INFORMATION

DEMOREST CAMPUS ................................................................. 706-778-3000
Admissions................................................................. 706-776-0103
1-800-277-7020
Automatic switchboard .................................................. 706-778-8500
Admissions Fax............................................................. 706-776-6635
Financial Aid.............................................................. 706-776-0114
Security/After hours, emergencies ......................... 706-776-0105
School of Arts and Sciences .................................... 706-776-0113
School of Education .................................................... 706-776-0117
School of Business Administration ....................... 706-776-0115
School of Nursing ....................................................... 706-776-0116
Graduate Studies/Off-Campus Programs ................... 706-776-0118
Alumni Affairs .......................................................... 706-776-0104
1-800-868-1641
Business Office .......................................................... 706-776-0101
College Bookstore ...................................................... 706-776-0013
Library ................................................................. 706-776-0111
Human Resources ...................................................... 706-776-0108
Institutional Advancement .......................................... 706-776-0104
1-800-868-1641
Registrar ................................................................. 706-776-0112
Student Affairs ........................................................ 706-776-0119
President ................................................................. 706-776-0100
Provost and Vice President, Academic Affairs .......... 706-778-0110
Vice President, Administration and Finance .......... 706-776-0102

ATHENS CAMPUS ............................................................... 706-548-8505
1-800-331-2021
Admissions............................................................... 706-548-8102
Bookstore ................................................................. 706-433-1753
Financial Aid ............................................................ 706-776-0114
Graduate Admissions .................................................. 706-776-0109
Library ................................................................. 706-433-0728
Registrar ................................................................. 706-776-0112
Vice President Athens Campus ................................ 706-548-8806

MAILING ADDRESS:

Demorest Campus
Piedmont College • P.O. Box 10 • 165 Central Avenue • Demorest GA 30535

Athens Campus
Piedmont College Athens Center • 595 Prince Ave. • Athens GA 30601
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Mission
Piedmont College educates students to become successful and responsible citizens through rigorous academic instruction in the liberal arts and professional disciplines. The College provides educational opportunities through a wide range of undergraduate and graduate programs. The institution emphasizes critical thinking, high ethical standards, and respect for diversity.

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

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

The baccalaureate degree program in nursing is approved by the Georgia Board of Nursing and accredited by the National League for Nursing Accrediting Commission, Inc., 3343 Peachtree Road NE, Suite 500, Atlanta GA 30326, 1-800-669-1656.

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

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

Academic Calendar
This catalog describes an academic calendar for Piedmont College that consists of two 16-week semesters and one 8-week summer semester. The requirements in this catalog apply to students entering Piedmont in the 2011-2012 academic year. An official copy of the academic calendar can be found on the Piedmont College website at www.piedmont.edu/reg.

Student Responsibility
Information in this catalog is accurate as of the date of publication. Piedmont College reserves the right to make changes in policies, regulations, and charges giving due notice in accordance with sound academic and fiscal practice. It is the responsibility of students to be informed about regulations and procedures as stated in this catalog. While advisors, faculty members, and academic deans are available to assist students in meeting degree requirements, students have the primary responsibility of being familiar with and completing their chosen course of study.
Student Complaints and Grievances
Any student filing a complaint or grievance must first attempt to resolve it by consulting with the involved faculty or staff member. In the event no resolution is reached, the student should bring or send the complaint or grievance, in writing, to the appropriate officer of the College (the Vice President for Academic Affairs, for academic matters; the Assistant Vice President for Finance and Human Resources, for problems with charges, business office matters, or financial aid concerns; or the Dean of Students, for non-academic matters), or to the President of the College, who will assign the complaint or grievance to the appropriate officer. The officer will attempt to resolve the problem in a manner satisfactory to all concerned.
ADMISSION TO PIEDMONT

Traditional Freshmen

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

1. An application for admission with the required essay;

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

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

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

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

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

Non-Traditional Freshmen

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

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

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

2. An official transcript of all high school diploma course work or if a General Equivalence Diploma (GED) was obtained, the official assessment scores report.

Transfer Students

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

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

1. An application for admission with the required essay;
2. Official transcripts from each college, university, or technical school attended. Transfer applicants must present a satisfactory academic record (normally at least a 2.0 on a 4.0 scale with all grades being considered) from each institution attended.

3. If the transfer student has fewer than 24 semester credit hours from previously attended institutions, an official final high school transcript is required or, if the applicant obtained a General Equivalency Diploma (GED), the official assessment scores report. Official score report of the ACT or SAT is required. Non-traditional transfer students are exempt from submission of official SAT or ACT score reports.

Other policies applicable to transfer students include the following:

• Non-disclosure of academic work at another institution may compromise your ability to qualify for financial aid at Piedmont College.
• Only courses from regionally accredited institutions and foreign institutions approved for semester abroad will be accepted for credit.
• Courses from regionally accredited technical colleges in the State of Georgia may be accepted pursuant to Articulation Agreements between Piedmont College and the specific technical college.
• Only grades of “C” or higher are transferred in all courses.
• Developmental, orientation, student-assembly, and cultural-events credits are non-transferable.

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

Joint Enrollment

A joint enrollment student is a high school student who is allowed to register for college courses while attending high school or home school. Joint Enrollment students may take a maximum of two courses per semester. Any additional courses must be approved by the Vice President for Academic Affairs. If permission is granted to take additional classes beyond the two-course limit, a per-semester-hour tuition charge will be assessed to the student. Joint Enrollment students are not eligible to take evening courses.

To be eligible for the Joint Enrollment Program at Piedmont College the student must:

• Be classified as a high school junior or senior by the student’s high school or home school program
• Be at least 16 years of age by the beginning of the semester of enrollment
• Be a U.S. Citizen or a Permanent Resident Alien who meets the definition of an eligible non-citizen
• Show evidence of SAT scores which must be 500 or higher in Math and 500 or higher in critical reading (ACT must be 21 or higher composite score); and a 3.0 or higher high school grade point average.

Students wishing to participate in the joint enrollment program must submit the following to the Office of Admissions:

• An application for admission
• High School or Home School Transcripts
• A copy of the SAT or ACT score report (if not on transcripts)
• An ACCEL program application (if applicant attends a public or private high school that is eligible for the ACCEL program) is to be completed online at www.gacollege411.org.
• Recommendations from the principal and at least two high school teachers.

**Home-Schooled Students**
At Piedmont, we encourage academically talented students from home schools to join our learning community. Admission requirements for home-educated students are as follows:

1. An application for admission with the required essay;
2. Official SAT or ACT scores
3. Transcript or portfolio detailing all high school course work completed.
4. Two letters of recommendation from sources outside the home who have knowledge of the student’s academic or extracurricular achievements. An interview with the student and family may be required.

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

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

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

   World Education Services, Inc.  
P.O. Box 745  
Old Chelsea Station  
New York, NY 10113-0745  

   Education Credentials Evaluators, Inc.  
P.O. Box 17499  
Milwaukee, WI 53217  

2. An official score report of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Programs for students who speak English as their first language is required. Non-native English speakers must provide a satisfactory score on the Test of English as a Foreign Language (TOEFL). A satisfactory TOEFL score is 550 or higher on the paper-based version or a score of 80 or higher on the internet-based version. A TOEFL score more than two years old will not be accepted;
3. A completed health form, along with proof of health insurance and immunizations for students planning to reside on campus; and
4. International students must submit a financial statement showing sufficient availability of funds and the source of these funds for four years of college study. Before an I-20 can be issued for an admitted international student, the student must place on account with the College an amount equal to the first year’s tuition, room and board, book charges and funds for return air fare to his/her home country.
5. All tuition and charges must be paid in U.S. dollars at the beginning of each semester.

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

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

Non-Degree Status

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

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 where size limitation is a concern.

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

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

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

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

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

Transient Status

Undergraduate students enrolled at other colleges or universities may apply for temporary admission and registration at Piedmont College as transient students by providing the Piedmont College registrar’s office with a letter of good standing from his/her home institution granting permission to be a transient student at Piedmont College. The student will be permitted to attend for the term and under the conditions specified in the letter. See Transient Information on the registrar’s web page.

Degree Completion Program

Piedmont College offers a degree completion program for students who have accumulated at least 60 semester hours at an accredited institution of higher learning. Students with credit for at least 45 semester hours who meet specific criteria (see Page 59) may be admitted to this program on a conditional basis. Official transcripts must be submitted for review by the Registrar.
Evening Studies
Piedmont College (Demorest and Athens) offers the following degrees in evening program format: business administration, criminal justice, education (ECE and MG. only), political science, psychology (Athens only), sociology and R.N. to B.S.N. Each degree program is offered in an accelerated, flexible format to meet the needs of working professionals. Classes generally meet for four hours once per week for eight weeks. This schedule allows students to qualify for full-time status by taking four classes in two eight-week sessions. Students who choose to attend full time are eligible for full financial aid benefits.

Readmission (Undergraduate)
(Note: Graduate Students see Page 236.)

Undergraduate students who have been away from Piedmont College for two years or less and have not attended another institution must apply for readmission. To reapply, submit an Application for Undergraduate Readmission form to the Registrar at least three weeks prior to the beginning of the semester for which you are seeking readmission.

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

Those seeking readmission after an absence of eight or more years may elect to apply for readmission under the College’s Forgiveness Policy. Under this policy, students have the option of a “fresh start” by having all previously earned credits at Piedmont evaluated in a manner similar to that of a student transferring to the College rather than having them remain in effect as a readmitted student. The grades of courses treated on a transfer basis are not computed into a student’s cumulative or honors grade-point averages. However, the student’s previous Piedmont academic record with grades earned will remain a part of the student’s permanent record and will appear on any transcript issued by the College.

The Forgiveness Policy option may be chosen only at the time of readmission to the College. Those who choose this option should be aware that certain honor societies may require that all course grades be used in calculating a GPA for membership.

Application forms for Undergraduate Readmission are available in the Registrar’s Office or at the Piedmont College website: www.piedmont.edu/reg. Students who are readmitted may follow the program of study outlined in the current Piedmont College catalog or if no more than five years have elapsed, may continue the program outlined in the catalog in effect at the time they initially enrolled. Program requirements and procedures are subject to change pending requirements of accrediting organizations.

Admissions Appeal
An applicant who is denied admission may appeal to the Vice President for Academic Affairs. The appeal to the Vice President must be made in writing and submitted electronically.
EXPENSES
Piedmont’s 2011-2012 tuition, room and board charges support the College’s continued commitment to provide first-rate programs and facilities at an affordable rate.

TUITION CHARGES
The 2011-2012 tuition approved by the Piedmont College Board of Trustees is as follows.

Demorest Campus - Undergraduate Students
Fall 2011/Spring 2012: $9,500 per semester ($19,000 per academic year) for full-time students taking 12-19 hours per semester. Students who are eligible to take more than 19 hours pay the part-time rate of $792 per additional credit hour. The tuition for part-time students taking 11 credit hours or less per semester is $792 per credit hour, except in the following circumstance: if a student takes only one course per semester, the tuition rate is $500 per credit hour.

Summer 2012: Summer tuition for undergraduate students is discounted regardless of the number of semester hours taken. National and international academic travel expenses vary according to location, itinerary and duration. Because of the tuition discount, not all aid will be applicable during the summer semester. Students will need to contact the Financial Aid Office for questions regarding summer aid.

Athens Campus - Undergraduate Students
Piedmont College offers students a non-residential campus with selected undergraduate majors in Athens. Undergraduate tuition rates are lower and therefore replace all other institutional awards. Athens students may qualify for HOPE Scholarship, the Georgia Tuition Equalization Grant (GTEG), Pell Grant, and student and/or parent loans.

Fall 2011 / Spring 2012: $5,750 per semester ($11,500 per academic year) for full-time students taking 12-17 hours per semester. Students who are eligible to take more than 17 hours pay the part-time rate of $479 per additional credit hour. The tuition for part-time students taking 11 credit hours or less per semester is $479 per credit hour.

Summer 2012: Summer tuition rates for undergraduate students will be posted by spring semester 2012. National 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 12-19 credit hours will be charged $9,500 per semester. Please contact the Financial Aid Office for questions regarding applicable financial aid.

Graduate Students
The 2011-2012 tuition approved by the Piedmont College Board of Trustees is as follows:

- $407 per credit hour for Masters
- $407 per credit hour for Education Specialist
- $500 per credit hour for Education Doctorate

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

ROOM AND BOARD CHARGES
Charges for the 2011-2012 academic year are $3,750 per semester / $7500 per academic year for all students residing on campus. This includes room expense and access to the cafeteria seven (7) days per week during normal operating hours. All resident students are required to have a board plan.

ADDITIONAL CHARGES
Applied music - private lessons .......................................................... $100 per credit hour
Returned check (first occurrence)...............................................................$35
Returned check (second occurrence).........................................................$50
(No future checks accepted)
Experiential credit (per credit hour)..........................................................$50
Graduate School application........................................................................$30
Doctoral program application.......................................................................$50
(After the published application deadline, the charge will be $100)
Matriculation deposit (new undergraduate student)..................................... $100
(Please see School of Nursing section for information about the Nursing deposit)
Transcript ........................................................................................................ $5 each
Housing deposit .............................................................................................$250
Application for Graduation/Undergraduates...............................................$50*
Application for Graduation/Graduates.........................................................$75*
(After the published deadline, a late fee will be assessed of $100)
Replacement diploma.................................................................................. $100

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

Account Balance
Students must pay in full or make payment arrangements with the Business Office before they can complete registration and officially enroll in classes. Students with past due account balances cannot attend class or live in residence halls. Outstanding account balances will also prohibit future course registrations and transcript receipts. Students whose accounts remain unpaid will be responsible to pay collection costs, legal fees, and any other charge incurred to close accounts.

Credit Balance
If at any time a credit balance is established on a student’s account, the balance will be disbursed to the student within 14 days from the date of the credit balance.

Account Status
Students are responsible for checking their account status with the Business Office at the beginning and end of each term to make sure all financial arrangements are current.
Terms of Payment
Tuition, Room/Board and other charges must be paid by published deadlines. Payment installment arrangements may be made using the Piedmont College Payment Plan (PPP). The charge for using PPP is $40 per semester during the fall and spring semesters. There is no payment plan fee for the summer semester. No interest charges will be incurred with the PPP. For additional information please visit the Business Office webpage at www.piedmont.edu.

