts in regards to various web devices.
2. Engage in web production by constructing pages using HTML & CSS.
3. Synthesize complex interactive based projects that exhibit both complete construction, functionality and an understanding of user experiences.
4. Examine the potential of the “art & design process” in developing complex digital media experiences.
5. Evaluate the role of the visual communicator and other key roles in the design and development processes as it applies to the role of an interactive designer.
6. Demonstrate an awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

#### GRDS 4410 - Internship in Graphic Design (3)

Internships give students practical work exposure. The student will work either in a business or an agency and will be supervised by external personnel and designated faculty. At the end of the semester students are required to submit a journal explaining the role that they played in the creation of the designs and a complete portfolio with one copy of each design created during the term.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

#### GRDS 4460 - Advanced Graphic Design Studio (3)

This course prepares students to enter the field of design. Students will have the opportunity to develop a comprehensive presentation portfolio for application to either graduate school or employment in a design-related discipline. Students will re-work projects from previous courses to the level of professional presentation quality and create self-promotional materials. The course will address practical knowledge for successful job applications and prepare students for a career in a design field. Prerequisite: GRDS 3270

Prerequisite: GRDS 2200 or consent of instructor.

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

1. Advance concepts, principles, language, and techniques specific to graphic design.
2. Understand design practice.
3. Communicate and critically analyze one’s own design work in relation to current design trends.
4. Develop and strengthen the creative process (through research, sketching, exploring media, variations, and refinements).
5. Demonstrate skills in creative problem solving in the visual arts.
6. Demonstrate an ability to produce refined, sophisticated conceptual design work that illuminates the subject and supports the content.
7. Experiment with solutions, critically analyze the results of their own solutions, and make modifications.
8. Demonstrate a deeper awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

## GRMN—GERMAN

### GRMN 1101 - Elementary German I (3)

Essentials of German, with special emphasis upon oral-aural training in the language. Practice in pronunciation, simple conversation and diction. (Open only to students without equivalent credit in German.)

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:  
Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, and high-frequency commands about topics that refer to basic personal information or the immediate physical setting.

Reading:  
Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and phrases including cognates and borrowed words.

Writing:  
Novice-Low

1. Students can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
2. Students are able to copy or transcribe familiar words or phrases.

Culture:

1. Students will develop a basic knowledge and understanding of German culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the German language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the German language, cultures and customs to appropriately address the differences of multilingual communities.

### GRMN 1102 - Elementary German II (3)

Continuation of GRMN 1101. Reading from selected texts, with special attention to grammar, idioms, verbs and simple composition. Includes laboratory.

Prerequisite: GRMN 1101 or equivalent entrance credit.

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

Speaking:

Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:

Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.

Reading:

Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Novice-Mid

1. Students can reproduce from a memory a modest number of words and phrases in context.
2. Students can supply limited information on simple forms and documents, and other basic biographical information.
3. Students exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.

Culture:

1. Students will develop a basic knowledge and understanding of German culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the German language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the German language, cultures and customs to appropriately address the differences of multilingual communities.

GRMN 2201 - Intermediate German I (3)

A course designed to help students express themselves with ease in oral and written German. Concentration on reading of standard texts. Includes laboratory.

Prerequisite: GRMN 1102 or equivalent entrance credit.

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

Speaking:

Intermediate Low

1. Students are able to handle successfully a limited number of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

Listening:

Intermediate Low

1. Students are able to understand some information from sentence-length speech in basic personal and social contexts.

2. Comprehend words and phrases in questions, and statements about topics that explain simple situations.

Reading:

Intermediate Low

1. Students are able to understand some information from simple connected texts.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Intermediate Low

1. Students are able to create statements and formulate questions based on familiar material using a vocabulary adequate to express elementary needs.

Culture:

1. Students will develop a basic knowledge and understanding of German culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the German language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the German language, cultures and customs to appropriately address the differences of multilingual communities.

GRMN 2202 - Intermediate German II (3)

A continuation of GRMN 2201

Prerequisite: GRMN 2201 or permission of instructor.

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

Speaking:

Intermediate Mid

1. Students are able to handle successfully a variety of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

Listening:

Intermediate Mid

1. Students are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts.
2. Students comprehend words and phrases in questions, and statements about topics that explain complex situations.

Reading:

Intermediate Mid

1. Students are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Intermediate Mid

1. Students are able to write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics.

Culture:

1. Students will develop a basic knowledge and understanding of German culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the German language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the German language, cultures and customs to appropriately address the differences of multilingual communities.

GRMN 4435 - German Cinema (3)

A survey of German film; may include a focus on particular directors, periods, and styles. The course will be taught in English; proficiency in German is helpful but not required.

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

1. Recognize the major directors and works in German cinematic history through representative films.
2. Acquire the vocabulary and skills to understand and interpret the aesthetic and formal elements of visual and film texts.
3. Provide a historical and cultural framework in which to contextualize the discussion of individual films and directors.
4. Understand the conditions of production and reception throughout various periods in the history of moving pictures.
5. Gain the analytical skills necessary for the use of film media in future studies, research, and/or teaching.

## **HIST—HISTORY**

HIST 1111 - World History to the Mid-17th Century (3)

A survey of the main currents of political, social, religious, and intellectual activity from the time of ancient Middle-Eastern civilization to the Age of Discovery.

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

1. Knowledge of the history of the world's civilizations.
2. Understanding and appreciating various cultures and the culture of the society in which they live.
3. Understanding the contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating, and synthesizing information and drawing conclusions.
5. Improved writing as the means of communication.

HIST 1112 - World History Since the Mid-17th Century (3)

A survey of the main currents of political, social, religious, and intellectual activity from the Age of Discovery to the present.

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

1. Increased knowledge of the history of the world's civilizations.
2. Understanding and appreciating various cultures and the society in which they live.
3. Understanding contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating, and synthesizing information and drawing conclusions.
5. Improved writing as the means of communication.

#### HIST 1113 - Transformative Developments in Western Civilization (1500-present) (3)

Is a content course which exposes students to the important discoveries and major political, social, economic, religious, and intellectual activities that have changed Europe and the Middle East from the time of the Protestant Reformation to the present.

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

1. Increased knowledge of the main currents of political, social, religious, and intellectual activities from the Age of Discovery to the present.
2. Increased awareness of the interaction of historical events and personalities.
3. Improved ability in written and oral expression.
4. Improved reading ability.
5. Improved ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HIST 2212 - Pivotal Moments in Recent U.S. History (3)

The political, social, economic and cultural development of the United States from 1912 to the present.

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

1. Increased knowledge of the political, social, economic, and cultural developments that occurred in the United States from the last decade of the nineteenth century to the present.
2. Increased awareness of the interaction of historical events and personalities.
3. Improved ability in written and oral expression.
4. Improved reading ability.
5. Improved ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HIST 3000 - Graphic History (3)

This class examines the subject of history through the medium of graphic history, primarily through graphic history books, films, and documentaries.

Course student learning outcomes:

1. Greater knowledge of the different ways in which historians are presenting their information in varied mediums in the twenty-first century.
2. Understanding and appreciation of key historical topics of today.
3. Better understanding of the contemporary events that are affecting and changing the world.



4. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
5. Improved writing as the means of communication.

HIST 3301 - History of the United States to 1836 (3)

The political, social, economic and cultural development of the United States from the Colonial period to the end of the Jacksonian era.

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

1. Increased knowledge of the political, social, economic, and cultural development of the United States from the Colonial period to the Jacksonian era.
2. Increased awareness of the interaction of historical events and personalities.
3. Improved ability in written and oral expression.
4. Improved reading ability.
5. Improved ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

HIST 3302 - History of the United States, 1836-1912 (3)

The political, social, economic and cultural development of the United States from 1836 to 1912.

Increased knowledge of the political, social, economic, and cultural developments that occurred in the United States from 1836 to 1912.

1. Increased awareness of the interaction of historical events and personalities.
2. Improved ability in written and oral expression.
3. Improved student reading ability.
4. Expanded ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

HIST 3305 - History of Women (3)

Introduction to the history of American women, focusing on women's experiences in family, economic, and public life. Other topics to be examined include the role of women in America's westward expansion, religious revivals, urbanization, immigration and migration, and industrialization.

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

1. Greater knowledge of the history of the world's civilizations.
2. Understanding and appreciating various cultures and the society in which they live.
3. Understanding contemporary events that are affecting and changing the world.
4. Increased knowledge of the lives of women within their historical settings.
5. Improved critical thinking skills through reading, evaluating, and synthesizing information and drawing their own conclusions.
6. Improved writing as the means of communication.

HIST 3310 - Twentieth Century Europe (3)

Europe's economic, social, intellectual and political development since 1870.

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

1. Knowledge of the motives, methods, and results of imperialism.
2. Knowledge of interventionism in social, economic, and international affairs.
3. Knowledge of culturally diverse peoples and institutions.
4. Knowledge of social protest and social change.
5. Knowledge of the role of government and technology and economic depression.
6. Knowledge of global trade, diplomacy, conflict, and war.
7. Knowledge of human rights.
8. Knowledge of economic theories and systems.
9. Knowledge of political theories and systems.

#### HIST 3315 - History of Constantinople and the Roman Empire (3)

The History of Constantinople is a study of the city's political, social, religious, and intellectual activities from its origin until it was conquered by the Islamic Turks and was named Istanbul. As Byzantium it was influenced strongly by the Greeks. When Constantine became the emperor of the Roman Empire he would make it the capital city of the Empire and turn into a Christian city. The city was named Constantinople.

The purpose of the course is to help students gain greater knowledge of the history of the world's civilizations. This, in turn, should aid the students in understanding and appreciating various cultures outside of the society in which they live. Developing critical thinking skills is another learning outcome of the course where students will be required to read, evaluate, and synthesize information and to draw their own conclusions. They will be tested on the information using writing as the means of communication.

#### HIST 3325 - History of Ancient Egypt (3)

The History of Ancient Egypt begins with its earliest beginning and concludes with what Egyptologists identify as the Late Period (767 B.C. - 525 B.C.). The course will concentrate on the political, social, economic and religious developments that transpired in Ancient Egypt.

The purpose of the course is to help students gain greater knowledge of the history of the world's civilizations. This, in turn, should aid the students in understanding and appreciating various cultures and the society in which they live. It will also help the students in understanding better the contemporary events that are affecting and changing the world. The focus of attention in this course will be the civilization of Ancient Egypt. Developing critical thinking skills is another learning outcome of the course where students will be required to read, evaluate, and synthesize information and to draw their own conclusions. They will be tested on the information using writing as the means of communication.

#### HIST 3330 - History of Georgia (3)

Political, economic and social developments in Georgia; the relationship of these developments to those on the national level; a look at some of the outstanding personalities in Georgia's history and the structure of the state government.

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

1. A greater overview knowledge of significant people, places, and events that form a history of our state.
2. Advanced communication skills through reading, writing about, and discussing course materials and ideas.

HIST 3350 - Russia/Soviet Union (3)

History and culture of the peoples of Russia and the former U.S.S.R./Commonwealth of Independent States from the prehistorical period to the present.

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

1. Greater knowledge of the history of the World's civilizations.
2. Understanding and appreciating various cultures and the society in which they live.
3. Better understanding of contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating, and synthesizing information and drawing conclusions.

HIST 3390 - Modern Southeast Asia (3)

The modern transformation of Southeast Asia, focusing on the colonial encounter and its transformational impact on the Southeast Asians.

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

1. Ability to evaluate the impact of the major dynasties and personalities of Asian history.
2. Ability to analyze the evolution of Asia's traditional cultural, social, and political systems into modern entities.
3. Ability to apply knowledge of the West's impact on East Asia to explain the regions current "psyche."
4. Ability to synthesize into a coherent thesis the rise of the Communist state in modern China and North Korea.

HIST 4425 - The Renaissance and Reformation (3)

Cultural, political, social and theological developments in Europe from about 1350 to 1650.

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

1. Greater knowledge of the events that took place during the Renaissance Era and the Protestant Reformation in Europe.
2. Awareness of the decisions made and the actions carried out by certain individuals who lived during the Renaissance and Reformation and how they affected the development of Western Civilization.
3. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
4. Improved writing as the means of communication.

HIST 4430 - History of Spain (3)

History and culture of the people of Spain from prehistory to the present.

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

1. Greater knowledge of the history of Spain.
2. Greater understanding and appreciation of Spanish culture and the other cultures that existed on the Iberian Peninsula.
3. Better understanding of the contemporary events that are affecting and changing Spain and the European Continent.
4. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.

5. Improved writing as the means of communication.

#### HIST 4440 - Hitler's Germany (3)

History and culture of Germany from 1858 to the present.

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

1. Greater knowledge of the history of the world's civilizations.
2. Greater understanding and appreciation of various cultures and the society in which they live.
3. Better understanding of the contemporary events that are affecting and changing the world.
4. Knowledge of the civilization of Modern Germany.
5. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
6. Improved writing as the means of communication.

#### HIST 4490 - Special Topics I (3)

An intensive study of a special topic not otherwise offered in the history curriculum. Topic, methodology, and instructor vary from semester to semester. Course content includes intensive reading, and/or research, and/or field experience.

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

1. Greater knowledge of the history of the world's civilizations.
2. Understanding and appreciation of various cultures and the society in which they live.
3. Better understanding of the contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
5. Improved writing as the means of communication.

#### HIST 4491 - Special Topics II (3)

This course may be a continuation of work done in HIST 4490 or may focus on an entirely different subject.

Prerequisite: HIST 4490

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

1. Greater knowledge of the history of the world's civilizations.
2. Understanding and appreciation of various cultures and the society in which they live.
3. Better understanding of the contemporary events that are affecting and changing the world.
4. Developed critical thinking skills by reading, evaluating and synthesizing information and drawing their own conclusions.
5. Improved writing as the means of communication.

## **HSCS—HEALTH SCIENCE**

#### HSCS 1101 - Emergency Techniques (2)

Principles and techniques in the emergency care of injuries and conditions to the physically active. Content will include, but is not limited to, CPR, basic life support, AED usage, oxygen administration, Heimlich maneuver, emergency response and the healthcare chain. Special consideration will be given to blood-borne and airborne pathogens and the prevention of disease transmission

Offered: Demorest : Fall and Spring.

Learning Outcomes:

1. Students will recognize when rescue breathing, CPR, AED, adjunct airways, and/or oxygen use is indicated and apply those skills according to current accepted practice protocols.
2. Students will explain the proper procedures and rationale for managing external hemorrhage (e.g., direct pressure, pressure points, tourniquets) and demonstrate procedures to manage it using aseptic or sterile techniques, approved sanitation methods, and universal precautions used in the cleaning, closure, and dressing of wounds.
3. Students will describe the hospital trauma level system and its role in the transportation decision-making process.
4. Students will select and apply appropriate splinting material to stabilize an injured body area (including spine boarding).
5. Students will describe and perform scene, primary, and secondary surveys, including assessment of vital signs and level of consciousness, activation of emergency action plan, and a medical history appropriate for the patient's ability to respond.
6. Students will instruct the patient in home care and self-treatment plans for acute conditions.
7. Students will explain the indications, guidelines, proper techniques, and necessary supplies for removing equipment and clothing in order to access the airway, evaluate and/or stabilize an athlete's injured body part and demonstrate those skills.
8. Students will explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss, acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration, and environmental assessment.
9. Students will summarize current practice guidelines related to physical activity during extreme weather conditions (e.g., heat, cold, lightning, wind).
10. Students will obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.
11. Students will explain and discuss the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: Cardiac arrhythmia or arrest, Asthma, Traumatic brain injury, exertional heat stroke, hyponatremia, exertional sickling, anaphylactic shock, cervical spine injury, and lightning strike.
12. Students will explain and practice disinfectant procedures to prevent the spread of infectious diseases and to comply with Occupational Safety and Health Administration (OSHA) and other federal regulations.

#### HSCS 1105 - Medical Terminology (2)

Designed to familiarize the student with the language of medicine including the human body, medical conditions and processes. Focus is on root words, prefixes and suffixes for word building.

Offered: Online: Fall, Spring, Summer.

Learning Outcomes:

1. Explain why understanding medical terms are important.
2. Describe how words are put together to make a term.
3. Define terms related to body structures and regions, directions and positions, and colors.
4. Explain terms used in medical records and case studies.
5. Utilize common abbreviations used in health care.
6. Define combining forms, prefixes, and suffixes related to each body system.

### HSCS 1110 - Introduction to Health Sciences (3)

This course introduces the basic components of health science professions, including the roles, responsibilities, employment options, and skills used by athletic trainers and other allied healthcare professionals. Evidence-based practice principles, ethical decision making, basic medical terminology, and use of medical records are also included. A minimum of 25 hours of clinical observations are required for students applying to the Athletic Training Program.

Offered: Demorest: Fall and Spring.

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

1. Students will define the legal, moral, and ethical parameters that define various healthcare professions.
2. Students will identify and explain the statutes that regulate the privacy and security of medical records.
3. Students will describe federal and state infection control regulations and guidelines, including universal precautions, for the prevention, exposure, and control of infectious diseases.
4. Students will identify key regulatory agencies that impact healthcare facilities and describe their function in the regulation and overall delivery of healthcare.
5. Students will identify and explain the components of a pre-participation examination to identify conditions that might predispose patients to injury or illness.
6. Students will describe common health insurance models, insurance contract negotiation, and the common benefits and exclusions identified within these models.
7. Students will describe the role of strategic planning to assess and promote organizational improvement and use its concepts as part of facility design.
8. Students will identify components of the budgeting process including purchasing, requisition, bidding, request for proposal, and inventory.
9. Students will describe the role of exercise and nutrition in maintaining a healthy lifestyle and preventing injury/illness.
10. Students will identify injury/illness risk factors associated with participation in physical activity and related components of an injury and illness prevention program.
11. Students will describe signs and symptoms of injuries and illnesses commonly sustained by patients and the steps taken to administer proper initial care.
12. Students will describe injury evaluation and rehabilitation program components including therapeutic modalities for injuries/illnesses sustained by patients.
13. Students will identify protective equipment used by various athletes, including the committees who regulate that equipment.
14. Students will describe characteristics of common musculoskeletal and nerve injuries.
15. Students will describe emergency procedures and steps, including evaluation of cardiac and respiratory emergencies.
16. Students will describe medication administration routes and identify various drug categories used to combat common medical conditions.
17. Students will identify recreational drugs and their effects on the human body.
18. Students will identify basic medical terminology components.
19. Students will describe techniques for improving cardiorespiratory endurance, muscular strength, and flexibility.
20. Students will identify macronutrients and micronutrients and describe their role in maintaining a healthy lifestyle.

### HSCS 2121 - Health Anatomy and Physiology (3)

This course will focus on key aspects of anatomy and physiology necessary for students in allied health professions. It is more specifically geared toward students who will work in the areas of health enhancement education, community health, and kinesiology. However, it is also a beneficial course for those in other health-related areas like nutrition and exercise science. The aim of this course is to provide foundational knowledge of the structure and function, as well as the application of knowledge, of the primary body systems including the

skeletal, muscular, nervous, cardiovascular, respiratory, endocrine, immune, lymphatic, digestive, and urinary systems, as well as body metabolism.

Prerequisite: BIOL 1101 Corequisite: HSCS 2202 Offered: Demorest: Fall.

Learning Outcomes:

1. Understand and comprehend all concepts and content related to health anatomy & physiology.
2. Identify the major muscles and muscle groups of the human body.
3. Relate muscle/joint function to physical education and sport activities.
4. Identify the major systems of the human body.
5. Apply basic principles of anatomy & physiology to fundamental sports skills and movement patterns.
6. Identify and explain equipment and techniques used in the analysis of human movement.
7. Describe, interpret, and evaluate selected research in the area of kinesiology.
8. Identify and correct movement deficiencies of a structural, neurological, or mechanical nature.
9. Identify the components of the human musculoskeletal system and the contribution of each to movement.
10. Describe the healthy state structure and function of the human nervous, endocrine, cardiorespiratory, lymphatic, digestive, and urinary systems.
11. Apply basic principles of anatomy & physiology to fundamental sports skills and movement patterns.

#### HSCS 2200 - Introduction to Health Professions (3)

This course is an introduction to various health professions. It gives students a basic understanding of the U.S. healthcare system, current issues in healthcare, and how healthcare professionals interact within various settings. The course will also provide an overview of common professions and their related job and educational requirements/opportunities. Participants will also conduct a guided self-assessment to use their skills and interests to explore a future career path. Professions discussed will include the following: physicians, nurses, pharmacists, researchers, dietitians, rehabilitation specialists, emergency personnel, administrators, CAM practitioners and many others.

Offered: Demorest: Fall.

Learning Outcomes:

1. Identify major events in the history of health care and/or health professions and use their perceived importance to compare and contrast past and current trends.
2. Compare (health care) work responsibilities, expectations, and challenges in community-based and facility-based institutions.
3. Summarize basic professional standards and characteristics of healthcare workers, and use that information to compare different careers' duties, educational requirements, and employment opportunities.
4. Describe health care professionals' legal and ethical responsibilities.
5. Describe how computers are being used in today's health care environment.
6. Reflect on personal skill set and interests, and discuss ways to research and pursue future career paths in health care using tools like the internet.
7. Identify what skills, attitudes, and behaviors are needed to obtain employment in the health care field, keep that job, and become a professional leader.
8. Describe examples of how health professionals ensure respect for patient and co-worker cultural diversity and respond to potential challenges.
9. Compare and contrast the different roles and responsibilities of members/functional units of the health care team.

## HSCS 2202 - Care and Prevention (3)

This course explores functional anatomy, the five principles of conditioning, and the basic recognition, care, and prevention of common sports injuries. Sphygmomanometer, stethoscope, ophthalmoscope, and otoscope use will also be introduced.

Prerequisite: HSCS 1110 Offered: Demorest: Fall and Spring.

## Learning Outcomes:

1. Students will assess weight loss and hydration status using weight charts, urine color charts, or specific gravity measurements to determine an individual's ability to participate in physical activity in a hot, humid environment.
2. Students will explain the principles of the body's thermoregulatory mechanisms related to heat gain and loss, acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration, and environmental assessment.
3. Students will explain the role of core body temperature, its use during treatment for exertional heat stroke, and practice methods for obtaining accurate measurements.
4. Students will obtain and interpret environmental data (wet bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make decisions regarding the scheduling, type, and duration of physical activity.
5. Students will recognize potentially dangerous conditions related to the environment, field, or playing surface and devise appropriate communication strategies to approach coaches, athletes, parents, administrators, and other relevant personnel to rectify the situation.
6. Students will summarize current practice and workout guidelines related to physical activity during extreme weather conditions (e.g., heat, cold, lightning).
7. Students will determine when a metered-dose inhaler is warranted based on a patient's condition and instruct/assist a patient in its use or that of a nebulizer in the presence of asthma-related bronchospasm.
8. Students will describe and demonstrate the principles and validated methods to measure body composition.
9. Students will recognize when auto-injectable epinephrine (epi-pen) is necessary based on the patient's condition and demonstrate its use.
10. Students will use otoscopes, urinalysis strips, glucometers, peak flow meters, and ophthalmoscopes as part of a clinical examination and determine if observed results are within normal limits or require referral.
11. Students will use standard techniques to measure vital signs and other physiologic functions, including pulse, blood pressure, respiration, oxygen saturation, body temperature, heart/lung/abdominal sounds, and Snellen eye chart as part of a clinical examination and determine if observed results are within normal limits or require referral.
12. Students will use standard techniques to assess neurological function, including cranial nerves, myotomes, dermatomes, and reflexes, and differentiate between normal and abnormal findings to discern any associated pathophysiology.
13. Students will describe components of a physical examination and SOAP note that includes: History, observation/inspection, palpation, muscle function assessment, neurovascular assessment, osteokinematic joint motion, planes and axis, anthropometry, cardiovascular function, pulmonary function, gastrointestinal function, genitourinary function, ocular function, and EENT function.
14. Students will explain and discuss the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: Cardiac arrhythmia or arrest, asthma, traumatic brain injury, exertional heat stroke, hyponatremia, exertional sickling, anaphylactic shock, cervical spine injury, and lightning strike.
15. Students will describe the components of a pre-participation examination, its role in identifying conditions that might predispose the athlete to injury or illness, and demonstrate pre-participation examination techniques.
16. Students will recognize the signs and symptoms and demonstrate appropriate referral for the following conditions: sudden cardiac arrest, environmental illnesses, exertional sickling, rhabdomyolysis, diabetic emergencies, asthma, anaphylaxis, epilepsy, and STIs.
17. Students will recognize the signs and symptoms of catastrophic and emergent conditions and demonstrate appropriate referral following a brain injury (concussion, subdural and epidural hematomas, second impact syndrome, and skull fracture).
18. Students will recognize the signs and symptoms of catastrophic and emergent cervical, thoracic, and lumbar spine trauma and demonstrate appropriate referral.



19. Students will use standard techniques to assess joint range of motion and muscle function/strength and differentiate between normal and abnormal findings to discern any associated pathophysiology.
20. Students will describe the mechanism of injury and recognize the signs and symptoms of orthopedic injuries of the foot, ankle, lower leg, knee, hip, thigh, shoulder, elbow, forearm, wrist, and hand.
21. Students will identify and palpate common musculoskeletal anatomical structures of the following body parts: foot, ankle, lower leg, knee, hip, thigh, shoulder, elbow, forearm, wrist, and hand.
22. Students will describe the mechanism of injury/etiology and recognize the signs and symptoms of common injuries and illnesses to the thorax, abdomen, eyes, ears, nose, throat, and dermatological system.
23. Students will identify and palpate common musculoskeletal anatomical structures of the ears, eyes, nose, throat, thorax, and abdomen.
24. Students will describe musculoskeletal tissues' response to injury and how tissues of the body heal.
25. Students will identify and describe standard diagnostic tests and when each is appropriate to evaluate common injuries and illnesses.

#### HSCS 2210 - Basic Nutrition (3)

The role of food and nutrition in the health and well-being of the individual and family is examined. Sources of nutrients, nutritional requirements and dietary recommendations are studied as well as fundamentals of digestion, absorption, transport, function and metabolism, nutrient deficiency and toxicity.

Prerequisite: BIOL 2100 and BLAB 2100 Offered: Demorest: Fall, Online: Fall, Spring, Summer.

#### Learning Outcomes:

1. Utilize findings from the arts and sciences in determining the role of food and nutrition in clients' lives.
2. Demonstrate relationships between nutrients, their metabolism and nutrition
3. Analyze the changing role of nutrition throughout the life-cycle.
4. Explain the role of the nurse in nutritional based interventions in patient care.
5. Utilize evidence-based practices to determine nutritional interventions.
6. Collaborate and communicate with the dietitian to ensure patient's needs are met.

#### HSCS 2220 - Introduction to Health Processes (3)

Focus is on common diseases and disorders of each body system. Topics include etiology, signs and symptoms, diagnostic procedures, treatment, management, and prevention. Epidemiology and the role of social and environmental health determinants will also be introduced.

Prerequisite: BIOL 2100 and BLAB 2100 (HSCS 1105 recommended). Offered: Demorest: Fall.

#### Learning Outcomes:

1. Describe the basic functions of inflammation and the pathogenesis of immune deficiencies and allergies.
2. Describe the character of modern pathology and its link to societies in the developed and underdeveloped nations.
3. Determine disease processes according to predisposing factors, pathology, and etiology and determine diagnostic, therapeutic procedures, and medications for the disease process they indicate.
4. Gather epidemiological evidence to understand causes of human disease at the population level and describe the relevance or impact to human development and wellbeing.

5. Explain the basic components of how the immune system fights invading pathogens and the role of antibiotics.
6. Explain the basic functions of most of human body systems and describe the pathogenesis of common diseases of those systems, including: Normal structure and function, Pathogenesis and etiology, Signs and symptoms, Common diagnostic tests, General treatment, and Outcomes of diseases.
7. Explain the difference between diagnosis and prognosis and between patient and disease oriented outcomes.
8. Explain the process of malignant transformation, invasion and metastases as well as the pathogenesis of cancer.
9. Explain the role of nutrition in health and disease.
10. Explain what genes are and the role they can play in human disease, including the pathogenesis of genetic and hereditary diseases.
11. List the characteristics of transmissible agents of disease, including: the basic mechanisms of pathogenesis in prion-, virus-, bacteria-, fungus-, and parasite-mediated diseases, common tests used to diagnose disease states, and standard precaution guidelines for disease prevention.
12. Summarize key features and differences of global patterns of disease with a focus on social aspects of health, health inequalities, and environmental exposures can damage health.

#### HSCS 2221 - Kinesiology and Biomechanics (3)

This course applies the physical laws of motion to human performance. Students will learn how the muscles and joints function to produce movement through changes in external and internal forces, how to calculate projectile and body kinematics, and how to evaluate sports skills to improve performance.

Prerequisite: HSCS 2121 Corequisite: BIOL 2100 and BIOL 2100L Offered: Demorest: Spring.

#### Learning Outcomes:

1. Students will describe the principles of osteokinematics and arthrokinematics and their influence on body movement and assess a patient's function for pathomechanical motion.
2. Students will analyze sport skills/movements in the context of the body's mechanical system (body segments) and resulting functional performance.
3. Demonstrate knowledge of the normal anatomical structures of the human body systems and their biomechanical function.
4. Students will use directional terms and cardinal planes used to describe the body and the relationship of its parts.
5. Students will define and apply the principles and concepts of body movement including functional classification of joints, joint biomechanics, normal ranges of motion, joint action terminology, muscular structures responsible for joint movements, skeletal muscle contraction, and kinesthesia/proprioception.
6. Students will apply the laws of motion to sports skills/movements and use those laws to enhance learning or performance.
7. Students will calculate projectile and body kinematic data.

#### HSCS 2270 - Clinical Nutrition (3)

This course covers issues in modern nutrition, public health and chronic disease. We will focus on the major non-infectious diseases present in Western countries that are caused by modifiable lifestyle choices and the role that diet plays in maintenance of health and the risk of chronic diseases. The effects of prescription medications, chemotherapy, and radiation treatments as related to the disease process and nutritional needs will also be explored.

Prerequisite: HSCS 2210 Offered: Online: Spring.

#### Learning Outcomes:

1. Describe metabolic processes of diseases and disorders in relation to nutrition.
2. Explain dietary and lifestyle modifications necessary during various disease states and disorders.

3. Obtain knowledge of the effect of an assortment of diseases and disorders on nutritional status and nutrient requirements.
4. Recognize possible drug-nutrient interactions and the effects on nutrient utilization.
5. Identify the recommended medical nutrition therapy during a variety of diseases and disorders.

#### HSCS 2301 - Health Promotion, Physical Activity, and Wellness (3)

This class is an introduction to the theory of health and wellness promotion. It is designed to provide students with the conceptual foundation necessary to develop, promote, and assess health promotion programs and interventions. Current trends in health promotion for adults and children will be discussed and public health policy and prevention programs evaluated.

Offered: Demorest: Spring.

#### Learning Outcomes:

1. Analyze the impact of culture on health promotion.
2. Articulate a personal philosophy of health and health promotion.
3. Assess public policy for its health promotion and disease prevention implications.
4. Describe local, national, and global trends affecting health and health promotion.
5. Identify and compare models/theories of health promotion.
6. Describe and apply concepts of problem identification, assessment, planning, implementation, and evaluation as pertinent to health promotion.
7. Identify major scientific, societal, communal, and ethical issues in health promotion.
8. Identify the leading causes of illness, disease, and death by gender, age, and population groupings.
9. Plan a health promotion intervention specific to a chosen population.

#### HSCS 2321 - Principles of Athletic Coaching (3)

This course emphasizes a comprehensive approach to the foundations and theories of coaching and will provide an overview of concepts that are essential in the preparation of coaching at various skill and academic levels. Topics include developing a coaching philosophy and leadership style, understanding the psychology aspects in areas such as team cohesion, motivation, and improving player performance, and the physical attributes such as sport nutrition and physical training.

Offered: Demorest: Fall.

#### Learning Outcomes:

1. Develop a coaching philosophy and understand the importance and value of having one
2. Understand objectives and factors involved in selecting a coaching style
3. Recognize principles for coaching with character and developing good sportsmanship in athletes while understanding how to coach and relate to athletes with diverse backgrounds, characteristics, and abilities
4. Know psychological principles for communicating effectively and motivating athletes
5. Develop methods to teach both technical and tactical skills
6. Develop practical evaluation system taking into consideration ones strengths
7. Recognize the issues related to planning, organizing, and directing daily task as a coach and how to manage and delegate things to staff
8. Have knowledge of methods for effective team management as it relates to interpersonal relationships in coaching and how to protect athletes and coaches from risk and liability problems

### HSCS 3301 - Physiology of Exercise (4)

This course explores how the human body functions during the increased demands of exercise. Students will study the metabolic integration of the neuromuscular, cardiovascular, and pulmonary systems. Students will practice physiological evaluation techniques during the laboratory component.