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 following semester’s tuition.

New students submitting an application for campus housing are required to submit an additional $250 non-refundable housing deposit. This deposit will be applied to the following semester’s housing charges.

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 $50. If the deposit is not received during the housing reservation period, a deposit of $250 will be required. This deposit will be applied to the following semester’s housing charges.

Nursing Students: Once a student is accepted in the School of Nursing, a deposit will be required to hold the student’s place in the school. The deposit will be specified by the School of Nursing. For more information, please see the School of Nursing section.

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

TUITION CHARGE ADJUSTMENTS
Drop, Add and Withdrawal from a course(s):
Tuition charges will be calculated based on hours of enrollment reported by the Registrar’s Office. Notify the Business Office before dropping, adding, or withdrawing from a course to determine the effect on your account and/or your financial aid. Students are responsible for checking the Academic Calendar for drop/add dates and dates to withdraw without academic penalty. The Academic Programs section of the catalog will have further information regarding these topics.

Adding a course(s) may result in a tuition increase and dropping a course(s) may result in your tuition being decreased. Undergraduate students enrolled 12-19 hours at the Demorest Campus or 12-17 hours at the Athens Campus are considered full-time students; therefore, the student pays the same tuition rate, and tuition adjustments may not apply.

For a student dropping all courses (during the drop/add period), tuition charges will be removed. Charges other than tuition will be incurred by the student.

Withdrawals occur after the drop/add period has ended. Tuition for any withdrawn courses will be incurred. Please note: withdrawing from a course(s) and a total withdrawal will have different effects on a student’s account/aid.
No Shows:
Students who have registered for classes, but never attend will be considered a “No Show.” Students must adhere to the policies and procedures for dropping their classes. If a “No Show” is issued by the Registrar for all courses, tuition will be removed. The courses will appear on the student’s transcript with a grade of “NS.” For more information on this topic, please see the Academic Programs section of the catalog.

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

Fall and spring semester:
Day studies
  40% charged during second week
  60% charged during third week
  80% charged during fourth week
  No adjustment after four weeks

Evening studies
  50% charged during second week
  No adjustment after two weeks

Summer semester:
  50% charged during second week
  No adjustment after two weeks

Room and Board Charge Adjustments:
There are no adjustments for residence hall charges for students withdrawing during a semester. Meal plan charges will be pro-rated based on the date on the withdrawal form.

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

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

The Piedmont College financial aid office will assist students and parents who seek financial resources for attendance at this institution. It is the policy of the College to meet 100 percent of demonstrated, unmet financial need through grants, loans, work and/or scholarship programs, for those students who apply for aid by May 1 for the following fall semester. For students enrolling spring or summer semesters, please inquire at the financial aid office for application deadlines. Students receiving financial aid must maintain satisfactory academic progress in order to continue to receive financial assistance. The Vice President for Academic Affairs supervises and approves the awarding of all institutional aid.

APPLICATION PROCEDURES

There are four primary sources of student financial assistance: federal, state, institutional and third-party sources. Each requires a different application procedure. The financial aid application procedures for undergraduate and graduate students are available on the Financial Aid website at www.piedmont.edu/reg.

Federal Assistance

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

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

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

After the EFC is established on the FAFSA, eligibility for the various student loan programs offered by the federal government can be determined. Piedmont College participates in the Federal Direct Student Loan Program. These loans may be either subsidized or unsubsidized, based upon financial need and dependency status. Amounts vary based upon academic grade level. Loan funds are borrowed directly from the U.S. Department of Education, and funds are credited to the student’s account at Piedmont. Repayment begins after the student is enrolled less than half time or graduates. Visit www.studentloans.gov for more information. Parents can also apply for a loan to assist with educational expenses for a dependent child. This is a non-need based program, therefore, all parents can apply. Normal credit standards are used to determine whether a parent is approved for the loan. Loan amounts cannot exceed the cost of attendance less any financial aid received. Visit www.studentloans.gov for additional parent loan information.
Federal TEACH Grants
Piedmont College participates in the Federal TEACH Grant Program for undergraduate and graduate students. Interested students are encouraged to research the program and submit an application to the Piedmont College Financial Aid Office. For graduate study, the Federal TEACH Program is available to first baccalaureate and first post-baccalaureate degree students only. At Piedmont College, students enrolled in the Education Specialist or Doctorate Program are ineligible for this program.

- The TEACH Grant Program was created by Congress in the College Cost Reduction and Access Act that provides $4,000 per year, with a maximum of $16,000 for undergraduates students. For more information call the Federal Information Student Center: 1-800-4-FEDAIL or view the website www.teachgrant.ed.gov

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

If you have any question regarding financial aid please contact the Office of Financial Aid at 706-776-0114 or via e-mail to finaid@piedmont.edu.

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

To apply for any type of state assistance, students must complete the appropriate application on-line at www.gacollege411.org.

HOPE for Students Attending Private Colleges
A student wishing to receive the HOPE Scholarship while at Piedmont must meet the qualifications listed on the Georgia Student Finance Commission website at www.gacollege411.org.

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

Students receiving benefits under any Veterans Administration program are not eligible for Piedmont’s Neighborhood Grant Program.

Scholastic Achievement Awards
(For Demorest Undergraduate Students Only)

Russell C. Archer Memorial Award
This award was established by Russell C. Archer in memory of Dr. James E. Walter. It is given at graduation to a limited number of men and women who have been selected as showing the most improvement in academic, social, and leadership areas during their undergraduate careers. The recipients are identified at the end of their freshman year and must complete all required course work at Piedmont College.
Institutional Scholarship Programs  
(For Demorest Undergraduate Students Only)

The scholarship and grant program at Piedmont College is designed to assist a wide range of students from various backgrounds. Funds are awarded annually to students who exhibit exceptional academic and leadership skills, as well as to those who are in need of financial support and have demonstrated an enthusiasm for learning.

**Academic Scholarships**  
These scholarships are awarded to first-time freshmen based on a combination of high school grade point average, standardized test scores, academic curriculum in high school, rank in class, and extracurricular activities. The amount and number of awards vary from year to year. For more information, contact the Admissions Office.

**Academic Major Scholarships**  
The schools of the College offer scholarships based on academic performance and dedication to the field of study. All Demorest undergraduate students can apply for these scholarships after they have declared a major. Full-time enrollment is required. A scholarship committee within each school will determine recipients upon the approval of the Vice President for Academic Affairs. Applications can be obtained from each school. The selection process is usually complete by early January for the upcoming fall and spring semesters. Academic Major Scholarships can be renewed if the student maintains eligibility set by the respective schools.

**Accel Program**  
The Accel Program is funded by the Georgia Lottery for Education and administered by the Georgia Student Finance Commission. It is designed to provide participating high school students with financial assistance toward the cost of postsecondary course work. In order to be eligible for Accel funds, a student must be enrolled in college degree-level courses.

The purpose of the Accel Program is to provide Georgia high school students with an opportunity to earn college degree-level credit hours, as they simultaneously meet their high school graduation requirements. The program regulations for the Accel Program are provided at www.gacolleges411.org.

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

**Camp-Younts Scholarship**  
This scholarship was established by Dr. Harry W. Walker II and the Camp-Younts Foundation. Recipients are chosen from first-time freshmen applicants with an average score of 1180 or higher on the SAT math and verbal section or a 26 or higher on the ACT composite score. Recipients must maintain a minimum cumulative GPA of 3.5 or higher at the end of each semester to remain eligible for renewal. The recipients are required to live in campus housing and be actively involved on campus. The application for this scholarship may be obtained from the admissions office. Camp-Younts Scholarship amounts vary.
Dean’s Scholarship
This scholarship was established by the Board of Trustees of Piedmont College. The number of recipients varies on a yearly basis. Typical recipients score 1000 or higher on the SAT math and verbal and/or 21 on the ACT composite score. 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 2.5 cumulative GPA at the end of each semester.

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

Century Scholarship
In recognition of Piedmont College’s 113-year history, this award recognizes undergraduate boarding students for their outstanding academic and extra-curricular accomplishments. Annually renewable, the scholarship rewards students who actively participate in classroom, campus, and community activities that demonstrate good citizenship and character development during their high school or college careers. Specific award amounts and number of recipients may vary depending on available institutional resources and individual qualifications. To continue receiving this award, students must maintain a minimum 2.5 cumulative GPA each semester, reside on campus, and continue active involvement in campus and community activities throughout their undergraduate years at Piedmont College. First-time students may obtain information about this scholarship from the Admissions Office. Returning students may apply for the scholarship via letter of interest to the Scholarship Committee with delivery to the Financial Aid Office no later than February 1 for the upcoming academic year.

Lion Grant
Students who enroll at Piedmont College during high school as a joint enrolled student have a distinct advantage to receive additional scholarships if they enroll as full time freshman. The Piedmont College Lion Grant Program offers up to $5,000 per year to students who enroll and reside on the Demorest campus. This Lion Grant can be in addition to other academic and need-based grants, loans and scholarships offered by Piedmont. The scholarship is only available fall and spring semesters. This grant requires acceptance to Piedmont, first-time boarding freshman status and involvement in at least one club or activity on campus. This grant is renewable as long as the student maintains a cumulative 3.0 GPA while at Piedmont and resides on campus. Students must have completed at least one term at Piedmont while still in high school, and earned a minimum 3.0 college grade point average or better. 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.

Neighborhood Grant Program
To qualify for the Neighborhood Grant Program, a student must show permanent residence in one of the following counties: Banks, Dawson, Elbert, Franklin, Forsyth, Habersham, 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 financial aid, but are ineligible for other institutional scholarships and grants. Students receiving benefits under the Post-9/11 and /or Yellow Ribbon Veterans Administration programs are not eligible for the Neighborhood Grant Program.
Presidential Scholarship
This scholarship was established by the Board of Trustees of Piedmont College. The number of recipients varies from year to year. Typically, the successful candidate will have scored 1100 or higher on the SAT math and verbal section or a 24 or higher on the ACT composite score. Recipients are required to live in College housing and be actively involved on campus. To be eligible for renewal, students are required to maintain a 3.0 cumulative GPA at the end of each semester.

Transfer Grant
Transfer students who meet the following criteria may qualify for this grant: full-time enrollment, transfer with at least a 2.5 cumulative grade-point average from the previous college(s); and apply for admission and financial aid prior to June 1 for the upcoming year. Transfer Grants are renewable if the student maintains a 2.5 grade point average at the end of each semester.

Trustee Scholarship
This scholarship was established by the Board of Trustees of Piedmont College to reward top academic applicants. The number of recipients and the amount of the award vary from year to year. The successful candidates will be first-time freshmen and typically will have scored 1100 or higher on the SAT math or verbal score or a 24 or higher on the ACT composite score. Recipients must maintain a cumulative GPA of 3.0 or higher at the end of each semester to remain eligible for renewal. The recipients are required to live in college housing and be actively involved on campus.

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

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

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

Thomas A. (Gus) Arrendale, III Scholarship
Established by friends to honor the leadership and dedication of Gus Arrendale to Piedmont College, Habersham County, and future leaders of the state, as exemplified by his participation on, and leadership of the Board of Trustees of the College. This scholarship is designed to assist young people in their desire to attain a college degree. The successful candidate will have a 3.0 GPA or the equivalent high school average, financial need, and outstanding personal character.
Seaborn Ashley and Dana Smith Ashley Scholarship
Established with a gift from Caroline Ashley in loving memory of her parents. The recipient will be chosen with consideration first to students who are pursuing a career in primary or elementary education and who are from either Greene or Oconee counties in the State of Georgia. Awards will be made on the basis of merit as defined by having an SAT score of 1100 or above, a 3.0 college GPA, outstanding personal character, leadership qualities, and demonstrated financial need.

Evelyn R. and Robert E. Bowman Jr. Scholarship
Established by Evelyn R. and Robert E. Bowman to help students pursuing a degree in chemistry who demonstrate both financial need and the ability to complete the degree requirements.

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

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

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

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

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

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

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

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

Clarence A. and Lilian W. Coddington Scholarship
Established by the estate of Clarence and Lilian Coddington of Winter Park, Fla.
Pemberton Cooley Scholarship
Established by H.A. Stephens Jr. in memory of Pemberton Cooley, his mentor and a trustee of the College.

Coach Charles Cooper Scholarship
Established by his family to honor his life as head coach of women’s basketball at Piedmont college from 1997 through 2005 and to carry on his work of aiding and assisting young women in their desire to attend college.

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

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

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

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

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

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

Mary L. Griggs Mathematics Scholarship
Established to honor a former Piedmont College math professor by family members and colleagues. The recipient should be a math major with demonstrated financial need.
Harold S. Hannum Scholarship
Established in memory of Harold Hannum by his wife Anna Hannum to assist students studying for careers either in music or nursing. Recipients must have a 3.0 GPA, outstanding character and demonstrated financial need.

The Harold and Anna Hannum Scholarship
Established in memory of two longtime friends of the College and Congregationalists by their estate. Successful candidates will be pursuing a career in education or the ministry, have a college 3.0 GPA, be of outstanding character, and have demonstrated financial need.

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

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

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

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

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

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

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

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

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

Weldon and Betty Keckley Mathematics Scholarship
Established by Weldon and Betty Keckley in memory of Arthur Carl Keckley, his father, and Carl Pierpont Keckley, his brother, who were both mathematics teachers. Recipients of this scholarship will either major or minor in mathematics, have a 3.0 GPA and have demonstrated financial need.
King Scholarship
Established to assist deserving students who show the ability to complete the degree requirements.

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

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

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

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

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

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

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

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

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

Lowe-Black Scholarship
Established by Louise Aiken Lowe to honor her husband, Arthur D. Lowe, and to recognize the extreme generosity and compassion shown by Mr. Ray H. Black, treasurer at the time the donor attended Piedmont. The successful candidate will have a 3.0 GPA or the equivalent high school average, and financial need.
Corian Stambaugh Lundquist Book Scholarship
Established by her nephew, James L. Lundquist, in her memory, this scholarship is awarded to students with demonstrated financial need and the ability to complete the degree requirements.

Archibald and Helen McPheeters Scholarship
Established by the estates of Archibald and Helen McPheeters, who received honorary degrees in 1990.

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

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

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

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

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

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

Congregational Heritage Scholars may be awarded financial assistance in an amount up to one-third the cost of tuition. This scholarship may be applied to tuition, room or board. Recipients must be under 25 years of age, have a minimum high school GPA of 3.0, and be an active member of a congregation of the National Association of Congregational Christian Churches or the United Church of Christ. A letter signed by the minister and an officer of his or her local church stating that the student is a member in good standing must be submitted to the Director of Church Relations.

Congregational Heritage Scholarships are available for eight (8) semesters. Recipients are required to maintain a minimum 3.00 GPA at Piedmont and live in campus housing. They may apply for additional need and merit-based financial aid.
Dr. Pearl Nix Scholarship
Established in honor of Dr. Nix, a graduate of Piedmont and retired professor of library science at North Georgia College. Recipients must be pursuing a career in education, have at least a 3.0 GPA, and be either a junior or senior.

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

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

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

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

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

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

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

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

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

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

Alice J. Russell Scholarship
Established by the estate of Alice J. Russell, a friend of the College, to assist deserving students who show the ability to complete the degree requirements.
Elizabeth Sawyer Scholarship
Established by Dr. Billy Mason, a graduate of Piedmont, in honor of Dr. Sawyer, a professor of biology in the 1950s. It is awarded to a top biology student.

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

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

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

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

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

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

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

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

Dr. James E. and Elizabeth Perry Walter Scholarship for International Students
This scholarship was established with a lead gift from Dr. Charles Cho, a Piedmont College graduate and trustee, in honor of the late Dr. James E. Walter and his wife, Elizabeth. The purpose of this scholarship is to assist in diversifying the cultural make-up of the student body by offsetting some of the expenses incurred by international students. The scholarship amount and the number of awards available vary from year to year. The successful candidate will have an overall 3.0 GPA or its equivalent from a high school or institution of higher education and a cumulative 3.0 GPA must be maintained.

T. Alan Wansley Scholarship
Established by his family and the Samuel F. and Emma J. Bagwell Memorial Fund this scholarship will be given with first consideration to residents of Franklin County with a 3.0 GPA and demonstrated financial need.
Lettie Pate Whitehead Scholarships
Funded by the Lettie Pate Whitehead Foundation, these scholarships are awarded to Southern women with high financial needs. The amount of the award and number may vary from year to year.

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

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

Ernest D. Wright Scholarship
Established in 1984 in honor of Ernest D. Wright, who served as a trustee. He was a business, civic, and church leader in Toccoa, Georgia.

Emergency Student Loans
In certain instances, emergency student loans may be obtained to assist with unexpected expenses incurred by students. Typically, the maximum amount available at any given time to individual students is $250 and must be repaid within 90 days. Interest is charged at 8 percent, accruing from the time the funds are disbursed to the student until such time as the loan is repaid in full.

Students may apply for this loan by contacting the financial aid office. A final decision will be made by the business office. Typically, students must be current on all college charges and in good standing academically prior to a loan’s being approved.
STUDENT LIFE

CONDUCT
Piedmont College expects its students to conduct themselves in accordance with the code of behavior outlined in the online Student Handbook (www.piedmont.edu/student_life).

ACTIVITIES
Campus life programs offer numerous opportunities for resident and commuter students to participate in a wide variety of activities that are both planned and spontaneous.

Campus Activity Board
The Campus Activity Board (CAB) schedules a variety of entertainers, lip sync, talent show competitions, and other ventures such as movie nights, shopping trips, roller skating, tubing, and various Atlanta-based sporting and theatrical events.

Student Affairs Cabinet
This cabinet has general responsibility for all student organizations and student-sponsored campus activities. In addition, it addresses student concerns and promotes student initiatives with the administration.

Clubs
The College encourages students to develop clubs around common interests. The Student Affairs Cabinet maintains a current listing of all groups and their purposes. Information on forming clubs may be found in the online Student Handbook.

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

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

Athletic facilities include a gymnasium, tennis courts, softball, baseball, and soccer fields, and beach volleyball courts. Physical education classes and athletic teams have priority in the usage of these facilities. Piedmont College’s Johnny Mize Athletic Center includes a multi-use basketball arena named in honor of Coach O’Neal Cave capable of seating 1,200 spectators. In addition, the athletic center houses a fitness center, an elevated running track, locker rooms, offices, a training and therapy area, and classrooms.

The Loudermilk Baseball Complex includes covered bleachers and indoor training facilities.

Piedmont is a member of NCAA (National Collegiate Athletic Association) Division III, with teams competing in the Great South Athletic Conference.

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 of masterworks by Bach, Haydn, Mozart and Mendelssohn; various theater productions, and lectures by artists and writers from across the United States.
Music Ensembles
The Chamber Singers is an auditioned vocal chamber ensemble of mixed voices that presents special programs during the academic year and serves as the College’s touring choir.

The Opera Workshop gives singers experience in performing excerpts from some of the world’s great operas.

Piedmont Cantabile is an elite group of mixed voices chosen from the very best vocalists from the Chamber Singers. This auditioned group performs jazz, pop arrangements, and avant garde compositions in concerts on campus for special events and on tour across the state and the nation.

The Piedmont Chorale is a non-auditioned choir composed of students, faculty, staff and members of the community. It presents two concerts per year as part of the College’s Lyceum series.

The Wind Ensemble is an ensemble of woodwind, brass, and percussion players. Student musicians with various majors perform for home basketball games as well as regular concerts on campus. Private instrumental instruction is strongly suggested while a member of the Concert Band. Auditions are required.

Publications
The Navigator is the College newspaper. The Yonahian is the College yearbook, named for Mount Yonah, a prominent Blue Ridge peak in north Georgia. A student editor works with a faculty advisor and other students to publish these publications.

Radio Stations
WRFP is the student-operated campus radio station. WRFP’s streaming audio can be heard worldwide at www.piedmont.edu/wrfp. All majors are encouraged to become a part of the WRFP staff. The college also serves as the local public access point for WPPR, 88.3 FM, the Georgia Public Radio outlet licensed to serve northeast Georgia.

Religious Life
Piedmont College has been affiliated with Congregational churches since 1901, and is now affiliated with both the National Association of Congregational Christian Churches and the United Church of Christ.

A resource for the entire College community regarding matters of faith, the College Chaplain provides oversight for religious activities and organizations and is available for counseling for all students. In keeping with the Congregational heritage and church affiliations of the College, the chaplain respects that persons from all faith traditions act according to conscience.

Residence Life
Piedmont currently maintains eight residence halls: Getman-Babcock, Johnson, Mayflower, Purcell, Swanson, and Wallace, New Bedford, and Plymouth halls. Because of high demand for residence hall space, the College is unable to provide housing for married students or students over age 24.

All Piedmont College students must live in the residence halls with exception of the following:

- married students;
- divorced or widowed students;
• students living at the primary residence of their parents or legal guardians in Habersham, Banks, Hall, Rabun, Stephens, Towns and White counties; and
• students who are 21 years of age or older on the first day of registration for the fall term; and
• students attending the Piedmont Athens Campus.

Any change in on-campus living arrangement status must be approved in advance by the Dean of Student Affairs. Students living on campus may not move off campus during the regular academic year, except in cases where there is a change in marital status. Other exceptions may be allowed in unusual circumstances with the prior approval of the Dean of Student Affairs.

All students participating in intercollegiate athletics at Piedmont College are required to live on campus.

SERVICES

Career Counseling
Career services provides a comprehensive program for career development. An assessment module provides students with information about personal strengths, preferences for dealing with the world, and interest patterns involving both career expectations and leisure activities. This service gives insight into long-range career decisions, as well as assisting in the more immediate decisions about choosing courses and selecting a major.

A career library provides access to the latest occupationally oriented information in various media formats, as well as a collection of current graduate school catalogs and informational files on potential employers, internships, co-op programs, overseas opportunities, and other relevant materials.

Also maintained are several database programs with information about specific occupations, programs of study at various educational levels in specific careers; and possible grants, awards and scholarships. Students can create a personal base of information to be used in future job searches.

Services also include information concerning resume preparation, job search techniques and job interviewing. Personal career guidance is provided throughout the career planning process, if requested.

Personal Counseling
Counseling services are available to all students through the office of the Director of Counseling and Career Services. If necessary, referrals can be made for students requiring services beyond those which the College provides.

Students with Disabilities
Special Considerations: Piedmont College makes every effort to provide reasonable and appropriate accommodations to students with disabilities. Accommodations must be coordinated through the Office of Counseling and Career Service by contacting the director at 1-800-277-7020, ext. 1259 or by e-mail at kcutrell@piedmont.edu. Students are responsible for providing accurate and current documentation of their disability and for making a written request to the Director of Counseling and Career Services before receiving accommodations. Students with special needs (disabilities, problems, or any other factors that may affect their
performance or that require special instructional strategies) should also make these needs known to the professor/instructor during the first class session.

**Fitness Center**
The College operates a fitness center on campus that offers state-of-the-art facilities and exercise equipment for use by students, faculty, and staff.

**Health Services**
The College has an agreement with Habersham County Medical Center and a local physician to provide for a portion of the initial cost incurred by residential students. All students living in campus housing are required to have medical insurance.

**Alumni Association**
The Office of Institutional Advancement acts as liaison between the College and its alumni. The Piedmont College Alumni Association is open to any person who matriculated and left in good standing. There are no membership fees. The association is led by six officers who are elected annually by the membership at large and by 20 directors elected for three-year terms by the membership at large. The officers and directors make up the Board of Officers and Director that governs policies, finances and activities of the association.

The Piedmont College Letter Club, also known as the “P” Club, is the organization that acts as the College booster club and as the organization that administers the Piedmont College Athletic Hall of Fame. The club functions under the auspices of the Piedmont College Alumni Association and is open to all former Piedmont College athletes or friends of Piedmont athletics. Membership dues are $25 per year. Funds raised by the club support the annual athletic banquets, the Hall of Fame and other projects approved by the leadership.
ACADEMIC PROGRAM

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

Quality Enhancement Plan: Cultivating Curious Minds
To support its mission, Piedmont College endeavors to educate its faculty, staff, and students to promote a college-wide culture of critical thinking. The College sponsors seminars, discussions, community forums, and contests to engage the campus community in critical thinking. Piedmont College defines critical thinking as the ability to analyze and evaluate information, to synthesize information into coherent forms, and to apply and extend knowledge.

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

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

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

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

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

Academic schools design and implement their own assessment procedures to evaluate the quality of their programs.

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

Academic Advisement
The college is committed to the developmental model of academic advising. As such, advising is viewed as a partnership of shared responsibility between the student and advisor, with the advising process as an extra-classroom, teaching-learning experience that emphasizes the importance of personal and social factors that contribute to the quality of the student’s academic experience and the achievement of life goals.
Upon entering the College, a student is assigned either a freshman advisor or a major advisor, depending on class standing and declaration of a major. The advisor works with the student not only in the choice of courses and with academic matters in general, but also to ensure a rich and rewarding educational experience that will lead to the fullest realization of a student’s potential as an individual.

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

To accomplish our mission, the Libraries will provide ....

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

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

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

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

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

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

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

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

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

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

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

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

Academic Integrity - Student Violations
All faculty must consistently follow the correct procedures in dealing with cases of academic integrity. Do not make individual decisions or exceptions.

1. The accuser will provide to the Vice President for Academic Affairs a signed statement fully describing the act of academic dishonesty, naming persons involved and witnesses, and listing all physical evidence. All physical evidence is to be secured, if possible, by the Vice President for Academic Affairs.

2. The Vice President for Academic Affairs will provide the accused with written notification of the accusation of academic dishonesty, the identity of the accuser, and the procedures for resolving the case.

3. The Vice President for Academic Affairs will adjudicate 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.

4. The Vice President for Academic Affairs will make the final judgment of guilt or innocence and of penalties and will provide the accused written notification of the disposition of the case.

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

**Campus E-mail**

E-mail is an official communications channel of Piedmont College and is a principal medium through which it conducts its business.

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

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

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

**Classification**

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

**Class Attendance and Absences**

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

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

**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 19 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 Joint Enrollment students may not register for evening classes. Students may not enroll in more than nine hours during any eight-week session without express written permission from the dean of the school in which the student has declared a major.

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

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

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

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

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

Credit by Examination or Experience
Students can establish proficiency in subject areas through several College-approved programs. Students may be awarded a maximum of 30 semester hours in any one or any combination of these sources.

Advanced Placement (AP)
Entering students who wish to receive advanced placement credit may do so by completing an advanced placement examination in high school and earning a minimum score as established by the College Board. Students should request that a copy of the score report be sent to the Registrar at Piedmont College. A list of acceptable AP courses and minimum scores can be found at www.piedmont.edu/reg.

College-Level Examination Program (CLEP)
CLEP is designed to measure knowledge acquired through non-traditional means such as the workplace, as well as through formal study. Credit is awarded for satisfactory scores earned on certain subjects and selected general examinations. Additional information and a list of courses for which CLEP credit may be awarded at Piedmont College is available at the registrar’s webpage www.piedmont.edu/reg. Credit for CLEP exams must be earned prior to a student’s final semester of enrollment.
Foreign Language Exemption
Bilingual students may contact their advisor to petition the dean of the School of Arts and Sciences for an exemption from the general education foreign language requirement.

Students who wish to demonstrate language proficiency may petition the dean of the School of Arts and Sciences to request a placement exam administered by the language department.

Students entering Piedmont College with transfer credit from another institution at a 200-level or higher have satisfied the general education foreign language requirement.

International Baccalaureate Program (IB)
Piedmont College recognizes the quality of the International Baccalaureate Program, and credit towards the undergraduate degree will be awarded on a course-by-course basis. Course credit will be given for scores of 5, 6, or 7 on the Higher level examinations. No credit will be awarded solely for earning a Diploma, for the results of any Subsidiary-level examinations, or for scores below 5 on higher-level examinations. Students should request a copy of the official score report be sent to the Registrar at Piedmont College. IB credits do not fulfill residency requirements.