Prerequisite: BIOL 2100, BLAB 2100, and HSCS 3321. Offered: Demorest: Spring.

#### Learning Outcomes:

1. Students will define exercise physiology and its importance in the field.
2. Students will appropriately apply the principles and skills for exercise testing safely and demonstrate evidence-based decision making in planning exercise/training programs for various populations based on data collected.
3. Students will demonstrate appropriate test selection for assessing physiological responses and adaptations to aerobic, anaerobic, and resistance exercise/training.
4. Students will identify and explain age, gender, and other individual differences that may exist and/or affect physiological training adaptations, and performance abilities in various sports and activities.
5. Students will identify and explain the principles and their application of fitness programs by applying clinical reasoning skills to formulate goals and develop plans to improve performance and overall health.
6. Students will collect, analyze, and interpret physiological data collected from various tests and procedures.
7. Students will improve their interpersonal skills by interacting with others in meaningful ways.
8. Students will improve their reading and writing abilities by editing and providing peer feedback on weekly assignments.
9. Students will learn how to read research critically and evaluate it on its merits and impact on society and the field.
10. Students will learn how to write professionally and critique the literature identify relevant information and convey that information through scientific writing.

### HSCS 3311 - Exercise Technique and Lifting (2)

This course presents information on the process of designing scientifically-based resistance training programs, modifying and adapting programs to meet the needs of special populations, and understanding how program design works in the real world. Biomechanics and quality of movement are emphasized.

Prerequisite: HSCS 2221 Corequisite: BIOL 2110 Offered: Demorest: Spring.

#### Learning Outcomes:

1. Define and describe mobility and how it impacts sport performance and health.
2. Understand the principles of training and exercise programming
3. Demonstrate the proper form and fault of the core lifts.
4. Define and explain the elements of a training session including movement prep, Rehab Exercises, Strengthening, Energy System Development and Regeneration.
5. Cue and coach the elements of the training session
6. Develop an athlete-centered coaching philosophy
7. Identify, model, and teach positive values learned through sport participation.
8. Teach and reinforce responsible personal, social, and ethical behavior of all people involved in the sport program
9. Apply knowledge of how developmental change influences the learning and performance of sport skills.

10. Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.
11. Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.
12. Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue, and allow for peak performance at the appropriate time.
13. Plan and implement daily practice activities that maximize time on task and available resources.
14. Utilize appropriate instructional strategies to facilitate athlete development and performance.
15. Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.
16. Know the skills, elements of skill combinations, and techniques associated with the sport being coached.
17. Identify, develop, and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes.
18. Utilize an objective and effective process for evaluation of self and staff.

#### HSCS 3321 - Fitness Assessment and Prescription (3)

This course explores the basic theories and application of physical activity testing and measurement. Students will practice fitness evaluation, exercise prescription for healthy and special populations, and elementary statistical analysis procedures.

Prerequisite: HSCS 2202 and HSCS 2221 or Instructor permission. Offered: Demorest: Fall.

#### Learning Outcomes:

1. Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases.
2. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.
3. Students will compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards, and contraindications and design a fitness program to meet an individual patient's needs.
4. Students will describe contemporary weight management methods and strategies needed to support activities of daily life and physical activity.
5. Students will describe the role of physical fitness in maintaining a healthy lifestyle and preventing chronic disease and administer standard tests, testing equipment, and testing protocols (body composition, posture, flexibility, muscular strength, muscular endurance, power, speed, agility, and cardiorespiratory endurance) to assess their physical status and readiness for activity.
6. Students will explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the body, describe the principles and validated methods to measure body composition, and assess a patient's body composition in relation to their health status or to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density.
7. Students will instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting and/or spotting techniques.

#### HSCS 3330 - Health Care Finance (3)

Provides an understanding of financial information, revenue streams, and stakeholder (providers, consumers, and policy makers) needs to analyze financial position and make management decisions in a health care setting.

Prerequisite: ACCT 2010 and ACCT 2020 (recommended); or instructor permission Offered: Demorest: Spring.

## Learning Outcomes:

1. Discuss the importance of financial information in the health care process.
2. Analyze the relationship between coding, reimbursement and financial processes in health care.
3. Assess methods of health care delivery and the financial implications of each.
4. Evaluate basic health care pricing formulas and determine whether prices are defensible.
5. Examine the major types of asset valuation.
6. Summarize the kind of decisions that are made in capital investment decision analysis.

## HSCS 3331 - Nutrition Through the Life Cycle (3)

This class includes nutrition assessment, individual growth and development, nutrient needs through pregnancy, infancy, childhood, adolescence, adulthood, and older adulthood. Dietary recommendations and disease prevention will be covered.

Prerequisite: HSCS 2210 Offered: Demorest: Fall.

## Learning Outcomes

1. Discuss varying nutrition requirements and recommendations from pre-conception through older adulthood
2. Understand the role nutrition plays in each stage of the life cycle
3. Identify areas of nutritional concern throughout the life cycle
4. Recognize nutrition risk factors that may lead to chronic disease in various stages of life
5. Demonstrate the ability to implement nutrition interventions to improve nutrition and food-related behaviors.

## HSCS 3395 - Cross-Cultural Health (3)

The focus of the course is on health care practices and beliefs in a variety of cultures, which interact with the United States health care system. The course explores cultural diversity and expands awareness of cultures. The purpose is to benefit the health care worker's ability to interact with the American population.

Prerequisite: 6 hours of ANTH, SOCI, and/or PSYC or instructor permission Offered: Demorest: Fall.

## Learning Outcomes:

1. Compare and contrast awareness and knowledge about differences in values and beliefs that can influence health care.
2. Demonstrate awareness of ethnocultural attributes that determines health and disease in specific population.
3. Recognize the impact of global determinants of health status, health needs and methods of providing health services upon health care expectations of selected populations.
4. Analyze selected important health care delivery issues within the context of different ethnic and cultural communities.
5. Evaluate high risk behaviors, nutrition habits and bicultural ecology related to a specific population.

## HSCS 3430 - Athletic Administration (3)

This course introduces the internal and external components of athletic administration from macro and micro perspectives. Topics include sport management, athletic budgeting, game operations, travel administration, risk management, leadership in sport, and facility management. Case studies involving current issues in athletic administration will also be discussed.

Offered: Demorest: Spring.

## Learning Outcomes:

1. Discuss in detail the various components of athletic administration.

2. Identify and evaluate career paths in athletic and coaching administration.
3. Develop and implement strategies for successfully organizing and leading an athletic program.
4. Critically evaluate current events in athletics.
5. Develop a mission statement and set of core values for an athletic program.
6. Create documents that can be used in a coaching portfolio.

#### HSCS 3440 - Sport Psychology (3)

This course includes the scientific study of how individuals behave in sport and exercise and the practical application of that knowledge to performance enhancement strategies. Topics include behavior management strategies, aggression, and group dynamic models in sport and exercise settings, biological and psychological models of personality structure, motivational orientations, psychological interventions, and social dynamics in sport.

Prerequisite: PSYC 1101, or SOCI 1101, or Instructor Permission Offered: Demorest: Spring.

#### Learning Outcomes:

1. Use the origins of sport and exercise psychology research to describe personality structure and the corresponding behavior.
2. Analyze the relationship between learning and motivation.
3. Distinguish the difference between intrinsic and extrinsic rewards, and demonstrate how mental training can be used for performance enhancement.
4. Design a comprehensive goal-setting program for individuals and teams.
5. Create solutions to challenges sport participants experience with stress, anxiety, and arousal.
6. Demonstrate the process of implementing a psychological skills training program.
7. Describe how gender, race, and cultural stereotypes interact with behavior and team building in sport.
8. Relate theories of health and well-being to contemporary sport behavior and suggest prevention and resolution strategies.

#### HSCS 4301 - Applied Exercise Physiology (3)

This course will continue to build on the concepts found in HSCS-3301, focusing on understanding the biochemical response to exercise, interpreting and applying graded exercise test findings, and developing exercise prescriptions for health, fitness, disease prevention, and treatment. Content will connect dietary fueling for activity and physiologic exercise responses for healthy and at-risk populations.

Prerequisite: HSCS-3301 or Instructor Permission Offered: Demorest: Spring.

#### Learning Outcomes:

1. Students will define and describe basic and advanced bioenergetics and physiological processes involved in the body's response to exercise.
2. Students will demonstrate an understanding of bioenergetics, recognizing the different metabolic systems, their interactions, regulation, fuel sources, limitations, and how they apply to exercise and fatigue.
3. Interpret and integrate explanations for the physiological systems responses to exercise in health and fitness, disease prevention and treatment, and environmental challenges.
4. Students will demonstrate appropriate test selection and exercise prescription for health and fitness, disease prevention and treatment challenges in varied populations.

5. Students will identify and explain the principles and their application of fitness programs by applying clinical reasoning skills to formulate goals and develop plans to improve performance and overall health.
6. Students will learn how to read research critically and evaluate it on its merits and impact on society and the field of exercise physiology.
7. Students will learn how to write professionally and critique the literature, identify relevant information, and convey that information through scientific writing.
8. Students will improve their interpersonal skills by interacting with others in meaningful ways.
9. Students will demonstrate an understanding of the structure, function, mechanics, control, limitations, and fatigue of the neuromuscular system to include synaptic transmission, proprioception, muscle contraction, and fiber typing during rest and various modes of exercise.
10. Students will recognize the differences in the physiological response to exercise because of sex and as one progresses through the lifespan.

#### HSCS 4410 - Research Methodology in Health Sciences (3)

This course includes the basic research techniques and scientific writing skills necessary for health care professionals, with a focus on systematic inquiry, the Scientific Method, hypothesis building, reviewing literature, procedure design, and evidence-based practice. The final product of the course will be a complete introduction, review of literature, and methods for an empirical or action research study. We will employ a philosophy of "learning by doing" throughout the course, designed to allow each student to practice the research process.

Prerequisite: MATH 1300 Offered: Demorest: Fall.

#### Learning Outcomes:

1. Students will describe and contrast research and literature resources including databases, online critical appraisal libraries, and other resources and conduct relevant searches to answer a specific clinical question.
2. Students will describe and differentiate the types of quantitative and qualitative research, research components, and levels of research evidence and use a systematic approach to create and answer a clinical question through review and application of existing research.
3. Students will describe the concepts (case definitions, incidence versus prevalence, exposure assessment, rates) and uses of injury and illness surveillance and outcome measures relevant to athletic training and use the resulting data to assess an injury/illness prevention strategy.
4. Students will describe the differences between narrative reviews, systematic reviews, and meta-analyses.
5. Students will improve their interpersonal skills by interacting with others in meaningful ways.
6. Students will improve their reading and writing abilities by editing and providing peers feedback on weekly assignments.
7. Students will learn how to conduct their own research, including: searching the literature, developing a research plan, selecting subjects, and data analysis.
8. Students will learn how to read research critically and evaluate it on its merits and impact on society and the field.
9. Students will learn how to write professionally; specifically, they will learn how to write a formal research proposal and report.
10. Students will use standard criteria or developed scales (PEDro, CAT) to critically appraise the structure, rigor, and overall quality of research studies.

#### HSCS 4411 - Health Policy, Law, and Issues (3)

Focus is on the politics, laws and economics related to the delivery of health care. Issues such as managed care competition and legislation, barrier to and benefits of integration, the role of government in medical care and national health insurance, the increase in medical expenditures, prescription drugs and the pharmaceutical industry.

Offered: Demorest: Fall.



## Learning Outcomes:

1. Students will describe the policymaking process and the legal system that underpin individual (private) and public health care systems.
2. Students will describe and analyze the fundamental problems and contemporary issues in health policy and law and apply an understanding of economics and financial systems to generate possible solutions.
3. Students will describe federal health insurance programs and their connection to access to health care, the uninsured, and health reform.
4. Students will identify the basic legal concepts that underlie the public and private health care systems, including the legal rights and responsibilities of various stakeholders in the health care system and the extensive and complex role played by federal and state law in the protection of the public's health.
5. Students will examine public health preparedness policy to determine its strengths and weaknesses.
6. Students will use systematic reasoning skills to discuss contemporary issues and devise potential policy and/or societal solutions.
7. Students will write a concise and effective policy analysis.

## HSCS 4420 - Exercise for Special Populations (3)

This course is designed to increase the understanding and practical application of exercise to special populations. The students will learn and apply knowledge on how to modify exercise for individuals and groups based on age, medical conditions, and special needs. The areas covered will include, but are not limited to: coronary heart disease, diabetes, asthma, obesity, pregnancy, and the physically and mentally challenged.

Prerequisite: HSCS 3301 and HSCS 3321 or instructor permission. Offered: Demorest: Fall.

## Learning Outcomes:

1. Students will describe and evaluate the merits of exercise as medicine.
2. Students will compare evidence-based guidelines and problem-oriented management to previous medical treatment philosophies.
3. Students will describe and analyze the differences in treating patients with multiple chronic conditions and effects on exercise response.
4. Students will determine appropriate physical activity levels for children and adolescents to prevent future health conditions.
5. Students will describe and differentiate the most common cardiovascular, pulmonary, metabolic, Immunological, orthopedic, neurological, and cognitive diseases.
6. Students will describe exercise testing methods, prescription, management, and goals for individual diseases.
7. Students will improve their interpersonal skills by interacting with others in meaningful ways.
8. Students will improve their reading and writing abilities by editing and providing peers feedback on weekly assignments.
9. Students will learn how to read research critically and evaluate it on its merits and impact on society and the field.
10. Students will learn how to write professionally; specifically, they will learn how to write a formal case report.

## HSCS 4440 - Sport Nutrition (3)

An advanced study of the role of nutrition during sport training, competition/performance, and recovery. Topics include the metabolic and physiologic basis for macronutrient and micronutrient recommendations for activity and their relationship to body composition in an athletic population. The validity and safety of dietetic ergogenic aids are also explored.

Prerequisite: HSCS 2210 and HSCS 3301 Offered: Demorest: Spring.

## Learning Outcomes:

1. Students will describe macro- and micronutrients and rate the importance of each to optimal athletic performance.

2. Students will compare how each type of nutrient (macro- and micro-nutrient) affects the body and assess recommended daily requirements for adults and athletes.
3. Students will analyze how various types of fluids impact the body's hydration status and describe the stages of hydration, warning signs of heat stress/illness and recommend treatments to prevent heat illness.
4. Students will describe prevention strategies and recommended fluid intakes for athletes.
5. Students will describe and compare the categories of ergogenic aids and banned substance by IOC, NCAA, and USOC.
6. Students will evaluate effectiveness and any side effects of the ergogenic aids; this includes assessing components of a supplement labeled and identifying any precautions to ingesting that supplement.
7. Students will examine how foods are digested by the GI tract and identify factors that influence food consumption, absorption, and any GI concerns athletes may have.
8. Students will appraise various factors (food's glycemic index level, nutrition timing, and sleep pattern/cycle) and determine if those factors are beneficial or hinder athletic performance.
9. Students will describe factors (travel, altitude, gender, and age) that affect nutritional needs and determine effective strategies when sports teams travel.
10. Students will examine possible benefits of high-altitude training and any health risks associated with various altitude sicknesses; as well as, assess how gender and age affect the body's response to sport and training.
11. Students will describe oxygen transport/utilization, compare how iron and B vitamins affect the body and assess the oxygen-nutrient performance relationship and strategies to improve fitness/training status.
12. Students will inspect strategies for anti-inflammation and muscular health by addressing the training phenomena of delayed-onset muscle soreness (DOMS) and recommend nutrition agents; as well as, other treatments such as cryotherapy, pharmacological aids, PNF stretching, and proper warm-up and cool-down to ameliorate muscle pain.
13. Students will describe body composition/weight and assessment methods such as strength-to-weight ratio, BMI, BMR, fat-free mass, and body fat percentage.
14. Students will determine how bodyweight impacts performance level, identify various eating disorders (anorexia and bulimia), and formulate strategies to avoid those mental health issues.
15. Students will assess nutrition intake, calculate components of total daily energy expenditure (Basal Metabolic Rate (BMR), thermogenic effect of food, NEAT, and calories expended from exercise) to comprehend the complexity of sports nutrition, meal planning, and weight.
16. Students will describe the three energy systems (ATP-PC, anaerobic glycolytic, and aerobic), the sports that predominate those systems; and, evaluate various nutrition strategies for those specific energy systems.
17. Students will analyze the metabolic demands of various sports and create a personalized meal plan.

#### HSCS 4450 - Health Sciences Capstone (Capstone Course) (3)

Designed to provide students interested in careers in health sciences with the opportunity to understand and learn how to develop important professional competencies as a foundation for practice. The capstone process will emphasize finding the best available current research and applying EBP principles. Furthermore, the capstone experience will involve researching an approved topic from the major core courses and to enhance knowledge and skills in that area. Students are expected to present their findings as part of the requirement for graduation during this course.

Prerequisite: HSCS 4410; Spring semester senior year (other terms with instructor permission) Offered: Demorest: Spring.

1. Students will conduct their own original research project, including: searching the literature, developing a research plan, selecting subjects, and data analysis.
2. Students will define evidence-based practice as it relates to allied health professions and explain the role of evidence in the decision-making process.
3. Students will develop educational healthcare programming specific to a target audience that uses appropriate multimedia tools to create a professional product.

4. Students will identify and implement strategies to educate colleagues, students, patients, the public, and other healthcare professionals about the roles, responsibilities, academic preparation, and scope of practice of athletic trainers.
5. Students will improve their interpersonal skills by interacting with others in meaningful ways.
6. Students will improve their reading and writing abilities by editing and providing peers feedback on weekly assignments.
7. Students will learn how to read research critically and evaluate it on its merits and impact on society and the field.
8. Students will systematically use databases, online critical appraisal libraries, and other resources to create and answer a relevant allied health question of interest.
9. Students will use standard criteria or developed scales (PEDro, CAT) to critically appraise the structure, rigor, and overall quality of research studies.
10. Students will write professionally; specifically, they will write and present a formal research report.

#### HSCS 4499 - Internship in Health Sciences (1-6)

Supervised internship in an approved setting. Students must complete 75 hours on-site per academic credit hour. Internship application and proof of site agreement, memo of supervisor understanding, and signed internship agreement are required no later than 6 weeks before the first day of the internship. Can be repeated for a total of 6 hours.

Prerequisite: Instructor permission. Offered: Demorest: Fall, Spring, and Summer.

#### Learning 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.

## **HSGV - HISTORY AND GOVERNMENT**

#### HSGV 2280 - Introduction to Historiography (3)

This course is designed as an introduction to historical research and it is a required part of the History majors. This course does not meet the requirements for General Education but may be of interest to non-history majors.

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

1. Increased knowledge of the theories, methods, and debates relevant to modern historians.
2. Increased knowledge of how to analyze historical debates.
3. Improved ability in written and oral expression.
4. Knowledge of the profession history, from its history and development to expectations of professional historians today.
5. Improved student reading ability.

6. Improved ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

#### HSGV 4480 - Historiography (3)

The writing of history, concentrating on the major historians and interpretations; philosophies of history and the relationship of history to other disciplines; directed research involving topic selection, source selection, and evaluation; and writing style and form. A formal research paper is a major component of this course. This is the capstone course for the history major and broad field social sciences major in secondary education.

Prerequisite: HSGV 2280

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

1. Knowledge of the theories, methods, and debates relevant to modern historians.
2. Improved ability in written and oral expression.
3. Improved reading ability.
4. Enhanced ability to demonstrate a commitment of critical thinking defined as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

## **IDIS—INTERDISCIPLINARY STUDIES**

#### IDIS 3305 - Cultural Explorations (3)

This course will familiarize students with the educational, political, spiritual, psychological, and cultural aspects of various nations.

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

1. Become aware of the complexity of culture in the country of study.
2. Come to understand the intersection of art, history, and politics in the country of study.
3. Analyze US assumptions of the country of study.
4. Analyze the country of study's assumptions of the US.
5. Analyze own assumptions of the US from the vantage point of distance.

#### IDIS 3398 - Internship (1-6)

The internship is a supervised volunteer learning experience in an agency that links academic knowledge with practice experience. In addition to the volunteer work performed as an intern, the student may be assigned readings related to the internship.

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

1. Understand internship site in the context of knowledge gained through previous coursework.
2. Think critically about the forces and factors that shape the behavior of internship site.
3. Reflect about the relationship between the individual objectives and the outcomes of the internship.
4. Gain knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.

## IDIS 3500 - Lillian E. Smith Studies (3)

Lillian E. Smith was a key figure on the forefront of the movement to end racial segregation in the U.S. A writer from the South, she used her work as a platform to advocate on behalf of social justice, diversity, and equality. This course invites students to explore the work of Lillian Smith and consider how it relates to contemporary U.S. and global society.

Prerequisite: ENGL 1102

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

1. Articulate knowledge about the work of Lillian Smith and its significance.
2. Think critically about injustice in the context of both contemporary American society and the world and understand the multidimensional ways in which society's structure simultaneously privileges and oppresses members of various social groups.
3. Develop empathy towards and an understanding of the diverse life situations which characterize the human experience.
4. Engage the "what can we do?" question, reflect on own agency as an individual, and consider role in addressing social justice and creating a more just, equitable society.

## IDIS 3600 - Community Development (3)

This is an introduction to community and economic development. We will cover a variety of topics including the history and organizational context of community development; factors influencing successful community building; forms of community capital; sustainability; community development in the international context; the relationship between community and economic development; social indicators; best practices; benchmarking; and leadership. Grading will be based on a final exam and a research paper.

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

1. A basic understanding of the broad field of community and economic development.
2. Knowledge of how to proceed with further studies in the field.
3. Ability to apply this understanding within the student's own environment – community, work, family.

## IDIS 4499 - Interdisciplinary Capstone Course (3)

Synthesizes the various aspects of the major designed by the student. The student will reflect upon the material from the various disciplines and integrate the experiences with personal goals.

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

1. Competently review and interpret research appropriate to field of study.
2. Articulate the various complexities and issues associated with conducting research in their field of study.
3. Display knowledge of the key concepts, theories, approaches, and issues in their field of study.
4. Comfortably and competently engage in an independent research project and present their work before an academic audience.

## JPNS—JAPANESE

### JPNS 1101 - Elementary Japanese I (3)

Essentials of Japanese, with special emphasis upon oral-aural training in the language. Practice in pronunciation and simple conversation and writing. (Open only to students without equivalent credit in Japanese.)

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:  
Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, and high-frequency commands about topics that refer to basic personal information or the immediate physical setting.

Reading:  
Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and phrases including cognates and borrowed words.

Writing:  
Novice-Low

1. Students can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
2. Students are able to copy or transcribe familiar words or phrases

Culture:

1. Students will develop a basic knowledge and understanding of Japanese culture. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Japanese language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Japanese language, cultures and customs to appropriately address the differences of multilingual communities.

### JPNS 1102 - Elementary Japanese II (3)

Continuation of JPNS 1101 with addition of learning kanji and simple composition.

Prerequisite: JPNS 1101 or equivalent entrance credit.

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

Speaking:  
Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:

## Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.

## Reading:

## Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

## Writing:

## Novice-Mid

1. Students can reproduce from a memory a modest number of words and phrases in context
2. Students can supply limited information on simple forms and documents, and other basic biographical information
3. Students exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language

## Culture:

1. Students will develop a basic knowledge and understanding of Japanese cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Japanese language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Japanese language, cultures and customs to appropriately address the differences of multilingual communities.

**MATH—MATHEMATICS**

## MATH 1000 - Mathematics for the Liberal Arts (3)

Topics will be chosen from logic, graph theory, combinatorics, probability and statistics, linear programming, game theory, number theory, sets and Venn diagrams, conceptual problem solving and proofs, and selected applications of geometry and algebra.

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

1. Be introduced a wide variety of mathematics beyond the usual algebra-based curriculum often encountered in high school.
2. Understand how to model and solve problems related to real-world situations using the mathematics encountered in this course.
3. Develop thinking skills through mathematical investigation and discovery.
4. Communicate mathematics effectively through neat organized work that outlines each step of the process and may be easily understood by others.

### MATH 1005 - Intermediate Algebra (3)

This course is designed to help equip students with the skills necessary for MATH 1100, University Algebra. Topics will include the real numbers, exponents, functions, linear equations and inequalities, systems of linear equations, polynomials, factoring, rational expressions, quadratic functions and equations, and radical expressions.

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

1. Be familiar with the concept of a variable and how to simplify algebraic expressions.
2. Solve linear equations and inequalities.
3. Sketch graphs of lines.
4. Simplify expressions involving exponents and radicals.
5. Solve quadratic equations and graph parabolas using various techniques (quadratic formula, factoring, completing the square).
6. Simplify rational expressions.
7. Solve related applications.

### MATH 1100 - College Algebra (3)

Analysis and problem-solving in the areas of algebraic operations and inequalities, graphs and functions, polynomial functions (graphs and zeroes), exponential and logarithmic functions. This course does not count toward a mathematics major.

Prerequisite: Minimum Math ACT score of 19 or minimum Math SAT score of 510 or any MATH 1005 or higher with grade at least C, or permission of department

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

1. Determine solutions of linear, quadratic, rational, and absolute value equations and inequalities; and equations with radicals.
2. Sketch graphs of equations and functions.
3. Locate zeros for polynomial functions of varying degree.
4. Apply properties of inverse functions to verify and find inverses of functions.
5. Demonstrate knowledge of the properties of exponential and logarithmic functions.
6. Solve related applications.

### MATH 1113 - Precalculus (3)

Preparation for calculus: fundamentals of algebra, functions and graphs, exponential, logarithmic, and trigonometric functions and introduction to analytical geometry.

Prerequisite: Minimum Math ACT score of 19 or minimum Math SAT score of 510 or any MATH 1005 or higher with grade at least C, or permission of department

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

1. Develop a strong understanding of the definitions of the various elementary functions found in mathematics and their properties, in particular polynomial, rational, exponential, logarithmic, and trigonometric functions.
2. Be able to represent a function using a graph or make interpretations about a function from its graph.
3. Develop a large “toolbox” of calculation techniques and algorithms and be able to recognize when each of these is to be applied to solve a particular problem.
4. Understand how to model and solve problems related to real-world situations using the mathematics encountered in this course.
5. Communicate mathematics effectively through neat, organized work that outlines each step of the process and may be easily understood by others.



**MATH 1300 - Elementary Statistics (3)**

An elementary study of quantitative data, frequency distributions, graphical representations of data, mean and variance of the sample and population, probability distributions, including the binomial and normal distributions, sampling, and hypothesis testing.

Prerequisite: Minimum Math ACT score of 19 or minimum Math SAT score of 510 or any MATH 1005 or higher with grade at least C, or permission of department

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

1. Develop a strong understanding of how to work with and interpret data, and in particular how probability plays in role in constructing confidence intervals and performing hypothesis tests and regression.
2. Be able to represent the results of a study effectively using graphs and sample statistics.
3. Understand when and how to use the various formulas encountered in this course.
4. Understand how to design and conduct a statistical study to answer a particular question.
5. Communicate the results of a study effectively.

**MATH 1600 - Mathematics for Teachers (3)**

This content course is designed for teachers at the elementary school level; topics included are numerical systems, sets and relations, primes and divisors, binary operations and properties, rational numbers, real numbers, problem solving, elementary algebra, geometry, statistics and probability, decimal/fraction/ratio, and proportion/percent operations. This course will not be accepted as part of the requirements of a major in mathematics or as a general education requirement.

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

1. Know mathematics concepts through the use of various models.
2. Model arithmetic problems using several visual and/or tactile modeling techniques.
3. Internalize these modeling techniques and use them to do mental calculations with agility.
4. Appreciate at a basic level some of the internal structure of the number system and the appropriate use of that structure in problem solving.
5. Know the mental processes required to develop a strong foundation in mathematics.
6. Know the pitfalls associated with learning arithmetic, and will reflect upon the student's own insecurities with the subject.
7. Know fundamental concepts of geometry through experiential activities.
8. Work together to solve mathematical challenges.
9. Demonstrate the student's mathematical abilities to others.

**MATH 1700 - Geometry for Middle Grades Teachers (3)**

Review and extensions of Euclidian geometry, with an emphasis on constructions, practical applications, and fundamental proofs.

Prerequisite: Minimum Math ACT score of 19 or minimum Math SAT score of 510 or any MATH 1005 or higher with grade at least C, or permission of department

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

1. Perform proper geometric constructions with a compass and straightedge.
2. Perform proper geometric constructions on The Geometer's Sketchpad dynamic geometry software.
3. Generate informal geometric proofs.

4. Know the relationship of geometry to artistic forms of the mandala and perspective drawing.
5. Know the classic geometrical constructions such as the regular polygons, the golden rectangle, and related spirals.
6. Know the relationship of geometry to number through the relationships of mean proportional, square root, squared length.
7. Know the projections and alternative approximate constructions of the conic sections.

#### MATH 2450 - Calculus I (4)

Derivatives of rational, trigonometric, exponential, and logarithmic functions, applications of differential calculus, functions and graphs, elementary integration theory, and applications to real-world problems. Lecture and laboratory.

Prerequisite: Minimum Math ACT score of 26 or minimum Math SAT score of 610 or a grade of C or better in MATH 1113 Corequisite: MATH 2450L

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

1. Develop a strong understanding of the limit of a function and how we may use limits to define derivatives as the slopes of tangent lines and integrals as areas underneath curves.
2. Be able to use the derivatives of functions to describe their rates of change and how they may be used to describe the functions' graphs and to solve optimization problems.
3. Further develop a large "toolbox" of calculation techniques and algorithms and be able to recognize when each of these is to be applied to solve a particular problem.
4. Understand how to model and solve problems related to real-world situations using the mathematics encountered in this course.
5. Communicate mathematics effectively through neat organized work that outlines each step of the process and may be easily understood by others.
6. Use technology to solve problems and build intuition about the concepts encountered in this course.

#### MATH 2450L - Calculus I Lab (0)

Corequisite: MATH 2450

#### MATH 2460 - Calculus II (4)

Integration of rational, trigonometric, exponential, and logarithmic functions, area and volume, techniques of integration, sequences and series, improper integrals, and applications to real-world problems. Lecture and laboratory.

Prerequisite: MATH 2450 Corequisite: MATH 2460L

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

1. Have a strong grasp of the fundamentals of calculus.
2. Understand how to apply calculus to various applications.
3. Enhance the student's understanding of calculus concepts using technology.
4. Be able to identify when a function has an elementary integral, and if so, how to find it.
5. Understand convergence of infinite series and the relationship between power series and functions.
6. Be familiar with describing curves using parametric equations and polar coordinates, and how to use the tools of calculus in these situations.

#### MATH 2460L - Calculus II Lab (0)

Corequisite: MATH 2460

## MATH 2470 - Calculus III (4)

Vector-valued functions, differentiation and integration in 3-dimensional space, partial derivatives, maxima and minima of 2 and 3 variable functions, line and surface integrals, Green's theorem (multidimensional), Stokes' Theorem, conic sections, and applications to real-world problems. Lecture and laboratory.

Prerequisite: MATH 2460 Corequisite: MATH 2470L

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

1. Work with the partial derivatives of functions of several variables.
2. Work with integrals of functions of several variables.
3. Understand these concepts both analytically and geometrically.

## MATH 2470L - Calculus III Lab (0)

Corequisite: MATH 2470

## MATH 2480 - Introduction to Differential Equations (3)

Solution techniques for first-order ordinary differential equations and higher-order linear differential equations, existence and uniqueness theorem, series solutions, Bessel equations, Laplace transforms, systems of first-order linear equations, and applications to real-world problems.

Prerequisite: MATH 2460 and MATH 2460L

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

1. Solve first-order separable and linear differential equations and use these methods to solve applied problems.
2. Solve higher-order constant-coefficient linear differential equations and systems of differential equations and use these methods to solve applied problems.
3. Find Laplace transforms and inverse transforms and apply these to solve differential equations.

## MATH 2600 - Linear Algebra (3)

Vectors, matrices, determinants, linear transformations, vector spaces, systems of linear equations. A basic course with a variety of applications in linear modeling, graph theory, linear programming and economic modeling.

Prerequisite: MATH 2450 and MATH 2450L

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

1. Compute with and recognize properties of particular matrices.
2. Formulate, solve, apply, and interpret properties of linear systems.
3. Recognize and use basic properties of subspaces and vector spaces.
4. Determine a basis and the dimension of a finite-dimensional space.
5. Find the eigenvalues and eigenvectors of a matrix and use them to represent a linear transformation.
6. Recognize and use equivalent forms to identify matrices and solve linear systems/
7. Read proofs with understanding.
8. Use definitions and theorems to prove basic results in core topics.
9. Recognize and use equivalent statements regarding invertible matrices, pivot positions, and solutions of homogeneous systems.
10. Decide whether a linear transformation is one-to-one or onto and how these questions are related to matrices.

### MATH 2700 - Discrete Mathematics (3)

Set theory, logic, propositional logic, number systems, proof techniques, relations, equivalence relations, and combinatorics. Additional topics may include graph theory, probability, and/or number theory.