Military Credit
Veterans of the U.S. Armed Services and members of the military reserve may receive academic credit for military training based on recommendations of the American Council of Education (ACE). Contact the Registrar for additional information.

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

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

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

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

2. A directed independent study course is typically taught in the semester preceding graduation, entry into a professional program, or student teaching, and must be the last course needed to complete the requirements for the above. In the case of a special (non-degree) student, directed independent study is approved only for a course that will not be offered during the entire forthcoming academic year.
3. The request for permission must be based on a schedule conflict or difficulty arising from the academic schedule and not from the student’s non-academic routine.

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

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

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

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

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

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

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

**Undergraduates Taking Graduate Classes**

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

1. No more than a total of nine semester hours may be taken for graduate credit, and not more than six semester hours of graduate courses may be taken in a given semester.

2. Students registering for one or more graduate courses must obtain permission in advance from the course instructor, the academic advisor, and the academic dean of the school in which the course is taken.

3. Graduate courses available to undergraduate student are limited to those courses scheduled for the Demorest and Athens campuses.

4. Permission to take graduate courses is contingent upon the availability of classroom space and does not in any way imply admission to a graduate program at Piedmont College.

5. Graduate courses used to meet a requirement in an undergraduate program may not be used to fulfill required hours in a graduate program or vice versa. In order for course work to be credited at the graduate level, students must be accepted into a Piedmont College graduate program.

Note: Undergraduate students are prohibited from taking all M.B.A. foundation and/or core phase courses.
Auditing a Course
A student who wishes to audit a course must register for the course and pay the established tuition rate. Audited courses are subject to the same registration and drop/add policies as courses taken for credit. As such, credit courses may not be changed to audit status or vice versa once the initial drop/add period is over. Students who wish to receive credit for courses in which they were registered as auditors must repeat the course for credit.

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

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

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

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

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

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

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

At the end of each semester, a complete report of academic achievement is furnished to the student via their Piedmont College e-mail address.

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

The Honors GPA is used only to determine the award of degrees with honors. It is based on all the courses a student has taken at all institutions. It includes all attempts a student has made to complete any particular course; i.e., the initial time a course was taken as well as all repeat times.
Incomplete
For reasons such as illness or other extenuating circumstances, a student may receive an Incomplete “I” upon the approval of the course instructor and the dean of the appropriate school. Assignment of an Incomplete grade is appropriate only when a substantial amount of work (at least one-half) in the course has been completed. A request for an incomplete grade is not appropriate until after the official date for withdrawal without academic penalty has passed. Application forms may be obtained from the Registrar’s Office. Failure to remove the “I” by the end of the next semester (if the student continues to be enrolled) at Piedmont College will result in an “F.” For students who do not return to Piedmont College, the “I” must be removed within one calendar year or the “I” will be changed to an “F.”

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

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

1. A written statement by the instructor that the grade recorded was a factual error;

2. Change of grade of “I,” as previously outlined;

3. Students who receive a grade of “F” or “D” in a course taken during their final semester shall have the option of taking a comprehensive exam for the course. A passing grade on the exam is a passing grade in the course; and

4. Recommendation by the dean of the school in which the student is enrolled and/or the Provost and Vice-President for Academic Affairs.

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

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

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

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

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

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

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

Academic Probation denotes failure to maintain a cumulative 2.0 GPA.

Conditional Standing is accorded a student who has been conditionally admitted to the College, or who, after being academically excluded or dismissed, is readmitted on a conditional basis by the dean of the appropriate school.

Academic Exclusion affects those who do not meet the following minimum standards as computed at the end of each semester.

1. Minimum cumulative GPA for freshman students (up to 30 total credit hours) of 1.5.
2. Minimum cumulative GPA for sophomore students (31 to 60 hours) of 1.8.
3. Minimum cumulative GPA for junior students (61 to 90 hours) of 1.9.
4. Minimum cumulative GPA for senior students (91 to 121 hours or more) of 2.0.

A 2.0 cumulative GPA is required for graduation.

Academic Honors (Undergraduate Only) Various types of academic honors at Piedmont College are based on the student’s GPA. The requirements for these honors and their designations are as follows.

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

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

Degree With Honors: Undergraduates who earn at least 48 semester hours at Piedmont College with an honors GPA of 3.50-3.69 (cum laude), 3.70-3.89 (magna cum laude), 3.90-4.00 (summa cum laude).

Honor Societies Alpha Chi is a national academic honor society. Membership in the College’s Epsilon Chapter, which was established in 1975, is open by invitation only to qualified members of the junior and senior classes who meet the specific demanding qualification criteria established by the national office. Among the standards for invitation is the student’s standing within the uppermost 10 percent of either the junior or senior class.
**Alpha Kappa Delta**, founded in 1921, is an international sociology honor society dedicated to stimulating scholarship and promoting the scientific study of society. The Georgia Omicron chapter of Piedmont College was established in 2007 to honor outstanding third-year and fourth-year students (juniors and seniors) who are officially declared sociology majors or minors, who have completed at least four regular courses in sociology prior to initiation (exclusive of extension or courses graded pass/fail), who have an overall GPA of 3.0 and rank in the top 35 percent of their class in general scholarship, and who have maintained a minimum 3.0 GPA in sociology courses taken at Piedmont.

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

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

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

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

**Delta Mu Delta** is the international honor society for schools accredited by the Association of Collegiate Business Schools and Programs (ACBSP). Founded in 1913, the society is open to membership 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 24 credit hours enrolled at Piedmont College.

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

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

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

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

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

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

**Sigma Tau Delta** is the international English honor society. Requirements for membership are a minimum of two college courses in English language or literature beyond English 101 and 102, at least a “B” average in all English classes, placement in the top 35 percent of the class, and completion of at least three semesters of college course work.

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

**The Torch of Piedmont** is an honor society for women students at Piedmont College. Requirements for membership are completion of two years of work at Piedmont, a GPA of 3.9 or higher, and executive ability.

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

**Readmission After Dismissal or Exclusion**
Students who have been dismissed or excluded from the College for any reason may petition for readmission after one year. A completed Application for Readmission (www.piedmont.edu/reg) 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.

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

Veterans’ benefits can not be received for repeated courses. The policy does not apply to course work repeated at other colleges.

**Transient Permission**
Piedmont College students who wish to take courses at other institutions may do so only with the written permission of the Registrar. To request permission for transient status, students should obtain a letter of Transient Permission from the registrar’s office. Classes with a grade below “C” will not be accepted for credit. Students are reminded of the graduation requirement that all senior work (the last 30 hours) must be course work completed at Piedmont College.

**Withdrawal from Classes**
Typically the drop/add period is the first five days of Fall and Spring semesters and the first three days of Summer semester. During this time students may drop and add courses with the permission of their advisor. After the initial drop/add period, a student may withdraw from a class by completing a drop/add form, which must be signed by the advisor and the professor and must include the last date of attendance.

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

Students who register for classes but never attend and do not notify the Registrar will be considered NS (No Show). The course(s) will appear on the student’s transcript with a grade of “NS.”

Students may not add an 8-week class after the first class meeting has been held.

Freshmen and Joint Enrollment students are not permitted to change schedules without permission of the Dean for the School of Arts and Sciences.

**Voluntary Withdrawal from College**
Students who voluntarily withdraw from the College must complete an exit process which includes financial aid, student affairs, the library, and the business office. The appropriate forms must be signed and filed with the Registrar before refunds (if applicable) can be made or transcripts forwarded.
Students who withdraw from all courses at Piedmont college after the last day to drop a course without academic penalty shall receive a “WF” in each course.

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

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

Students may appeal the decision to the Vice President of Academic Affairs and, in turn, the President, if warranted. Grades of “W” or “WF” may be assigned. Grades of “W” after midterm require the approval of the Vice President for Academic Affairs and will be approved only in cases of acceptable extenuating circumstances.

**GRADUATION**
Piedmont College holds three graduation ceremonies each academic year. A baccalaureate service is held preceding graduation in May each year and is for undergraduate students only. Each year’s class consists of students graduating in December, May and July. Example: The Class of 2010 includes graduates from December 2009, May 2010 and July 2010.

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

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

- Complete a minimum of 120 credit hours exclusive of the Intro to College Life and Liberal Arts Tradition;
- Fulfill the minimum requirements for a major. Half the required courses for the major (and for a minor if one is chosen) must be completed at Piedmont College;
- Complete all senior work (the last 30 hours before graduation, exclusive of the Intro to College Life and Liberal Arts Tradition requirement) at Piedmont College;
- Meet the College’s English and math proficiency requirement. (“C” or better in ENG 101 and 102 and the general education math requirement.);
- 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 by posted application deadlines (see Academic Calendars at www.piedmont.edu/reg).
• Be current on all college accounts.

It is the responsibility of all graduating students to apply for graduation by posted deadlines (see Academic Calendars at www.piedmont.edu/reg on the Registrar’s page. Application forms may be obtained from the Registrar’s Office or on the Registrar’s page on the web site. Applications for graduation must be received by the Registrar’s Office in order to register for capstone/senior seminar classes.

Graduation Charges
An application fee of $50 ($75 for the graduate program) is due at the time of application for graduation.* It is the student’s responsibility to be familiar with application deadlines which are posted on the academic calendars. All college accounts must be paid in full before the degree is conferred.

* Under extenuating circumstances, an application submitted after the published deadline requires approval from the Vice President for Academic Affairs and a late fee of $100.

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

All requests for transcripts must be submitted to the Registrar in writing and must include the student’s signature. Transcript Request Forms may be found under printable forms on the Registrar’s page at www.piedmont.edu/reg. The charge for official transcripts is $5.00 each. There is no charge for unofficial transcripts. There is a $50.00 fee due at the time of the request for Express Delivery. No official transcripts shall be issued for students whose accounts are not paid in full.

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
(The Family Educational Rights and Privacy Act - FERPA)

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

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

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

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

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

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

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

The university may transfer information to other educational institutions in which the student intends or seeks to enroll, in connection with a student’s application for, or receipt of, financial aid, and to public officials enumerated as follows:

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

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

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

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

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

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

Other than in the exceptions listed, or in the case of directory information, or in responding to judicial process, employees of a university may not release personally identifiable information in education records or allow anyone access to those records, unless the student has given written consent specifying records to be released, the reasons for such release, and to whom, and a copy of the released records is furnished to the student.
Educational agencies and institutions are permitted to disclose personally identifiable information from students’ education records, without consent, in connection with a health or safety emergency. Under the health and safety emergency exception, universities will be able to contact anyone, including parents, potential victims, a student’s previous schools, and law enforcement authorities if that would help diffuse or assess the danger of imminent harm to the student or others. The college will be required to record the articulable and significant threat that formed the basis for the nonconsensual disclosure; they must also record the parties to whom information was disclosed. This document becomes part of the education record and will be subject to FERPA’s inspection, review, amendment, and nondisclosure requirements. No information concerning a student’s education record may be disclosed over the telephone to anyone, even to the student.
ADMINISTRATIVE STRUCTURE
Dr. Dan P. Hollingsworth, President
Dr. James F. Mellichamp, Provost and Vice President for Academic Affairs
Dr. Kenneth E. Melichar, Associate Vice President for Academic Affairs – Planning
Dr. Marilyn Berrong, Dean for Graduate Studies
Dr. A. Melton Palmer, Vice President for Athens Campus
Margie F. Means, Assistant Vice President for Finance and Human Resources
Parks Miller III, Assistant Vice President for Administrative Services
Debra Taylor, Assistant to the Provost for Institutional Effectiveness
Vickie Turner, Assistant to the Provost for Academic Affairs

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

School of Arts and Sciences
Dr. Steven D. Nimmo, Dean
Dr. Stephanie Almagno, Associate Dean
Office of Interdisciplinary Studies: Dr. Stephanie Almagno, Director
Department of Art: Mr. Christopher Kelly, Chair
Department of Humanities: Dr. Stephen Whited, Chair
Department of Mass Communication: Dr. Dale Van Cantfort, Chair
Department of Mathematics and Physics: Ms. Hope Menzel
Department of Music: Dr. C. Wallace Hinson, Chair
Department of Natural Sciences: Dr. Sean Carrigan, Chair
Department of Social Sciences: Dr. Viviane Daigle, Chair
Department of Theatre: Mr. William Gabelhausen, Chair

Walker School of Business
Dr. John M. Misner, Dean
Dr. Patricia S. Sherrer, Athens Campus: Operations Director for Business Programs and MBA Director
Dr. Stephen C. Carlson, Athens Campus: Chair, Undergraduate Programs
Dr. Edward C. Taylor, Demorest Campus: Chair, Undergraduate Programs and MBA Director

School of Education
Dr. J. Robert Cummings II, Dean
Dr. Julie Palmour, Associate Dean (Demorest)
Dr. Robert Moffett, Associate Dean (Athens)
Department of Art: Mr. Christopher Kelly, Chair
Department of Early Childhood Education: Dr. Charles H. Lucado Jr., Chair
Department of Middle Grades Education: Dr. William Brown, Chair
Department of Music: Dr. C. Wallace Hinson, Chair
Department of Physical Education: Dr. Ellen C. Briggs, Chair
Department of Secondary Education: Dr. H. Hilton Smith, Chair
Department of Special Education: Dr. Clay Crowder, Chair
Department of Teacher Leadership (Ed.S., Ed.D.), Dr. Julie Palmour, Chair
Department of Theatre: Mr. William Gabelhausen, Chair

R.H. Daniel School of Nursing
Dr. Linda Scott, Dean
UNDERGRADUATE STUDIES

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

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

Bachelor of Arts
- Majors offered in Athens and Demorest: business administration (with concentrations in accounting, finance, general business, marketing, and management); criminal justice; early childhood education; middle grades education; political science; psychology; and sociology
- Majors offered in Demorest only: art; biology education; English; English education; history; history education; interdisciplinary studies; mass communications; music (with concentrations in church music and music performance); philosophy and religion, Spanish, theatre arts, and drama education

Bachelor of Fine Arts
A major is offered in 2-D or 3-D studio art, graphic design, and arts administration.

Bachelor of Science
Majors are offered in biology, broad-field science, chemistry, chemistry education, environmental geology, environmental science, interdisciplinary studies, mathematics, mathematics education, physics, and engineering physics.

Bachelor of Science in Nursing
Students must complete general education courses required of the nursing major before acceptance into nursing courses.

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

Travel Study
Consistent with its goal to attract top students, Piedmont promotes travel opportunities for academic credit within a variety of study areas. Recent programs have included study abroad trips to England, Ireland, Costa Rica, Russia, Peru, Equador, Italy, Japan, and the Czech Republic, as well as domestic trips to Alaska, Arizona, New York, the Pacific Northwest, and California. Students may also study abroad for a semester at the University of Nottingham, England, with the approval of the Semester Abroad Committee. Only Piedmont undergraduate students are eligible for Travel Study.
Degree Requirements
Each student seeking a baccalaureate degree must complete the appropriate general education requirements, the requirements of a major, and a minimum of 120 credit hours. All students entering the College with fewer than 24 hours of college credit must complete a minimum of 120 credit hours, plus the Introduction to College Life and Liberal Arts Tradition (PC 101-1 credit hour). A student may choose to complete a minor as part of the 120 required hours.

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

A. General Education Requirements for Bachelor of Arts

I. Communication ................................................................. 12-13 hours
   a. ENG 101 and 102 (minimum grade of “C” required)
   b. MCOM 100 or BA 200 (required of business majors)
   c. TM/MATH 100
      or TM 200 for business majors, MATH/TM majors and students interested in
      TM electives
      or EDUC 250 for education majors (minimum grade of “C” required)
   d. PC 101 (Not required of transfer students entering the College with 24+ credit
      hours.)

II. Humanities and Fine Arts ............................................... 15 hours
   a. Foreign Language Sequence (choose pair)
      SPA 101 and 102 (Required for education majors unless a foreign language
      sequence is transferred.)
      GER 101 and 102
      JAPN 101 and 102
      FRE 101 and 102
   b. Religion or Philosophy (one course)
   c. Literature (one English literature [200 level] course)
   d. Fine Arts (one course from ART 100, 301, 302, MUS 100, 201, 238, THE 100,
      301, 302)

III. Social Sciences ............................................................. 9 hours
   a. Any two HIST 100-200 level courses
   b. Any course at 100-200 level from ANT, ECON, PS, PSY, SOC (ECON 121 is
      required for business majors; PSY 240 is required with minimum grade of “C” for
      ECE majors)

IV. Mathematics and Natural Sciences ..................................... 14-18 hours
   a. MATH 210 or 225 (minimum grade of “C” required, MATH 210 required for
      business majors)
   b. MATH 215 (ECE majors only)
   c. Any two 100-200 level lab science courses or BIO 110
   d. Any other science or math course 102 or above except MATH 215. (MATH 110
      or 211 for Business Majors)

TOTAL .......................................................... 50-55 hours
Depending upon the major and minor chosen by the student, the remaining minimum number of semester hours required for graduation in all areas except that of teacher preparation in early childhood, middle grades, and secondary education are as follows.

**MAJOR .......................................................... 18-55 hours**
**MINOR .......................................................... 12-27 hours, if chosen**
**GENERAL ELECTIVES .................................. 0-37 hours**
**TOTAL .......................................................... 120-121 hours**

**Variation due to whether a student is required to take Introduction to College Life and Liberal Arts Tradition (PC 101 - 1 credit hour).**

### B. General Education Requirements for Bachelor of Fine Arts

#### I. Communication .......................................................... 12-13 hours
- a. ENG 101 and 102 (minimum grade of “C” required)
- b. MCOM 100 or BA 200 (required of business majors)
- c. TM/MATH 100 or PC 101 (Not required of transfer students entering the College with 24+ credit hours.)

#### II. Humanities and Fine Arts ................................................. 15 hours
- a. Foreign Language Sequence (choose pair)
  - SPA 101 and 102
  - GER 101 and 102
  - JAPN 101 and 102
  - FRE 101 and 102
- b. Religion or Philosophy (one course)
- c. Literature (one English literature 200-level course)
- d. Fine Arts (one course from ART 100, 301, 302, MUS 100, 201, 238, THE 100, 301, 302)

#### III. Social Sciences .......................................................... 9 hours
- a. Any two HIST 100-200 level courses
- b. Any course at 100-200 level from ANT, ECON, PS, PSY, SOC

#### IV. Mathematics and Natural Sciences ................................... 14-18 hours
- a. MATH 210 or 225 (minimum grade of “C” required)
- b. Any two 100-200 level lab science courses or BIO 110
- d. Any other science or math course 102 or above except MATH 215

**TOTAL .......................................................... 50-55 hours**
**MAJOR .......................................................... 18-55 hours**
**TOTAL .......................................................... 120-121 hours**

**Variation due to whether a student is required to take Introduction to College Life and Liberal Arts Tradition (PC 101 - 1 credit hour).**

### C. General Education Requirements for Bachelor of Science

#### I. Communication .......................................................... 12-13 hours
- a. ENG 101 and 102 (minimum grade of “C” required)
- b. MCOM 100 or BA 200
c. TM/MATH 100  
d. PC 101 (Not required of transfer students entering the College with 24+ credit hrs.)

II. Humanities and Fine Arts ...............................................................................15 hours  
a. Foreign Language Sequence (choose pair)  
   SPA 101 and 102  
   GER 101 and 102  
   JAPN 101 and 102  
   FRE 101 and 102  
b. Religion or Philosophy (one course)  
c. Literature (one English literature 200-level course)  
d. Fine Arts (one course from ART 100, 301, 302, MUS 100, 201, 238,  
   THE 100, 301, 302)

III. Social Sciences ................................................................. 9 hours  
a. Any two HIST 100-200 level courses  
b. Any course at 100-200 level from ANT, ECON, PS, PSY, SOC

IV. Mathematics and Natural Sciences .........................................................19 hours  
a. MATH 211 (minimum grade of “C” required)  
   b. A two-semester sequence from the following:  
      BIO 101-102 or BIO 110  
      CHEM 101-102  
      GEO 101-102  
      PHY 211-212  
   c. BIO/CHEM 207

TOTAL............................................................................................................ 55-56 hours

Depending upon the major and minor chosen by the student, the remaining minimum number of semester hours required for graduation in all areas except that of teacher preparation in early childhood, middle grades, and secondary education are as follows.

MAJOR ................................................................................................. 18-49 hours  
MINOR ........................................................................................................ 12-27 hours, if chosen

GENERAL ELECTIVES ............................................................................0-37 hours  
TOTAL..................................................................................................... 120-121 hours**

**Variation due to whether a student is required to take the Introduction College Life and Liberal Arts Tradition (PC 101 - 1 credit hour).

D. General Education Requirements for the Nursing Major

The following courses are prerequisites to admission to the School of Nursing:

I. Humanities/Fine Arts/Communication......................................................18 hours  
   ENG 101. 3 hours  
   ENG 102. 3 hours  
   SPA 101. 3 hours  
   SPA 102. 3 hours  
   MCOM 100 or BA 200 3 hours  
   Choice of Electives:  
      ART 100, MUS 100  
      or THE 100 3 hours
II. Social Sciences .................................................................................................. 15 hours

Choose any 2: HIST 111, 112, 212, 301, 302 or PS 220 ............................................. 6 hours

PSY 201 3 hours
PSY 290 3 hours

Choice of Electives: .................................................................................................. 3 hours

SOC 201
ANT 215
SOC/ANT 210, 250

III. Mathematics and Natural Sciences .................................................................... 22 hours

BIO 101 4 hours
BIO 210 4 hours
BIO 211 4 hours
BIO 215 4 hours
MATH 101* 3 hours
MATH 210 3 hours

IV. Piedmont College 101 ......................................................................................... 4 hours

PC 101 1 hour
NUR 200 (Recommended) 2 hours
NUR 210 3 hours

V. Free Electives**
Must be academic courses—choices may include but are not limited to the following:

REL/PHIL 305, any 200-level ENG, BIO 102, ENVS 370

*If exempt from algebra, must take a course approved by your advisor. Will accept any 200 level math course as substitute except MATH 210, 215, and 220.

**Undergraduate electives as needed to meet credit hour graduation requirements of Piedmont College.

TOTAL HOURS ........................................................................................................... 59-61 hours

SENIOR COLLEGE CURRICULUM HOURS ................................................................ 62 hours

E. General Education Requirements for Degree Completion Program —
B.A., B.F.A., or B.S. Degree
To enter the Degree Completion Program, transfer students must present a minimum of 60 semester units of regionally accredited undergraduate college course work or nationally recognized examination credit (CLEP or similar). Students having completed a minimum of 45 semester credit hours of general education courses within categories I-VI may apply for conditional admission to the program.

I. Communication ................................................................................................... 12-15 hours

a. English Composition 6 hours
b. Speech Communications 3 hours
c. Computer Applications 3 hours

II. Humanities and Fine Arts ................................................................................... 9 hours

Humanities 6 hours
Fine Arts 3 hours
III. Social Sciences ...........................................................................................................9 hours

IV. Mathematics (beyond college algebra, except MATH 215) .......................... 3-6 hours*

V. Natural Sciences............................................................................................................6 hours

Note: For B.S. in BIO, CHEM, ENVS, GEO students must complete a lab science sequence or BIO 110.

VI. Major Field Core Requirements .......................................................................... 0-12 hours*

Note: For B.S. in BIO, CHEM, ENVS, GEO students must complete a foreign language sequence. For B.A. in ENG or PHIL & REL, students must complete a foreign language sequence.

VII. Electives .................................................................................................................... 9-21 hours*

TOTAL ...................................................................................................................................60 hours

* See requirements for specific programs.

Depending upon the major and minor chosen by the student, the remaining minimum number of semester hours required for graduation in all areas except that of teacher preparation in early childhood, middle grades, and secondary education are as follows:

MAJOR .................................................................................................................................18-48 hours
MINOR .................................................................................................................................12-27 hrs, if chosen
GENERAL ELECTIVES ........................................................................................................120 hours

* Consult individual majors for specific requirements (if applicable).
** Variation due to hours required in Category VI.

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

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

Dr. Steven D. Nimmo, Dean
Dr. Stephnie Almagno, Associate Dean

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

MISSION
The School of Arts and Sciences fulfills the mission of Piedmont College by serving as the liberal arts core of the institution, bringing together diverse courses of study in a collaborative, informative, and creative manner. The School offers majors and minors in a broad range of undergraduate disciplines through departmental and interdisciplinary programs; provides the comprehensive general education foundation for all students at the College; and supports professional programs with content courses at both the undergraduate and graduate levels.

General Education Philosophy
The primary commitment of the School of Arts and Sciences is to the educational enrichment and multidisciplinary learning of our students in a supportive environment. Through the liberal arts curriculum, the School promotes the development of eight abilities which support the effective use of content found in the courses at the College. These abilities are: 1) methodology; 2) critical thinking; 3) technology skills; 4) valuing diversity; 5) aesthetics; 6) cross-cultural awareness; 7) written communication; and 8) oral communication.

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

ANTHROPOLOGY (ANT)
Anthropology at Piedmont College is designed to promote intercultural understanding, to develop an understanding of the diversity of cultures (both past and present) as well as the relationships among them, to promote the recognition of the achievements of past and present cultures, and to promote a greater understanding of ourselves as human beings.

PROGRAM OF STUDY
Minor: Anthropology
A minor requires 15 hours (five courses) of course work in anthropology. Students can elect to take any five courses in anthropology; however, it is recommended that they consult with an anthropology faculty member when planning their program of study. A number of courses are cross-listed as noted under course descriptions.

Career Options
Possible career options include becoming a professional anthropologist by completing graduate work in anthropology; working with government agencies such as the National Park Service, Bureau of Indian Affairs, National Immigration Service, State Historic Preservation Agency, a regional planning agency, a social service agency, or as a contract archaeologist. A minor in anthropology especially complements a career in areas where a wide range of peoples of diverse ethnic, racial and cultural groups are involved.

Course Descriptions
ANT/SOC 210. Social and Cultural Problems 3 hours
Focus on cultural, institutional and structural problems of society and major causes of and solutions to such problems as discrimination, prejudice, social inequality, environment, crime, and domestic violence.

ANT 215. Introductory Anthropology 3 hours
The history, methods, concepts and major contributions of anthropology.

ANT/SOC 250. Cultural Anthropology 3 hours
Introduction to the varieties of human cultures, past and present. Survey of the thinkers and core concepts of cultural anthropology and of various societies with their differing cultural patterns.

ANT/SOC 300. Classical Social Theory 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
This course examines the origins of the discipline of sociology and the early theoretical perspectives that accompanied the scientific study of society and human groups. The course begins with a discussion of the Enlightenment and Enlightenment thinkers although the primary focus of the course will be on the development of sociology in the latter part of the 18th century up until the first few decades of the 20th century.

ANT/SOC 302. Contemporary Social Theory 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
The course is designed to develop an appreciation of and an understanding of the development of contemporary sociological theories. This course will focus of functionalism, conflict theory, symbolic interactionism, macrosociological perspectives, feminism, and
post-modernism. The course will end by examining the various theoretical challenges to modernity and the Enlightenment from both a pre-modern perspective as well as from a post-modern perspective.

ANT 340. Indians of North America 3 hours
After a discussion concerning the Asian origins of the native peoples of the New World, the prehistory of North America is briefly presented. Major focus is on the various culture areas of native North America and the tribes found in each area in early historic times.

ANT 350. Archaeology of Eastern North America 3 hours
Presents the prehistory of Eastern North America from circa 18,000 years ago to the early historic period (18th century A.D.). Adaptations and achievements of native peoples during each time period are discussed. Field trips to selected archaeological sites are taken.

ANT/SOC 375. Social and Cultural Change 3 hours
Enhances critical understanding of the dynamics of, the reasons for, and the consequences of social and cultural changes.

ANT/SOC 410. Ethnic and Racial Minorities 3 hours
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.