Prerequisite: MATH 2450 and MATH 2450L

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

1. Proficient in the basic methods of mathematical logic and proof.
2. Adept in basic mathematical argument techniques.
3. Familiar with the basics of graph theory, combinatorics, and probability.

### MATH 3100 - Financial Mathematics (3)

The mathematical foundations of finance, including the time value of money, annuities, loans, bonds, portfolios, immunization, and interest rate.

Prerequisite: MATH 2460 and MATH 2460L

Students should:

1. understand and perform calculations related to the present, current, and accumulated values of money,
2. understand and perform calculations related to annuities and cash flows with non-contingent payments,
3. understand and perform calculations related loans,
4. understand and perform calculations related bonds,
5. understand and perform calculations related to general cash flows and portfolios,
6. understand and perform calculations related to immunization,
7. understand and perform calculations related to interest rate swaps,
8. understand and perform calculations related determinants of interest rates, and
9. be prepared to take SOA/CAS Exam FM/2.

### MATH 3300 - Probability (3)

Sample space, events, axioms of probability distributions, special distributions, independence, central limit theorem, mathematical expectation and moment-generating functions.

Prerequisite: MATH 2300, MATH 2460, and MATH 2460L

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

1. Be able to think systematically about uncertainty and randomness.
2. Build skill in looking for multiple strategies for solving a problem.
3. Create proofs and defend their solutions.
4. Master an extensive tool kit in order to solve many problems.
5. Be prepared to take the first actuarial exam (SOA Exam P).

### MATH 3310 - Mathematical Statistics (3)

A mathematical foundation for the study of statistics. Topics include sampling, estimators, methods of estimation, confidence intervals, hypothesis testing, and analysis of variance.

Prerequisite: MATH 3300

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

1. Explain the concepts of random sampling, statistical inference and sampling distribution, and state and use basic sampling distributions.
2. Describe the main methods of estimation and the main properties of estimators, and apply them. Methods include matching moments, percentile matching, and maximum likelihood, and properties include bias, variance, mean squared error, consistency, efficiency, and UMVUE.
3. Construct confidence intervals for unknown parameters, including the mean, differences of two means, variances, and proportions,
4. Test hypotheses. Concepts to be covered include Neyman-Pearson lemma, significance and power, likelihood ratio test, and information criteria. Tests should include for mean, variance, contingency tables, and goodness-of-fit.

#### MATH 3400 - Number Theory (3)

Induction, congruencies, Chinese Remainder Theorem, prime numbers, set-theoretic functions, and cryptology.

Prerequisite: MATH 2300

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

1. Proficient in the basic methods of mathematical logic and proof.
2. Skilled in working with standard number theory concepts including, but not limited to, congruence arithmetic, Gaussian integers, quadratic integers, the four square theorem, and quadratic reciprocity.
3. Familiar with elementary examples of cryptography.

#### MATH 3500 - Numerical Methods (3)

Round-off errors, computer arithmetic with algorithm and convergence, solutions of equations in one variable with polynomial approximation, numerical differential equations and linear systems of equations.

Prerequisite: MATH 2300, MATH 2460, MATH 2460L, and CSCI 1301

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

1. Know a wide variety of techniques for approximating solutions to various mathematical problems.
2. Evaluate when a particular technique is effective for a given problem.
3. Be able to creatively modify a technique if needed to better solve a given problem.
4. Develop mathematical curiosity in a quest to improve results.
5. Be able effectively communicate findings to peers.

#### MATH 3600 - Abstract Algebra (3)

Properties of real and complex numbers, algebraic structures (groups, ring and fields). Use of set theory, mappings, relations and logical methods to analyze the algebraic structure of problems and proof techniques.

Prerequisite: MATH 2300, MATH 2600

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

1. Develop mathematical proof writing abilities.
2. Use technology to perform mathematical computations.
3. Use technology to communicate written mathematics.

4. Understand the essentials of abstract algebra, including groups, rings, and fields.

#### MATH 3700 - Geometry (3)

A review of Euclidean geometry, axiomatic method of learning geometry. Examines the flaw in Euclidean geometry, neutral geometry, and introduces non-Euclidean geometry (Riemann and Lobachevski).

Prerequisite: MATH 2300

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

1. Effectively write mathematical solutions in a clear and concise manner.
2. Effectively locate and use the information needed to prove theorems and establish mathematical results.
3. Demonstrate the ability to integrate knowledge and ideas of Geometry in a coherent and meaningful manner and use appropriate techniques for solving related problems and for establishing theoretical results.
4. Demonstrate ability to think critically by proving mathematical conjectures and establishing theorems from Geometry.

#### MATH 4350 - Advanced Studies in Mathematics (1-3)

This course examines special topics related to mathematics or statistics appropriate for students majoring in mathematics, mathematics education, or physics, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

Prerequisite: At least 12 hours of Mathematics (MATH) courses

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

1. Students will be able to identify and use appropriate mathematical proof techniques.
2. Students will be able to select the appropriate solution method for problems.
3. Students will be able to communicate mathematical information.

#### MATH 4500 - History and Development of Mathematics (3)

Historical development of mathematical systems and concepts, significant applications of mathematics from early times to the present.

Prerequisite: MATH 2450 and MATH 2450L

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

1. Deepen the understanding of mathematics through exploring its historical and cultural roots.
2. Deepen the appreciation of the historical and cultural foundations of mathematics.
3. Explore how to teach mathematics to include attention to historical and cultural foundations of mathematics.

#### MATH 4600 - Real Analysis (3)

Real and complex number systems, limits and continuity, sequence and series, metric spaces and topology, differentiation and integration of real and vector functions, and Riemann-Stieltjes integrals.

Prerequisite: MATH 2300, MATH 2470, and MATH 2470L

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

1. Understand the definitions of analytical concepts (e.g. uniform convergence, Lebesgue integral, and Fourier series).
2. Write proofs of analytic statements.
3. Apply the notions of a metric space and a topological space to the real numbers.

## MATH 4700 - Complex Analysis (3)

Includes basic facts about the complex number system, limits and functions of a complex variable, power series and analytical functions, integration in the complex plane, singularities and residues, harmonic functions and boundary value problems.

Prerequisite: MATH 2300, MATH 2470, and MATH 2470L

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

1. Effectively write mathematical solutions in a clear and concise manner. This will be assessed through class assignments and exams.
2. Effectively locate and use the information needed to prove theorems and establish mathematical results. This will be assessed through assignments and exams.
3. Demonstrate the ability to integrate knowledge and ideas of complex differentiation and complex integration in a coherent and meaningful manner and use appropriate techniques for solving related problems and for establishing theoretical results. This will be assessed through assignments and exams.
4. Demonstrate ability to think critically by proving mathematical conjectures and establishing theorems from complex analysis. This will be assessed through tests and a final exam.
5. Operate with complex numbers, use the complex derivatives function, use and operate analytic functions, demonstrate knowledge of integration in the complex plane, use the Cauchy integral theorem and Cauchy integral formula, manipulate and use power series.

## MATH 4930 - Internship in Mathematics (1-3)

A supervised learning experience in the area of mathematics that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. Expand on the student's critical analysis skill.

## MATH 4950 - Senior Capstone I (3)

Directed independent research projects can be selected in the area of mathematics, statistics, mathematical education, or computational mathematics. Results must be presented in writing or orally to the department.

Prerequisite: At least 6 credits of MATH 3000+

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

1. Demonstrate proficiency in a new area of mathematics.
2. Demonstrate proficiency in utilizing technology to aid in a research project.

3. Propose a research project of interest to the student, and apply the methods learned in the first half of the course to complete the project.

#### MATH 4960 - Senior Capstone II (3)

As a capstone experience, students will prepare and present results from MATH 4950 orally and in writing.

Prerequisite: MATH 4950

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

1. Demonstrate proficiency in a new area of mathematics.
2. Demonstrate proficiency in utilizing technology to aid in a research project.
3. Propose a research project of interest to the student, and apply the methods learned in the first half of the course to complete the project.

## MASC - MATHEMATICAL SCIENCES

#### MASC 4930 - Internship in Mathematical Sciences (1-3)

A supervised learning experience in one of the areas of the mathematical sciences (mathematics, physics, engineering, computer science, or cybersecurity) that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. Expand on the student's critical analysis skill.

## MCOM—MASS COMMUNICATIONS

#### MCOM 1000 - Foundations of Media Technologies (1)

This course introduces students to the fundamentals of software programs utilized in mass communications industries, including Adobe Creative Cloud.

Student Learning Outcomes:

1. Understand the purposes of various media technologies.
2. Learn foundational "hard skills" in the following Adobe programs: Acrobat, Photoshop, InDesign, Audition, and Premier Pro, as well as Canva and other popular industry software.
3. Independently produce a project in each program demonstrating a foundational competency.



**MCOM 1110 - Public Speaking (3)**

This course prepares students for formal and informal speaking, including informative, persuasive, demonstration, visual aid and impromptu speeches, as well as exploring nonverbal, group dynamics and different styles of propaganda.

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

1. The ability to give speeches on an agreed upon topic that contain accurate, verifiable, and current knowledge of the subject matter.
2. Demonstrate an awareness of an identified audience and purpose through the use of familiar, appropriate examples, word choice, and clear, logical organization.
3. Participate in small group debates and discussions of current issues.
4. Create slideshows and other visual aids to accompany their speeches.

**MCOM 1500 - Introduction to Mass Communications (3)**

This course examines the structure, responsibilities, and influence of mass media with an overview of the development and current status of global media systems, emerging technologies and the current status of converging media industries.

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

1. Demonstrate knowledge of the fundamental history and development of mass media.
2. Critically analyze and discuss media message content.
3. Identify economic, political, technological, and cultural influences affecting mass media messages.
4. Understand the effects of globalization, convergence, and consolidation on the media.

**MCOM 1600 - Sports Communications and Society (3)**

This course examines the relationship between sports and society, as produced through the lens of mass media. Students will analyze how mass media has covered athletes and sports organizations, examine the still-growing multi-billion dollar sports industry, and understand how media and sports have impacted society.

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

1. Understand the impact sports has had and can have on society.
2. Recognize different elements of sports communication, and how sports media can shape narratives to influence society.
3. Understand how sports communication has evolved, allowing athletes and organizations to bypass traditional media to shape the message desired.
4. Use social media to realize how athletes, organizations and media outlets provide instant access to sports-related news.
5. Stay up to date with current sports news.
6. Recognize the multiple opportunities available in the sports media industry.

**MCOM 2000 - Media Writing I (3)**

In this course, students learn the principles of journalistic writing, including reporting, AP Style and objective storytelling.

Prerequisite: ENGL 1101

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

1. Learn the fundamentals of grammar and AP Style for journalistic writing.
2. Learn to write journalistic stories that are accurate, objective, fair, clear, concise and creative.
3. Learn the fundamentals of interviewing.
4. Develop the news judgment to choose stories that inform the audience about important issues and events in the community.
5. Learn to discriminate among sources and research stories thoroughly.
6. Apply critical thinking skills by analyzing important news issues of the day and recognizing key points.

#### MCOM 2050 - Media Writing II (3)

This course explores journalistic writing across multiple platforms, including public relations, blogs, social media, and radio and TV news. Students are also introduced to basic concepts of visual storytelling.

Prerequisite: MCOM 2000

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

1. Cultivate the skills of reporting and writing necessary to meet the demands of 21st century journalism.
2. Develop the news judgment to choose stories that inform the audience about important issues and events in the community.
3. Determine appropriate sources, identify potential biases and research stories thoroughly.
4. Write accurate, fair and compelling news stories for web, social media, television and radio.
5. Develop a basic understanding of photojournalism and how to utilize visual tools to present stories.
6. Compare the strengths and weaknesses of the various media platforms to determine most appropriate presentation of a story.
7. Understand events and issues of the day.

#### MCOM 2060 - Sports Media Writing (3)

This course explores sports writing across multiple platforms, including sports media relations, opinion blogs, game coverage, social media, radio and video. Students are also introduced to basic concepts of visual storytelling.

Prerequisite: MCOM 2000

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

1. Cultivate the skills of reporting and writing necessary to meet the demands of 21st century sports journalism.
2. Develop the news judgment to choose stories that inform the audience about important issues and events in sports.
3. Determine appropriate sources, identify potential biases and research stories thoroughly.
4. Write accurate, fair and compelling sports stories for web, social media, television and radio.
5. Develop a basic understanding of visual tools to present stories.
6. Compare the strengths and weaknesses of the various media platforms to determine most appropriate presentation of a story.
7. Understand sports-related events and issues of the day.

#### MCOM 2110 - Professional Communication & Effective Decision-Making (3)

This course introduces professional communication, its components, practices, and theories across multiple contexts. Students will explore culture, identity, organizations, and relationships in intrapersonal, interpersonal, intercultural, small group, and public settings. Students will also engage in self-assessment of communication competence and learn strategies for enhancing their decision-making abilities.

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

1. Identify, demonstrate, and apply current professional communication theories as they relate to a variety of contexts (e.g. intrapersonal, interpersonal, intercultural, small group, and public settings).
2. An increased communication competence by identifying, explaining, and applying effective professional communication skills in a variety of contexts (e.g. intrapersonal, interpersonal, intercultural, small group, and public settings).
3. Identify and develop a repertoire of strategies for improved communication effectiveness and effective decision-making.
4. Critical thinking by identifying, analyzing, and evaluating the communication behaviors of others and themselves in a variety of contexts (e.g. intrapersonal, interpersonal, intercultural, small group, and public settings).

MCOM 2275 - Photojournalism (3)

This course examines principles of visual journalism, focusing on telling journalistic stories through still photography.

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

1. Distinguish the difference between photography and photojournalism.
2. Develop a basic understanding of the different features and technical aspects of an SLR camera and a smartphone camera.
3. Understand the basic principles of photojournalism.
4. Recognize different facets of photojournalism and gain practical experience in each area.
5. Understand how media law and ethics is incorporated into photojournalism practice.
6. Understand the basics of photo editing, specifically in a journalistic practice.
7. Recognize appropriate moments of photojournalism, and the type of shots required.

MCOM 2400 - Video Production I (3)

This course examines the methods of pre-production, production, and post-production for television and film.

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

1. Demonstrate initial storytelling skills using video equipment across a variety of platforms.
2. Some topics covered will include:
  - a. Components of narrative storytelling
  - b. Interviewing protocol
  - c. Pre-production routines
  - d. Types of video cameras, tripods, lenses, lights, and microphones
  - e. White balance, exposure, and focusing guidelines
  - f. Studio vs. field lighting
  - g. Shot composition
  - h. Shooting B-roll & interviews
  - i. Audio usage and recording sound
  - j. Importing and exporting in Premiere Pro
  - k. Basic editing principles and practice

### MCOM 2500 - Audio Production I (3)

Introduction course to audio production and announcing, including on-air experience on WPCZ, the student-run radio station.

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

1. Be able to define the major radio production terms and understand their meaning.
2. Have a basic understanding of how to produce radio commercials and PSA's.
3. Be able to plan, organize, and produce an "on-air" show of at least one hour's duration.
4. Understand ethical behavior and social responsibility as it applies to radio production.
5. Be able to produce a "demo" featuring their radio production capabilities.

### MCOM 2600 - Fundamentals of Web Design (3)

In this course, students develop and learn best practices for website development in mass media, and learn to develop their social media presence online.

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

1. Read and write basic HTML and CSS code.
2. Create a full functioning website.
3. Understand how to upload websites to a web server.
4. Be familiar with different web design theories and understand web terminology.
5. Promote organizations, products, personal brands and services using social media tools and platforms such as WordPress blogs, Facebook, LinkedIn, YouTube, Pinterest, Instagram and Twitter.
6. Know best practices for adhering to the rules of online etiquette, learn how to build a community, and curate content that is relevant to their audience.
7. Build and customize a website (using Wix, Weebly, or Dreamweaver) as well as various social media pages.
8. Publish SEO-optimized content on their website and a developed content calendar to keep the blog and social media pages active with consistently published content even beyond the semester.
9. Understand who the target audience is and how to effectively communicate with them.

### MCOM 2991 - Film Professional Development I (1)

This course will help film production majors develop professional relationships with industry professionals.

Prerequisite: MCOM 2400

1. Learn best practices to establish professional relationships with industry professionals.
2. Understand the nuances of professional networking within the film industry.
3. Recognize potential opportunities for career advancement.

### MCOM 3000 - Advanced Writing, Reporting, and Editing (3)

This course examines multiple areas of journalistic writing, including: opinion, review, feature, sports and enterprise. Students also learn how to incorporate in-depth reporting into their writing.

Prerequisite: MCOM 2000

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

1. Expand your understanding of journalistic writing.
2. Learn to write the following types of journalistic styles:
  - a. Autobiographical/Opinion
  - b. Editorial
  - c. Reviews
  - d. Features
  - e. Sports
  - f. Enterprise
  - g. Investigative Reporting
  - h. Advance Story
3. Learn to discriminate among sources, research and fact check thoroughly.
4. Improve your interviewing skills.
5. Learn how to analyze data and present research in an understandable manner.
6. Analyze issues of the day in order to understand the importance of context.

#### MCOM 3001 - Web Design Practicum (1)

In this practicum, students expand skill sets gained in the mass communication web design course (MCOM 3200) to design, produce, and manage a web-based professional portfolio. In addition to identifying, articulating, and executing coherent design goals, they will develop practical content management skills, as well as prepare and execute a web analytics plan to evaluate portfolio effectiveness among intended audiences.

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

1. Improve writing, editing, and web design skills.
2. Develop an online portfolio.
3. Improve organization and management skills.

#### MCOM 3002 - Yearbook Practicum (1)

Students enrolled in this practicum will serve as an editor for one section of the Yonahian yearbook. Requirements include: Attending all weekly Student Leadership Council and biweekly Yonahian staff meetings; Maintaining a repository on eDesign of any work produced over the course of the semester; Meeting all deadlines as established by the yearbook editor and advisor; Writing a 2-3 page reflection based on experiences at the end of the semester that analyzes strengths and weaknesses as a manager/editor.

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

1. Enhance research, reporting, writing, fact checking, editing, layout and design techniques.
2. Develop a clip file.
3. Gain journalism experience.
4. Assess and analyze managerial and organizational strengths and weaknesses and develop ways to utilize improved techniques in your academic and professional responsibilities.

### MCOM 3003 - Newspaper Practicum (1)

This practicum involves the essentials of journalistic writing, editing, graphic design, and promotion and distribution, specifically in the production of The Roar newspaper and [www.piedmontroar.com](http://www.piedmontroar.com) website. Students will be required to contribute in some manner to at least six editions of The Roar published during the semester.

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

1. Enhance research, reporting, writing, fact checking, editing, layout and design techniques.
2. Develop a clip file.
3. Gain journalism experience.
4. Assess and analyze managerial and organizational strengths and weaknesses and develop ways to utilize improved techniques in your academic and professional responsibilities.

### MCOM 3004 - TV Practicum (1)

This practicum focuses on visual storytelling using writing, producing, directing, videotaping, and/or editing skills. Students produce independent video projects geared toward their eventual career choices or participate in the production of the online television component of The Roar newspaper, Roar TV.

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

1. Develop video and editing skills.
2. Further develop digital and graphic skills for business purposes.
3. Develop material for a video resume reel.
4. Provide on-camera experience as host.
5. Enhance narration expertise.

### MCOM 3005 - Film Practicum (1)

This practicum is geared toward students who are interested in the film or television entertainment field. Students produce short films on various topics with a concentration on quality storytelling and video production.

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

1. Improved video production skills.
2. Develop a portfolio.
3. Gain production experience.
4. Improve organization and management skills.

### MCOM 3006 - Magazine Practicum (1)

This practicum involves the essentials of journalistic writing, editing, graphic design, and promotion and distribution, in the production of a special issue of The Roar – a magazine-style publication. The practicum has an emphasis on editing and graphic design. Students are required to take a major role in the production of the magazine.

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

1. Enhanced research, reporting, writing, fact checking, editing, layout and design techniques in the production of a magazine.
2. Develop a clip file.
3. Gain journalism experience.
4. Assess and analyze managerial and organizational strengths and weaknesses and develop ways to utilize improved techniques in your academic and professional responsibilities.

#### MCOM 3007 - Audio Practicum (1)

This practicum involves the essentials of radio production/broadcasting/podcasting including writing, editing, audio production, and on-air performance. Students will be required to produce content that will air on WPCZ or as a published podcast on a regularly scheduled basis as determined by the instructor.

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

1. Improved writing, editing, and production skills.
2. Develop a portfolio.
3. Gain audio production experience.
4. Improve organization and management skills.

#### MCOM 3008 - Debate Practicum (1)

This practicum is designed to provide students with the basic fundamentals of intercollegiate debate and speech forensics. Included are analysis of argumentation strategies, persuasion, burden of proof, resolutions, reasoning, and fallacies.

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

1. Construct and present parliamentary debate arguments on questions of fact, value, and policy. Also organize and deliver speeches at a competitive level.
2. Become active members of the Piedmont University debate and speech forensics team, and compete in state, regional, national debate and speech tournaments.
3. Develop a solid background in the principles and techniques of various types of debate and public speaking events.

#### MCOM 3009 - Sportscasting Practicum (1)

This practicum involves the essentials of sports broadcasting including writing, editing, audio/video production, and on-air performance. Students will be required to produce sports content that will air on WPCZ or appear on The Roar website on a regularly scheduled basis as determined by the instructor.

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

1. Improved writing, editing, and production skills.
2. Develop a portfolio.
3. Gain sportscasting production experience.
4. Improve organization and management skills.

#### MCOM 3010 - Advertising and Public Relations Practicum (1)

This practicum involves the essentials of advertising/public relations including writing, editing, audio/video production, and website development. Students will be required to produce advertising/P.R. content that will appear on various media outlets.

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

1. Improved writing, editing, and production skills.
2. Develop a portfolio.
3. Gain applied advertising and/or public relations experience.
4. Improve organization and management skills.

#### MCOM 3011 - Social Media Practicum (1)

In this practicum, students will work with an external marketing/communications outlet to develop and curate content for multiple social media platforms.

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

1. Establish and/or promote a social media brand.
2. Build a strategic plan that supports the brand vision.
3. Develop a presence/campaign for the brand across multiple social and online accounts.
4. Create content for the brand that is engaging and builds followers.
5. Track ROI and analytics for the social media campaign.

#### MCOM 3050 - Mass Media Internship (2-9)

This course introduces students to the professional workplace and provides practical experience with organizations and companies in mass communications. Opportunities are available for sports communications majors to intern in the Piedmont Lions Sports Information Office.

Prerequisite: MCOM-1500 or MCOM-1600

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

#### MCOM 3100 - Special Topics in Mass Media (3)

This course covers selected topics in mass media, including film production, screenwriting, documentary production, podcasting, advanced public speaking, and debate.

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

1. Think critically and engage in discussion on a specific topic within mass media.
2. Produce a final project specific to the medium and topic.



**MCOM 3120 - Special Topics in Film (3)**

This course will focus on specific topic in film production reflecting industry trends, new technologies, and/or student interests.

Prerequisite: MCOM 2400

1. Understand the topic discussed and its relation to film production.
2. Recognize how the topic can be applied in practice.
3. Be aware of current industry trends and how to adapt.

**MCOM 3150 - Entertainment Television Screenwriting & Production (3)**

History of the evolution of television as an art form and communication medium. Methods of preproduction, production, and post-production for episodic television. Students will produce several episodes for TV Piedmont/piedmontroar.com.

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

1. Display proficiency in advanced television production.
2. Synthesize knowledge to create original programming for TV Piedmont.
3. Apply organization and teamwork to solve problems and meet deadlines.
4. Analyze television as a storytelling medium.

**MCOM 3250 - Social Media and Mobile Applications (3)**

In this advanced Web course, students will further their knowledge and skills in Web design using various software programs, including Adobe Dreamweaver. Also, students will apply their communication and Web design skills by working in conjunction with an outside client to produce a website for the client's use.

Prerequisite: MCOM 2600

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

1. Basic knowledge of emerging media.
2. Basic introductory experience with programs and technologies being experimented and/or used in the communications industry.
3. Developed skills in finding and teaching themselves new skills not only related to Emerging Media but also other tasks that are typically required in the workplace.

**MCOM 3300 - Media, Society, and Technology (3)**

This course analyzes relationships among media, technology, and society in relation to economic, political, professional, institutional, and ethical dimensions within a global context.

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

1. React critically to how technology and media effect our culture and society.
2. Demonstrate critical thinking skills in oral and written form.
3. Apply personal experiences to assigned readings.
4. Do additional research to support their opinions.
5. Analyze how each assignment augments or contradicts each
6. other and choose what they believe is the "truth."

7. Demonstrate knowledge of the fundamentals of media, technology and how they affect society and apply this knowledge to broader cultural issues.

#### MCOM 3400 - Cinematography (3)

In this course, students produce weekly newscasts to be broadcast on TV Piedmont and/ or The Roar website. Students will become proficient in all aspects of news production, including reporting, producing and videography.

Prerequisite: MCOM 2400

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

1. Learn news judgment.
2. Synthesize knowledge to create a weekly newscast on PC TV.
3. Develop news content and sources.
4. Use organization and teamwork to meet deadlines.

#### MCOM 3425 - Documentary Writing and Production (3)

This course will focus on the documentary side of the film industry. Student will learn production specific to documentary filmmaking, examine award-winning documentaries, and how to develop a documentary script.

Prerequisite: MCOM 2000 MCOM 2400

1. Recognize the characteristics of prominent documentaries.
2. Distinguish the different between documentary and entertainment products.
3. Learn elements of documentary script writing and storyboarding.
4. Learn production techniques specific to documentary filmmaking.

#### MCOM 3450 - Editing and Graphics for TV and Film (3)

In this course, students study methodologies and techniques of video and film editing. They utilize the latest digital editing software to produce programs to air on TV Piedmont.

Prerequisite: MCOM 2400

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

1. Understand basic video editing principles.
2. Be able to produce complete video segments advancing a story.
3. Some topics covered include:
  - a. An editor's role and responsibility in storytelling
  - b. Shooting a video to edit versus not editing
  - c. Setting up, organizing, and exporting video projects
  - d. Three-point editing and basic trimming
  - e. Video transitions and effects
  - f. Editing and mixing basic audio
  - g. Elementary color correction
  - h. The role of pacing and rhythm
  - i. Continuity editing
  - j. Differences in film editing genres

- k. The future of film editing and careers

#### MCOM 3470 - Lighting for Video Production (3)

This course focuses on advanced lighting techniques for video production shoots, including sound stage/studio environments, outdoor shoots and challenging indoor scenes.

Prerequisite: MCOM 2400

Student Learning Outcomes:

1. Think critically and engage in discussion on a specific topic within mass media.
2. Produce a final project specific to the medium and topic.

#### MCOM 3475 - Cinematography II (3)

This course will focus on advanced techniques of cinematography. Students will master techniques of lighting, framing, composition, camera motion, camera angles, lens choices, color and exposure.

1. Learn advanced techniques in producing high-quality on-screen visual elements.
2. Recognize elements of shooting the capture the precise emotion desired.
3. Understand proper lighting techniques for effective shooting.

#### MCOM 3500 - Audio Production II (3)

This course provides academic credit for active management of the University radio station, including student-produced radio programming, technical assistance, announcing and promotion.

Prerequisite: MCOM 2500

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

1. Have collaborated with other students to produce a weekly, one-hour, original radio program.
2. Have developed the ability to analyze the needs of the audience and develop a basic programming schedule to meet those needs.
3. Understand the basic functions needed to effectively operate a radio station and apply that knowledge in the daily operation of the student-run radio station.

#### MCOM 3550 - Podcasting (3)

This course introduces students to the field of podcasting by providing a critical examination of the industry and various podcasting forms. Students will analyze multiple types of podcasts, including news reporting, true crime, topical talk, and narrative storytelling. They will also develop and produce three podcast episodes.

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

- Think critically and engage in discussion on a specific topic within mass media.
- Produce a final project specific to the medium and topic.

#### MCOM 3600 - Announcing for Radio and TV (3)

This course will provide students an overview of the skills and techniques required to be a professional announcer for a radio or TV station. Oral communication techniques such as voice articulation and enunciation will be explored.

Prerequisite: MCOM 2400 and MCOM 2500

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

1. Define the major radio and TV announcing terms and understand their meaning.
2. Apply skills learned in class to produce and host either a one-hour radio show or a 15-minute TV show.
3. Produce and edit a “demo tape” featuring their radio and TV announcing capabilities.

#### MCOM 3650 - Sportscasting (3)

This course will provide students an overview of the numerous tasks involved in producing a live, play-by-play sports broadcast. This course will also introduce students to the skills needed to produce a daily/weekly sports report.

Prerequisite: MCOM 2400 and MCOM 2500

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

1. Produce a play-by-play sports broadcast.
2. Write, edit, and produce a sports report for radio and TV.
3. Produce a radio sports talk show.
4. Produce a “demo” featuring their sportscasting capability.

#### MCOM 3700 - Advertising and Communications (3)

This course places emphasis on understanding advertising concepts, organization, and practice-including the economic and social effects-of advertising and promotion.

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

1. Define the major advertising terms and understand their meaning.
2. Analyze the advertising needs of an organization.
3. Identify and evaluate target markets and decide how best to reach those markets.
4. Draw conclusions as to the effectiveness of an advertising campaign.

#### MCOM 3750 - Electronic Media Sales and Programming (3)

This course will provide students the opportunity to develop a basic understanding of the workings of professional electronic media programming and decision-making, along with a basic understanding of the broadcast sales function and how to best present a non-tangible product offering.

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

1. Define the major programming and sales terms and understand their meaning.
2. Analyze the advertising problems and needs of an organization.
3. Formulate and present solutions to meet those needs using electronic media.
4. Identify and evaluate target markets and decide how best to program to those markets.
5. Draw conclusions as to the effectiveness of a program.

#### MCOM 3800 - Global Media Industry & Operations (3)

This course examines the various departments within media organizations and how they integrate into an efficient business operation. This study includes an overview of traditional and emerging

global telecommunications technologies, including understanding traditional and emerging networks and the cultural, economic and political impact of these technologies on a global basis. Additionally, the course examines the regulatory and technical landscapes that face media industries today.

Prerequisite: MCOM 1500

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

1. Understand the historical growth and challenges of modern media organizations. An emphasis is applied to how managers navigate the new competitive landscape.
2. Knowledge of the following topics:
  - a. Media market structures
  - b. Media ethics
  - c. Management theories & best practices
  - d. New and traditional roles of media managers
  - e. Media promotion, marketing, and programming challenges
  - f. Audience research & analysis
  - g. Federal and state government oversight
  - h. The future of new media
  - i. Media management careers

#### MCOM 3850 - Mass Communication Theory and Research (3)

This course focuses on the concepts, philosophies, principles, evolution and the practical application of mass communication theories.

Prerequisite: MCOM 1500 or MCOM 1600

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

1. Understand the importance of theory and the roots of mass communication theory.
2. Recognize different mass communication theoretical approaches and its appropriate use.
3. Understand the benefit of utilizing peer-reviewed studies as a foundation for media research, in preparation for capstone.
4. Grasp concepts of APA Style.
5. Recognize how the practical applications of media theory.

#### MCOM 3900 - Public Relations and Branding (3)

This course examines the methodologies for producing successful public relations campaigns for corporations, non-profits, community-based organizations and political campaigns.

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

1. Define the major public relations terms and understand their meaning.
2. Have a thorough understanding of how to communicate with the various stakeholders of an organization.
3. Understand how to “blend” the public relations efforts with the other parts of the promotional mix to create both efficient and effective communications.
4. Understand audience research, target marketing and market segmentation strategies.

5. Understand ethical behavior and social responsibility as it applies to the practice of public relations.
6. Develop a simple but effective public relations campaign.

#### MCOM 4000 - Directing for Film (3)

This course teaches students how the logistics of directing a film, documentary and entertainment TV production. Students will learn multiple elements of directing, including cinematography, setting, blocking, acting, and editing.

Prerequisite: MCOM 3400

1. Understand the elements involved in directing a production, including setting, blocking, and editing.
2. Learn interpersonal skills to lead a production comprised of actors, producers, editors, and support staff.
3. Practice directing skills in a student-produced project.

#### MCOM 4010 - Producing: The Business of Film (3)

This course focuses on the business aspects of the film industry. Students will learn what goes into the logistics of planning a major film, documentary and entertainment TV production, including project development and distribution.

Prerequisite: MCOM 3400

1. Understand the elements involved in developing a production, including budgeting, site scouting, and casting.
2. Understand the elements involved in distribution, including promotion, premiere screenings, and public relations.
3. Develop a comprehensive production plan for a film, documentary, or entertainment TV production.

#### MCOM 4030 - Advanced Screenwriting (3)

This course focuses on film screenwriting. Students will learn nuances of writing professional-level movie and sitcom scripts while writing their own screenplay. Additionally, students will learn best practices for pitching their scripts to producers.

Prerequisite: ENGL 3395 Typically Offered: Demorest Campus: Even years.