ANT/PS/SOC 475. Selected Topics 3 hours
This course examines topics related to culture, politics and society that are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.
ART (ART)

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

PROGRAM OF STUDY

Bachelor of Fine Arts

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

Bachelor of Fine Arts Degree in Art

Total Hours ........................................................................................................ 121-125 hours

General Education ......................................................................................... 52-56 hours

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

<table>
<thead>
<tr>
<th>Art Foundations</th>
<th>15 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 120.</td>
<td>Drawing I ........................................ 3 hours</td>
</tr>
<tr>
<td>ART 130.</td>
<td>Two-Dimensional Design.......................... 3 hours</td>
</tr>
<tr>
<td>ART 140.</td>
<td>Three-Dimensional Design....................... 3 hours</td>
</tr>
<tr>
<td>ART 220.</td>
<td>Drawing II .......................................... 3 hours</td>
</tr>
<tr>
<td>ART 270.</td>
<td>Painting I ............................................ 3 hours</td>
</tr>
</tbody>
</table>

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

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

Two-Dimensional Design Concentration

Painting

| ART 370.        | Painting II ........................................ 3 hours |
| ART 371.        | Painting III ......................................... 3 hours |
| ART 440.        | Advanced Studies I (Painting IV) .................. 3 hours |
| ART 440.        | Advanced Studies I (Drawing IV) .................. 3 hours |
|                 | Additional 2D elective ............................. 3 hours |

Drawing

| ART 320.        | Drawing III ........................................ 3 hours |
| ART 370.        | Painting II .......................................... 3 hours |
| ART 440.        | Advanced Studies I (Painting IV) .................. 3 hours |
ART 440. Advanced Studies I (Drawing IV) .....................3 hours
Additional 2D elective ......................................................3 hours
Additional 2D elective ......................................................3 hours

**Photography**

ART 215. Photography I ..................................................3 hours
ART 315. Photography II .................................................3 hours
ART 316. Photography III ...............................................3 hours
ART 440. Advanced Studies I (Photography IV) ..............3 hours
ART 441. Advanced Studies II (Photograph V) ...............3 hours
Additional 2D elective ......................................................3 hours

**Ceramics**

ART 230. Ceramics I ......................................................3 hours
ART 330. Ceramics II ......................................................3 hours
ART 331. Ceramics III ......................................................3 hours
ART 440. Advanced Studies I (Ceramics IV) ....................3 hours
ART 441. Advanced Studies II (Ceramics V) ....................3 hours
Additional 300/400 level 3D elective ...............................3 hours

**Sculpture**

ART 260. Sculpture I ......................................................3 hours
ART 360. Sculpture II ......................................................3 hours
ART 461. Sculpture III ......................................................3 hours
ART 440. Advanced Studies I (Ceramics IV) ....................3 hours
ART 441. Advanced Studies II (Ceramics V) ....................3 hours
Additional 300/400 level 3D elective ...............................3 hours

**Graphic Design Concentration**

GRDS 200. Graphic Design I .............................................3 hours
GRDS 250. Graphic Design II ..........................................3 hours
GRDS 300. Graphic Design II ..........................................3 hours
GRDS 370. Website Design ................................................3 hours
GRDS 410. Internship in Graphic Design .........................3 hours
GRDS 400. Advanced Studies in Graphic Design ..............3 hours

**Major Electives** .............................................................18 hours

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

**Art History/Criticism** .....................................................15 hours

ART 301. Art History: Prehistoric to Renaissance ..............3 hours
ART 302. Art History: Renaissance to Present ..................3 hours
ART 430. Art Criticism ......................................................3 hours
Art History Elective ......................................................3 hours
Art History Elective ......................................................3 hours

**Senior Exhibition/Capstone** ...........................................3 hours

ART 450. Senior Exhibition/Capstone ...............................3 hours
Bachelor of Arts Degree in Art
The Bachelor of Arts (B.A.) degree is designed for students planning to pursue an interdisciplinary double major or for those students seeking to minor in another field.

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

General Education .......................................................................................................................... 52-56 hours

Art Major........................................................................................................................................ 48 hours

Art Foundations ............................................................................................................................. 15 hours
ART 120. Drawing I ................................................................. 3 hours
ART 130. Two Dimensional Design ........................................... 3 hours
ART 140. Three Dimensional Design ......................................... 3 hours
ART 220. Drawing II ................................................................. 3 hours
ART 270. Painting I ................................................................. 3 hours

Major Electives .............................................................................................................................. 12 hours
Select four courses from photography, ceramics, sculpture, drawing, painting, and graphic design.

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

Art History ................................................................................................................................. 12 hours
ART 301. Art History: Prehistory to Renaissance ......................... 3 hours
ART 302. Art History: Renaissance to Present ............................. 3 hours
ART 430. Art Criticism ................................................................. 3 hours
Art History Elective ................................................................. 3 hours
Senior Exhibition/Capstone ......................................................... 3 hours
ART 450. Senior Exhibition/Capstone ......................................... 3 hours

Minor........................................................................................................................................... 12-27 hours

General Electives .......................................................................................................................... 0-20 hours

*Students preparing for the M.A.T. in art education should take EDUC 355.

Total ............................................................................................................................................. 120-121 hours

The addition of a Minor may be obtained in Art History or Studio Art (2-dimensional or 3-dimensional).

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

Course Descriptions
ART 100. Introduction to Art ......................................................... 3 hours
A lecture course focusing on the technical and conceptual issues dealt with in visual art, with emphasis on the historical and social significance of art.

ART 120. Drawing I ................................................................. 3 hours
Fundamentals of drawing using a variety of subjects, with emphasis on the perception and delineation of three-dimensional form and space. Group and individual instruction. An additional 3 hours of independent studio work is required.
ART 130. Two-Dimensional Design 3 hours
Fundamentals of design and their application on a two-dimensional surface. Abstract problem solving using a variety of materials and covering a broad spectrum of concepts is included. An additional 3 hours of independent studio work is required.

ART 140. Three-Dimensional Design 3 hours
Fundamentals of design in three dimensions, exploring the elements of organization in modular and sculptural approaches. An additional 3 hours of independent studio work is required.

ART 215. Photography I 3 hours
Operation and use of the 35mm camera; methods of processing and printing in black and white; and exploration of practical and artistic applications of photography. Special emphasis is placed on the analysis and understanding of the creative process, technical merit and the art of seeing. An additional 3 hours of independent studio work is required.

ART 220. Drawing II 3 hours
Emphasis on drawing the human figure. Students will work with live models. An additional 3 hours of independent studio work is required.

ART 230. Ceramics I 3 hours
How to work with clay and introduction to hand building, glazing and firing. An additional 3 hours of independent studio work is required.

ART 260. Sculpture I 3 hours
A beginning course in sculpture in which basic three-dimensional ideas are explored through carving, modeling and constructive methods. An additional 3 hours of independent studio work is required.

ART 270. Painting I 3 hours
Prerequisite: ART 130.
An introduction to paint and techniques used to manipulate it. Emphasis is placed on adopting a method of painting that will launch the beginner. An additional 3 hours of independent studio work is required.

ART 301. Art History: Prehistoric to Renaissance 3 hours
Evolution of art, prehistoric to the Renaissance, with emphasis on critical analysis.

ART 302. Art History: Renaissance to Present 3 hours
Evolution of art, Renaissance to present, with emphasis on formal and critical analysis.

ART 305. Art of the Northern and Italian Renaissance 3 hours
A survey of art from Proto-Renaissance through the end of the 16th century. The formal characteristics of painting, sculpture, architecture, and some of the minor arts are analyzed in terms of stylistic and symbolic content in relation to the culture of the period.

ART 307. Modern Art: 19th and Early 20th Century 3 hours
A study of the cultural and historic roots of modern art in the 19th century and their fruition in the early decades of the 20th century. Attention is given to the relationship and influence of political, social, and economic changes on the arts of this period.

ART 308. Contemporary Art: 1945 to the Present 3 hours
A study of painting and sculpture today, beginning with the developments of the post-World War II period. Concentration is on work in the United States and Western Europe.
ART 314. Special Subjects in Art  
3 hours  
In-depth discussion of special topics in studio art and art history with special attention to areas of the instructor’s expertise. Course can be repeated with each variation of topic.

ART 315. Photography II  
3 hours  
Prerequisite: ART 215.  
Further exploration of the creative uses and processes of black and white photography. Investigation of the potential of light sensitive material, i.e., liquid light, Van Dyke prints and introduction to Photoshop. An additional 3 hours of independent studio work is required.

ART 316. Advanced Photography III  
3 hours  
Prerequisite: ART 215 and ART 315.  
Introduction to the use of color through exploration of the 35mm slide format. Emphasis is placed on more independent, creative work. An additional 3 hours of independent studio work is required.

ART 320. Drawing III  
3 hours  
Prerequisites: ART 120 and ART 220.  
Emphasis is placed on finding the technique of drawing that is the best vehicle for expressing individual perception and developing a consistent pattern of visual exploration. Includes work with live models. An additional 3 hours of independent studio work is required.

ART 330. Ceramics II  
3 hours  
Prerequisites: ART 230.  
Wheel-throwing techniques with clay, directed toward utilitarian ware and intermediate experience with glaze research. An additional 3 hours of independent studio work is required.

ART 331. Ceramics III  
3 hours  
Prerequisites: ART 230, and ART 330.  
Wheel-throwing or hand-building techniques with clay, with reference to sculptural expression and advanced experiences in glaze research. An additional 3 hours of independent studio work is required.

ART 361. Sculpture II  
3 hours  
Prerequisites: ART 260.  
An examination of advanced sculpture techniques. An additional 3 hours of independent studio work is required.

ART 370. Painting II  
3 hours  
Prerequisites: ART 270.  
Advanced concepts in content explored. Emphasis on experimentation with various materials and media. An additional 3 hours of independent studio work is required.

ART 371. Painting III  
3 hours  
Prerequisites: ART 270, and ART 370.  
Directed toward finding a method of painting that is best suited for expressing the student’s personal vision. An additional 3 hours of independent studio work is required.

ART 430. Art Criticism  
3 hours  
Prerequisites: 6 hours art history and Junior/Senior standing  
A course designed to introduce the student to various issues involving the analysis and evaluation of works of art.
ART 440. Advanced Studies I  
Prerequisite: Permission of the department  
Photography, drawing, ceramics, sculpture, painting, and graphics. Sequential 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. (This sequence begins in the area of concentration.) An additional 3 hours of independent studio work is required.

ART 441. Advanced Studies II  
Prerequisite: Permission of the department  
Photography, drawing, ceramics, sculpture, painting, and graphics. Sequential 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. (This sequence begins in the area of concentration.) An additional 3 hours of independent studio work is required.

ART 450. Senior Capstone Seminar and Exhibition  
Prerequisite: Permission of the department  
This is a capstone course focusing on the knowledge and experience gained in the student’s area of specialization in art and emphasizing professional experiences and career achievement. Presentation in class will tie together information gained throughout the student’s art career at Piedmont and present issues important to emerging artists. Advanced students will use this as an opportunity to put together a final portfolio to be presented for a job interview or used for graduate school application.

ART 451. Arts Administration Capstone  
Prerequisite: Senior standing  
This is a capstone course focusing on the knowledge and experience gained in Arts administration and emphasizing professional experiences and career achievement. Presentation in class will tie together information gained throughout the student’s career at Piedmont and present issues important to emerging arts administrators. Students will use this as an opportunity to put together a final portfolio to be presented for a job interview or used for graduate school application.

ART 461. Arts Administration Internship in Art I  
Prerequisite: Consent of instructor  
This course will provide students with the opportunity to gain practical experience by assisting in the administration of a gallery venue. Students will work directly with the organizational leadership of the venue in schedule development, artist contract negotiations, budgets, gallery setup, lighting, openings, and other areas based on the interests of the students and the needs of the organization.

ART 462. Arts Administration Internship in Art II  
Prerequisite: ART 461  
A continuation of the arts administration internship in art. May be repeated for credit.

**Graphic Design Course Descriptions**

GRDS 110. Practicum  
Prerequisite: Consent of instructor.  
Provides academic credit to students who work in areas of responsibility in graphic design, for example, working for a newspaper or magazine, working on the yearbook, etc. Students are required to work individually with the assigned professor and to log a minimum of thirty
hours work in the field. At the end of the semester students are required to submit an 8-10 page paper explaining the role that they played in the creation of the designs and a complete portfolio with one copy of each design created during the term.

GRDS 200. Graphic Design I
Prerequisite: None
3 hours
Introduction to the fundamentals of graphic design techniques and processes, including layout, mechanics and typography. Students will explore tools, techniques and theories of a broad spectrum of the graphic arts. An additional 3 hours of independent studio work is required.

GRDS 250. Graphic Design II
Prerequisite: GRDS 200 or consent of instructor.
3 hours
Introduction to computer imaging for graphic design applications. Studio lab experience in creatively using various software applications for desktop publishing, drafting, illustration and typography. An additional 3 hours of independent studio work is required.

GRDS 260. Digital Photography
Prerequisite: None
3 hours
This course is a study of the principles, terminology, techniques, tools and materials of digital photography. An additional 3 hours of independent studio work is required.

GRDS 300. Graphic Design III
Prerequisite: GRDS 200, 250 or consent of instructor.
3 hours
Studio course in advanced graphic design. Greater specialization and individual problem solving in areas based on student’s strengths and interests, such as website design, animation, educational CDs, digital illustration, magazine and newspaper layout, logos and trademarks, etc. An additional 3 hours of independent studio work is required.

GRDS 330. Special Topics in Graphic Design
Prerequisite: consent of instructor.
3 hours
Topic for class will be determined by the professor. Selected topics in graphic design may include: typography, printing, packaging, posters, magazine or newspaper layout, educational DVDs, industrial design, corporate design, logos, large format design, displays, graphic design history, visual communications, client relationships, etc.

GRDS 350 History of Graphic Design
Prerequisite: GRDS 200 or consent of instructor.
3 hours
Major movements and pivotal artists/designers and directors, and their impact on current graphic design trends. Students will explore various styles and techniques that span the history of graphic design both in lecture and in studio practice. An additional 3 hours of independent studio work is required, including research, papers, and creating designs.

GRDS 370. Website Design
Prerequisite: GRDS 200, 250, 260, or consent of instructor.
3 hours
Introduction to and practical experience in the use of web design software. This course will emphasize creative design theory and applied technology. An additional 3 hours of independent studio work is required.
GRDS 400. Advanced Studies in Graphic Design  3 hours
Prerequisite: Consent of instructor.
A seminar designed to synthesize and integrate the theories and skills of graphic design. Class will focus on exploration of complex design projects from concept to final product. Class is structured as a professional design studio. 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, content knowledge, creativity and organization. Students must score 80 percent or better on the capstone thesis and presentation to pass the course. Capstone projects are evaluated by all members of the art faculty. An additional 3 hours of independent studio work is required.

GRDS 410. Internship in Graphic Design  3 hours
Prerequisite: Consent of instructor.
Internships give students practical work exposure. The student will work either in a business or an agency and will be supervised by external personnel and designated faculty. At the end of the semester students are required to submit a journal explaining the role that they played in the creation of the designs and a complete portfolio with one copy of each design created during the term.
FACULTY
Art: Betz, Botts, Jones, and Kelly
Music: J. Hayner, Hinson, P. Hayner, Mellichamp, Price, and Ringwall
Theatre: Gabelhausen, Johnson, and Spiegel

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

PROGRAM OF STUDY
Bachelor of Fine Arts Degree in Arts Administration
Total Hours .................................................................................................. 120-121 hours

General Education .................................................................................. 50-55 hours

Note: BA 200 and ECON 220 or 221 are required General Education courses as prerequisites for Business requirements (see Business Courses, below)

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

Required Art Courses
ART 301. or ART 302.  Art History ................................................................. 3 hours
GRDS 200.  Graphic Design I ................................................................. 3 hours
GRDS 370.  Website Design ...................................................................... 3 hours.

Required Music Courses
MUS 301, 302, or 303.  Music History ...................................................... 3 hours
Choose one course
Applied Music Lessons .......................... 3 hours minimum. 1 hour each
Ensembles .................................................. 3 hours minimum. 1 hour each

Required Theatre Courses
THE 205.  Fundamentals of Technical Theatre ................................ 3 hours
THE 210.  Fundamentals of Acting ....................................................... 3 hours
THE 325.  Theatre Management .......................................................... 3 hours

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

Art Concentration
ART 120.  Drawing I ............................................................................ 3 hours
ART 130.  Two-Dimensional Design ............................................... 3 hours
ART 301 or 302.  Art History ............................................................... 3 hours
Art Electives 9 hours in Graphic Design or Studio Art. Choose courses in consultation with academic advisor.
### Music Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 111</td>
<td>Harmony I</td>
<td>3 hours</td>
</tr>
<tr>
<td>MUS 113</td>
<td>Music Skills I</td>
<td>1 hour</td>
</tr>
<tr>
<td>MUS 301, 302, or 303</td>
<td>Music History</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

Choose one course not taken in required courses.

Applied Music or Ensembles .2 hours minimum beyond those taken as required courses.

Music Electives ................................................................. 9 hours

Choose courses in consultation with academic advisor.

### Theatre Concentration

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 230</td>
<td>Children’s Theatre</td>
<td>3 hours</td>
</tr>
<tr>
<td>THE 301</td>
<td>Theatre History I</td>
<td>3 hours</td>
</tr>
<tr>
<td>THE 302</td>
<td>Theatre History II</td>
<td>3 hours</td>
</tr>
<tr>
<td>THE 305</td>
<td>Scenic Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>THE 317</td>
<td>Lighting Design</td>
<td>3 hours</td>
</tr>
<tr>
<td>THE 410</td>
<td>Directing</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Requirements in Business

#### Business Foundations .................................................. 12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Accounting I</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 301</td>
<td>Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 320</td>
<td>Marketing</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

(BA 200 and ECON 121 are prerequisites)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 434</td>
<td>Facilities and Event Management</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Business Electives .......................................................... 9 hours

Choose three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 341</td>
<td>Financial Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 410</td>
<td>Advertising and Promotion</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 430</td>
<td>Entrepreneurship and New Venture Management</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 455</td>
<td>Leadership</td>
<td>3 hours</td>
</tr>
<tr>
<td>BA 456</td>
<td>Negotiation and Conflict Management</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

### Internship in Arts Administration 3 hours

One course per semester. Two semesters must be in concentration; one semester out of concentration.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 461</td>
<td>Arts Administration Internship in Art I</td>
<td>1 hour</td>
</tr>
<tr>
<td>ART 462</td>
<td>Arts Administration Internship in Art II</td>
<td>1 hour</td>
</tr>
<tr>
<td>MUS 444</td>
<td>Arts Administration Internship in Music I</td>
<td>1 hour</td>
</tr>
<tr>
<td>MUS 445</td>
<td>Arts Administration Internship in Music II</td>
<td>1 hour</td>
</tr>
<tr>
<td>THE 430</td>
<td>Arts Administration Internship in Theatre I</td>
<td>1 hour</td>
</tr>
<tr>
<td>THE 431</td>
<td>Arts Administration Internship in Theatre II</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

### Capstone Course .............................................................. 1 hour

Choose one course in area of concentration.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 451</td>
<td>Arts Administration Capstone</td>
<td>1 hour</td>
</tr>
<tr>
<td>MUS 441</td>
<td>Senior Seminar in Music</td>
<td>1 hour</td>
</tr>
<tr>
<td>THE 441</td>
<td>Theatre Capstone</td>
<td>1 hour</td>
</tr>
</tbody>
</table>
Course Descriptions
See course descriptions for Art, Page 67

See course descriptions for Music, Page 144

See course descriptions for Theatre, Page 179

See course descriptions for Business, Page 191
FACULTY
Professors Camp and Wainberg
Associate Professor Austin
Assistant Professors T. Menzel, Schmitz

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

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

Pre-professional students in the areas of pre-dentistry, pre-medicine, pre-nursing, pre-pharmacy and pre-veterinary medicine usually choose biology to prepare for their particular program of study. However, pre-professional studies do involve variable curricula requirements depending on the particular professional school of the student’s interest. Students in pre-professional programs should, in conjunction with their advisor, contact the school(s) of their choice to obtain specific requirements in order to develop a proper program of study while at Piedmont College.

Science, including biology, is centered on application, not merely the learning of a body of facts. Therefore, an important focus of a major in the sciences at Piedmont College is developing a keen sense of the process of how science operates. 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.

Required Courses
BIO 101. General Biology I
BIO 102 General Biology II
BIO 320. General Microbiology
BIO 324. Genetics
BIO 365. Comparative Physiology
BIO 399 Philosophy and Methodology of Science
BIO 421. Biochemistry
BIO 450. Organic Evolution
BIO 470. Ecology
BIO 495. Science Seminar

Choose one:
BIO 350. Vertebrate Natural History
BIO 420. Invertebrate Zoology
Also required for the major, and may be applied to a minor
CHEM 101  General Chemistry I
CHEM 102  General Chemistry II
CHEM 351  Organic Chemistry I
CHEM 352  Organic Chemistry II
MATH 211  Calculus I
PHY 211  General Physics I
PHY 212  General Physics II

Minor: Biology
A minor in biology requires 15-16 hours (four courses) in biology course work. Courses must be at the 300 level or above.

Honors Program in Biology
The Honors Program in Biology allows academically qualified students to delve deeper into the scientific experience and to better prepare for post-graduate education by conducting independent research. To that end, students who are in the Honors Program are required to take BIO 4989 (Senior Research: Honors) and BIO 499 (Honors Thesis) in addition to their major requirements. Honors students also take BIO 4959 (Senior Seminar Honors) instead of BIO 495 (Senior Seminar). Students having a GPA of 3.0 or better may apply for entry into the Honor Program during their junior year. Those with a GPA of 3.5 or better are guaranteed acceptance. Students in the Honors Program receive scholarship money as well as recognition upon graduation that they graduated with Honors in Biology.

BACHELOR OF ARTS
PROGRAM OF STUDY
Major: Biology Education
Piedmont’s undergraduate secondary education program addresses the continuing shortage of highly qualified teachers in Georgia. Advisors, selected for both their teaching skill and experience in high school classrooms, model techniques proven to work in high school settings when teaching their college content courses. Designed to produce teachers who have more “hands-on” experience, the program enables candidates to observe and assist with teaching in 6-12th grade classrooms. Candidates also experience the impact that diversity has on schooling and consider the implications on teaching and learning. Candidates study and reflect upon the knowledge, skills, and dispositions (habits of mind) required for successful teachers—both in their college classes and during field work. Requiring a content major in the field of study, this program culminates in a full year Apprentice Teaching experience in area schools.

The major in biology education requires 67 hours, beyond the General Education requirements, comprised of the following courses (Course descriptions for Education classes begin on Page 205):

Professional Education Sequence
EDSE 102  Explorations in Secondary Education
EDSE 201  Explorations in Secondary Education
EDSE 202  Explorations in Secondary Education
EDSE 301.* Explorations in Secondary Education
EDSE 302. Explorations in Secondary Education

*Students admitted to the secondary education cohort during their general education program
will enroll in the one (1) hour Explorations class. Transfer students and Piedmont students who declare a secondary education major at the start of their junior year will be required to enroll in Explorations for three (3) hours credit in order to introduce previously developed strands explored during the earlier general education sequence. Students who opt for secondary education after the fall of their junior year will be advised to pursue the Dual-Degree Program. (Refer to the current catalog for details.)

**Professional Year**

EDSE 400. Facilitating Learning and Assessment I  
EDSE 498. Apprentice Teaching I  
PSY 311. Psychology of Adolescence  
ENG 440. Reading and Writing in the Content Fields  
EDSE 401. Facilitating Learning and Assessment II  
EDUC 355. Exceptional Children  
EDSE 499. Apprentice Teaching II

**Content Courses**

CHEM/PHY 111. Physical Science I  
CHEM 101. General Chemistry I  
CHEM 102. General Chemistry II  
BIO/CHEM 207. Environmental Science  
CHEM 351. Organic Chemistry  
BIO 324. Genetics  
BIO 350. Vertebrate Natural History (or 420)  
BIO 399. Philosophy and Methodology of Science  
BIO 421. Biochemistry  
BIO 470. Ecology  
BIO 495. Science Seminar

**Career Options**

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

**Course Descriptions**

**BIO 101. General Biology I**  
4 hours  
Introduction to the chemical and cellular basis of life: cell structure, photosynthesis, respiration, nutrient procurement and processing, gas exchange, internal transport, chemical and nervous control of body functions, and reproduction. Lecture and laboratory.

**BIO 102. General Biology II**  
4 hours  
Prerequisite: BIO 101.  
Continuation of BIO 101. Basic patterns of inheritance, nature of genes, embryological development, evolution, principles of taxonomy, survey of living organisms and ecology. Lecture and laboratory.
**BIO 110. Biology for Today’s World**  
Prerequisite: Permission of instructor  
Introduction to biological systems and processes with special emphasis placed on the issues with which a person in today’s society must deal, including aspects of medicine, the environment, biotechnology, education, and ethics. Lecture, laboratory, and classroom discussion. This course may be taken as part of the General Education curriculum in lieu of the required two-laboratory course. It may also serve as a prerequisite of any current, higher-level course that requires Bio 102.

**BIO (CHEM/ENVS) 207. Environmental Science**  
Prerequisite: MCOM 100.  
Introduction to the study of man’s interaction with the environment. Problems of energy utilization and waste disposal resulting in air, water and land pollution. Lecture only.

**BIO 210. Human Anatomy and Physiology I**  
Prerequisite: BIO 101  
The purpose of this course is to create student understanding of the structure and function of the human body, ultimately leading to a high degree of professional proficiency in allied health and physical education fields. The topics to be covered include basic biological concepts as they relate particularly to the human body, the skeletal system, cardiovascular system, circulatory system, etc. Lecture and Laboratory.

**BIO 211. Human Anatomy and Physiology II**  
Prerequisite: BIO 210  
It is a continuation course of BIO 210. The purpose of this course is to create student understanding of the structure and function of the human body, ultimately leading to a high degree of professional proficiency in allied health and physical education fields. The topics to be covered include the digestive system, urinary system, reproductive system, immune system, central nervous system, electrolyte balance, etc. Lecture and laboratory.

**BIO 215. Medical Microbiology**  
Prerequisite: BIO 210.  
Introduction to the study of microorganisms, with particular emphasis on those that relate to human health.

**BIO 305. Current Topics in Environmental Biology**  
Prerequisites: BIO 102  
This is a seminar course designed to inform and engage students about current issues in Environmental Biology. Students will critically review current research in the area of Environmental Biology through readings, discussions, analyses, and presentations. Lecture only.

**BIO 320. General Microbiology**  
Prerequisite: BIO 102. CHEM 102 recommended.  
Study of the biology of microorganisms including classification, ecology and pathology of viruses, bacteria and molds. Lecture and laboratory.

**BIO 324. Genetics**  
Prerequisite: BIO 102.  
Study of Mendelian genetics, variations and mutations, including the mechanics of DNA. Laboratory emphasis on the examination of Drosophila as an example of simple inheritance and linkage. Lecture and laboratory.
BIO 350. Vertebrate Natural History 4 hours
Prerequisite: BIO 102.
Classification and ecology of vertebrates of North America with emphasis on local forms. Laboratory and field work involving techniques of field study and collection and preservation of fishes, amphibians and reptiles. Lecture and laboratory.

BIO (ENVS) 365. Comparative Physiology 4 hours
Prerequisite: BIO 102. CHEM 102 recommended.
Study of physiological processes in living organisms including prokaryotes, protistans, fungi, plants and animals. Lecture only.

BIO (CHEM/ENVS/GEO PHY) 399. Philosophy and Methodology of Science 3 hours
Prerequisite: At least one course in a 300/400 level science
Overview of the history and philosophy of science; introduction to scientific research methods including concepts of statistical analyses, testing alternative hypotheses, and experimental design. Requires development of prospectus for Senior Research (BIO/CHEM 498) in consultation with thesis director. Lecture only.

BIO 420. Invertebrate Zoology 4 hours
Prerequisite: BIO 102
Survey of the invertebrate phyla emphasizing morphology, ecology and phylogenetic relationships. Lecture and laboratory.

BIO (CHEM) 421. Biochemistry 3 hours
Prerequisite: CHEM 351. BIO 101 recommended.
Metabolic pathways involving carbohydrates, fats, proteins and other biologically important substances. Lecture only.