1. Recognize the nuances of critically acclaimed film and sitcom scripts.
2. Understand set and budgetary limitations in screenwriting.
3. Produce a final script for a sitcom pilot or short film.
4. Learn how to pitch screenplays to professional producers.

#### MCOM 4040 - Advanced Film Editing and Sound (3)

This course focuses on methodologies and advanced techniques for video and film editing utilizing Adobe Premiere Pro, Adobe Audition and Adobe After Effects. Students also will learn the nuances of sound and microphone use during film production.

Prerequisite: MCOM 2400

1. Enhance understanding of technology to master digital skills utilizing Adobe Premier Pro, Adobe Audition and Adobe After Effects.
2. Learn proper amplification techniques and microphone usage for various filming situations.
3. Develop a professional-level final project.

#### MCOM 4200 - Telecommunications & Globalization (3)

This course provides an overview of traditional and emerging global telecommunications technologies, including understanding traditional and emerging networks and the cultural, economic and political impact of these technologies on a global basis.

Prerequisite: MCOM 1500 or MCOM 1600

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

1. Learn about the past, present and future of telecommunications networks.

2. Analyze the effects of telecommunications domestically and globally.
3. Synthesize information to enhance their understanding of the technology used to create telecommunications networks.

MCOM 4300 - Communications Law and Ethics (3)

This course provides an overview of current and emerging communications law and public policy as it relates to the purpose and operation of public and private institutions, freedom of speech and the media, privacy, equal access, copyright, public opinion, monopoly, antitrust laws and media ethics.

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

1. Be able to define the major communication law terms and understand their meaning.
2. Be able to analyze and evaluate the communication law problems and opportunities facing media organizations in today's society.
3. Be able to identify, analyze and evaluate ethical situations facing media managers and decide how best to address those situations.
4. Be able to determine ways to balance the public's right to know with the individual's right to privacy.

MCOM 4801 - Film Capstone Project I (1)

This is the first part of a year-long capstone project for film production majors. Students will conceptualize and begin work on their senior project - either a short film, short documentary, or TV series pilot - including writing the script, securing shooting locations, planning the budget, recruiting personnel, storyboarding, and beginning shooting.

Prerequisite: Senior Standing

1. Learn how to plan a film project in its beginning stages.
2. Understand all aspects of preproduction.
3. Recognize and overcome barriers to production.

MCOM 4802 - Film Capstone Project II (2)

This is the second part of a year-long capstone project for film production majors. Students will finalize work on their senior project - either a short film, short documentary, or TV series pilot -including shooting, editing, and staging a premiere screening of their project.

Prerequisite: MCOM 4801

1. Understand and complete all aspects of postproduction.
2. Recognize and overcome barriers to production.
3. Learn how to plan and host a screening premiere event.

MCOM 4900 - Professional Development in Mass Communications (1)

In this course, students will compile the best examples of their work in Mass Communications into a digital portfolio. Students will also write career objectives and personal statements. They will create resumes suitable for their chosen career path(s).

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

1. Improve writing, editing, and technology skills
2. Develop a portfolio including:
  - a. Resume
  - b. Six published or aired work examples
  - c. Capstone Deliverables

3. Develop website to house portfolio to include:
  - a. Resume
  - b. Six published or aired work examples
  - c. Five deliverables (Research paper does not have to, but can, be included in website)
  - d. Interactivity, audio and documentary
4. Improve organization and management skills
5. Understanding of the job market

#### MCOM 4991 - Film Professional Development II (1)

This course will help film production majors transition into the professional industry.

Prerequisite: MCOM 2991

1. Learn about different film festivals and professional competitions to enter produced work.
2. Attend at least one film industry professional networking event.
3. Prepare a professional resume, reel and website for potential employers.

#### MCOM 4999 - Advanced Studies in Mass Media (3)

This capstone seminar class is designed to synthesize and integrate the theories and skills of mass communications. Students are required to give both a written and oral presentation of their senior capstone project. This senior thesis project demonstrates the student's abilities in the following areas: technology, public speaking, content knowledge, creativity and organization. Students must score 85 percent or better on the capstone thesis and presentation to pass the course. Capstone projects are evaluated by all members of the mass communications faculty.

Prerequisite: MCOM 3850 and senior standing

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

1. Produce a major research project on a selected topic in mass media that:
  - a. Demonstrates comprehensive knowledge of content area as well as critical thinking skills, technology, presentation and writing skills.
  - b. Demonstrates integration of knowledge and skills developed in previous course-work.
  - c. Demonstrates problem-solving capabilities and decision-making skills.

## **MTHE—MUSICAL THEATRE**

#### MTHE 3000 - Music Theatre History (3)

This course traces the origin of American musical theater from its origins in the 19th century and its subsequent development both on Broadway and in Hollywood to the present.

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

1. Express an appreciation of the Musical Theatre as the most popular genre of 20th Century American Theatre.
2. Demonstrate a working knowledge of the history and literature of the musical theatre as a production and personal resource.
3. Comprehend the continually changing relationship between book, music and lyrics through the history of the musical theatre.
4. Demonstrate familiarity with the book and music of several Broadway shows.
5. Discuss the relationship and importance of book, music and lyrics in the various periods of the Development of the Musical Theatre



6. Discuss the development of the American Musical from 1866 through the present, with an understanding of such terms as: Operetta, Review, book musical, integrated musical, and concept musical.
7. Identify and/or discuss the major periods, authors, composers, directors and other practitioners of the musical.

#### MTHE 4900 - Music Theatre Capstone (1)

This course is taken in conjunction with THTR 4414 and will allow the student to reflect on the journey and prepare for the future. Students will meet with the professor on a one-on-one basis, set specific goals for their future and develop a professional portfolio. The portfolio will include (but is not limited to) audition materials, a minimum of three resumes targeting various employment opportunities, a minimum of two headshots, digital recordings of personal work within the program and various other elements necessary for a smooth transition into the professional arena. The course will culminate in an exit audition/interview with the faculty.

Prerequisite: Senior standing. Corequisite: THTR 3314; MTHE 4900 is the final step in the Music Theatre degree.

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

1. Establish personal goals for the person and the professional in the world of music theatre.
2. Evaluate and utilize audition materials for the audition/interview process.
3. Create and perform a performance showcase that highlights the student's strength within the field.
4. Construct and create an audition reel.
5. Construct and create at least two specific resumes and headshots.
6. Develop and implement a plan of action for the first 3 years after the undergraduate career.

## MUED—MUSIC EDUCATION

#### MUED 3500 - Instrumental Techniques (2)

Designed to acquaint students with knowledge of woodwind, brass, string and percussion instruments.

Offered: Demorest: Spring odd years.

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

1. Perform on a variety of instruments accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.
2. Perform with expression and technical accuracy on one string, 2 wind, 2 brass and 2 percussion instruments a repertoire of instrumental literature.
3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
4. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
5. Perform in small ensembles with one student on a part.
6. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
7. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of music and offer constructive suggestions for improvement.
8. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, composition, arrangements and improvisations and apply the criteria in their personal participation in music.
9. Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

#### MUED 4100 - Music Education Methods I (3)

Principles and theories of planning and teaching music. Emphasis is placed on traditional areas of instruction but also includes related arts and multicultural approaches to teaching at those age levels. Directed field-based experience is required. (Music majors only.)

Prerequisite: standing as music major 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 4200 - Music Education Methods II (3)

Principles and theories of teaching music. Directed field-based experience is required. (Music majors only.)

Prerequisite: standing as music major Offered: Demorest: Spring.

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

1. Analyze and select appropriate teaching materials for use in the middle school/high school classroom.
2. Plan and implement music lessons using state and national standards.
3. Review and evaluate lesson presentations to identify strengths and weaknesses in planning and implementation.
4. Develop a budget for use in equipping the band and/or choral music classroom.
5. Utilize professional publications in identifying teaching trends and issues in the band and/or choral classroom.
6. Compare and contrast proven teaching methods in band and/or choral music.
7. Assess lessons taught by peers and colleagues and provide feedback regarding strengths and needed improvements.

## **MUSC—MUSIC**

MUSC 1000 - Introduction to Music (3)

A study of the basic materials of music and a survey of important examples of music literature, style periods, and representative composers of Western music. Emphasizes techniques for listening to music analytically and critically. Course does not count toward a major or minor in music.

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

1. Utilize practical strategies for listening to music.
2. Identify musical instruments by sight and sound.
3. Identify, compare and contrast various genres of music by listening.
4. Identify, compare and contrast stylistic periods in Western music.
5. Identify, compare and contrast composers as presented in listening examples.
6. Recognize and identify representative works of music literature.
7. Analyze and evaluate live and recorded music performances using appropriate musical terminology.

8. Construct and voice a definition of the term “music”.

#### MUSC 1050 - Music Fundamentals (3)

Concentrates on the fundamentals of reading and writing music as well as elementary harmony. Essential elements are covered such as staves, clefs, notes, note values, key signatures, scales, meter, intervals and triads. An introduction to the keyboard is included. Course does not count toward a major or minor in music.

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

1. An understanding of core music theory concepts including literacy of music notation, accidentals, enharmonic spellings, half and whole steps, rhythm, simple and compound meter, beat subdivision and syncopation, major and minor scales, melodic harmonization, intervals, triads, basic conducting patterns, and basic cadences.
2. A knowledge of scale degrees, solfeggio, and Curwen hand signs, in employing beginning sight singing and ear training exercises.
3. An ability to aurally identify major and minor scale types, meters, triplets, syncopation, major and minor modes, basic intervals, and triad qualities.
4. Critical thinking skills in the synthesis of knowledge gained, through an ability to identify, analyze, and apply specified concepts.

#### MUSC 1100 - Music Theory I (3)

Fundamentals of music including pitch, notation, rhythm, scales, key, mode, intervals and triads. Further aspects of harmony, melody, melodic construction and voice leading are introduced, with emphasis upon the development of written music skills.

Prerequisite: MUSC 1050, score of 3 or higher on the AP Music Theory Test, or passing score on the Music Theory Placement exam

Corequisite: MUSC 1110.

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

1. Identify and apply important concepts of music notation, scales, keys, intervals, triads, four-part harmony, voice leading, chordal analysis, figured bass, harmonic progression, cadences, and nonharmonic tones.
2. Employ correct music calligraphy.
3. Incorporate these elements and principles in SATB part writing.
4. Develop a vocabulary and critical thinking skills to analyze music, recognize, distinguish and integrate concepts, and form conclusions.

#### MUSC 1110 - Aural Skills I (1)

Melodic, harmonic and rhythmic dictation, sight singing, and keyboard harmony. Designed to be taken in conjunction with MUSC 1100.

Prerequisite: MUSC 1050, score of 3 or higher on the AP Music Theory Test, or passing score on the Music Theory Placement exam

Corequisite: MUSC 1100

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

1. Hear, recognize, identify, and sing scale degrees, scales, melodic intervals, and rhythms.
2. Sight sing melodies using scale degrees and/or solfège syllables.
3. Hear, recognize, and identify chords (function, position, and quality), cadences, and nonharmonic tones.
4. Notate diatonic melodies, rhythms, and chorale phrases (bass line and chordal analysis) upon dictation.
5. Identify discrepancies between written and audible melodies and rhythms (error detection).
6. Transcribe sections of performed music, in specific notes and/or chordal analysis.
7. Think critically as it relates to score study and aural analysis of melodic, rhythmic, and harmonic aspects of music.

## MUSC 1171 - Piano Class I (1)

Group lessons in piano for music majors only.

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

1. Demonstrate basic keyboard skills (proper posture and hand position, keyboard technique, fingering, and proficiency), literacy of music notation, and concepts of music theory, through the playing of five-finger patterns, scales, octave arpeggios, triads, chord qualities, inversions, and beginning chord progressions.
2. Coordinate critical thinking skills in the synthesis of knowledge gained, through harmonization, transposition, and playing of accompaniment patterns such as block and broken chords.
3. Have established effective daily practice strategies that will enable them to reach the specified performance goals.
4. Employ the sight-reading process, by showing the ability to sight read piano music appropriate to this class level of proficiency.

## MUSC 1172 - Piano Class II (1)

Group lessons in piano for music majors only.

Prerequisite: MUSC 1171 or passing score on Piano Placement Exam

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

1. Continue to demonstrate basic keyboard skills (proper posture and hand position, keyboard technique, fingering, and proficiency), literacy of music notation, and concepts of music theory, through the playing of scales, octave arpeggios, triads, chord qualities, inversions, and chord progressions.
2. Coordinate critical thinking skills in the synthesis of knowledge gained, through harmonization, transposition, and playing of accompaniment patterns such as block chords, broken chords, Alberti bass, and waltz bass.
3. Continue to develop effective daily practice strategies that will enable them to reach the specified performance goals.
4. Employ the sight-reading process, by showing the ability to sight read piano music appropriate to this class level of proficiency.

## MUSC 1173 - Piano Class III (1)

Group lessons in piano for music majors only.

Prerequisite: MUSC 1172 or passing score on Piano Placement Exam

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

1. Demonstrate continuing keyboard skills (technique, fingering, and proficiency), both in prepared and sight reading of solo repertoire, piano accompaniments, hymns, and choral scores.
2. Apply music theory concepts in the playing of scales, octave arpeggios, chord qualities, inversions, chord progressions, and instrumental transposition.
3. Coordinate critical thinking skills in the synthesis of knowledge gained, through harmonization, transposition, and accompaniment styles.
4. Continue to organize effective daily practice strategies that will enable them to reach the specified performance goals.
5. Employ the sight-reading process, by showing the ability to sight read piano music appropriate to this class level of proficiency.

## MUSC 1174 - Piano Class IV (1)

Group lessons in piano for music majors only.

Prerequisite: MUSC 1173 or passing score on Piano Placement Exam

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

1. Demonstrate continuing keyboard skills (technique, fingering, and proficiency), both in prepared and sight reading of solo repertoire, piano accompaniments, hymns, and choral scores.
2. Apply music theory concepts in the playing of scales, octave arpeggios, chord qualities, inversions, chord progressions, and instrumental transposition.
3. Coordinate critical thinking skills in the synthesis of knowledge gained, through harmonization, transposition, and accompaniment styles.
4. Continue to incorporate effective daily practice strategies that will enable them to reach the specified performance goals.
5. Employ the sight-reading process, by showing the ability to sight read piano music appropriate to this class level of proficiency.
6. Pass the Piano Proficiency exam required of all music majors.

#### MUSC 1175 - Piano Class V (1)

Group lesson designed to prepare keyboard majors for an advanced Piano Proficiency Exam.

Prerequisite: MUSC 1174 and passing score on the Piano Proficiency Exam, or standing as a piano major or organ major

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

1. Improvisation (possibly including, but not limited to, use of correct scale, ability to anticipate and react appropriately to chord changes, communicative instinct, rhythmic impulse, etc.).
2. Hymn playing (possibly including, but not limited to, appropriate introduction (including tempo, key, duration, etc.), ability to play appropriate improvisational filler when necessary, appropriate musicality, attention to melodic line, voicing, registration, emotional content, etc.).
3. Score reading (possibly including, but not limited to, correct transpositions if applicable, maintenance of tempo, appropriate emendations, etc.).
4. Sight reading (possibly including, but not limited to, maintenance of tempo, playing of correct notes and rhythms, attention to diacritical markings, etc.).
5. Accompanying (possibly including, but not limited to, following, maintenance of tempo, playing of correct notes and rhythms, etc.).

#### MUSC 1181 - Class Voice (1)

To give the student an understanding of the voice and its functions through readings, lectures, discussions, individual and masterclass lessons, and performances.

1. Demonstrate basic singing skills (posture, breathing, pitch) as gained through work in individual and group lessons.
2. Coordinate critical thinking skills in the synthesis of knowledge gained through applied work and lessons, effectively learning how to practice and apply the information to their own singing.
3. Have established effective daily practice strategies that will enable them to reach the specified performance goals, namely preparing the students for individual lessons as a majors.
4. Employ the sign reading process, by showing the ability to sight read basic vocal literature.

#### MUSC 1500 - Piedmont Chorale (0-1)

A non-auditioned choral organization open to students, staff and community members. The group performs concerts two times each year on campus. May be repeated for credit.

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

1. Correct vocal technique.
2. Choral blend and balance.
3. Dynamics, tempo, phrasing, cutoffs, and entrances, as they pertain to choral performance.
4. Performance practice traditions, conventions, and possibilities for the five major eras of music history in which choral music was written.

#### MUSC 1510 - Piedmont University Singers (0-1)

A select choir of mixed voices that performs concerts on campus and at churches and schools throughout the United States. May be repeated for credit.

Prerequisite: Audition

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

1. Correct vocal technique.
2. Choral blend and balance.
3. Dynamics, tempo, phrasing, cutoffs, and entrances, as they pertain to choral performance.
4. Performance practice traditions, conventions, and possibilities choral music throughout history.
5. Choral music from non-Western cultures.
6. Working successfully within a group.

#### MUSC 1520 - Wind Ensemble (0-1)

A group of woodwind, brass, and percussion players from across campus that performs concerts during the academic year. Private instrumental instruction is strongly suggested and encouraged while a member of the Wind Ensemble. Auditions are required. May be repeated for credit.

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

1. Skills on their particular instrument appropriate for ensemble performance.
2. The ability to perform with appropriate technique and musical expression to concert literature.
3. Appropriate stage presence.
4. The ability to work successfully within a group.

#### MUSC 1540 - Chamber Ensemble (0-1)

Available to all interested instrumentalists through audition. MUSC 1540 offers a variety of instrumental ensembles, such as woodwinds, brass, strings, percussion, and collaborative piano. Private instruction in an appropriate instrument is strongly suggested and encouraged while a member of one of the Chamber Ensembles. May be repeated for credit.

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

1. Application of innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. to a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. towards a finished musical performance.

3. Develop technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. towards presenting a finished musical performance.
4. Qualitative and quantitative improvements in performance readiness, sight-reading, musicianship, use of musical style and pianistic technique.
5. Attention to ancillary details, possibly including, but not limited to, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. in the process of presenting a finished musical performance.
6. Develop appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) and degree program (non-major, minor, BA in music).

#### MUSC 1550 - Piedmont Cantabile (0-1)

An elite group of mixed voices chosen from the Piedmont University Singers. This auditioned group performs jazz, pop arrangements, and avant garde compositions in concerts on campus for special events and on tour across the state and the nation. May be repeated for credit

Prerequisite: membership in the Piedmont University Singers (MUSC 1510) and audition

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

1. Correct vocal technique for singers, including the extended vocal techniques necessary for contemporary, jazz, and popular music.
2. Choral blend and balance.
3. Dynamics, tempos, phrasing, cutoffs, and entrances, as they pertain to choral performance.
4. Performance practice traditions, conventions, and possibilities for various choral styles, especially jazz and popular music.
5. Historical background on the pieces performed and the historical context in which they were composed.
6. Proper diction for singers.
7. Working within a group on a highly professional level.

#### MUSC 1810 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

### MUSC 1820 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Music Department Handbook for additional information on applied music lessons.

Prerequisite: MUSC 1810

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

### MUSC 1900 - Recital Attendance (0)

The Recital Attendance course is required of all music majors in order to develop their active listening skills as members of an audience. Students will use critical thinking skills in comparing, evaluating, and making informed, aesthetic decisions on their own performances.

Prerequisite: Standing as music major

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

1. Attend music performances including a variety of performing forces.
2. An appreciation and understanding of performance etiquette and style through watching and listening to live performances that vary in style and performing forces.
3. An understanding, through performance attendance, of performances in multiple contexts of theory, history and applied studies.
4. A personal/professional philosophy of performance practice based on observations of other performers.

### MUSC 1910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: standing as music major

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.



4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 1920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 1910, standing as music major

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 2200 - Music Theory II (3)

Classroom discussion will focus on functional tonality, the principles of harmonization, diatonic seventh chords, elementary modulation, and secondary function chords.

Prerequisite: MUSC 1100, MUSC 1110 Corequisite: MUSC 2210

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

- Identify and apply important concepts of scales, keys, intervals, triads, four-part harmony, voice leading, chordal analysis, figured bass, harmonic progression, cadences, nonharmonic tones, diatonic seventh chords, sequences, phrase structure, smaller forms, and beginning chromatic harmony.
- Employ correct music calligraphy.
- Incorporate these elements and principles in SATB part writing.
- Develop a vocabulary and critical thinking skills to analyze music, recognize, distinguish and integrate concepts, and form conclusions.

#### MUSC 2210 - Aural Skills II (1)

This course emphasizes melodic, harmonic and rhythmic dictation, sight singing, and keyboard harmony.

Prerequisite: MUSC 1100, MUSC 1110 Corequisite: MUSC 2200

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

- Hear, recognize, identify, and sing scale degrees, scales, melodic intervals, and rhythms.
- Sight sing melodies using scale degrees and/or solfège syllables.
- Hear, recognize, and identify chords (function, position, and quality), cadences, phrase structure, harmonic rhythm, and nonharmonic tones.

- Notate diatonic melodies, rhythms, and chorale phrases (bass line, soprano line, nonharmonic tones, and chordal analysis) upon dictation.
- Identify discrepancies between written and audible melodies and rhythms (error detection).
- Transcribe sections of performed music, in specific notes and/or chordal analysis.
- Think critically as it relates to score study and aural analysis of melodic, rhythmic, harmonic, and structural aspects of music.

#### MUSC 2250 - Music Theory III (3)

This course emphasizes Neapolitan and augmented sixth chords, borrowed chords, enharmonic function, and chromatic modulation.

Prerequisite: MUSC 2200, MUSC 2210 Corequisite: MUSC 2260

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

- Identify and apply important concepts of scales, keys, intervals, triads, seventh chords, four-part harmony, voice leading, chordal analysis, figured bass, harmonic progression, cadences, nonharmonic tones, continuing chromatic harmony, borrowed chords, Neapolitan 6th chords, augmented 6th chords, and larger forms.
- Employ correct music calligraphy.
- Incorporate these elements and principles in SATB part writing.
- Develop a vocabulary and critical thinking skills to analyze music, recognize, distinguish and integrate concepts, and form conclusions.

#### MUSC 2260 - Aural Skills III (1)

This course emphasizes melodic, harmonic and rhythmic dictation, sight singing, and keyboard harmony.

Prerequisite: MUSC 2200, MUSC 2210 Corequisite: MUSC 2250

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

- Hear, recognize, identify, and sing scale degrees, scales, melodic and harmonic intervals, two intervals in succession, and rhythms.
- Sight sing melodies using scale degrees and/or solfège syllables.
- Hear, recognize, and identify chords including diatonic seventh chords (function, position, and quality), cadences, phrase structure, simple forms, harmonic rhythm, and nonharmonic tones.
- Notate diatonic melodies, two-voice melodies, modulating melodies, rhythms, and modulating chorale phrases (bass and soprano lines; alto or tenor line; nonharmonic tones and chordal analysis) upon dictation.
- Identify discrepancies between written and audible melodies, rhythms, and in two-voice compositions (error detection).
- Transcribe sections of performed music, in specific notes and/or chordal analysis.
- Think critically as it relates to score study and aural analysis of melodic, rhythmic, harmonic, and structural aspects of music.

#### MUSC 2300 - Music in the Christian Church (3)

A historical survey of the philosophy and practice of church music and liturgies from the time of the early Christian church to the present.

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

1. Demonstrate knowledge relating to music practices as described in the Old and New testaments.
2. Church music in the first centuries, before and after Charlemagne, the Reformation, after the Reformation, before and after the French and American Revolutions, and now.
3. Demonstrate the ability to analyze, synthesize, compare, and contrast information about various aspects of church music through critical thinking and clear writing skills.

4. Demonstrate the ability to select and/or write useful poetic texts for hymn setting.
5. Demonstrate the ability to compose a hymn with attention to meter, rhythm, text setting, melody and harmonic treatment.

#### MUSC 2810 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 1820

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 2820 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 2810

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 2910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 1920

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 2920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a Sophomore Barrier performance are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 2910

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3100 - Music Theory IV (3)

Course content focuses on linear chromaticism, nonfunctional harmony, ninth chords, eleventh chords, thirteenth chords, free tonality, set theory, serial procedures and indeterminacy.

Prerequisite: MUSC 2250, MUSC 2260 Corequisite: MUSC 3110

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

- Identify and apply important concepts of scales, keys, intervals, triads, seventh chords, four-part harmony, voice leading, chordal analysis, figured bass, harmonic progression, cadences, nonharmonic tones, continuing extended and chromatic harmonies, larger forms, aspects of Romantic Period theory, Post-Romantic style, Impressionism and related styles, and considerations of contemporary theory.
- Employ correct music calligraphy.
- Incorporate these elements and principles in SATB part writing and/or original compositions.

#### MUSC 3110 - Aural Skills IV (1)

Course content focuses on melodic, harmonic and rhythmic dictation, sight singing, and keyboard harmony.

Prerequisite: MUSC 2250, MUSC 2260 Corequisite: MUSC 3100

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

- Hear, recognize, identify, and sing scale degrees, scales, modes, melodic and harmonic intervals, three intervals in succession, and rhythms.
- Sight sing melodies using scale degrees and/or solfège syllables.
- Hear, recognize, and identify chords including diatonic seventh chords, secondary chromatic harmonies, Augmented 6th and Neapolitan 6th chords (function, position, and quality), cadences, phrase structure, simple forms, harmonic rhythm, and nonharmonic tones.
- Notate diatonic melodies, two-voice melodies, modulating melodies, melodies with non-diatonic tones, rhythms, and modulating chorale phrases (all four SATB lines; nonharmonic tones and chordal analysis) upon dictation.
- Identify discrepancies between written and audible melodies, rhythms, and in SATB (error detection).
- Transcribe sections of performed music, in specific notes and/or chordal analysis.
- Think critically as it relates to score study and aural analysis of melodic, rhythmic, harmonic, and structural aspects of music.

#### MUSC 3210 - Music History I (3)

The history of western music from the time of the ancient Greeks through the Renaissance and early Baroque periods. This is the first of a three-course sequence designed to provide a chronological perspective of the history of western music from the time of the ancient Greeks up to the present. Although courses are chronological, each component is self-contained and may be taken out of sequence.

Prerequisite: MUSC 1110 or consent of instructor

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

1. Demonstrate a strong knowledge base relating to sacred, secular, vocal and instrumental music from antiquity through the rise of instrumental music in the late 16th century, including composers' names and titles of compositions.
2. Demonstrate an understanding of compositional style, performance practice, and historical context of music from antiquity through the late 16th and early 17th centuries through analysis, synthesis, comparison and contrast of compositional style.
3. Demonstrate the ability to perform music from antiquity through the late 16th and early 17th centuries in an informed, historically correct manner.
4. Demonstrate the ability to write about music from the course content through study, critical thinking and clear writing.

#### MUSC 3220 - Music History II (3)

The history of western music from the early 17th century through the mid- 19th century. This is the second in a three-course sequence designed to provide a chronological perspective of the history of western music from the time of the ancient Greeks up to the present. Although courses are chronological, each component is self-contained and may be taken out of sequence.

Prerequisite: MUSC 1110 or consent of instructor

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

1. Demonstrate a strong knowledge base relating to sacred, secular, vocal and instrumental from the early 17th century through the late 18th century.
2. Demonstrate an understanding of compositional style, performance practice, and historical context of music from the early 17th century through the late 18th century through analysis, synthesis, comparison and contrast of compositional style.
3. Demonstrate the ability to perform music from the early 17th century through the late 18th century in an informed, historically correct manner.
4. Demonstrate the ability to write about music from the course content through study, critical thinking and clear writing.

### MUSC 3230 - Music History III (3)

The history of western music from the mid/late 19th century to the present. This is the third in a three-course sequence designed to provide a chronological perspective of the history of western music from the time of the ancient Greeks up to the present. Although courses are chronological, each component is self-contained and may be taken out of sequence.

Prerequisite: MUSC 1110 or consent of instructor

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

1. Demonstrate a strong knowledge base relating to sacred, secular, vocal and instrumental from the late 18th century to the present.
2. Demonstrate an understanding of compositional style, performance practice, and historical context of music from the late 18th century to the present through analysis, synthesis, comparison and contrast of compositional style.
3. Demonstrate the ability to perform music from the late 18th century to the present in an informed, historically correct manner.
4. Demonstrate the ability to write about music from the course content through study, critical thinking and clear writing.

### MUSC 3240 - Arranging (2)

Basic techniques of arranging music for chorus, orchestra and band.

Prerequisite: MUSC 3100, MUSC 3110

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

1. Demonstrate a knowledge base including specifics regarding writing for the voice, keyboard instruments, orchestral string instruments, woodwind instruments, brass instruments, and percussion instruments.
2. Demonstrate the ability to synthesize knowledge in the production of short musical excerpts for various combinations of instruments and a term arranging project that will exhibit:
  - a. Theoretical/musical consistency (possibly including, but not limited to, formal coherence, melodic invention, appropriate harmonic language and dissonance usage, metrical understanding and rhythmic impulse, etc.).
  - b. Technical command (possibly including, but not limited to, idiomatic scoring, appropriate text setting (if applicable), etc.).
  - c. Attention to ancillary details (possibly including, but not limited to, complete and clear editing, production of parts, understanding of the notational program, etc.).
  - d. Appropriate length and complexity for the particular assignment.
3. Demonstrate the ability to produce of a more complex musical piece that will include various combinations of instrumentation and voicing.

### MUSC 3400 - Collaborative Piano Seminar (2)

This course is designed to provide the advanced pianist with skills necessary to function in various collaborative venues. Emphasis is placed on sight reading, practical aspects of accompanying, choral score reading, rehearsal techniques, and score preparation.

Prerequisite: Piano majors or those students who have successfully passed the Piano Proficiency Exam

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

1. Possess a broad knowledge and understanding of the fundamental elements and resources in the field of collaborative piano.
2. Develop and apply skills in accompanying/collaborative piano to the solving of specific musical challenges, including but not limited to, ensemble, balance, rehearsal technique, and score preparation.
3. Develop the ability to work well with others in a collegial, professional manner in the performance of significant chamber music repertoire.

### MUSC 3440 - Diction I (2)

Fundamentals in English and Italian pronunciation for singers.

Prerequisite: Standing as music and/or musical theatre major

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

1. Possess a working knowledge of the International Phonetic Alphabet.
2. Demonstrate the ability to apply IPA to the Italian language for singing.
3. Demonstrate the ability to apply IPA to the English language for singing.

MUSC 3450 - Diction II (2)

Fundamentals in German and French pronunciation for singers.

Prerequisite: MUSC 3440

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

1. Possess a working knowledge of the International Phonetic Alphabet.
2. Demonstrate the ability to apply IPA to the French language for singing.
3. Demonstrate the ability to apply IPA to the German language for singing.

MUSC 3480 - Beginning Conducting (2)

Development of skills in conducting choral and instrumental music. Special attention is given to learning basic conducting patterns and gestures.

Prerequisite: MUSC 1100

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

1. Basic conducting patterns.
2. Use of the hands in showing tempo, dynamics, phrasing, cueing, fermatas, and any other gestures.
3. Conducting compound and asymmetrical meters
4. Common musical terms.
5. The use of a baton.

MUSC 3810 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 2820

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.

4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3820 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 3810

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 2920 and successful completion of the Sophomore Barrier

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 3910



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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 3990 - Junior Recital (3)

A junior-level performance course designed to integrate material studied throughout the music program in music theory, music history, and performance. While continuing lessons as a part of the 3-hour credit the student will present a final solo recital, in addition to the preparation of the printed program, detailed program notes (including texts and translations, if applicable), publicity materials, and other departmental documentation related to the recital.

Prerequisite: Junior standing (completion of 90 semester hours) and successful completion of MUSC 3910

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

1. The ability to perform a junior-level (approximately 30-minute) recital on their particular instrument.
2. An understanding of appropriate performance technique for the instrument.
3. An understanding of appropriate performance practice for the variety of music styles and/or genres presented.
4. Knowledge of the historical and theoretical context of the music through clearly written performance notes.

#### MUSC 4480 - Advanced Conducting (2)

Experience in conducting choral and instrumental ensembles, with special attention to score preparation, analysis and reading, and expressive gestures. Students conduct the Piedmont Chorale, Piedmont University Singers, and/or the Wind Ensemble in rehearsals.

Prerequisite: MUSC 3480

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

1. Select age and developmentally appropriate literature for school performing ensembles.
2. Analyze an age level- appropriate musical score for his/her school ensemble.
3. Identify potential performance challenges for the ensemble member.
4. Devise a rehearsal plan for introducing, teaching, refining and performing the selected work.
5. View and analyze recordings of his/her conducting style.
6. Identify personal conducting style issues.
7. Devise a plan for correcting conducting style issues.

#### MUSC 4500 - Applied Pedagogy (3)

This course is designed to equip the student with the knowledge to teach beginning, intermediate, and advanced students through exposure to the traditional pedagogical techniques of the student's primary instrument. Emphasis will be placed on surveys of traditional methods and terminology, the operation of a professional studio, physiology, research, and new technological advances.

Prerequisite: MUSC 2910

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

1. An understanding of the nature of the instrument and how it relates to performing.
2. Observational skills necessary to be an effective teacher.
3. Knowledge of the pedagogy behind various aspects of the instrument.
4. An understanding of pedagogic technique through teaching lessons.

MUSC 4750 - Special Topics (3)

This course is designed for the study of special music topics which are not part of the formal offerings within the music department. Topics offered include Piano Pedagogy, Piano Literature, Accompanying, Vocal Pedagogy, Vocal Literature, Women in Music, and other courses that may arise due to interest of students or professors.

Prerequisite: MUSC 2200, MUSC 2210

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

1. A strong background in the specific content of the topic studied.

MUSC 4810 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 3820

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

MUSC 4820 - Applied Music Lessons (1)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for non-majors and selected musical theatre majors. Lessons are 30 minutes in length, once per week. Performance in one student recital is required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 4810

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.

2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 4910 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 3920

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

#### MUSC 4920 - Applied Music Lessons (2)

Private lessons in brass, conducting, guitar, organ, piano, percussion, strings, voice, woodwinds, for music majors and selected musical theatre majors. Lessons are 60 minutes in length, once per week. Performance in one student recital and a final performance jury are required. See the Conservatory of Music Handbook for additional information on applied music lessons.

Prerequisite: MUSC 4910

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

1. Innate musicality, possibly including, but not limited to, sensitivity, expression, communicative instinct and rhythmic impulse, etc. To a finished musical performance.
2. Interpretative skills, possibly including, but not limited to, communication of the score, appropriate rubato, attention to melodic line, voicing, registration, tone color, articulation, emotional content, ensemble, fidelity to the score, understanding of historical context, etc. Towards a finished musical performance.
3. Technical command of the instrument, possibly including, but not limited to, posture, fingering, correct pitches and rhythms, etc. Towards presenting a finished musical performance.
4. Attention to ancillary details, possibly including, but not limited to, program notes, poise, confidence, arriving on time, professional behavior, stage presence, stagecraft, attire, audience acknowledgement, etc. In the process of presenting a finished musical performance.
5. Appropriate performance skills in consideration of level (Fr. So. Jr. Sr.) And degree program (non-major, minor, major).

**MUSC 4950 - Internship in Music I (1)**

This course will provide students with the opportunity to gain practical experience by assisting in the operation of a music-focused organization, which includes but is not limited to concert venues, churches, commercial recording studios, music management offices, retail music stores, and private music studios. The students will work directly with the organization's leadership based on the interests of the students and the needs of the organization, under the supervision of a member of the music faculty.

Typically Offered: Demorest Campus: fall day, spring day.

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

1. Work on the site of a sponsoring organization professionally under the supervision of a site manager.
2. Keep a journal of activities pertinent to the projects assigned.
3. Keep accurate records pertinent to the projects assigned.
4. Be reflective and self-aware of weaknesses and strengths through clear writing in daily/weekly journals and a final paper which summarizes the total internship experience in terms of anticipated and unanticipated learning outcomes in their practical performance.

**MUSC 4990 - Senior Recital (3)**

A capstone course designed to integrate material studied throughout the music program in music theory, music history, and performance. While continuing lessons as a part of the 3-hour credit the student will present a final solo recital as part of the capstone, in addition to the preparation of the printed program, detailed program notes (including texts and translations, if applicable), publicity materials, and other departmental documentation related to the recital.

Prerequisite: Senior standing (completion of 90 semester hours) and successful completion of MUSC 3920.

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

1. The ability to perform a full-length (approximately 1 hour) recital on their particular instrument.
2. An understanding of appropriate performance technique for the instrument.
3. An understanding of appropriate performance practice for the variety of music styles and/or genres presented.
4. Knowledge of the historical and theoretical context of the music through clearly written performance notes.

**NASC—NATURAL SCIENCES****NASC 2980 - Research I (3)**

Independent of group research project conducted in close association with a faculty member. Includes attendance at department seminars.

Prerequisite: BIOL, CHEM, or GEOL 1101-1102 & respective BLAB, CLAB, or GLAB 1101-1102; permission of instructor

Students will demonstrate that they can:

- Conduct background research and understand the importance of peer reviewing
- Develop and perform a research project
- Prepare and present their findings in the form of a professional poster

**NASC 2989 - Honors Research I (3)**

Independent or group research project conducted in close association with a faculty member. Includes development of professional poster to be presented at Piedmont Symposium or other professional venue. Also includes attendance at departmental seminars.

Prerequisite: Membership in Natural Sciences Honors Program; BIOL, CHEM or GEOL 1101 & 1102 & respective BLAB, CLAB, or GLAB 1101-1102; permission of instructor

Students will demonstrate that they can:

- Conduct background research and understand the importance of peer reviewing

- Develop and perform a research project
- Prepare and present their findings in the form of a professional poster

#### NASC 3050 - Current Topics in Natural Science (2)

This is a seminar course designed to inform and engage students about current issues in the natural sciences. Students critically review current research in the area of natural sciences through readings, discussions, analyses, and presentations.

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

1. Demonstrate knowledge about a current topic in the field of natural science.
2. Demonstrate their ability to relate course content to current events.

#### NASC 3800 - Field Studies in the Natural Sciences (3)

Field/travel class for science majors/minors and interested students who have completed a 1000 level science sequence. The destination and subject area will vary depending on the faculty involved. Courses will focus on content which is not otherwise available within our program and participants will travel outside of the University's immediate area.

Prerequisite: Appropriate 2 semester science sequence (BIOL 1101/1102, CHEM 1101/1102, GEOL 1101/1102) depending on the emphasis of the course.

Upon the completion of this course, students will have developed

1. Knowledge of natural world, gained through exploration and experience
2. Skills in collecting information in realistic environment
3. Familiarity with geographic areas outside of Piedmont's immediate area

#### NASC 3980 - Research II (3)

Independent of group research project conducted in close association with a faculty member. Includes attendance at department seminars.

Students will demonstrate that they can:

- Conduct background research and understand the importance of peer reviewing
- Develop and perform a research project
- Prepare and present their findings in the form of a professional poster

#### NASC 3989 - Honors Research II (3)

Independent or group research project conducted in close association with a faculty member. Includes development of professional poster to be presented at Piedmont Symposium or other professional venue. Also includes attendance at departmental seminars.

Prerequisite: Membership in Natural Sciences Honors Program; NASC 2980 or 2989 and permission of instructor

Students will demonstrate that they can:

- Conduct background research and understand the importance of peer reviewing
- Develop and perform a research project
- Prepare and present their findings in the form of a professional poster

#### NASC 3990 - Philosophy and Methodology of Science (3)

Overview of the history and philosophy of science; introduction to scientific research methods including concepts of statistical analyses, testing hypotheses, and experimental design. Requires development of prospectus for Senior Research NASC 4980 in consultation with thesis director. Lecture only.

Prerequisite: At least one course in a 3000/4000 level science

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

- Understand science as a discipline: what it is, how it functions, and its philosophic history
- Understand how to design an experiment
- Understand how to handle, analyze, and present data in an appropriately scientific manner
- Prepared to conduct an independent research project

#### NASC 4210 - Biochemistry (3)

Metabolic pathways involving carbohydrates, fats, proteins and other biologically important substances. Lecture only.

Prerequisite: CHEM 2351, BIOL 1101, and BIOL 1101L recommended

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

- Demonstrate a basic understanding and appreciation of major anabolic and catabolic pathways involving carbohydrates, fats, amino acids and proteins, and other biologically important substances.

#### NASC 4800 - Special Topics in Natural Science (1-4)

This course examines special topics in the natural sciences related to biology, chemistry, geology, or environmental science, which are not part of the formal offerings of the department. It may be repeated for credit only if the topic changes.

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

1. Knowledge of recent scientific issues.
2. The ability to read and synthesize research papers and articles related to new scientific issues.
3. The ability to discuss and present knowledge learned from researching current scientific issues.

#### NASC 4930 - Internship in Natural Science (1-3)

This course allows students the opportunity to participate in applied job-related experiences in the natural sciences: biology, chemistry, geology, and environmental science. Students may repeat the course for credit.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding of the agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship based on the student's knowledge and coursework.
6. To expand on your critical analysis skills.

#### NASC 4950 - Science Seminar (1)

This course is for majors and includes a seminar presentation of research.

Prerequisite: Senior standing in science major and NASC 4980 or NASC-4981 or NASC-4989

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

1. Demonstrate oral presentation and critical thinking skills.
2. Demonstrate their scientific writing and critical thinking skills.
3. Communicate comprehensive knowledge of Biology/ Chemistry/Environmental Science/Environmental Geology.

NASC 4980 - Senior Research (3)

Conduction of senior research under the direction of a faculty member.

Prerequisite: NASC 3990 and senior standing.

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

1. Understand how to conduct hands-on, original research.
2. Understand how to properly conduct a research project.

NASC 4981 - Senior Library Research (2)

For science majors completing a B.S. degree but not taking a senior research course (NASC 4980 or NASC 4989). This is a capstone preparation course in which students learn the basics of science literature research, science writing, and oral presentation.

Prerequisite: NASC 3990

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

1. Recognize pertinent quality research related to topic of interest.
2. Develop ability to summarize and synthesize research appropriate to topic of interest.
3. Acquire written and oral presentation skills.

NASC 4989 - Honors Senior Research (3)

Honors research under the direction of the thesis director.

Prerequisite: NASC 3990, senior standing, and permission from director and member of the Honors Program.

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

- Understand, through conducting hands-on, original research, how to properly conduct a research project.

NASC 4999 - Honors Thesis (2)

Writing and approval of a thesis on research project conducted in NASC 4989. Thesis must be in the format of a scientific article and be approved by the thesis director and one additional reader from within the natural sciences.

Prerequisite: NASC 4950 or NASC 4989 Corequisite: Must be taken simultaneously with BIOL 4959.

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

- Understand how to communicate the results of a research project in proper scientific format as a senior thesis.

## **NRSC—NEUROSCIENCE**

NRSC 2900 - Introduction to Behavioral Neuroscience (3)

This course is an introduction to behavioral neuroscience. The course provides an overview of the anatomy, physiology, and function of the nervous system. The course covers a broad range of psychological phenomena, including the stress response, sleep, perception, movement, motivation, emotion, learning and memory, and social behavior. We will discuss each phenomenon in terms of the overt behavior that describes the phenomena and in terms of the underlying neurophysiology. This course serves as a survey course for

student curious about brain and behavior; and it serves as a foundational course for students interested in taking the upper-level neuroscience courses.

1. Describe the general anatomy and physiology of the brain
2. Explain how the brain contributes to different aspects of behavior
3. Identify brain-related disorders based on symptoms and neuropathology

#### NRSC 3000 - Neuroscience Foundations (3)

This course introduces students to the field of neuroscience, explores the cellular and molecular basis of neural systems, and discusses the neural basis of cognition. Students are expected to leverage their understanding of biology and chemistry to build a working knowledge of neuroscience fundamentals.

Prerequisite: BIOL-1101 BIOL-1101L BIOL-1102 BIOL-1102L CHEM-1101 CHEM-1101L CHEM-1102 CHEM-1102L or CHEM 2351

1. Discuss the history and purpose of neuroscience.
2. Display a basic understanding of the biological systems that underlie neurological phenomena.
3. Understand the fundamentals of cellular and molecular biology as they pertain to neuroscience.
4. Understand the process by which signals are transmitted between the neurons and from neurons to muscles.
5. Articulate the organization of the NCS (Central Nervous System) and its components.
6. Connect the functioning of neurons to the phenomenon of cognition.

#### NRSC 3800 - Readings in Neuroscience (1)

One-hour seminar class in which students discuss research articles published in recent editions of neuroscience-related journals. The purpose of the class is to introduce students to current issues in neuroscience, as well as to gain a deeper understanding of methods and topics in the field. Students will develop an annotated bibliography of current issues that they can use for their future research.

Prerequisite: PSYC 1101, PSYC 2202, NRSC 4300

1. Explain how changes in brain function relate to symptoms of common neurological conditions and mental disorders
2. Identify a disorder or disease based on a set of symptoms and by a description of a “disorder” brain function
3. Synthesize information into a larger understanding of the relationship of how brain and behavior inform our self-identity

#### NRSC 4000 - Clinical Neuropathology (3)

This course captures foundational concepts in modern psychiatric care and neuroscience and makes them clear and accessible. It provides students with a broad knowledge base covering many of the latest developments in the field of neuroscience, including our most modern understanding of developmental disorders, various pathologies of neurological systems, the role of microbiology in neurological care and more. Upon completion, students will be well prepared to pursue graduate study or work in the sciences, armed with a strong understanding of the current state of both Neuroscience and Mental Health and the connections between both.

Prerequisite: BIOL-1101 BIOL-1101L BIOL-1102 BIOL-1102L CHEM-1101 CHEM-1101L CHEM-1102 CHEM-1102L NRSC-3000 PSYC-1101

1. Understand the biological basis for various neuropathologies.
2. Understand the state of treatment for a range of developmental, degenerative, and other neurological disorders.
3. Display an understanding of neuroanatomy.
4. Articulate the importance and impact of brain imaging.
5. Understand how preconditions, biology and experience can combine to create complex issues and traumas.



6. Understand the problems caused by the legacy of the 'mind-body duality' and its impact on mental health stigma.

#### NRSC 4300 - Brain and Behavior (3)

This course takes a comparative and systems-level approach to understanding the biological basis of behavior. The course begins by asking "What is behavior?" and "What is brain?" and "How are they associated?" The course then describes the neurophysiology and neuroanatomy of the brain. Then it builds on the answers to the opening questions by exploring the psychology and neuroscience of specific categories of behavior: the stress response, perception, movement, hunger, thirst, reward, threat behavior, and vigilance. Real-world behavior is complex; that is, 1. it involves multiple categories of behavior operating at once, 2. it is flexible, adaptive, and predictive, and 3. it varies based on environmental context. Consequently, throughout the course, we will consider the behavior under discussion in the context of an organism operating in an environment. By the end of the course, you will be able to describe a complex behavior you engage in and the neural circuits underlying it.

1. Define behavior in terms of its adaptive function(s)
2. Describe brain anatomy, physiology, and functionality
3. Relate neural circuits to the execution of a complex behavior

#### NRSC 4400 - Cellular Neuroscience (3)

This course steps back from the systems-level approach of NRSC 4300 to look at the cells of the nervous system, the circuits they form, and their basic physiology. The course begins by explaining the structure and physiology of neurons and glia and the ways in which they interact. Then the course takes a dive into psychopharmacology, exploring the actions of neurotransmitters at the synaptic and systems level, and discussing the actions of centrally acting drugs on brain activity and behavior. Then the course looks at neural circuits from localized microcircuits to the connectome. Building on this understanding of neural dynamics, the course considers the relationship between rhythmic brain activity and behavior, with a focus on sleep. Before moving to the final section of the course, the class will pause and consider what can be learned about behavior by studying the brain at the cellular level. The closing section of the course is a study of the neuroscience of mental disorders.

This section considers two questions: 1. What does neuroscience tell us about mental disorders? and 2. What do mental disorders tell us about brain and behavior? You will have enough understanding of the cellular neuroscience to answer these questions critically.

Prerequisite: Required: NRSC 4300; Recommended: PSYC 1101, PSYC 3360

1. Explain the structure and physiology of the cells of the nervous system
2. Relate cellular activity to behavior
3. Assess neuroscientific theories of depression, anxiety, and schizophrenia

#### NRSC 4500 - Cognitive Neuroscience (3)

The origins and principles of cognitive neuroscience and the methods of research conducted in the field. Classic, seminal, and current studies on how the brain performs various tasks. The course discusses the organization of the cerebral cortex and the cortex' role in cognitive processes such as attention, memory, decision making, social decisions, executive function, consciousness, and dementias. Neuroscience majors must take the accompanying Cognitive Neuroscience lab.

Prerequisite: PSYC-3360, NRSC 4300, NRSC 4400

1. Define cognitive processes in terms of their adaptive function(s)
2. Relate cognitive processes to the neural circuitry underlying cognitive processes
3. Construct the neural networks involved in generating the behavior of an organism in a real world scenario

#### NRSC 4500L - Neuroscience Lab (1)

This course covers behavioral and neuroscientific methods commonly used in cognitive, perceptual, and neuroscientific studies. Students will have opportunities to take neurophysiological measures, such as EEG and EOG. Students interested in taking this course must take it at the same time as Cognitive Neuroscience.

Prerequisite: PSYC 1101 PSYC 2202

1. Describe methods commonly used in Cognitive Neuroscience
2. Demonstrate an ability take neurophysiological measurements
3. Analyze and interpret results of a cognitive neuroscience experiment

## **NURS—NURSING**

NURS 3312 - Foundations: Basic Principles of Nursing (5)

Focus is on basic concepts and dimensions that support health and the profession of nursing. Introduces the basic cognitive and psychomotor skills essential for professional nursing practice. A practicum allows opportunity for application of learned skills. Basic human functions of sleep, stress, cognition, self- confidence, and sexuality are examined with emphasis on the nursing process to promote client movement toward optimal health and functioning.

Offered: Athens and Demorest: Summer.

1. Utilize theories from the liberal arts and sciences in the determination of basic human needs.
2. Develop a basic understanding of the nursing process and critical thinking.
3. Explore the history of contemporary nursing and its impact on modern nursing.
4. Identify the qualities and roles of the nursing profession.
5. Utilize basic concepts of therapeutic communication appropriately with clients.
6. Describe the introductory legal, ethical, and value related issues that impact the practice of professional nursing.
7. Describe the nursing code of ethics and the concept of client's rights.
8. Integrate knowledge of sexuality into the nursing process.
9. Recognize the nurse's role in grief, loss, coping, and death and dying.
10. Discuss the physiological and psychological concepts of stress, nutrition, sleep, cognition, self-concept, and spirituality utilized in patient care from a holistic perspective.
11. Identify and maintain the elements of a safe environment for the client and the nurse including asepsis and infection control.
12. Utilize basic skills and understanding in gathering nursing data.
13. Demonstrate basic therapeutic organizational skills in providing care to clients and patient safety.
14. Promote wellness in the provision of nursing care with a focus on health promotion, activity, and exercise.
15. Recognize the nurse's role as healer, teacher, and advocate.
16. Explore basic nursing theory and conceptual frameworks
17. Explore concepts related to patient hygiene, urinary and fecal elimination, oxygenation, nutrition, mobility and positioning, and assessment of vital signs.
18. Demonstrate an understanding of aseptic, infection control, and personal protective safety concepts including sterile technique, gowns/mask, and handwashing.

NURS 3313 - Pathophysiology and Pharmacology I (3)

An introduction to pathophysiological and pharmacological concepts using an integrated systems approach. This is the first of a two course sequence focusing on the clinical application of physiologic and pharmacologic principles necessary for safe nursing practice across the lifespan.

Offered: Athens and Demorest: Summer.

1. Demonstrate understanding of pathophysiological and pharmacological concepts necessary for comprehensive evidence based clinical practice.
2. Identify the connection of pathophysiology and disease process on the impact of health.
3. Integrate the concepts of pharmacology with corresponding pathophysiologic alterations and the effect on clinical practice and across the lifespan.
4. Discuss the major concepts associated with pharmacology, including pharmacodynamics, pharmacokinetics, therapeutic effects, adverse effects, and factors affecting drug therapy.
5. Explain the mechanism of action, indications, contraindications, cautions, common adverse effects, and clinically important drug-drug interactions for each of the major drug groups.
6. Demonstrate an understanding of the legal, ethical, economic, and safety implications associated with pharmacologic intervention.

NURS 3314 - Pathophysiology and Pharmacology II (4)

An introduction to pathophysiological and pharmacological concepts using an integrated systems approach. This is the second of a two course sequence focusing on the clinical application of physiologic and pharmacologic principles necessary for safe nursing practice across the lifespan.

Prerequisite: NURS 3313 Offered: Athens and Demorest: Fall.

1. Demonstrate understanding of pathophysiological and pharmacological concepts necessary for comprehensive evidence based clinical practice.
2. Identify the connection of pathophysiology and disease process on the impact of health.
3. Integrate the concepts of pharmacology with corresponding pathophysiologic alterations and the effect on clinical practice and across the lifespan.
4. Discuss the major concepts associated with pharmacology, including pharmacodynamics, pharmacokinetics, therapeutic effects, adverse effects, and factors affecting drug therapy.
5. Explain the mechanism of action, indications, contraindications, cautions, common adverse effects, and clinically important drug-drug interactions for each of the major drug groups.
6. Demonstrate an understanding of the legal, ethical, economic, and safety implications associated with pharmacologic intervention.

NURS 3322 - Fundamentals of Nursing Practice (6)

Focus is on the effects of health problems of adults. Problems and concepts specific to caring of older adults, surgical experience, movement and coordination, diabetes, cardiovascular, and respiratory assessment. Strategies that promote and maintain a healthy lifestyle are examined. The nurse's role in planning, implementing, and evaluating strategies toward optimal health is emphasized.

Prerequisite: NURS 3312, NURS 3313 Offered: Athens and Demorest: Fall.

1. Demonstrate safe and competent skills in providing care to individual clients.
2. Implement a safe environment for the client.
3. Utilize critical thinking through the nursing process in developing plans of care and health promotion for diverse clients with problems with Hypertension, Cardiovascular Systems, Diabetes, Musculoskeletal Problems, Assessment of Respiratory, Oxygen Therapy, Genetics, Skin Integrity and Wound, Growth and Development.
4. Discuss nutrition with strategies that assist clients to meet specific diet therapy needs.
5. Discuss resources available to maintain the continuity of care of patients and/or families.
6. Utilize technological resources in nursing practice to enhance patient care.
7. Begin to utilize evidence based findings in nursing practice.

NURS 3323 - Health Assessment (4)

Presents a comprehensive approach to health assessment. Techniques for the assessment of individuals across the lifespan are addressed.

Prerequisite: Prerequisites or corequisites: NURS 3312 Offered: Athens and Demorest: Fall.

1. Apply effective interview skills to formulate a comprehensive health history for adults.
2. Demonstrate foundational skills needed to perform a safe, complete, and accurate physical assessment on adults.
3. Perform a complete nursing physical assessment on an individual using systematic, safe, and accurate techniques.
4. Identify expected and unexpected health assessment findings for adults.
5. Categorize and document objective and subjective health assessment data.
6. Prepare legible, organized, and accurately written documentation of a comprehensive health assessment.
7. Utilize the nursing process and critical thinking skills to develop and begin formulating nursing care plans that promote the health of individuals.

#### NURS 3330 - Adult Health Care I (5)

Focus is on the effects of health problems of adults. Problems and concepts specific to fluid and electrolyte imbalance, sensory perception, inflammation, connective tissue disorders, hematological, and GI system are addressed. The nurse's role in planning, implementing, and evaluating strategies toward optimal health is emphasized.

Prerequisite: NURS 3322, NURS 3323 Offered: Athens and Demorest: Spring.

1. Demonstrate safe and competent skills in providing care to individual clients.
2. Implement a safe environment for the client.
3. Utilize critical thinking through the nursing process in developing plans of care and health promotion for diverse clients with problems of fluid and electrolyte imbalances, problems with sensory perception, gastrointestinal disorders, inflammatory and connective tissue disorders and hematological disorders.
4. Discuss nutrition with strategies that assist clients to meet specific diet therapy needs.
5. Discuss resources available to maintain the continuity of care of patients and/or families.
6. Utilize technological resources in nursing practice to enhance patient care.
7. Begin to utilize evidence based findings in nursing practice.

#### NURS 3331 - Family Nursing (4)

Provides a comprehensive approach to the childbearing family. The nurse's role in assisting families toward optimal functioning is stressed.

Prerequisite: NURS 3322, NURS 3323 Offered: Athens: Spring, Demorest: Fall.

1. Use critical thinking skills in the application of the nursing process for care of women, infants, and families.
2. Conduct comprehensive assessments of women, infants, and families that include physical, behavioral, psychological, spiritual, and cultural components.
3. Recognize the relationship of genetics to childbearing, disease prevention, and screening.
4. Deliver compassionate, patient-centered, evidence-based care that respects patient & family preferences.
5. Implement holistic patient care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management for women, infants, and families.
6. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
7. Explore resources/referrals to assist individuals and families to attain and maintain optimal functioning.
8. Practice within the ethical and legal scope of practice for nurses caring for the family.
9. Communicate effectively with the interprofessional health care team, the patient, and the family.
10. Demonstrate the application of psychomotor skills for the safe, competent, and compassionate delivery of patient care for women and infants.

11. Discuss common health care issues affecting women across the life span.
12. Utilize technology to assist in evidence-based patient care of diverse populations.
13. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients, families, and the health care team.

NURS 3332 - Population Focused Community Health Nursing (4)

Explores the concepts of and strategies for disease prevention and health promotion that are needed to improve the health of individuals, families, communities and selected populations. Addresses global factors impacting health care. The nurse's role in the promotion of population health is emphasized.

Prerequisite: NURS 3322, NURS 3323 Offered: Athens: Spring, Demorest: Fall.

1. Apply conceptual frameworks of public health nursing practice.
2. Describe the organization and financing of the health care delivery system from a local, state, national, and global perspective.
3. Explain major influences on health care and the practice of community oriented nursing related to ethics, culture, health policy and the environment.
4. Utilize critical thinking skills to plan, organize, implement, and evaluate a population focused health promotion project.
5. Utilize technological resources to examine current population health data.
6. Apply evidence based findings to community nursing.
7. Describe vulnerable populations and the factors leading to vulnerability.
8. Explore the roles, function, and importance of community health nurses.
9. Demonstrate the role of nurse advocate.
10. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others and attention to professional boundaries with patients, families and the inter-professional health care team.
11. Understand the role of the nurse and other healthcare professionals in promoting conditions and healthy behaviors that improve population health.
12. Demonstrate the professional standards of moral, ethical and legal conduct in community health nursing.
13. Practice safe and competent community nursing care with individuals and families.

NURS 4420 - Research in Nursing (3)

Highlights the research process, the use of research in nursing, and the nurse as a consumer of research.

Prerequisite: MATH 1300 Offered: Athens and Demorest: Fall.

1. Discuss the relationship between research, theory and evidence-based nursing practice.
2. Demonstrate an understanding of the basic elements of the research process.
3. Critically read, evaluate, and synthesize research in nursing.
4. Utilize appropriate technological resources available to nursing research.
5. Discuss ways that research findings are communicated.
6. Discuss ethical and legal issues pertaining to nursing research.
7. Interpret the role of the baccalaureate nurse in research.

NURS 4425 - Nursing of Acute and Chronic Mental Health Conditions (4)

Explores the foundational concepts of mental health nursing and examines acute and chronic mental health conditions in individuals across the lifespan. Focuses on strategies that promote an optimal level of functioning. The nurse's role in mental health nursing is emphasized.

Prerequisite: NURS 3322, NURS 3323 Offered: Athens: Fall, Demorest: Spring.

1. Recognize the impact of one's attitudes, values and expectations when providing care for clients with mental health conditions.
2. Discuss and evaluate the roles of mental health nursing in various settings.
3. Explore the factors contributing to the development of mental health conditions.
4. Differentiate the characteristics of various acute and chronic mental health conditions.
5. Demonstrate responsibility and accountability in providing safe and competent nursing care to individuals with acute and chronic mental health conditions.
6. Utilize ethical/legal decision-making in providing nursing care for mental health clients.
7. Demonstrate knowledge of regulations that affect the ethical use of technology when caring for clients with mental health conditions.
8. Utilize critical thinking through application of the nursing process in planning and implementing nursing care for clients with acute and chronic mental health conditions.
9. Utilize therapeutic communication skills effectively with clients with mental health conditions.
10. Analyze the nurse's role and function as an effective member of the interprofessional health care team in the mental health setting through appropriate collaboration.
11. Demonstrate an understanding of the role of community-based mental health nursing in intervening with clients with mental health conditions living in the community.
12. Explore current research findings related to the care of individuals with acute and chronic mental health conditions.
13. Discuss the impact of genetics and the Human Genome Project on understanding mental illness and individual response to therapeutic interventions.
14. Utilize technological resources to facilitate the care of clients with mental health conditions.
15. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others and attention to professional boundaries with patients, families and the interprofessional health care team.

NURS 4426 - Adult Health Care II (4)

Focus is on the effects of health problems of adults. Problems and concepts specific to cardiac, peripheral vascular, cancer, neurological, and renal disorders are addressed. The nurse's role in planning, implementing, and evaluating strategies toward optimal health is emphasized.

Prerequisite: NURS 3330 Offered: Athens and Demorest: Fall.

1. Demonstrate the ability to make legal and ethical nursing decisions.
2. Demonstrate effective organizational skills in providing care to patients.
3. Implement a safe environment for all patients.
4. Implement safe drug therapy in patient care.
5. Incorporate available community resources in planning for the continuity of care for patients.
6. Utilize evidence-based practice in planning holistic patient centered care.
7. Communicate and function effectively with the patient, families and interprofessional team.
8. Utilize critical thinking in the application of the nursing process.
9. Implement technology in providing patient care.
10. Synthesize knowledge of health promotion and disease management when planning care for patients experiencing problems of abnormal tumor growth, perfusion, and cognition, movement and coordination.
11. Integrate knowledge from health science courses when planning nursing care.

12. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others and attention to professional boundaries with patients, families and the interprofessional health care team.

NURS 4427 - Health Care of the Child (4)

Focuses on the utilization of critical thinking, communication, and clinical competence in meeting the special needs of children and their families.

Prerequisite: NURS 3322, NURS 3323 Offered: Athens: Spring, Demorest: Fall.

1. Practice within the legal and ethical framework of nursing care
2. Discuss anticipatory guidance regarding safety for infant toddlers, preschoolers, school-aged, and adolescents
3. Use critical thinking skills in planning and implementation of safe, competent nursing care for infants, children & their families
4. Conduct comprehensive assessment and interpret findings of infants, children, and adolescents that include physical, behavioral, psychological, spiritual, and cultural components
5. Relate current research findings to the health care of children and their families
6. Discuss the ethical and legal scope of practice for nurses caring for the family
7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preference, and health literacy considerations
8. Utilize basic technological resources in nursing practice
9. Apply physical, cognitive and psychosocial theories when planning care of children from newborn thru adolescent age groups
10. Discuss the elements of physical assessment techniques and multi-system assessments according to the age developmental stage of the child
11. Recognize and discuss nursing management of common pediatric infectious and communicable diseases
12. Explore community resources available to maintain the continuity of care for clients and their families
13. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others and attention to professional boundaries with patients, families, and the interprofessional health care team.

NURS 4430 - Nursing Care of the Complex Client with Multiple Problems (3)

This course emphasizes synthesis of previous knowledge gained in the Adult Health Care courses. The nurse's role in the care of the critical complex client is emphasized. Utilization of critical thinking and problem solving skills are stressed.

Prerequisite: NURS 4426 Offered: Athens and Demorest: Spring.

Upon completion of this course, students will be able to:

1. Demonstrate the ability to make legal and ethical nursing practice decisions.
2. Demonstrate effective organizational skills in providing care to patients.
3. Implement a safe environment for all patients.
4. Implement safe drug therapy for all patients.
5. Incorporate available community resources in planning for the continuity of care for patients.
6. Utilize evidence-based practice in planning holistic patient centered care for the complex client.
7. Communicate and function in the application of nursing practice for patients with complex health problems.
8. Utilize critical thinking in the application of nursing practice for patients with complex health problems.
9. Implement technology in providing patient care in the critical care setting.

10. Synthesize knowledge of health promotion and disease management when planning care for patients experiencing complex health problems and disease management when caring for patients across the life span experiencing complex problems of ventilation, perfusion, cognition, movement, coordination, and renal function.
11. Integrate knowledge from health science courses when planning nursing care.
12. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients, families, and inter-professional health care team.

#### NURS 4431 - Nursing Leadership and Management (3)

Examines selected theories, styles, roles, and functions in leadership and management. The role of the nurse as a leader/manager in the health care arena is analyzed.

Prerequisite: NURS 4420 Offered: Athens and Demorest: Spring.

1. Utilize scholarly nursing literature searches to examine nursing theory and research related to management and leadership.
2. Demonstrate understanding of the current issues and trends affecting nursing and healthcare delivery and the role of a patient advocate.
3. Analyze the politics of health care and the impact on nursing.
4. Analyze ethical and legal issues in healthcare pertaining to leadership, management, and nursing practice.
5. Explore the evidence regarding effective strategies for planning and organizing groups to provide care.
6. Apply selected roles and functions of nursing leadership in a collaborative multi-disciplinary healthcare environment.
7. Incorporate cultural competence, congruence, respect, and sensitivity into the skills needed to communicate effectively, maximize employee performance, resolve conflicts, and improve outcomes.
8. Explore the development of a budget, quality improvement plans, finances, and policies in various healthcare settings.
9. Explores the concept of a healing environment and how health is impacted by the environment.
10. Understand the basic concepts to enable systems to change.
11. Develops a plan for life-long learning that promotes professionalism, scholarship, evidence-based practice, and continued skill acquisition.
12. Demonstrate effective verbal/non-verbal communication and writing skills.

#### NURS 4432 - Clinical Internship (5)

Allows for application of nursing knowledge in an approved clinical setting. Provides for synthesis and refinement of nursing skills required for entry into professional practice.

Prerequisite: NURS 3331, NURS 3332, NURS 4420, NURS 4425, NURS 4426, NURS 4427 Offered: Athens and Demorest: Spring.

The student will be able to:

1. Demonstrate effective communication, collaboration, and leadership skills with patients, families, communities, and inter- and intra-professional healthcare teams.
2. Employ technology and evidence based practice to provide safe care for patients across the life span to improve health at the local, national, and global level.
3. Integrate theoretical knowledge from nursing and liberal art and sciences while analyzing and synthesizing multiple sources of information in the decision-making process.
4. Provide holistic patient centered care with a focus on health promotion and disease prevention and based on sensitivity and respect for diverse populations.
5. Uphold professional and ethical standards of nursing practice; promoting professional growth.
6. Analyze the effects of healthcare policy on the quality & safety of patient care in the practice environment.



## NURS 4434 - Capstone Seminar (1)

Application for graduation must be submitted when registering for this class. Allows for students to integrate and synthesize knowledge gained throughout the nursing program. Students will be expected to present their capstone project in writing and in an oral presentation.

Prerequisite: NURS 4420 Offered: Athens and Demorest: Spring.

Upon completion of this course, the student will validate achievement of core / key concepts by demonstrating the ability to: (Nursing Program Core/Key Concepts are identified in parentheses):

1. Synthesize personal and professional development obtained throughout the nursing program that includes an understanding of the positive impact of collaboration, professional communication and commitment to learning in order to provide high quality, safe patient care. (Professional Values, Collaboration, Communication, Leadership, Safety in Health Care, Inquiry-Based Learning)
2. Critically evaluate theoretical concepts from nursing as related to current health care trends or nursing practice issues in diverse settings. (Critical Thinking)
3. Assess the health care environment to consider policy, education, resources, ethics, quality, and safety related to various nursing practice settings or patient populations. (Technology, Critical Thinking, Safety in Health Care, Inquiry-Based Learning)
4. Distinguish research gaps related to health promotion, disease prevention, or nursing policy through review of evidence-based nursing literature, corporate policy, or governmental regulations. (Inquiry-Based Learning, Critical Thinking, Technology)
5. Propose improvements to nursing practice related to a specific health care concept or professional issue utilizing a critical thinking and clinical reasoning framework. (Critical Thinking, Therapeutic Interventions)
6. Effectively communicate synthesized ideas and demonstrate general education capabilities through completion of oral and written Capstone Project requirements. (Leadership, Communication, Critical Thinking)

**PDMT—PIEDMONT**

## PDMT 1101 - Intro to University Life and Liberal Arts Tradition (1)

This discussion-oriented course will provide students entering Piedmont University with fewer than 24 hours of transfer credit the opportunity to engage in discussions and activities that will promote their understanding of college life and the purpose and content of a Liberal Arts education. Discussions of reading material will foster critical thinking and oral skills, while written assignments will promote the development of writing skills.

By the end of the course, student will be able to demonstrate that

1. I can identify resources on the Piedmont campus and surrounding community that will help me to succeed in my academic, social and personal goals. My professors, advisor, faculty in my department, peers, and college staff are resources that will help me to grow.
2. I will explore my path in pursuit of my goals in my declared academic discipline. I will learn about the range of academic and career opportunities afforded by my major. I will also be able to discern if I should change my course of study to a different area. If my major is undeclared, I will explore my options and consider which academic program is the best fit for me.
3. I am part of the heritage of Piedmont University. By learning about my university, department and field, I will be able to better figure out how and where I belong in the Piedmont family.
4. I will develop an understanding of my responsibilities as a student and advisee in order to become an active advocate and agent in my academic success.
5. I will demonstrate the ability to critically think about my program of study and future careers.
6. I will model the ways an educated citizenship supports the well-being of my community – both on and off campus.

## PDMT 2050 - Summer Travel Study Pre-Departure Orientation (1)

This course prepares participants of a Summer Travel Study program at Piedmont University for a successful travel experience and serves as an introduction to the academic content of the summer courses associated with the travel study experience. A passing grade in this course is a pre-requisite for participation in summer travel study courses. This course can be repeated for credit.

Prerequisite: Students must be approved to participate in associated STS experience and have paid deposit.

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.

PDMT 2200 - Global Learning Experience (1-3)

Through traveling and serving abroad, students have an opportunity to transform a simple trip into an in-depth experiential learning occasion. This course is designed to prepare students to maximize learning as they experience the world. Topics will include setting academic, cultural exploration and professional goals, establishing an action plan for reaching these goals, understanding the context of the host country, reflecting on travel experiences and applying these experiences to the student's chosen field of study.

## **PENG—ENGINEERING PHYSICS**

PENG 2000 - Engineering Statics (3)

This course is designed for the Pre-engineering/engineering physic major. It is not applicable for the Applied Physics Major. This course covers forces, moments, trusses, beams and cables, friction, centroids and moments of inertia.

Prerequisite: PHYS 2110

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

1. Calculate sums of forces, moments, and couples to maintain static equilibrium of many objects.
2. Apply new methods of adding vectors and solving static problems.
3. Integrate the knowledge of dry friction, centroids, and distributed loads to solve static engineering problems.

PENG 3000 - UND Engineering Course (1-6)

Placeholder for engineering course taken online through the University of North Dakota as part of the Engineering Praxis dual-degree program. This course may be repeated with different topics.

## **PHIL—PHILOSOPHY**

PHIL 1101 - Introduction to Philosophy (3)

A survey of central philosophical issues and problems. Consideration is given to the nature, sources, and validity of knowledge; the relationship of philosophy to science; the nature of reality and the existence of God; and the meaning of moral and aesthetic values.

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

1. Understand something about the discipline of philosophy and the important terms, positions, arguments, and people that are part of it.
2. Begin the personal journey away from cocksure, vague, and self-contradictory ways of thinking and speaking and toward more tentative, precise, and self-consistent ways of thinking and speaking. (Compare this with the description of philosophy by Bertrand Russell.)
3. Learn the skill of independent and critical thinking: i.e., you should learn to philosophize!

**PHIL 1102 - Critical Thinking (3)**

A study of the methods and principles for analyzing and evaluating claims and arguments with particular attention to fallacies and deductive and inductive reasoning.

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

1. Understand the importance of careful, critical thinking, not only in academic pursuits, but in all the activities of life.
2. Begin the personal journey away from cocksure, vague, and self-contradictory ways of thinking and speaking and toward more tentative, precise, and self-consistent ways of thinking and speaking.
3. Learn to evaluate unsupported claims, to analyze and evaluate arguments, and to recognize common fallacies.
4. Learn the skill of independent and critical thinking.

**PHIL 2201 - History of Philosophy I - Ancient and Medieval (3)**

A study of the development of Western philosophy from early Greek philosophy to the end of the Middle Ages.

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

1. Understand and appreciate the major themes of Western philosophy from the time of the pre-Socratics to the Middle Ages.
2. Acquire substantial knowledge of the major philosophical figures of this time and their historical circumstances.
3. Continue to develop your independent and critical thinking skills.

**PHIL 2202 - History of Philosophy II - Modern and Contemporary (3)**

A study of the development of Western philosophy from the beginning of the Modern period to the Contemporary period.

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

1. Understand and appreciate the major themes of Western philosophy in the modern and contemporary periods.
2. Acquire substantial knowledge of the major philosophical figures of this time and their historical circumstances.
3. Demonstrate the ability to perform research into a philosophical topic relevant to the periods being studied.
4. Continue to develop your independent and critical thinking skills.

**PHIL 2210 - Symbolic Logic (3)**

An introduction to deductive logic using contemporary logical notation. Students learn how to translate English claims into logical symbols and use them, along with valid rules of inference, to form a natural deductive system. Emphasis is placed on the construction of formal proofs of validity.

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

1. Identify and analyze arguments.
2. Understand better the natural rules of deductive reasoning.
3. Symbolize English arguments in contemporary logical notation and perform various logical manipulations such as the construction of proofs of validity.

**PHIL 3301 - Metaphysics (3)**

A study of the basic questions of reality theory; topics may include the existence and nature of God, human nature and philosophy of mind, time, cosmology, and ontology.

Prerequisite: PHIL 1101

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

1. Understand and appreciate the major themes questions of metaphysics.
2. Acquire substantial knowledge of the major philosophical figures who have contributed to this field.
3. Continue to develop your independent and critical thinking skills.

PHIL 3303 - Epistemology (3)

A study of the basic questions of knowledge theory; topics may include definitions of knowledge, truth, evidence, and the rational status of belief.

Prerequisite: PHIL 1101

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

1. Understand and appreciate the major questions of epistemology.
2. Acquire substantial knowledge of the major philosophical figures who have contributed to this field.
3. Understand the criteria for knowledge and the processes purported to enable one to gain it.
4. Continue to develop your independent and critical thinking skills.

PHIL 4400 - Special Topics (3)

Course topics to be announced; offered on occasional basis. May be repeated for credit only if the topic changes.

Prerequisite: 15 hours of philosophy or permission of instructor.

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

1. Understand and appreciate the major questions related to a special topic in philosophy or religion.
2. Acquire substantial knowledge of the major philosophical or religious figures who have contributed to this field, topic, or question.
3. Continue to develop your independent and critical thinking skills.

PHIL 4499 - Senior Seminar in Philosophy (3)

As a capstone experience, students will write and present a major research project that conforms to standards in the field.

Prerequisite: 15 hours of philosophy or permission of instructor.

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

1. Provide you with an opportunity to pursue independent research.
2. Enable you to prepare a final research paper according to the standards of your field.
3. Enable you to present your paper as a seminar presentation.
4. Help you to continue to develop your independent and critical thinking skills.

## **PHRG—PHILOSOPHY AND RELIGION**

PHRG 2205 - The Good Life: A Global Perspective (3)

A study of conceptions of the "good life" in multiple religious and philosophical traditions.

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

1. Articulate key ethical theories as they pertain to the cultivation of good life.

2. Articulate their own conception of the good life using ideas from the history of philosophy and global religious traditions.

### PHRG 3305 - Ethics (3)

An introductory study of the history, principles, and current state of ethical thought with special focus on selected contemporary problems.

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

1. Understand something about the discipline of ethics and the important terms, positions, arguments, and people that are part of it.
2. Begin the personal journey away from cocksure, vague, and self-contradictory ways of thinking and acting and toward more tentative, precise, and self-consistent ways of thinking and acting.
3. Learn to apply the skills of independent and critical thinking to ethical issues: i.e., you ought to learn to take a philosophical approach to moral decisions.

### PHRG 3325 - Environmental Ethics (3)

This course provides a general knowledge of basic ethical theory; a general exposure to the ethical issues related to the environment and environmental issues; and an introduction to some of the important terms, positions, arguments, and people that are a part of that discipline.

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

1. Critically analyze ethical issues related to the environment using a variety of methodologies.
2. Formulate ethical arguments using a variety of methodologies.
3. Create models for a sustainable environment/planet/ecology.
4. Discuss the various methodologies used in constructing ethical arguments.

### PHRG 4425 - Philosophy of Religion (3)

A study of the interplay between philosophy and religion.

Prerequisite: PHIL 1101 or RELG 1101

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

1. Provide you with a general exposure to the philosophy of religion and some of the important terms, positions, arguments, and people that are part of that discipline.
2. Familiarize you with the basic epistemological and metaphysical issues in the philosophy of religion.
3. Contribute to your continued philosophical journey of rational inquiry and critical thinking.

## **PHYS—PHYSICS**

### PHYS 1011 - Physical Science I (4)

Principles of the physical universe, including properties of force, motion, gravitation and energy. Introduction to characteristics of matter including atomic structure and behavior.

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

1. Acquire an understanding and knowledge of the nature of science, motion and various forms of energy, properties of matter and atomic structure, and chemical bonding and reactions.
2. Understand, utilize and perform calculations and the correct handling of numbers, measurements, and using mathematical equations, calculations and models.
3. Be familiar with the notation used for atomic structure and reactions.

PHYS 1012 - Physical Science II (4)

Fundamentals of chemical reactions and organic chemistry. Composition and behavior of the Earth and its atmosphere, the solar system and the universe. Lecture and laboratory.

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

1. Acquire an understanding and knowledge of the nature of science, motion and various forms of energy, properties of matter and atomic structure, and chemical bonding and reactions.
2. Understand, utilize and perform calculations and the correct handling of numbers, measurements, and using mathematical equations, calculations and models.
3. Be familiar with the notation used for atomic structure and reactions.

PHYS 1110 - College Physics I (4)

An algebra and trigonometry-based introduction to the study of motion. Topics include force, energy, work, momentum, rotation, Newtonian gravitation, thermal physics, oscillations, and sound.

Prerequisite: MATH 1113 Corequisite: PHYS 1110L

- Apply the equations and concepts of work, energy, force and momentum to the motion of particles in space.
- Solve problems involving the motion and statistics of objects.
- Compare equations of force, energy and momentum.

PHYS 1110L - College Physics I Lab (0)

College Physics I laboratory.

Corequisite: PHYS 1110

Apply the equations and concepts of work, energy, force and momentum to the motion of particles in space. Solve problems involving the motion and statistics of objects. Compare equations of force, energy and momentum.

PHYS 1120 - College Physics II (4)

An algebra and trigonometry-based introduction to the study of electromagnetism. Topics include electrostatics and electric fields, electric current and circuits, magnetostatics and magnetic fields, electromagnetic waves, and optics.

Prerequisite: PHYS 1110 Corequisite: PHYS 1120L

Having successfully completed this module, you will be able to demonstrate knowledge and understanding of:

- the use of Coulomb's law and Gauss' law for the electrostatic force
- the relationship between electrostatic field and electrostatic potential
- the use of the Lorentz force law for the magnetic force
- the use of Ampere's law to calculate magnetic fields
- the use of Faraday's law in induction problems
- the basic laws that underlie the properties of electric circuit elements

## PHYS 1120L - College Physics II Lab (0)

College Physics II Laboratory.

Prerequisite: PHYS 1110 Corequisite: PHYS 1120

Having successfully completed this module, you will be able to demonstrate knowledge and understanding of:

- the use of Coulomb's law and Gauss' law for the electrostatic force
- the relationship between electrostatic field and electrostatic potential
- the use of the Lorentz force law for the magnetic force
- the use of Ampere's law to calculate magnetic fields
- the use of Faraday's law in induction problems
- the basic laws that underlie the properties of electric circuit elements

## PHYS 2110 - University Physics I (4)

Introduction to the study of motion. Topics include force, energy, work, momentum, and rotation. Lecture and laboratory.

Prerequisite: MATH 2450 and MATH 2450L Corequisite: PHYS 2110L

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

1. Apply the equations and concepts of work, energy, force and momentum to the motion of particles in space.
2. Solve problems involving the motion and statics of objects.
3. Compare equations of force, energy and momentum.

## PHYS 2110L - University Physics I Lab (0)

Prerequisite: MATH 2450 and MATH 2450L Corequisite: PHYS-2110

## PHYS 2120 - University Physics II (4)

Introduction to the study of electromagnetism. Topics include electrostatics and electric fields, electric current and circuits, magnetostatics and magnetic fields, and electromagnetic waves. Lecture and laboratory.

Prerequisite: PHYS 2110 Corequisite: PHYS 2120L

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

1. Apply the equations and concepts of electricity and magnetism to the motion of particles in space.
2. Calculate voltages, currents, and equivalent resistances of both DC and alternating currents.
3. Compare the wave equations of sound and light.
4. Learn the equations of geometric optics.

## PHYS 2120L - University Physics II Lab (0)

Prerequisite: PHYS-2110, PHYS 2110L Corequisite: PHYS-2120

## PHYS 3010 - Advanced Physics Lab I (1)

Students will perform experiments and simulations covering a variety of topics such as harmonic motion, sound waves, and air resistance. Specific focus is given to mathematical and theoretical analysis of experimental results.

Prerequisite: PHYS 2110 and PHYS 2120

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

1. Define and describe the basic ideas and physical concepts introduced in lecture and in the textbook, explaining what each term means and what it measures,
2. Demonstrate knowledge of the necessary vocabulary used to describe the concepts introduced in the course, including their units (energy, time, length, etc.), the associated MKS units (joules, seconds, meters, etc.), and their mathematical nature (scalar, vector, etc.),
3. Show qualitative comprehension of the mathematical principles and laws that relate physical quantities to one another by verbal or written description,
4. Apply the mathematical principles and laws to obtain quantitative solutions to problems,
5. Learn and apply problem solving methods to set up solutions to quantitative physics problems.

#### PHYS 3020 - Advanced Physics Lab II (1)

Students will design and perform experiments in a variety of physical principles including electrostatics, electrodynamics, circuit design, and computer simulations.

Prerequisite: PHYS 2110 and PHYS 2120 and PHYS 3010

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

1. Design and perform experiments in circuit design, and computer simulations.
2. Work together to build microprocessor applications.
3. Research different fields of physics to decide upon a research topic for the following year.

#### PHYS 3100 - Classical Mechanics (3)

Study of the motion of particles and systems of particles at a mathematically rigorous undergraduate level. Topics include Newtonian mechanics, translational and angular momentum, conservative forces and potential energy, oscillations, and rigid body motion.

Prerequisite: MATH 2470, MATH 2470L, PHYS 2120, and PHYS 2120L Corequisite: MATH 2480

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

1. Solve problems of single and multi-particle dynamical systems.
2. Work problems with linear and nonlinear oscillations.
3. Use the calculus of variations to solve problems in dynamics and will be introduced to Hamilton's Principle and Hamiltonian Dynamics.

#### PHYS 3200 - Modern Physics (3)

Introduction to special relativity and quantum physics. Topics include Lorentz transformations, time dilation, length contraction, wave nature of matter, the Heisenberg uncertainty principle, the Schrödinger equation and selected solutions, and atomic structure.

Prerequisite: PHYS 2110 and PHYS 2120

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

1. Solve problems in relativistic mechanics.
2. Learn of the wave-particle duality of matter.
3. Apply Schrodinger Equation solve problems.

#### PHYS 3300 - Thermal and Statistical Physics (3)

Study of thermal and statistical physics. Topics include heat and work, thermodynamic potentials, ideal gases, statistical ensembles, Maxwell-Boltzmann statistics, partition functions, and black-body radiation.

Prerequisite: PHYS 2110 and PHYS 2120



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

1. Understand the equations of basic macro-thermodynamics.
2. Apply the equations and concepts of statistics to the understanding of thermodynamic processes.
3. Solve problems in thermodynamics both from a statistical and a macro point of view.
4. Understand the concepts of entropy and enthalpy as compared from a macroscopic and a microscopic point of view.
5. Expand the basic knowledge of statistics by learning of Maxwell-Boltzmann statistics, partition functions, and the application of these to black body radiation.

#### PHYS 4100 - Materials (3)

Elasticity, stress, strain, plasticity, waves, and fractures in solids, liquids, gases and crystals.

Prerequisite: PHYS 2110 and PHYS 2120

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

1. Know how Hooke's law applies to material deformations and extended to viscoelastic, plastic, and composite materials models.
2. Apply concepts involving buckling, pressure vessels, shear and torsion to solve problems.
3. Apply stress and strain tensors to derive Mohr's circle and solve more complicated composite structure problems.
4. Understand free body diagrams, distributed loads, and the successive integration method of solving problems of cantilevered beams and plates.

#### PHYS 4350 - Advanced Topics in Physics (1-3)

This course examines advanced special topics related to physics which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

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

1. Apply critical and mathematical thinking to a given topic.
2. Develop mathematical models to describe the physical world.

#### PHYS 4400 - Electricity and Magnetism (3)

Study of electric and magnetic phenomena at a mathematically rigorous undergraduate level. Topics include electrostatics and electric potential, solutions to Laplace's and Poisson's equations, multipole expansions, electrostatic fields in matter, magnetostatics, vector potential, magnetic fields in matter, and Maxwell's equations for static fields.

Prerequisite: MATH 2470, MATH 2470L, PHYS 2120, and PHYS 2120L

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

1. Build on the understanding of electric and magnetic fields.
2. Apply Laplace and Poisson equations and development Maxwell's equations.
3. Gain the tools necessary to describe electromagnetic waves.

#### PHYS 4500 - Fluids (3)

Study of fluid statics and dynamics. Topics include viscosity, incompressible and compressible fluids, stress/strain, and porous media fluid flow.

Prerequisite: MATH 2470, MATH 2470L, PHYS 2120 and PHYS 2120L

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

1. Solve problems in fluid statics, dynamics, viscosity, incompressible and compressible fluids and porous media fluid flow.
2. Understand the full development of the Navier Stokes equation.

#### PHYS 4600 - Circuits (3)

Circuit diagrams, measuring instruments, LRC circuits, semiconductors, diodes, transistors, and operational amplifiers.

Prerequisite: PHYS 2110 and PHYS 2120

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

1. Understand circuit diagrams, measuring instruments, LRC circuits, semiconductors, diodes, transistors, and operational amplifiers.
2. Gain both a theoretical and hands on understanding of basic circuits.
3. Utilize technology to perform circuit analysis.

#### PHYS 4800 - Quantum Mechanics (3)

Study of matter and energy at microscopic sizes. Topics include wave packets and wave functions, quantum observables, probability amplitudes, Heisenberg uncertainty relations, quantized angular momentum, and selected solutions to the one- and three-dimensional Schrödinger equation.

Prerequisite: PHYS 2110 and PHYS 2120

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

1. Define and describe the basic ideas and physical concepts introduced in lecture and in the textbook, explaining what each term means and what it measures.
2. Demonstrate knowledge of the necessary vocabulary used to describe the concepts introduced in the course, including their units (energy, time, length, etc.), the associated MKS units (joules, seconds, meters, etc.), and their mathematical nature (scalar, vector, etc.).
3. Show qualitative comprehension of the mathematical principles and laws that relate physical quantities to one another by verbal or written description.
4. Apply the mathematical principles and laws to obtain quantitative solutions to problems.
5. Learn and apply problem solving methods to set up solutions to quantitative physics problems.

#### PHYS 4950 - Senior Capstone I (1)

Seminar presentation of a senior research project.

Prerequisite: At least 6 credits of PHYS 3000+

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

1. Demonstrate proficiency in a new area of physics.
2. Demonstrate proficiency in utilizing technology to aid in a research project.
3. Compose a scholarly paper suitable for publication in a refereed physics journal.

#### PHYS 4980 - Senior Capstone II (1)

Conduction of senior research under the direction of a research director.

Prerequisite: PHYS 4950

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

1. Plan, construct, and execute an original laboratory experiment.
2. Log lab research time and activities.
3. Research background material on a chosen subject.

## **POSC - POLITICAL SCIENCE**

### **POSC 1101 - American Government (3)**

A study of the origins, principles, processes and structures of U.S. government.

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

1. Greater civic knowledge of our government, its functions, and the contextual understanding of those who make policy in the U.S.
2. An in-depth understanding of the issues that impact American politics.
3. Ability to think critically and analytically about the forces and factors that shape the behavior of national government and other important actors in American politics.
4. Ability to interpret varying points of view as to the functions of American institutions and politics.
5. Expanded critical analysis skills through the readings in the book and lectures, in-class discussions, and writing assignment.

### **POSC 3300 - Comparative Politics (3)**

This course is an introduction to the subfield of comparative politics, the systematic study and comparison of the world's political systems, encompassing a great variety of interesting phenomena. This includes, but is not exclusive to, democratization, national political economy, political institutions, and political culture.

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

1. Ability to think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in the international system.
2. Promote critical thought and reflection about comparative politics in other societies (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. Gain a better knowledge of varying points of view and interpretations by other theorists and societies as to the best way in which to function in international society.
4. An in-depth understanding of the global issues, and political geography, that impacts our international society.
5. Ability to use the offered theories to analyze and critically assess the global issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and supplemental material, lectures, in-class discussions, and writing assignments.

### **POSC 3315 - Georgia Politics (3)**

This course examines historic and contemporary Georgia, with special attention paid to the state's constitutional and political development. Georgia's 10 state constitutions are reviewed in their historical, political, and social contexts. Also, Georgia's current constitution and the operational system it establishes are discussed with special attention to the contemporary issues which confront Georgia state government and politics, including its relationship to the federal government and international politics.

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

1. Think critically and analytically about the forces and factors that shape the behavior of state government and other important actors in Georgia politics.
2. Promote critical thought and reflection about political parties and ideologies in Georgia at the local, municipal, county, and state level, as well as the role of state politics in the federal system.
3. A thorough knowledge of varying points of view and interpretations as to the functions of state institutions and politics.
4. An in-depth understanding of the issues that impact local and state politics.
5. The ability to use the offered theories to analyze and critically assess the local and state issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and lectures, in-class discussions, and writing assignments.

#### POSC 3330 - National Political Issues (3)

An examination of major contemporary national political issues, with an emphasis on developing understanding and analytical critical thinking skills for active citizenship. This course includes a focus on current debates over national problems and policy disputes.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national political issues and other important aspects in American politics.
2. Promote critical thought and reflection about political parties and ideologies in the American political system, as well as the role of state politics in the federal system.
3. Interpret varying points of view as to the functions of American institutions and politics.
4. Understand the issues that impact American politics
5. The ability to use the offered theories to analyze and critically assess national issues that will be covered in class.
6. Expanded critical analysis skills through the readings and lectures, in-class discussions, and writing assignments.

#### POSC 3340 - Political Ideologies (3)

Examines contemporary political ideologies, focusing on liberalism, conservatism, libertarianism, fascism, socialism and communism.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in domestic and international politics.
2. Promote critical thought and reflection about political ideologies in other societies (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. A thorough knowledge of varying points of view and interpretations by other theorists and societies as to the best way in which to function in society.
4. An in-depth understanding of the domestic and international issues that impacts our society.
5. The ability to use the offered theories to analyze and critically assess the issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and supplemental material, lectures, in-class discussions, and writing assignment.

## POSC 3350 - Governmental Institutions (3)

An in-depth examination of the major national institutions of government focusing on the presidency, judiciary, Congress, political parties, and elections.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national government and other important institutional actors in American politics.
2. Promote critical thought and reflection about political parties and ideologies in the American political system, as well as the role of state politics in the institutions of government
3. Interpret varying points of view and interpretations as to the functions of American political institutions.
4. An in-depth understanding of the issues that impact American political institutions.
5. Use the offered theories to analyze and critically assess national issues, relating to American political institutions, which will be covered in class and the course readings.
6. Expanded critical analysis skills through the readings in the books and lectures, in-class discussions, and writing assignments.

## POSC 3360 - International Relations (3)

The structure and process of conflict and cooperation in the international community of states.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in the international system.
2. Promote critical thought and reflection about international relations (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. A thorough knowledge of varying points of view and interpretations by other theorists as to the best way in which to function within international society.
4. An in-depth understanding of the global issues that impact out international society.
5. The ability to use the offered theories to analyze and critically assess the global issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and supplemental material, lectures, in-class discussions, and writing assignments.

## POSC 3370 - Adjudication Processes (3)

This course is an in-depth examination of the structure and process of the judicial system in the United States, both at the federal and the state levels. Topics to be discussed include: roles and behavior of various actors within the judicial system, the process of civil and criminal law in the United States, and the relationship between law and politics and courts and society.

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

1. Think critically and analytically about the forces and factors that shape the behavior of our judicial system and other important aspects in the adjudication process in the United States.
2. Promote critical thought and reflection about the role of law and politics in the Federal and State courts.
3. Interpret varying points of view as to the functions of the Courts and their effect on the U.S. Bill of Rights.
4. Understand the issues that impact our rights in the U.S. Constitution, the courts, and their daily application in the judicial system.

5. The ability to use the offered theories to analyze and critically assess issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and lectures and in-class discussions.

#### POSC 3380 - International Law (3)

This course examines international law and international organizations as a subject area within the field of international relations. Topics include: approaches to the study of international law, the development of international law, and the nature and function of international law and institutions in the contemporary international system.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in international law.
2. Promote critical thought and reflection about the perception and application of international law in other societies (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. Gain a thorough knowledge of varying points of view and interpretations by other theorists and societies as to the best way in which to function in international society.
4. An in-depth understanding of the global issues in international law, and how it impacts the global community.
5. The ability to use the offered theories to analyze and critically assess issues in international law that will be covered in class.
6. Expanded critical analysis skills through the readings in the text and supplemental material, lectures, in-class discussions, and writing assignments.

#### POSC 4405 - Global Issues (3)

An interdisciplinary course focusing on the interplay of cultural, economic, environmental, political and social factors in global issues and problems. Topics to be examined may include the present and future state of life on Earth, natural resource issues, economic and social development, and world conflict and peace.

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

1. Think critically and analytically about the forces and factors that shape the behavior of national governments and other important actors in the international system.
2. Promote critical thought and reflection about international relations (i.e., countries in the international system other than the US), as well as the role of the US in the world.
3. A thorough knowledge of varying points of view and interpretations by other theorists and societies as to the best way in which to function in international society.
4. An in-depth understanding of the global issues that impact out international society.
5. The ability to use the offered theories to analyze and critically assess the global issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the books and other supplemental material and writing assignments for this course.

#### POSC 4415 - Criminal Law and Procedure (3)

An examination of the substantive and procedural law of major crimes against person and property. The focus of this course is to review the nature and origin of criminal law in the U.S., to critique the definition of legal and constitutional procedures governing arrest, and to examine the administration of the criminal sanction.

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

1. Think critically and analytically about the forces and factors that shape the behavior of our criminal justice system and other important aspects in American judicial process.
2. Promote critical thought and reflection about criminal law and procedures in the American criminal justice system, as well as the role of politics in the federal system.
3. Interpret varying points of view as to the functions of the U.S. Constitution and its effect on rights.
4. Understand the issues that impact our rights in the U.S. Constitution, the courts, and their daily application in the criminal justice system.
5. The ability to use the offered theories to analyze and critically assess issues that will be covered in class.
6. Expanded critical analysis skills through the readings in the book and lectures and in-class discussions.

POSC 4475 - Selected Topics (3)

This course examines topics related to culture, politics, criminal justice and society which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

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

1. Think critically and analytically about the forces and factors that shape the agents involved in the processes covered in class.
2. Promote critical thought and reflection about the consequences of the material.
3. Gain a thorough knowledge of varying points of view and interpretations by other theorists.
4. An in-depth understanding of the theories and be able to analyze the issues covered in class.
5. Expanded critical analysis skills through the course readings and supplemental material, lectures, in-class discussions, and other coursework.

POSC 4500 - Constitutional Law (3)

This course will help a student gain a better understanding of the United States Constitution, its foundational documents, as well as the common law legal system that has developed over the past two centuries. This course considers the role of the courts in using judicial review to interpret the law, and promote reflection about the court system (state and federal) and the prevailing schools of Constitutional thought that the courts use to make law. A thorough knowledge of varying points of view and interpretations as to the functions of the law, rights, and how those rights are exercised.

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

1. Better understanding of the United States Constitution, its foundational documents, as well as the common law legal system that has developed over the past two centuries.
2. Think critically and analytically about the forces and factors that shape the behavior of the United States Supreme Court.
3. Promote critical thought and reflection about the court system (state and federal), and the prevailing schools of Constitutional thought that the courts use to justify its rulings and rule of law.
4. A thorough knowledge of varying points of view and interpretations as to the functions of the law, rights, and how those rights are exercised.
5. An in-depth understanding of the issues that impact local and state politics.
6. Preparation for legal writing and how to use court cases (through stare decisis) to enable varying interpretations from the prevailing schools of Constitutional thought.

## PSYC—PSYCHOLOGY

### PSYC 1101 - General Psychology (3)

Covers the main and sub areas of psychology: development, learning, motivation, tests and measures, biological foundations, and disorder identification and treatment.

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

1. Understand research related to topics such as sensation, perception, memory, thinking, learning, intelligence, stress and health, and personality.
2. Demonstrate knowledge of research methodology.
3. Evaluate psychological disorders and therapies.

### PSYC 2202 - Introduction to Research Methods (3)

An introduction to research methodology and analysis of data, with an emphasis on observational techniques, correlation, and laboratory methods. The importance of reading research articles is included, as well as an introduction to descriptive and inferential statistics.

Prerequisite: PSYC 1101; Must have a cumulative grade point average (GPA) of 2.5.

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

1. Find, read, and understand scientific articles and synthesize scientific results
2. Think critically, examine links between method and results, consider alternative explanations, and knowledgeably consume research
3. Generate testable hypotheses and design psychological research using different methods

### PSYC 2240 - Psychology of Childhood and Early Adolescence (3)

This course will address theories, methods of inquiry, and the interaction of the physical, cognitive/language, and social domains of childhood and early adolescence. Issues related to development and behavior during these epochs will be examined.

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

1. Explain the various methods employed to study human behavior during the early epochs of life.
2. Name and describe the domains of development and explain how these domains operate interactively.
3. Explain theories of cognitive, moral, intellectual, and psychosocial development.
4. Describe important biological development marked by milestones, particular issues, and crises within each period of childhood and early adolescence.

### PSYC 2260 - Psychology of Women (3)

Covers the study of female behavior from historical and current perspectives in psychology including theories, research issues, and the place of women in psychology.

Offered: Demorest: As needed.

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

1. Examine systemic influences on the psychological experience of women.
2. Examine how culture and socio-political variables impact womanhood.
3. Identify dimensions of identities and how these intersect and influence the psychological experience of women.



PSYC 2290 - Human Growth and Development (3)

Basic psychological and social theories of development applied to the life span. Emphasis is on development through adolescence to include sensorimotor, cognitive, socio-emotional, physical, and moral development.

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. Explain the various methods employed to study human behavior across the lifespan.
2. Describe important biological development within each period of development and relate this improvement to learning.
3. Understand the ongoing developmental processes involved throughout the life span.
4. Describe the changes in growth, strength, and overall health that occur during adulthood.

PSYC 3303 - Social Psychology (3)

Mutual interactions of individuals, groups and social structures including a focus on self, attitudes, prejudice, roles and norms, groups and leadership.

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

1. Understand the impact that the presence, attitudes, and actions of persons has on the attitudes and actions of other individuals.
2. Generalize social psychological research findings to “real world” problems.
3. Describe patterns of interaction which develop when two or more people come together.

PSYC 3311 - Psychology of Adolescence (3)

Physiological, sociocultural and psychological factors influencing humans during transition from childhood to adulthood including a focus on reactions to physiological changes, development of values and identity, parent-child-peer relationships, cognitive development, developmental tasks of adolescence and current issues facing adolescents (drugs, alienation, alcohol and delinquency). 10 hours field experience required for secondary education majors.

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

1. Understand the various psychological theories of adolescent development and research methodologies employed to study adolescence.
2. Discuss the relevance of psychological theories to the understanding of adolescent behavior.
3. Become familiar with current issues related to adolescent life.

PSYC 3312 - Psychology of Adulthood (3)

Theoretical and empirical examination of the physical, cognitive and psychosocial changes that occur during the adult years. Emphasis on the life span aspects of psychological development including gerontology.

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

1. Describe the physical changes that occur in adults from the age of 18-80+.
2. Describe the cognitive changes that develop from the age of 18-80+.
3. Discuss the social and emotional changes that occur between the ages of 18-80+.
4. Understand current research findings and relate the findings to individual life circumstances.

### PSYC 3357 - Special Topics in Psychology (3)

This course explores special areas in psychology. Selected topics are announced in advance.

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 agents involved in the processes covered in class.
2. Promote critical thought and reflection about the consequences of the material.
3. Gain a thorough knowledge of varying points of view and interpretations by other theorists.
4. Understand the theories and be able to analyze the issues covered in class.
5. Expand their critical analysis skills through the course readings and supplemental material, lectures, in-class discussions, and other coursework.

### PSYC 3360 - Sensation and Perception (3)

An introduction to the study of the human senses and perceptual processes. Sensory coding, information processing, perceptual development, perceptual illusions, and psychophysical methods will be discussed.

Prerequisite: PSYC 1101 and PSYC 2202

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

1. Examine, discuss, and understand the phenomena and theories in sensation and perception.
2. Understand the methods used to study sensation and perception in the laboratory.
3. Identify and understand perceptual phenomena from everyday life experiences.

### PSYC 3380 - Psychology of Learning (3)

An introduction to the theory and application of principles of conditioning and complex learning, including principles of reinforcement and stimulus control, the function and limits of learning, and forgetting.

Prerequisite: PSYC 1101 and PSYC 2202

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

1. Make distinctions between the basic principles of classical and operant conditioning and factors that govern acquisition and extinction in these two types of learning.
2. Utilize principles of conditioning and stimulus control (appetitive and aversive) in the development of programs to solve learning and behavioral problems.
3. Critique classical and operant research methods including their design, data analysis, and interpretation.

### PSYC 3381 - Theories of Personality (3)

Major personality theories influencing psychology, historical roots and early theories, personality assessment, current theories, and approaches to normal and abnormal personality development.

Prerequisite: PSYC 1101

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

1. Make distinctions between the major theories of personality.
2. Critically evaluate existing personality theories from a variety of perspectives.
3. Understand the different ways of measuring and testing personality.
4. Apply personality theories to better understand the personalities and experiences of others.

**PSYC 3382 - Introduction to Counseling (3)**

Major theories of counseling and development of counselor skills including a focus on the therapeutic relationship, communication procedures, theoretical orientations and counselor assessment tools.

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

1. Explore the foundation and history of the counseling profession.
2. Examine and implement counseling skills.
3. Explore counseling practices and the various settings in which counseling is practiced.

**PSYC 4401 - History and Systems (3)**

Overview of the history of psychology with emphasis on its philosophical background. Attention is directed to the historical antecedents of contemporary theories of perception, learning, motivation and personality.

Prerequisite: PSYC 1101 and PSYC 2202

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

1. Analyze the historical background of contemporary systems of psychology.
2. Understand that each of the schools of thought within psychology grows out of its historical context and not as an independent or isolated entity.
3. Investigate how schools of thought evolved from or revolted against the existing order.
4. Trace the historical "roots" of prominent psychologists.

**PSYC 4410 - Cognitive Psychology (3)**

This course examines cognitive processes, including perception, attention, memory, comprehension, reasoning, decision-making, and problem-solving. The course will give an understanding of the methods used to gather and evaluate evidence about cognitive processes, and an understanding of the ways in which knowledge of these processes has been applied to solve problems and improve the quality of life.

Prerequisite: PSYC 1101 and PSYC 2202

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

1. Understand how basic mental processes such as attention, memory, imagery, conceptual knowledge, reasoning, and decision-making influence behavior.
2. Use this understanding to reflect on the various theories discussed in class in order to form your own view on the mind-body debate, the workings of the mind, and the nature of consciousness.
3. Apply knowledge of mental processes to gain understanding of your own mental processes as well to apply this knowledge to understanding cognition in animals and machines.

**PSYC 4415 - Abnormal Psychology (3)**

Psychological models as applied to normal and abnormal behavior including identification, etiology, and treatment of anxiety, somatoform, dissociative, affective, schizophrenic and personality disorders.

Prerequisite: PSYC 1101 and PSYC 2202

A student who successfully completes this course will be able to demonstrate knowledge regarding:

1. Biological, cognitive, and sociocultural factors influencing abnormal behavior.
2. Psychological literature relevant to the study of abnormal behavior.
3. Concepts of normality and abnormality.
4. Diagnostic and cultural considerations in abnormal psychology.

5. Symptoms, etiology, and treatment considerations.

#### PSYC 4430 - Environmental Psychology (3)

This course will familiarize students with the ways in which people interact with the environment and relate to the environment. Theories, methodologies, elements of built and natural environments, as well as personality characteristics will be addressed.

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

1. Be familiar with theories and concepts related to understanding the interaction and impact of the built and natural environment on human behavior.
2. Be familiar with methodologies employed to study built and natural environments.
3. Apply theories and concepts to evaluations of existing built and natural environments.

#### PSYC 4441 - Internship in Human Services (1-3)

The internship is a supervised, unpaid, service-learning experience for 40 hours of required time for each hour of credit. Students may register for up to 3 credits. The setting must allow the student to acquire knowledge and practice skills in the application of psychology. The student maintains a daily journal and discusses the experiences of working in an applied setting.

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

1. Put into practice skills learned during academic training.
2. Receive supervision by a trained professional.
3. Become aware of the goals and practices of the agency.
4. Become sensitized to areas where further training and education are needed.

#### PSYC 4490 - Independent Research Project (3)

Special project involving original research in some area of psychology. Written report and seminar presentation of findings are required.

Prerequisite: PSYC 2202 and junior standing and written prospectus approved by a psychology faculty member.

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

1. Design an original research project.
2. Conduct a literature search.
3. Form hypothesis and test it.
4. Collect and analyze data.
5. Write a report of research project in APA format.
6. Present research findings.

#### PSYC 4494 - Advanced Research Methods and Statistics (3)

This course is designed to prepare you for your capstone research. The class will ground you in research methods commonly used in psychology, such as observational, correlational, and single factor experimental designs. You will learn the statistical tests and procedures appropriate for use with each type of research design. In preparation for PYSC 4495, you will write a proposal for your capstone research project.

Prerequisite: MATH 1300 and PSYC 2202

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

1. Explain the key characteristics and uses of research methods used in psychology.
2. Correctly calculate and interpret descriptive and inferential statistics.

3. Write an ethically and experimentally sound capstone research proposal.

#### PSYC 4495 - Advanced Experimental Psychology (Senior Seminar) (3)

This course is designed to give students a thorough grounding in the empirical research techniques used in psychology. All types of research will be covered, including surveys, naturalistic observations, true experiments, and quasi-experiments. Students will develop and design individual research projects, collect data, and use statistics to determine results. Students will write an APA-paper of their findings and present their findings in a seminar format.

Prerequisite: PSYC 4494

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

1. Design an original research project.
2. Conduct a background literature search of research related to project.
3. Collect and analyze data.
4. Write a report of research project in appropriate APA format.
5. Present research findings in a scientific setting.

## RELG—RELIGION

#### RELG 1101 - Religions of the World (3)

Major living religions, with emphasis on the attempts of each to deal with the problems which confront humanity.

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

1. Understand A) the differences and similarities of some major religions of the world, including the histories of these similarities and differences, and B) some of the key concepts used in religious studies.
2. Be able to see how one's personal life is improved by a sophisticated understanding of religion(s).
3. Be able to analyze religious traditions using some of the conceptual tools of religious studies.
4. Be able to identify a religious tradition from the cultural phenomena used to express it (such as text, symbol, speech, or ritual).
5. Be able to identify the interrelationship between religion and other realms of cultural production, such as philosophy, politics, and literature.
6. Demonstrate an interest in religions and want to continue learning more about them.
7. Be able to use the tools of religious studies to integrate new perspectives into one's life in the future.

#### RELG 2201 - Religious Movements in North America (3)

A survey of diverse religious traditions and movements that have played a significant role in the history of the United States from Native American beginnings to the present.

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

1. Recognize the historical background and distinctive qualities of several religious traditions in North America.
2. Identify and evaluate arguments in texts from North American religious traditions.
3. Analyze the role and use of affect in at least two religious communities.

#### RELG 2221 - Introduction to the Old Testament (3)

An introduction to the history, literature, and theology of the Old Testament.

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

1. Discuss the parallels between narratives found in the Old Testament and those found in other Ancient Near Eastern Societies.
2. Describe major transitions in the relationship between Yahweh and the proto-Israelites and Israelites, for example the Exodus story or the shift from rule by judges to rule by kings.
3. Critically analyze authorship of Old Testament texts.
4. Understand the Old Testament in the context as Hebrew Bible & part of the Christian Bible.

RELG 2222 - Introduction to the New Testament (3)

An introduction to the history, literature, and theology of the New Testament

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

1. Identify their own approaches to biblical interpretation & compare it to others.
2. Distinguish between the four kinds of literature present in the New Testament.
3. Evaluate the differences between the portraits of Jesus found in Paul & the four gospels.
4. Form their own scholarly conclusions about the formation of the New Testament.
5. Perform basic biblical exegesis on any New Testament text.

RELG 2254 - History of Christianity (3)

Survey of vital periods in the life of Christianity, from Jewish sect to imperial religion to global network of diverse Christian communities.

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

1. Discuss the significant turning points in the history of Christianity.
2. Critically analyze the role that individuals played in significant turning points in the history of Christianity.
3. Describe the three major branches of the Christian Tradition and highlight the controversies that led to schism and reformation movement.
4. Connect one's personal religious tradition and/or worldview to a historical expression/line of the Christian tradition.
5. Identify and explain the origins of contemporary Christian controversies.

RELG 2260 - Faith and Film (3)

In 21st century America, movie theatres draw higher attendance, produce better income, and generate more discussion every weekend than most houses of worship do, leading some observers of American culture to say that moviemakers have taken the lead in shaping/reflecting/challenging America's values. This class explores the use of religious themes, symbols, images and scripture in contemporary cinema, especially as they relate to the role of savior figures in various film genres. After a brief introduction to the ways Jesus has been portrayed in film over the past forty years, students will acquire the skills to evaluate the use of Jesus or Christ figures in relatively recent dramas, comedies, westerns, fantasies, and sci-fi flicks, with the goal of becoming better able to recognize and respond to a film's implicit or explicit message about how human beings act redemptively in one another's lives. (The content and subject matter may vary based on the person teaching the course, for example movies that explore the nature of evil or social injustice or theodicy may be required viewing for the course, and therefore required textbooks might well change.)

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

1. Use the basic vocabulary of film and filmmaking.

2. Identify a film's genre, theme, moral vision and social context.
3. Contrast and compare the approaches of different writers on film.
4. Examine film as a visual theological text & respond to a film theologically.
5. Discuss a filmmaker's implicit or explicit use of religious themes, myths, symbols, images and/or scripture as they appear and function in a particular film.
6. Enter into dialogue with a film's religious world view even if it is different from their own.
7. Think critically about how film shapes, challenges, disturbs and transforms their beliefs about the world.
8. Be able to distinguish between popular and scholarly sources of film criticism.

RELG 2501 - Celtic Christianity (3)

This course provides an introduction to Celtic Christianity. It may be repeated for credit if the course content changes significantly.

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

1. The following themes in Celtic Christianity: The goodness of creation.
  - a. The goodness of humankind.
  - b. The theological and religious implications of incarnation theology.
  - c. The importance of imagination in spiritual life.
  - d. The reality of unseen things.
  - e. The Celtic understanding and appreciation of cycles in daily life, life in general, and the natural world.
2. Something of the historical impact of Celtic Christianity on the Church, as a whole and our culture, in general.
3. Celtic Christian religious practice through opportunities to observe and/or participate in religious services.

RELG 3301 - Introduction to Theology (3)

A systematic study of such fundamental Christian concepts as revelation, creation, God, Christ, human nature, the Church, and salvation.

Prerequisite: RELG 1101 or PHIL 1101 or permission of instructor.

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

1. To articulate objectively some fundamental theological concepts and their interrelationship.
2. To identify the contemporary relevance of a sophisticated understanding of theology.
3. To demonstrate interest in theological concepts and a desire to learn more about the field.
4. To begin to use the conceptual tools of theological inquiry to put into conversation the theologies of multiple traditions.

RELG 3303 - Public Theology (3)

This course studies the intersection of theology with matters of public importance. Topics may vary but could include globalization, politics and religion, environmentalism, fundamentalism, or interfaith dialogue. May be repeated with permission of instructor if the topic changes.

Prerequisite: RELG 1101 or PHIL 1101 or permission of instructor.

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

1. Acquire a working knowledge of the themes of and resources for public theology. (This will be demonstrated in Reading Responses and in Projects 1 and 2.)
2. Engage thoughtfully with either a public theological event or with a public theologian. (This will be demonstrated in Project 1.)

3. Construct an informed theological response to at least one matter of public importance. (This will be demonstrated in Project 2.)

#### RELG 3312 - Hebrew Prophets (3)

Origin and development of the prophetic movement in Israel and its literature.

Prerequisite: RELG 2221 or permission of instructor.

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

1. Implement methods and tools for studying the Old Testament.
2. Gain familiarity with the cultural and political milieus that shaped Hebrew prophecy.
3. Develop knowledge of concerns and messages of canonical prophets.
4. Apply selected prophetic messages to current events.

#### RELG 3313 - Life of Jesus (3)

Life and teachings of Jesus as reflected in the Gospels. Attention is given to critical problems related to the Gospels.

Prerequisite: RELG 2222 or permission of instructor.

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

1. Critically analyze the Biblical and historical evidence of Jesus' life.
2. Engage in deep study and analysis of Christology that grew out of the early Church Creeds regarding Jesus and the Church's understanding of Jesus.
3. Explore the counter-narratives and Christologies that compete with, complete and supplant "traditional" Christology.
4. Articulate one's own understanding of who Jesus was and is.

#### RELG 3314 - Life and Teachings of Paul (3)

Life and teachings of the Apostle Paul as reflected in the Book of Acts and Pauline letters.

Prerequisite: RELG 2222 or permission of instructor.

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

1. Critically analyze Paul's life as seen through the lens of Scripture.
2. Engage in deep study and analysis of Paul's teachings.
3. Develop an understanding of how Paul's teachings shaped the Church.
4. Articulate the basic theology of Paul as presented in his writings.

#### RELG 4400 - Special Topics (3)

Course topics to be announced; offered on occasional basis; may be repeated for credit only if the topic changes.

Prerequisite: 15 hours of religion or permission of instructor.

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

1. Understand and appreciate the major questions related to a special topic in philosophy or religion.
2. Acquire substantial knowledge of the major philosophical or religious figures who have contributed to this field, topic, or question.
3. Continue to develop your independent and critical thinking skills.

#### RELG 4490 - Independent/Directed Study (3)

Independent study of a selected problem(s) or text(s) in religion; to be arranged as needed.

Prerequisite: Permission of department.



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

1. Understand and appreciate the major questions related to a special topic in philosophy or religion.
2. Acquire substantial knowledge of the major philosophical or religious figures who have contributed to this field, topic, or question.
3. Continue to develop your independent and critical thinking skills.

#### RELG 4499 - Senior Seminar in Religion (3)

As a capstone experience, students will write and present a major research project that conforms to standards in the field.

Prerequisite: 15 hours of religion or permission of instructor.

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

1. Provide you with an opportunity to pursue independent research.
2. Enable you to prepare a final research paper according to the standards of your field.
3. Enable you to present your paper as a seminar presentation.
4. Help you to continue to develop your independent and critical thinking skills.

#### RELG 4930 - Internship in Religion (1-3)

A supervised learning experience in the area of religion that links academic knowledge with practical experience by providing an opportunity for students to apply knowledge learned from the classroom.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

## **SOCI—SOCIOLOGY**

#### SOCI 1101 - Introduction to Sociology (3)

Introduction to the sociological approach to understanding social life. An examination of the basic theories, concepts and methods for analyzing society, and an overview of social processes and social structures.

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

1. Understand sociology as an academic discipline including what it is that sociologists focus on and knowledge of key themes, theories, approaches, and debates in contemporary sociology.
2. Cultivate and use a sociological imagination. Know what it means to critically engage social life sociologically. Sociology is a distinct perspective. Consider both macro-level social structures and micro-level facets of everyday life through the lens of sociology. Social life is complex. By connecting sociological insights to everyday experiences, examine social life a more nuanced, enlightened way.

3. Possess honed critical thinking skills. Sharpen critical thinking to assist in a life-long journey of separating truth from conventional wisdom and knowledge from sophistry.
4. More comfortably articulate and defend their positions on several controversial social issues in front of an audience of peers. Cultivate a public voice to the subject matter of this course.
5. Maintain increased comfort with the practice of simultaneously considering multiple, contrasting views.
6. “Know thyself” a bit better. Ability to reflect on some of the “big” questions in life. Who are you? Why do you do what you do? What is your life about?

#### SOCI 2210 - Social Problems (3)

Focus on cultural, institutional and structural problems of society and major causes of and solutions to such problems as discrimination, prejudice, social inequalities, environment, crime and domestic violence.

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

1. Understand the nature of social problems in current American society in the context of
2. sociological perspectives, concepts, and theories.
3. Demonstrate an understanding of the major sociological theoretical perspectives used to study social problems.
4. Identify and apply various research approaches to the study of social problems.
5. Demonstrate an understanding of cultural context, cross-cultural differences, social structure and social inequality as relates to the study of social problems-engage in critical thinking, defined as the ability to analyze and evaluate information.

#### SOCI 3200 - Social Theory (3)

This course examines the origins of the discipline of sociology and the early theoretical perspectives that accompanied the scientific study of society and human groups. The course begins with a discussion of the Enlightenment and Enlightenment thinkers although the primary focus of the course will be on the development of sociology in the latter part of the 18th century up until the first few decades of the 20th century.

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

1. Understand the development of social theory from the Enlightenment to postmodernity.
2. Connect and apply social theories with historic and contemporary events and social trends.
3. Critically discuss, analyze, and apply basic arguments and significance of the readings and ideas.
4. Demonstrate proficiency in reading and writing skills as they relate to the subject.
5. Engage in critical thinking, defined as the ability to analyze and evaluate information; to synthesize information into coherent forms; and to apply and extend knowledge.

#### SOCI 3304 - Feminist Theories (3)

An introduction to women studies through feminist theories. Exploring the importance of theories in understanding the various roles (and changing roles) played by women in society, as well as exploring the various issues women face in modern society.

Prerequisite: Either SOCI 1101, SOCI 2210, ANTH 2250, or permission of instructor.

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

1. Understand the development of feminist theory from modernity to postmodernity.
2. Critically discuss basic lines of feminist debate.
3. Connect and apply feminist theories with historic and contemporary events and social trends related to gender inequality.
4. Demonstrate proficiency in reading and writing skills as they relate to the subject.
5. Engage in critical thinking, defined as the ability to analyze and evaluate information.
6. Synthesize information into coherent forms.
7. Apply and extend knowledge.

**SOCI 3320 - Structured Social Inequality (3)**

Study of structured social inequality (class, gender, and ethnic/racial) with reference to the unequal production and distribution of societal reward (wealth, status and power). Topics include the nature, types and theories of social stratification and their consequences; and changes in structured social inequalities in advanced industrial and post-industrial societies.

Prerequisite: Either SOCI 1101, SOCI 2210, or ANTH 2250

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

1. Understand and explain the processes and institutions related to inequality and the characteristics of class, race, and gender.
2. Use theoretical and methodological approaches to studying social stratification and apply them to current social events.
3. Demonstrate understanding of various classical ethical arguments regarding society and apply them to the issues of social inequality.
4. Demonstrate proficiency in writing, speaking, and critical thinking skills.

**SOCI 3350 - Marriage and Families (3)**

An examination of the structures and functions of marriage and the family including the varieties of family life. The relationships between families and other social institutions are discussed.

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

1. Identify various types of families, marriage, relationships, and household formations.
2. Understand how historic and cultural forces influence families along with their functions and perceptions.
3. Discuss contemporary social problems related to marriage and families in connection with the broader society.

**SOCI 3355 - Film as Sociology (3)**

A sociological study of the relationships among society, politics, and films.

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

1. Critically view and analyze films from a sociological perspective.
2. Understand the relationship between politics, society, and films; what we may learn from films when we contextualize them within the social realities of their productions; how sociological arguments may be embedded within films; and the political potential of films.

3. Feel more comfortable about using a 'public voice.' Hone the crucial skill of articulating and defending positions to an audience of peers, rationally defending views, and critiquing others' positions.

#### SOCI 3357 - Sociology of Gender and Sexuality (3)

The course will examine the way gender differences operate and influence individuals' everyday lives and how gender relations influence and are influenced by social structures and social processes. Areas to be explored may include gender relations in the workplace, gender and body image, gender and identity, and the various ways in which people of different genders are victimized or oppressed on the basis of gender.

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

1. Discuss gender and sexuality and its roles in contemporary social life.
2. Identify the ways that gender and sexuality intersect with other important areas of social identity and differentiation, such as race, ethnicity, social class, and nationality.
3. Understand diverse theories that address issues of gender and sexuality.
4. Discuss the ways in which gender and sexuality influence social life and social organization within major social institutions such as family, workplaces, schools, religion, politics, and popular culture.

#### SOCI 3375 - Technology, Social Movements and Social Change (3)

Enhances critical understanding of the dynamics of, reasons for, and the consequences of social and cultural change.

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

1. Think critically about the rapidly changing world in which we live and consider the primary significant ways in which our society and culture are changing.
2. Evaluate the key social forces responsible for social and cultural change.
3. Cultivate a "public voice" through dialogue. Hone the crucial skill of articulating and defending positions on controversial social issues to an audience of peers, rationally defending views, and critiquing others' positions.
4. Engage the "what can we do?" question. Think about your own agency as an individual and your relationship to social/cultural change.

#### SOCI 3390 - Deviance and Social Control (3)

Examines the various theories and the varieties of deviant behavior with special emphasis placed on the social construction of deviance.

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

1. Articulate contemporary theories of deviance and norms, especially the social construction of deviance.
2. Explain why certain behaviors and actions are deviant.
3. Describe the various types of behavior and actions that are considered to be deviant.
4. Demonstrate proficiency in writing, speaking skills, and critical thinking.

#### SOCI 4410 - Race and Ethnic Relations (3)

Examines the various relations among minority groups, and between minority groups and dominant groups, focusing on colonialism and assimilation models, the migrant experience, patterns of discrimination and prejudice, and the varieties of ethnic minorities.

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

1. Think critically about race and ethnicity in the context of contemporary American society including the ability to articulate the multidimensional ways in which society's structure privileges and oppresses members of various social groups.
2. Evaluate the key social forces that structure contemporary relations among various racial and ethnic groups.
3. Experience empathy towards and understanding of the diverse life situations which characterize the human experience.
4. Cultivate a "public voice" through computer-mediated communication. Hone the crucial skill of articulating and defending positions on controversial social issues to an audience of peers, rationally defending views, and critiquing others' positions in an online environment.
5. Engage the "what can we do?" question. Think about your own agency as an individual and your relationship to social/cultural change.

#### SOCI 4420 - Sports and Society (3)

This course is a sociological exploration of sports within the context of U.S. society. Though sports may be dismissed as a mere recreational escape, this course will illustrate how sports can illuminate key sociological concepts such as socialization, culture, power, inequality, and commodification. This course will provide students with conceptual tools to understand the complexities and paradoxes of sports in a deeper way.

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

1. Understand the sports through the lens of the sociological perspective.
2. Think critically about sports in the context of contemporary American society.
3. Understand the various ways in which sports may be considered a microcosm of society and broad social issues.
4. Cultivate a "public voice" with respect to controversial social issues.

#### SOCI 4475 - Selected Topics (3)

This course examines special topics related to culture, politics and society which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

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

1. Readily identify contemporary and scholarly sociological research.
2. Confidently assess contemporary and scholarly sociological research, being critical of research methodology.
3. Critically analyze the strengths and weaknesses of other scholars' research and apply this criticism to their own research project.
4. Produce an original research project that creatively addresses an appropriate research question through data collection and analysis.
5. Profess a working knowledge of the Institutional Review Board process and be able to navigate its requirements.

## **SOSC—SOCIAL SCIENCE**

#### SOSC 3000 - Social Policy and Program Development (3)

This course is designed to explore the intersection of social welfare systems, policy formulation, and program implementation. Through a multidisciplinary approach, students will examine the historical, ideological, and ethical foundations of social policy, as well as the practical strategies for developing, implementing, and evaluating social programs. Special emphasis will be placed on understanding the impact of social policy on diverse populations, including communities of color and other and marginalized social groups.

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

- Analyze the historical development and ideological underpinnings of social welfare systems and policies.
- Identify and assess social problems and needs within diverse populations utilizing data-driven approaches.
- Understand the policy formulation process, including agenda setting, policy design, and adoption.
- Examine the role of advocacy and activism in influencing social policy development and implementation
- Critically analyze the economic, cultural, and ethical dimensions of social policy and program development.

#### SOSC 3310 - Research Methods (3)

Basic processes of scientific inquiry in the social sciences, problem formation, research design, measurement, data collection, data analysis, and interpretation.

Prerequisite: MATH 1300

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

1. Competently review and interpret social science research.
2. Comprehend various quantitative and qualitative approaches to social science research.
3. Articulate the various complexities and issues associated with conducting social science research.

#### SOSC 3398 - Internship (1-6)

The internship is a supervised volunteer learning experience in an agency that links academic knowledge with practice experience. In addition to the volunteer work performed as an intern, the student may be assigned readings related to the internship.

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

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student's individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student's increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student's knowledge and coursework.
6. To expand on your critical analysis skills.

#### SOSC 4480 - Senior Seminar (3)

Integrates the student's knowledge through reading, writing, and discussion concerning current developments in the social science disciplines. This is the capstone experience for social science majors.

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

1. Demonstrate a sufficient level of knowledge of political science.
2. Utilize their understanding of disciplinary concepts and ideas by applying them to
3. appropriate research methodologies.
4. Produce a research project using the quantitative and/or qualitative method of social

5. analysis.

## **SPAN—SPANISH**

### SPAN 1101 - Elementary Spanish I (3)

Involvement at the elementary level in spoken and written use of Spanish through class experience and language laboratory. Introduction to the peoples and cultures of Spain and Spanish America.

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

#### Speaking:

##### Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

#### Listening:

##### Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, and high-frequency commands about topics that refer to basic personal information or the immediate physical setting.

#### Reading:

##### Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and phrases including cognates and borrowed words.

#### Writing:

##### Novice-Low

1. Students can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.
2. Students are able to copy or transcribe familiar words or phrases.

#### Culture:

1. Students will develop a basic knowledge and understanding of Latin American and Spanish cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

### SPAN 1102 - Elementary Spanish II (3)

Continuation of SPAN 1101.

Prerequisite: SPAN 1101 or equivalent credit.

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

Speaking:

Novice-Mid

1. Communicate using a number of isolated words and memorized phrases.
2. Use vocabulary sufficient for handling simple, elementary needs and expressing basic courtesies.

Listening:

Novice-Mid

1. Understand some learned utterances, particularly where context strongly supports understanding and speech is clearly audible.
2. Comprehend words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.

Reading:

Novice-Mid

1. Recognize the symbols of the syllabic writing system and a limited number of characters in a system that uses characters.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Novice-Mid

1. Students can reproduce from a memory a modest number of words and phrases in context.
2. Students can supply limited information on simple forms and documents, and other basic biographical information.
3. Students exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.

Culture:

1. Students will develop a basic knowledge and understanding of Latin American and Spanish cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

SPAN 2201 - Intermediate Spanish I (3)

Involvement at an intermediate level in spoken and written use of Spanish. Emphasis is on a thorough review of grammar, reading, composition and conversation in Spanish.

Prerequisite: SPAN 1102, equivalent credit, or permission of department.

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



## Speaking:

## Intermediate Low

1. Successfully handle a limited number of uncomplicated communicative tasks.
2. Communicate on predictable topics necessary for survival in the target-language culture.

## Listening:

## Intermediate Low

1. Understand some information from sentence-length speech in basic personal and social contexts.
2. Comprehend words and phrases in questions, and statements about topics that explain simple situations.

## Reading:

## Intermediate Low

1. Understand some information from simple connected texts.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

## Writing:

## Intermediate Low

1. Create statements and formulate questions based on familiar material using a vocabulary adequate to express elementary needs.

## Culture:

1. Develop a basic knowledge and understanding of Latin American and Spanish cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

## SPAN 2202 - Intermediate Spanish II (3)

A continuation of SPAN 2201.

Prerequisite: SPAN 2201 or permission of department.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

## Speaking:

## Intermediate Mid

1. Students are able to handle successfully a variety of uncomplicated communicative tasks.
2. Students are able to communicate on predictable topics necessary for survival in the target-language culture.

## Listening:

## Intermediate Mid

1. Students are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts.
2. Students comprehend words and phrases in questions, and statements about topics that explain complex situations.

## Reading:

## Intermediate Mid

1. Students are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.
2. Identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate.

Writing:

Intermediate Mid

1. Students are able to write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics.

Culture:

1. Students will develop a basic knowledge and understanding of Latin American and Spanish cultures. Make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
2. Students will compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
3. Students will be able to integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

SPAN 2205 - Spanish Conversation (3)

Designed to improve pronunciation and to increase proficiency in the practical use of Spanish in conversation.

Prerequisite: SPAN 2202 or permission of department.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Analyze the Spanish language, its dialects in their social, cultural, and historical contexts.
2. Communicate at a Spanish intermediate mid-level with native speakers and classmates. They will be able to listen, read and write intermediate mid passages in intermediate Spanish.
3. Gain a strong knowledge and understanding of Spanish Language and its dialects and make connections to other disciplines and to additional bodies of knowledge that may be unavailable to the monolingual speaker.
4. Compare and contrast their native language with the Spanish language. Students will develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.
5. Integrate their knowledge of the Spanish language, cultures and customs to appropriately address the differences of multilingual communities.

SPAN 3300 - Spanish Culture and Civilization (3)

A study of Spanish civilization through its literature, art, history and its political and social institutions.

Prerequisite: SPAN 2202 or permission of department.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Discuss, identify and reflect on the history, customs, values and other cultural aspects of Spain.
2. Compare analytically the role of Christianity, Islam and Judaism in the development of Spanish culture.

3. Analyze the various regional, linguistic, political, and immigrant cultures of Spain and their contributions to Spanish culture through its literature, art, and history.
4. Describe and analyze the perceptions, viewpoints, and life experiences of people in Spain. Compare and contrast cultural aspects (including morals, biases, social norms, and world views) of Spain with those of the United States.
5. Contextualize current events and experiences in relation to the historical and current context between Spain and the US, including issues of race, gender, and equality.
6. Demonstrate how local and global contexts of ideas or events result in nuanced understandings of contemporary and/or historical ideas, events, or experiences.

SPAN 3305 - Spanish-American Culture and Civilization (3)

A study of Spanish-American civilization through its literature, art, history and its political and social institutions.

Prerequisite: SPAN 2202 or permission of department.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Discuss, identify and reflect on the history, customs, values and other cultural aspects of Spanish America.
2. Compare analytically the role of Christianity and the Native cultures in the development of Spanish-American culture.
3. Analyze the various regional, linguistic, political, and native and immigrant cultures of Spanish America and their contributions to Spanish-American culture through its literature, art, and history.
4. Describe and analyze the perceptions, viewpoints, and life experiences of people in Spanish America. Compare and contrast cultural aspects (including morals, biases, social norms, and world views) of Spain with those of the United States.
5. Contextualize current events and experiences in relation to the historical and current context between Spain and the US, including issues of race, gender, and equality.
6. Demonstrate how local and global contexts of ideas or events result in nuanced understandings of contemporary and/or historical ideas, events, or experiences.

SPAN 3340 - Survey of Spanish Literature I (3)

Readings from representative literary works from the origins of Spanish literature through the Golden Age.

Prerequisite: SPAN 2205 or permission of department.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Read materials and analyze the authors of representative literary works from the origins of Spanish literature through the Golden Age.
2. Relate social, political, and literary currents of this time period to gain a more plenary understanding of Spain and its literary productions.
3. Discuss in the target language and analyze literary works as they relate to content, style, theme, and structure.
4. Demonstrate knowledge and understanding of the literary works within a historical and cultural context through written expression.

SPAN 3341 - Survey of Spanish Literature II (3)

Readings from representative literary works from the Golden Age to the present.

Prerequisite: SPAN 2205 or permission of department.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Read materials and analyze the authors of representative literary works from the Golden Age to the present.
2. Relate social, political, and literary currents of this time period to gain a more plenary understanding of Spain and its literary productions.
3. Discuss in the target language and analyze literary works as they relate to content, style, theme, and structure.
4. Demonstrate knowledge and understanding of the literary works within a historical and cultural context through written expression.

#### SPAN 3360 - Introductory International Business: Language and Culture (3)

This language and culture course will prepare business and language majors for successful communication in the international business world by building upon their existing knowledge and emphasizing practical, real-life use of oral and written foreign language. This course will introduce the student to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in foreign countries or with foreigners/nationals in the United States.

Prerequisite: SPAN 2202 or permission of department

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Effectively communicate in the formal business setting with professional and focused vocabulary.
2. Understand situations and vocabulary needs of someone working in a Spanish or Latin American business environment.
3. Understand, participate, and communicate in the Spanish business environment.
4. Comprehend the differences and commonalities of the Spanish, Latin American, and American business environments.

#### SPAN 3380 - Spanish for the Professions (3)

This course helps professionals communicate effectively in Spanish. Assignments are built around practical situations, and instruction is based on sound principles of foreign language instruction. Instruction emphasizes high frequency vocabulary, drill and practice, as well as opportunity for immediate application.

Prerequisite: SPAN 2202 or permission of department

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Build proficiency in the Spanish language with emphasis upon speaking and listening within the context of the many cultures of the Spanish-speaking world.
2. Speak Spanish in professional situations that require knowledge of the specialized vocabulary and task-based protocols needed within a specific profession.
3. Achieve at least an intermediate mid to intermediate high ACTFL proficiency level.

#### SPAN 4435 - Spanish Cinema (3)

A survey of Spanish film; may include a focus on particular directors, periods, and styles. The course will be taught in English; proficiency in Spanish is helpful but not required.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Recognize the major directors and works in Spanish language cinematic history through representative films.
2. Acquire the vocabulary and skills to understand and interpret the aesthetic and formal elements of visual and film texts.
3. Provide a historical and cultural framework in which to contextualize the discussion of individual films and directors.
4. Understand the conditions of production and reception throughout various periods in the history of moving pictures.
5. Gain the analytical skills necessary for the use of film media in future studies, research, and/or teaching.

## SPED—SPECIAL EDUCATION

### SPED 3305 - Special Education Policy and Law (3)

This course provides teacher candidates with an understanding of the terminology, regulations, and issues commonly encountered when addressing the needs of diverse students with disabilities. Candidates will use that information to discuss historical aspects and pertinent issues related to eligibility, disproportionality, due process, and other emerging issues of special education. They will demonstrate the ability to develop individualized education plans (IEPs) and transition plans based on student assessment data. Additionally, candidates will develop knowledge and skills as they learn to work with support personnel and collaborate with stakeholders, all in the best interest of students with disabilities.

Offered: Athens and Demorest: Fall.

Upon the completion of this course, students will be able to:

1. Discuss the history of education for individuals with disabilities.
2. Describe the eligibility categories under the Individuals with Disabilities Education Improvement Act (IDEA).
3. Describe educational opportunities for individuals with disabilities that adhere to least restrictive environment (LRE) requirements.
4. Describe legal disciplinary procedures for individuals with disabilities.
5. Describe the components of individualized education plans (IEP).

### SPED 3331 - Teaching Reading for Students with Disabilities (3)

This course targets evidence-based practices for teaching reading skills to students with disabilities. Specifically, teacher candidates will learn research-validated techniques for teaching preliteracy skills, phonics, vocabulary, reading fluency, and reading comprehension.

Offered: Athens: Fall, Demorest: Fall.

Upon the completion of this course, students will be able to:

1. Identify psychological processes associated with struggling readers (e.g., processing speed, phonology).
2. Identify evidence-based instructional strategies for preliteracy skills to students with disabilities.
3. Identify evidence-based instructional strategies for teaching reading skills (e.g., phonics, fluency, vocabulary, comprehension) to students with disabilities.
4. Identify assessment tools used to design and monitor reading interventions.
5. Design an individualized reading intervention plan that incorporates evidence-based instructional practices.

### SPED 3332 - Teaching Writing for Students with Disabilities (3)

This course targets evidence-based practices for teaching writing skills to students with disabilities. Specifically, candidates will learn research-validated techniques for teaching handwriting, keyboarding, spelling, and multi-sentence written compositions.

Offered: Athens: Spring, Demorest: Spring.

Upon the completion of this course, students will be able to:

1. Recognize factors that contribute to difficulties with written expression.
2. Describe the components of written expression and their roles in instruction.
3. Explain how motivation impacts written expression and its implication for instruction.
4. Identify research-based instructional techniques for teaching writing skills to students with disabilities.
5. Assess written expression for diagnostics, program planning, and progress monitoring.

### SPED 3333 - Teaching STEM for Students with Disabilities (3)

This course targets evidence-based practices for teaching STEM skills to students with disabilities. Specifically, candidates will learn research-validated techniques for teaching content-area vocabulary (e.g., science, history, social studies), study skills, effective use of graphic organizers, and basic and complex mathematical skills.

Offered: Athens: Spring, Demorest: Spring.

Upon the successful completion of this course, students will be able to:

1. Identify psychological processes associated with struggling readers (e.g., deficits in short-term memory, long-term memory, vocabulary, and organizational strategies).
2. Identify evidence-based instructional strategies for teaching STEM content to students with disabilities.
3. Identify assessment tools used to design and monitor the acquisition of STEM content by students with disabilities.
4. Design an individualized STEM instructional plan that incorporates evidence-based instructional practices, IEP goals, grade-level standards, and/or national organization standards.

### SPED 3336 - Health Care for Students with Disabilities (3)

This course provides an overview of the health care of students with special needs, the practical application of health care skills in the classroom, building support networks for school-age students with disabilities, the collaboration between educators and medical practitioners, and the legal and ethical considerations of service students with medical needs.

Offered: Athens: Fall, Demorest: Fall.

Upon the completion of this course, students will be able to:

1. Describe common healthcare needs that individuals with disabilities have in the K-12 setting.
2. Describe the healthcare support available to individuals with disabilities in the K-12 setting.
3. Describe the roles and responsibilities of key stakeholders (special education teachers, school nurses, and related service providers) in supporting individuals with disabilities who have health care needs.
4. Outline a plan for collaboration with stakeholders to address the health care needs of individuals with disabilities.

### SPED 4495 - Assessment for Special Educators (3)

Assessment allows special educators to understand the individualized needs of students with disabilities. The strategic use of assessment allows teachers to make informed decisions about appropriate program options and targeted instructional strategies for children based on their unique learning needs. This course is designed to prepare special education candidates to administer, score, and interpret several standardized educational instruments as they apply to special education eligibility. Additionally, this course covers the development and monitoring of individualized education plans (IEPs). Candidates will have the opportunity to explore various formal and informal, formative and summative, and culturally and linguistically appropriate assessments and learn how the results of such assessments may inform instruction.

Offered: Athens: Fall, Demorest: Fall.

Upon the completion of this course, students will be able to:

1. Use basic terminology related to educational assessment.
2. Use multiple methods of assessment to guide educational decision-making (e.g., universal screening, progress monitoring).
3. Use multiple methods of assessment to engage learners in improvement through feedback and self-evaluation.
4. Describe procedures involved in the process of determining eligibility for special education.
5. Administer technically sound formal and informal assessments that minimize bias and follow legal provisions related to assessment.
6. Collaborate with colleagues and families to interpret a variety of data sources for program planning and decision-making.

**SPED 4498 - Classroom Management for Special Educators (3)**

This course covers the development and implementation of behavior management interventions, strategies, and supports for school-age students with disabilities. Evidence-based behavior management practices for both whole groups and individuals will be discussed.

Offered: Athens: Fall, Demorest: Fall.

Upon the completion of this course, students will be able to:

1. Describe how key concepts related to behavioral science relate to foundational behavior management practices needed to implement comprehensive positive behavior supports in the classroom and school.
2. Describe how culture can influence behavior.
3. Create a comprehensive culturally responsive classroom behavior management plan.
4. Describe evidence-based interventions to be used throughout the multi-tiered system of supports (MTSS).
5. Conduct functional behavior assessment that results in behavioral intervention plans to address interfering behaviors.

**THED—THEATRE ARTS EDUCATION****THED 3400 - Drama Education (3)**

This course is designed to exercise the skills necessary to teach theatre activities to students in grades P-12, including using theatre as a teaching method in a variety of subject areas in grades B-8. To that end, students will become familiar with Georgia Department of Education requirements for theatre arts; develop strategies for locating the resources and volunteers necessary for play productions; and explore the goals, needs, benefits, problems and issues of coordinating a theatre program in the secondary education environment.

Prerequisite: Admission to Teacher Education

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Evaluate the effectiveness of teaching techniques in the theatre classroom.
2. Plan learning experiences for the secondary theatre classroom.
3. Evaluate the effectiveness of performance task assessment measures.
4. Create a theatre unit of study using the Understanding by Design process of curriculum development.
5. Respond to ethical issues in theatre education.
6. Apply business and marketing skills by creating a comprehensive plan for a high school theatre production program.

**THTR—THEATRE ARTS****THTR 1100 - Introduction to Theatre (3)**

Structured for the non-major, this course promotes the appreciation and understanding of theatre across a broad-range of topics including acting, play reading, script analysis, theatre history, design, performance viewing, production processes, and others. Structured to be entertaining and hands-on, this course depends highly on class participation.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and describe the people and processes required to produce a theatrical performance.
2. Critique theatre performances according to established criteria.
3. Describe the influence history and cultures have had upon the art of theatre and theorize how theatre has influenced history and popular culture.
4. Apply basic knowledge of theatrical design in the creation of theoretical sets and costumes for a play.
5. Create a personal theatre aesthetic through exposure to a variety of theatrical styles and periods.

### THTR 1110 - Ballet (1)

A study in the basics of ballet. While utilizing a hands-on approach to the art form, the students will examine Ballet through a structured dance class environment while also gaining a strong understanding of the history and the pioneers within the industry who have allowed the art form to evolve. The class will culminate in a dance showcase for the public; this showcase may or may not be in conjunction with the other classes.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Explore the historical connections of ballet.
2. Establish and utilize the language of ballet.
3. Understand the demand that ballet dancing has on the physical body.
4. Collaborate with fellow classmates in constructing ballet dance sequences.
5. Perform and self-evaluate their performance in a dance showcase.

### THTR 1111 - Tap (1)

A study in the basics of tap dancing. While utilizing a hands-on approach to the art form, the students will examine tap through a structured dance class environment while also gaining a strong understanding of the multicultural history and the pioneers within the industry who have allowed the art form to evolve. The class will culminate in a dance showcase for the public; this showcase may or may not be in conjunction with the other classes.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Explore the historical connections of tap dance.
2. Establish and utilize the language of tap dance.
3. Understand the demand that tap dancing has on the physical body.
4. Collaborate with fellow classmates in constructing tap dance sequences.
5. Perform and self-evaluate their performance in a dance showcase.

### THTR 1112 - Jazz Dance (1)

A study in the basics of jazz dance. While utilizing a hands-on approach to the art form, the students will examine jazz dance through a structured dance class environment while also gaining a strong understanding of the history and the pioneers within the industry who have allowed the art form to evolve. As the most utilized form of dance in Musical Theatre, students will learn combinations dating from the early style to combinations currently being used on the Broadway stage. The class will culminate in a dance showcase for the public; this showcase may or may not be in conjunction with the other classes.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Explore the historical connections of jazz dance.
2. Establish and utilize the language of jazz dance.
3. Understand the demand that jazz dance has on the physical body.
4. Collaborate with fellow classmates in constructing jazz dance sequences.
5. Perform and self-evaluate their performance in a dance showcase.



**THTR 1113 - Modern Dance (1)**

A study in the basics of modern dance. While utilizing a hands-on approach to the art form, the students will work within the varying styles of modern dance. As one of the youngest forms of dance, students will experience the art form in its earliest form and likewise in its cutting edge, contemporary style. Likewise, students will learn the basics of hand-to-hand stage combat and basic weaponry, useful tools in both the worlds of classical and contemporary theatre. The class will culminate in a dance/performance showcase for the public; this showcase may or may not be in conjunction with the other classes.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Explore the historical connections of modern dance.
2. Establish and utilize the language of modern and lyrical dance.
3. Understand the demand that modern dance has on the physical body.
4. Collaborate with fellow classmates in constructing modern dance sequences.
5. Perform and self-evaluate their performance in a dance showcase.

**THTR 1150 - Technical/Production Practicum (1)**

By working on department theatre productions, students gain practical experience in set and costume construction; lighting and sound design and operation; hair and makeup design and application; stage, house, and box office management; properties, publicity, and technical direction. This course may be repeated for credit.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and manage the various components involved in theatrical construction and production.
2. Complete a minimum of 40 work hours during a production.
3. Apply their skills in a production during the Season.

**THTR 1151 - Acting/Directing Practicum (1)**

By working on department theatre productions, students gain practical experience in acting, directing, or dramaturgy. Written analysis required. This course may be repeated for credit. This course is divided into two eight-week sections, allowing the student more flexibility in regard to their casting and technical assignments on a particular production.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Learn through experiential education the formal process of acting.
2. Explore critical thinking through self-critique.
3. Refine their time management skills with an eye on final deadlines.
4. Develop their group building skills through performance.

**THTR 2205 - Fundamentals of Technical Theatre I (3)**

A foundation course that provides study in set, prop, and costume design, carpentry and technical direction, shop and stage equipment, and theatre safety. The course provides hands-on focus through class projects and assistance on departmental productions.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and describe the various components involved in theatrical set design and production.
2. Gain a firm understanding of the various tools and equipment used in construction.
3. Explore elements of set design, prop design and costume design.
4. Apply their skills in a production during the Season.

#### THTR 2206 - Fundamentals of Technical Theatre 2 (3)

A foundation course that provides theatre students with a basic skill set in theatrical lighting, sound production, stage management and theatre safety. The course provides hands-on focus through class projects and assistance on departmental productions.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and describe the various components involved in theatrical lighting, sound production, and stage management.
2. Gain a firm understanding of the various tools used in theatrical lighting, sound production, and stage management
3. Apply their skills in lighting, sound and stage management in a production during the Season.

#### THTR 2210 - Fundamentals of Acting (3)

This course is an introduction to the skills necessary to build a character and play specific circumstances as well as an overview of the major acting teachers (Stanislavski, Hagan, Meisner, etc.) and their methods. It includes stage movement exercises, and scene study, and monologue work. Written analysis required. This course is suitable for majors and non- majors. Written analysis required.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and develop the three tools of the actor: voice, body and mind.
2. Understand and utilize the process of script analysis for the actor.
3. Uncover the varying forms of character construction.
4. Identify and utilize differing approach to scene and monologue work.
5. Evaluate and assess performances within the classroom setting and in the outside world.
6. Define and compare the personal approach to acting regarding the approach of others.

#### THTR 2215 - Script Analysis (3)

Script analysis is the core activity for any theatre practitioner. This course will create a common methodology, language, and approach for all theatre artists. Although actors, directors, and designers all explore scripts through their individual lenses, many core elements remain the same. This course will educate the practitioner to understand each method and style for better communication throughout the creative process.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop an individual approach to effective script analysis through study and discussion.
2. Learn the application of a variety of techniques and skills for script analysis.
3. Learn how to read a play for the first time.
4. Be familiar with various ways to attack and understand scripts.
5. Explore some of the ways plays are approached by actors, directors, and designers.

### THTR 2220 - Stage Movement and Dance (3)

This is a participatory course that develops basic dance and stage movement skills centered on yoga, tai chi, and mime. Major movement theories include, but are not limited to, Laban Movement Analysis and the Alexander technique. Students are also introduced to the basic elements of ballet, tap, jazz and modern dance. Written analysis required. This course is suitable for majors and non-majors.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and describe the various movement techniques used by stage actors.
2. Compare and contrast the movement of the actor throughout the historical time frame (i.e., Greek to Shakespearean to Restoration to Modern).
3. Identify and describe the benefits of yoga and physical training for the actor.
4. Identify and evaluate original choreography and the choreography of other students.
5. Engage in scholarly research regarding diverse inspirations for major choreographers within the four major disciplines (Ballet, Jazz, Tap and Modern).
6. Develop a creative presentation using scholarly historical research, interpersonal, presentation, and performance skills.

### THTR 2230 - Children's Theater (3)

This is a participatory course that emphasizes the importance of theatre for children. Students have the opportunity to analyze and create theatre for audience member of all ages. Interaction with children through class projects both on and off campus provide hands-on experience throughout the semester for the student.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Explore the nature and structure of Theatre for Young Audiences (TYA) including connections to curriculum in Georgia.
2. Plan, lead, and evaluate drama sessions with K-12 students.
3. Critique a TYA production.
4. Research and produce a study guide for a TYA production.
5. Understand the connection between drama in education and children's theatre.
6. Explore 20th and 21st century dramatic literature for children.
7. Work collaboratively with a production team to design a comprehensive children's theatre experience for K-12 students including introductory drama activities, a children's theatre production, and extension activities for the classroom.

### THTR 2235 - Puppetry Arts (3)

Students will learn and develop the ability to both create and work with differing types of puppets. Throughout the creation process, students will study this history of the art form, develop scripts and ultimately perform varying styles of puppetry. Structured for educators and performers, this course promotes the appreciation and understanding of puppet theatre across a broad-range of styles including wayang, bunraku, foam, bread and puppet, and others. Structured to be entertaining and hands-on, this course depends highly on class participation.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop the abilities to both create and work with varying puppets.
2. Research the history of the art form.
3. Develop scripts and perform varying styles of puppetry.
4. Strengthen existing skill in vocal performance, creativity and construction.

#### THTR 2265 - Makeup Design (3)

A study of the design and application of makeup for the theatrical stage, students will gain hands-on experience with corrective, character, fantasy, and specialty make-up designs. Students will compile a professional makeup portfolio displaying their working knowledge of the variety of makeup techniques and applications.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and describe the various components and stages involved in makeup design and its execution.
2. Improve artistic skills and design skills based in a studio setting.
3. Build a makeup portfolio highlighting their design and application.
4. Apply their skills in a production during the upcoming theatrical Season.

#### THTR 2420 - Selected Topics in Theatre (3)

This course is the study of theatre topics ranging from dramatic literature to specialized production skills. Previous topics include Portfolio development, Playwriting, Audition Techniques, Theatre for Social Change, Scene Painting, Advanced Set Design, Special Effects & Pyrotechnics for the Stage, as well as Puppetry Arts. May be repeated for credit with each new topic.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and describe the various components and stages involved in scene painting and its execution.
2. Identify and describe types of paints, brushes, and tools used in scene painting.
3. Select the proper tools and paints for a project.
4. Improve artistic skills and design skills based in a studio setting.
5. Apply their skills in a production during the upcoming theatrical season.

#### THTR 3301 - Theatre History I (3)

A historical survey of theatrical practice and artists, dramatic literature, and major cultural movements in theatre from prehistory to the Renaissance, including both World and European-American theatre topics. Emphasis on reading, exploration, research, lecture, oral presentation, and writing skills. Written analysis and research are required.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Understand the function of theatre in history.
2. Develop a theatre aesthetic through exposure to a variety of theatrical style and period.
3. Know the processes required to produce a theatrical performance throughout different periods of history.
4. Through evaluation of period scripts, develop critical thinking and evaluation skills.

5. Know the influence theatre has had upon history as well as how history has affected theatre.

#### THTR 3302 - Theatre History II (3)

A historical survey of theatrical practice and artists, dramatic literature, and major cultural movements in theatre from the Renaissance to the present, including both World and Euro- American theatre topics. Emphasis on reading, exploration, research, lecture, oral presentation, and writing skills. Written analysis and research are required.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop a theatre aesthetic through exposure to a variety of theatrical style and period.
2. Know the processes required to produce a theatrical performance throughout different periods of history.
3. Through evaluation of period scripts, develop critical thinking and evaluation skills.
4. Know the influence theatre has had upon history as well as how history has affected theatre.

#### THTR 3305 - Introduction to Scenic Design (3)

A focus on the conceptual and analytical side of theatrical design rather than the technical. Course emphasis is on observation, script analysis, sketching, and the evolution of students' design concepts through various stages. Visual and written analysis required.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and describe the various components involved in scenic design and drafting.
2. Manually draft and digitally draft in various programs.
3. Program and design in Google Sketchup.
4. Apply their skills in a production during the current theatrical season.

#### THTR 3310 - Advanced Acting (3)

Building up the skills acquired in Fundamentals of Acting, this course is a scene and monologue study of periods and styles of acting, from Greek Theatre to Contemporary Theatre, including verse scansion, character analysis, and script analysis. Students will build upon existing knowledge including but not limited to Alexander, Laban, Stanislavski and Meisner. Written analysis required.

Prerequisite: THTR 2210

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and characterize scansion in period plays.
2. Understand what classical texts demand in regard to the acting style.
3. Construct characters based upon textual and research elements within the script.
4. Identify classical dramatic structure and elements within period texts.
5. Evaluate and assess performances based on knowledge of the time period.
6. Work successfully with other actors in period plays.

#### THTR 3312 - Voice and Diction for the Stage (3)

A comprehensive study and application of the actor's voice in the performance arena. Utilizing the vocal techniques of Linklater, Lessac and Berry, students will explore both contemporary and classical texts. In addition to proper vocal production, students will also participate in an intensive dialect/accents workshop in the last 4 weeks of the semester. The semester culminates with a performance showcase featuring the vocal instrument.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and characterize the differing approaches to voices & diction.
2. Understand what classical texts demand in regard to vocal production, range and dynamics.
3. Utilize various techniques for noting scansion, dynamics and linkage (flow).
4. Identify and utilize characteristics or various dialects and accents.
5. Evaluate and assess performances based on knowledge of vocal production and diction.

#### THTR 3314 - Audition Techniques and Professional Development (3)

This course is designed to provide the Theatre student with the necessary tools for guidance in the world of professional Theatre. Students will become familiar with a wide variety of audition requirements; construct audition packages, and research theatrical unions and various professional Theaters throughout the United States. The semester will culminate in an Audition Portfolio and a professional audition for directors and casting directors.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Create effective and applicable audition packages aimed at a wide variety of audition types.
2. Clearly illustrate the structure of the acting/directing/design and stage management unions.
3. Establish a firm understanding of the cold reading and apply different techniques to create a successful call-back situation.
4. Build the necessary tool box of business elements within the professional theatrical world.
5. Uncover and utilize a wide information base of regional theaters, audition trade papers and agent listings.

#### THTR 3317 - Lighting Design (3)

After a comprehensive understanding and analysis of lighting instruments, lighting plots, electricity, and elements of design, students will receive hands-on experience while assisting in designing lights for mainstage and/or black box productions.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and describe the various components and stages involved in theatrical lighting and design.
2. Recognize and define through their purpose all lighting instruments used in theatrical lighting.
3. Demonstrate their knowledge of dimmers, blades and light board programing.
4. Create a detailed lighting plot and "magic sheet."
5. Apply their skills in the current theatrical season.

#### THTR 3319 - Costume Design (3)

Combining both costume history and the mechanics of design, students will receive practical costume design experience in the historical, modern and contemporary theatre. Students will receive hands-on experience while assisting in designing and construction of costumes for a mainstage and/or black box production.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop an understanding of the function of costume design.

2. Develop a theatre aesthetic through exposure to a variety of theatrical style and period.
3. Know the processes required to produce costumes for different periods of history and styles.
4. Through evaluation of their own work, develop critical thinking and evaluation skills.
5. Know techniques used in the realization of their costume designs.

#### THTR 3320 - Stage Management (3)

Stage Management will teach basic to advanced training in stage management. Designed to prepare the student for work in a variety of performance venues as a stage manager, all aspects of management will be explored: from auditions to strike. This course has a special emphasis on theatre safety and communication.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Develop an individual approach to stage management through study and discussion.
2. Know the application of a variety of techniques and skills for stage managers.
3. Know how to develop and create a prompt book.
4. Be familiar with various ways to run rehearsals and to call shows.
5. Explore some of the ways plays are approached by actors, directors, and designers so that the stage manager can be a more effective communicator.

#### THTR 3325 - Theatre Management (3)

This class is an introduction to theatrical management and production, with an emphasis on practices and leadership. No prior knowledge of management is necessary for the successful completion of this class. This course will provide students with a working knowledge of theatrical management while utilizing hands-on experience within the three performance spaces (Mainstage Theatre, the Black Box Theatre, and Arrendale Amphitheater). The course will include a variety of learning and teaching techniques including lecture, readings, and in-class activities.

Prerequisite: THTR 2205 and THTR 2210

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Describe the administrative structure and managerial positions of a non-profit theatre, charting how artists, administrators, and board members relate to one another to accomplish various organizational and artistic goals.
2. Research and analyze common non-profit financial strategies for best practice and formulate a series of revenue-generating opportunities for performing arts organizations.
3. Define and assess the management decisions necessary for an organization's on-going financial and artistic health.
4. Analyze marketing and public relations efforts as they relate to theatre organizations and create a strategic and tactical marketing and public relations plan for a theatre production.
5. Appraise and debate fundraising efforts as they relate to non-profit theatre organizations.
6. Create, present and justify a viable management theory through the creation of a non-profit theatre company, from mission statement to production.

### THTR 3350 - Playwriting (3)

Students will learn and develop the ability to create a script. By evaluating these scripts, the students will also develop critical thinking and evaluation skills. They will also learn how the production team influences the script as well as the playwright. Students will gain and apply this knowledge to a variety of different scripts and styles and how they function in a theatrical performance.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Through study and class discussion, gain an understanding of the fundamental elements of playwriting.
2. Using Aristotle's fundamental elements of theatre, practice identifying and using these elements in their own original works.
3. Gain a deeper understanding of what makes theatre real to an audience, what keeps an audience interested, and what it means to write for a live audience.
4. During workshops, recognize their interests and goals for crafting a play, as well as areas that need fine-tuning.
5. Through workshopping, practice revision, explore new ideas, and improve analysis skills in their writing and the works of peers and professionals.
6. By organizing and seeing their work performed, obtain confidence in their abilities as writers, directors, and entertainers.

### THTR 3426 - Special Effects and Pyrotechnics for the Stage (3)

This class is an introduction and overview into the world of special effects and pyrotechnics. No prior knowledge of special effects or experience is necessary for the successful completion of this class. This course will provide students with a working knowledge of various components of special effects and pyrotechnics as well as an overview of the historical development of special effects, so that they may become well rounded within their craft. The course will include a variety of learning and teaching techniques including lecture, readings, group projects, and in-class activities. Students wishing to do so may work towards pyrotechnic licensing in the state of Georgia.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and describe the various components involved in special effects and pyrotechnics.
2. Perform basic magic skills.
3. Apply all safety standards necessary for special effect and close proximity pyrotechnics.
4. Apply their skills in a production during the current theatrical season.

### THTR 4410 - Fundamentals of Directing (3)

This course is a study of the techniques of stage direction, including practical exercises in script analysis, blocking techniques and staging selected or improvisational scenes. After in depth play analysis, each student stages a scene or a short play. Written analysis required.

Prerequisite: THTR 2205 AND THTR 2210

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Through research, analysis and reflection, gain confidence in their ability to make justified choices onstage.
2. Have a firm understanding of the process of directing a play based on textual and research information.
3. Fully utilize directing techniques (picturization, rhythmic beats, visual perception, communicating through ground plans, etc.).
4. Achieve a comprehensive understanding of text analysis, play structure and dramaturgical research.
5. Through self-assessment, actor feedback and a faculty review, identify and enhance their developing skills as a director.
6. Document their growth and directing process as an avenue for developing their unique directing style.



### THTR 4420 - Creative Dramatics (3)

This course is an introduction to the process of educating through drama. Knowledge will be acquired in practice by observing, participating in, leading, and evaluating the use of creative drama to teach both elementary-level content and basic theatre skills. Students will also read, discuss, analyze, and write about current drama in education theory and practice. An important part of this course is an After-School Drama Workshop with elementary children. For a portion of the semester students will meet at a local elementary school during our regularly scheduled class time when we will engage in drama with children. Students will have an opportunity to observe, lead, and evaluate drama lessons in a school setting.

Prerequisite: THTR 2205 and THTR 2210

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Observe and explain the learning which occurs during children's play and extrapolate the use of unstructured play in the elementary classroom.
2. Explain the nature and structure of drama in education and evaluate its value in the process of learning.
3. Research and summarize current trends in drama in education both nationally and in the state of Georgia.
4. Apply the educational aspects of drama in education to elementary curriculum in Georgia.
5. Evaluate children's literature for dramatic potential and adapt this literature for use in drama in education sessions.
6. Create and perform a dramatic presentation using puppets which focuses on common themes in character education.
7. Create, implement, and evaluate drama in education sessions with elementary students in an after-school setting.

### THTR 4425 - Advanced Technical Theatre (3)

Building upon skills developed in THTR 2205 and THTR 2206, students will address special issues inherent in various forms of set construction, lighting and sound design. Students will also act as a technical director or assistant director of a mainstage production.

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Identify and manage the various components involved in theatrical production.
2. Enhance existing skills in leadership, technical knowledge and team-building.
3. Create a portfolio of their work to take to conferences and employment interviews.
4. Interview professionals working in the industry.
5. Apply their skills in a production during the current theatrical season.

### THTR 4460 - Senior Project (3)

Cumulative and capstone exercise in theatre scholarship, acting, directing, dramaturgy, design, playwriting, stage management, or technical production followed by a written account of the experience. May be pursued on-or-off campus, provided that project has faculty approval.

Prerequisite: Senior standing

Upon the completion of this course, students will be able to demonstrate the following outcome-based learning skills:

1. Demonstrate effective oral and written communication skills.
2. Design and present an effective presentation using appropriate presentation technologies, such as PowerPoint.

3. Synthesize the various elements comprising the breadth and depth of your collegiate education.
4. Discover and refine personal post-baccalaureate career/educational goals and make necessary preparations toward those goals.

#### THTR 4930 - Internship in Theatre Arts (1-3)

The overall purpose of the internship is three-fold, to:

1. assist the student in acquiring knowledge in a field of study new to the student,
2. advance the student professionally through the development of job-related social and professional work skills, and
3. provide the student with a real world “laboratory” in which new and former knowledge can be combined, synthesized, and applied.

Upon the completion of this course students will be able to demonstrate an aptitude for the following outcome-based learning skills:

1. Think critically and analytically about the forces and factors that shape the behavior of agencies where the intern has worked.
2. Promote critical thought and reflection about the relationship between the student’s individual objectives and the outcomes of the internship.
3. Gain a thorough knowledge of varying points of view and interpretations by other people in the field and to better understand those viewpoints.
4. An in-depth understanding agency, the type of work and industry it partakes in, and the student’s increased appreciation of that industry.
5. The ability to use the offered theories to analyze and critically assess the internship in light of the student’s knowledge and coursework.
6. To expand on your critical analysis skills.

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