BIO 450. Organic Evolution 4 hours
Prerequisite: BIO 324.
Principles and mechanisms of evolutionary biology including genetic variation and selection, speciation, and phylogenetic construction and systematics. Lecture and seminar.

BIO 470. Ecology 4 hours
Prerequisite: BIO 102 and CHEM 102. MATH 211 recommended.
Relationships among plants, animals and the physical environment; and interactions among and within populations, communities and ecosystems. Laboratory emphasis is on field techniques of studying plant and animal ecology. Lecture and laboratory.

BIO (CHEM/ GEO/ENV) 480: Special Topics in Natural Sciences 1-4 hours
Prerequisite: Permission of department chair.
This course examines special topics in the natural sciences related to biology, chemistry, geology or environmental science, which are not part of the formal offerings of the department. May be repeated for credit only if the topic changes.

BIO (CHEM/ GEO/ENV) 493: Internship in Natural Sciences 1-3 hours
Prerequisites: Major in science, have necessary course work determined by faculty supervisor, and permission of department chair.
This course allows students the opportunity to participate in applied job-related experience in the natural sciences: biology, chemistry, geology or environmental science. The course may be repeated for credit.
BIO (CHEM/ENVS/GEO/PHY) 495. Science Seminar 1 hour
Prerequisite: Senior standing in science major.
Application for graduation must be submitted when registering for this class.
4959 for majors participating in Science Honors program. Seminar presentation of thesis research.

BIO (CHEM/ENVS/GEO/PHY) 4959. Honors Science Seminar 1 hour
Prerequisite: Senior standing in science major; must be taken simultaneously with BIO 499.
Seminar presentation of honors research project.

BIO (CHEM/ENVS/GEO/PHY) 498. Senior Research 1 hour
Prerequisite: BIO 399 and senior standing.
4989 for majors participating in Science Honors program. Conduction of senior research under the direction of thesis director.

BIO (CHEM/ENVS/GEO) 4989. Honors Senior Research 1 hour
Prerequisite: BIO 399 and senior standing.
Conduction of honors research under the direction of the thesis director.

BIO (CHEM/ENVS/GEO/PHY) 499. Honors Thesis 1 hour
Prerequisite: BIO 498.
Must be taken simultaneously with BIO/CHEM 4959. Writing and approval of a thesis on research project conducted in BIO/CHEM 498. 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.
FACULTY
Professors Camp, Dooley, and Wainberg
Associate Professors Austin, Carrigan and Dooley
Assistant Professors Bailey, T. Menzel, Schmitz

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

CONCENTRATION: BIOLOGY
Major Content Requirements ........................................................................32 hours
BIO 101 General Biology I
BIO 102 General Biology II
BIO 320. General Microbiology
BIO 324. Genetics
BIO 365. Comparative Physiology
BIO 399. Philosophy and Methodology of Science
BIO 350. Vertebrate Natural History
or BIO 420. Invertebrate Zoology
BIO 450. Organic Evolution
or BIO 470. Ecology
BIO 495. Science Seminar

Chemistry........................................................................................................16 hours
CHEM 101. General Chemistry I
CHEM 102. General Chemistry II
CHEM 351. Organic Chemistry I
CHEM 352. Organic Chemistry II

Physics ........................................................................................................8 hours
PHY 211. General Physics I
PHY 212. General Physics II

Earth Science ................................................................................................8 hours
GEO 101. Physical Geology
ES 202. Astronomy and Meteorology

Undergraduate Education ...............................................................................4 hours
EDSE 366. Foundations and Practicum in Secondary Education

CONCENTRATION: CHEMISTRY
Major Content Requirements .....................................................................(39 hours)
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CHEM 321. Quantitative Inorganic Analysis
CHEM 322. Instrumental Analysis
CHEM 351. Organic Chemistry I
CHEM 352. Organic Chemistry II
CHEM 371. Inorganic Chemistry
CHEM 399. Philosophy and Methodology of Science
CHEM 421. Biochemistry
CHEM 451. Physical Chemistry I
CHEM 495. Science Seminar

**Biology** .....................................................................................................................8 hours
BIO 101. General Biology I
BIO 102. General Biology II

**Physics** ......................................................................................................................8 hours
PHY 211. General Physics I
PHY 212. General Physics II

**Earth Science** ...........................................................................................................8 hours
GEO 101. Physical Geology
ES 202. Astronomy and Meteorology

**Undergraduate Education** ........................................................................................4 hours
EDSE 366. Foundations and Practicum in Secondary Education

**CONCENTRATION: EARTH SCIENCE**

**Major Content Requirements** .................................................................................20 hours
GEO 101. Physical Geology
GEO 102. Historical Geology
GEO 210. Environmental Geology
GEO 305. Current Topics in Environmental Geology
GEO 310. Hydrology
GEO 399. Philosophy and Methodology of Science
GEO 495. Science Seminar

**Chemistry** ....................................................................................................................10 hours
CHEM 101. General Chemistry I
CHEM 102. General Chemistry II
CHEM 305. Current Topics in Environmental Chemistry
or BIO 305. Current Topics in Environmental Biology

**Physics** ......................................................................................................................8 hours
PHY 211. General Physics I
PHY 212. General Physics II

**Earth Science** ...........................................................................................................8 hours
ES 201. Georgia Geology
ES 202. Astronomy and Meteorology

**Biology** .......................................................................................................................12 hours
BIO 101. General Biology I
BIO 102. General Biology II
BIO 470. Ecology

**Undergraduate Education** ........................................................................................4 hours
EDSE 366. Foundations and Practicum in Secondary Education
**CONCENTRATION: ENVIRONMENTAL SCIENCE**

**Major Content Requirements** ................................................................. 28 hours

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<td>BIO 102</td>
<td>General Biology II</td>
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<td>ENVS 365</td>
<td>Comparative Physiology</td>
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<td>ENVS 399</td>
<td>Philosophy and Methodology of Science</td>
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<td>BIO 305</td>
<td>Current Topics in Environmental Biology</td>
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<td>BIO 470</td>
<td>Ecology</td>
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<td>BIO 350</td>
<td>Vertebrate Natural History</td>
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<td>or BIO 420</td>
<td>Invertebrate Zoology</td>
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<td>CHEM 305</td>
<td>Current Topics in Environmental Chemistry</td>
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<td>or GEO 305</td>
<td>Current Topics in Environmental Geology</td>
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<td>ENVS 495</td>
<td>Science Seminar</td>
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**Chemistry** ........................................................................................... 16 hours

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<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
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<td>CHEM 102</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM 351</td>
<td>Organic Chemistry I</td>
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<td>CHEM 352</td>
<td>Organic Chemistry II</td>
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**Physics** .............................................................................................. 8 hours

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<tr>
<td>PHY 211</td>
<td>General Physics I</td>
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<td>PHY 212</td>
<td>General Physics II</td>
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**Earth Science** ..................................................................................... 8 hours

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<td>GEO 101</td>
<td>Physical Geology</td>
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<td>ES 202</td>
<td>Astronomy and Meteorology</td>
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**Undergraduate Education** .................................................................. 4 hours

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDSE 366</td>
<td>Foundations and Practicum in Secondary Education</td>
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**Career Options**

Dual-Degree Program: This program is designed specifically for those students interested in pursuing teaching at the 6-12 grade level. The program design is based on the guidelines established by the Georgia Professional Standards Commission for the certification of secondary broadfield science teachers at the secondary level. Refer to Dual-Degree Programs on Page 204.

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

**Course Descriptions**

See areas of concentration for course descriptions.
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.

Science, including chemistry, is centered on application, not merely the learning of a body of facts. Therefore, an important focus of a major in the sciences at Piedmont College is a senior thesis. The thesis enables students to use the scientific method to investigate topics of interest by conducting original research. This, in turn, prepares them to succeed in graduate school while ensuring that they receive an education that is comparable to the finest institutions in the country.

**PROGRAM OF STUDY**

**Major: Chemistry**

**Required Courses**

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<tr>
<td>CHEM 101</td>
<td>General Chemistry I</td>
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<td>CHEM 102</td>
<td>General Chemistry II</td>
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<tr>
<td>CHEM 321</td>
<td>Quantitative Inorganic Analysis</td>
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<td>CHEM 322</td>
<td>Instrumental Analysis</td>
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<tr>
<td>CHEM 351</td>
<td>Organic Chemistry I</td>
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<td>CHEM 352</td>
<td>Organic Chemistry II</td>
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<tr>
<td>CHEM 371</td>
<td>Inorganic Chemistry</td>
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<tr>
<td>CHEM 399</td>
<td>Philosophy and Methodology of Science</td>
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<tr>
<td>CHEM 421</td>
<td>Biochemistry</td>
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<td>CHEM 451</td>
<td>Physical Chemistry I</td>
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<td>CHEM 452</td>
<td>Physical Chemistry II</td>
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<td>CHEM 495</td>
<td>Science Seminar</td>
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In addition, students majoring in chemistry must take:

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<tbody>
<tr>
<td>MATH 211</td>
<td>Calculus I</td>
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<td>MATH 212</td>
<td>Calculus II</td>
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<tr>
<td>PHY 211</td>
<td>General Physics I</td>
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<tr>
<td>PHY 212</td>
<td>General Physics II</td>
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FACULTY

Associate Professor Carrigan
Assistant Professor Bailey

**CHEMISTRY (CHEM)**
Minor: Chemistry
The minor in chemistry requires 15-16 hours (a minimum of four courses) of chemistry in courses numbered 300 or above, two of which must be:

CHEM 351. Organic Chemistry I
CHEM 352. Organic Chemistry II

Honors Program in Chemistry
The Honors Program in Chemistry allows academically qualified students to delve deeper into the scientific experience and to better prepare for post-graduate education by conducting independent research. To that end, students who are in the Honors Program are required to take CHEM 4989 (Senior Research: Honors) and CHEM 499 (Honors Thesis) in addition to their major requirements. Honors students also take CHEM 4959 (Senior Seminar Honors) instead of CHEM 495 (Senior Seminar). Students having a GPA of 3.0 or better may apply for entry into the Honor Program during their junior year. Those with a GPA of 3.5 or better are guaranteed acceptance. Students in the Honors Program receive scholarship money as well as recognition upon graduation that they graduated with Honors in Chemistry.

Major: Chemistry Education
Piedmont’s undergraduate secondary education program addresses the continuing shortage of highly qualified teachers in Georgia. Advisors, selected for both their teaching skill and experience in high school classrooms, model techniques proven to work in high school settings when teaching their college content courses. Designed to produce teachers who have more “hands-on” experience, the program enables candidates to observe and assist with teaching in 6-12th grade classrooms. Candidates also experience the impact that diversity has on schooling and consider the implications on teaching and learning. Candidates study and reflect upon the knowledge, skills, and dispositions (habits of mind) required for successful teachers—both in their college classes and during field work. Requiring a content major in the field of study, this program culminates in a full year Apprentice Teaching experience in area schools.

The major in chemistry education requires 65 hours, beyond the General Education requirements, comprised of the following courses (Course descriptions for Education classes begin on Page 205):

Professional Education Sequence
EDSE 102. Explorations in Secondary Education
EDSE 201. Explorations in Secondary Education
EDSE 202. Explorations in Secondary Education
EDSE 301.* Explorations in Secondary Education
EDSE 302. Explorations in Secondary Education

*Students admitted to the secondary education cohort during their general education program will enroll in the one (1) hour Explorations class. Transfer students and Piedmont students who declare a secondary education major at the start of their junior year will be required to enroll in Explorations for three (3) hours credit in order to introduce previously developed strands explored during the earlier general education sequence. Students who opt for secondary education after the fall of their junior year will be advised to pursue the Dual-Degree Program. (Refer to the current catalog for details.)
**Professional Year**

EDSE 400. Facilitating Learning and Assessment I  
EDSE 498. Apprentice Teaching I  
PSY 311. Psychology of Adolescence  
ENG 440. Reading and Writing in the Content Fields  
EDSE 401. Facilitating Learning and Assessment II  
EDUC 355. Exceptional Children  
EDSE 499. Apprentice Teaching II

**Content Courses**

PHY 211. General Physics I  
CHEM 321. Qualitative Inorganic Analysis  
CHEM 322. Instrumental Analysis  
CHEM 351. Organic Chemistry I  
CHEM 352. Organic Chemistry II  
CHEM 371. Inorganic Chemistry  
CHEM 399. Philosophy and Methodology of Science  
CHEM 451. Physical Chemistry I  
CHEM 452. Physical Chemistry II/Quantum Mechanics  
CHEM 495. Science Seminar

**Career Options**

Chemistry is a discipline fundamental to a wide variety of careers in industry, research and the allied health science fields. A strong foundation in chemistry is necessary for careers in medicine, biology, biochemistry, industrial or government research, pharmacy, high school science teaching, and chemical engineering. A good background in chemistry has proven invaluable for careers in chemical and technological sales, industrial management, business administration, and environmental and waste management. Other career opportunities include those requiring expertise in laboratory skills or management and quality control analysis.

**Course Descriptions**

CHEM 101. General Chemistry I  
Prerequisite: MATH 101 or equivalent.  
Introduction to the transformation of matter in chemical reactions and the energy changes that accompany these reactions. States of matter, stoichiometry and atomic structure are treated in detail. Lecture and laboratory.  
4 hours

CHEM 102. General Chemistry II  
Prerequisite: CHEM 101.  
Introduction to acids and bases, reaction kinetics and chemical equilibria. Reactions of chemical elements and compounds are described, and the separation and identification of inorganic compounds are studied in detail. Lecture and laboratory, which includes qualitative inorganic analysis.  
4 hours

CHEM (PHY) 111. Physical Science I  
Principles of the physical universe including properties of force, motion, gravitation and energy. Introduction to characteristics of matter including atomic structure and behavior. Lecture and laboratory.  
4 hours
CHEM (PHY) 112. Physical Science II  4 hours
Fundamentals of chemical reactions and organic chemistry. Composition and behavior of
the earth and its atmosphere, the solar system and the universe. Lecture and laboratory.

CHEM (BIO/ENVS) 207. Environmental Science  3 hours
Prerequisite: MCOM 100.
Introduction to the study of man’s interaction with the environment. Problems of energy
utilization and waste disposal resulting in air, water and land pollution. Lecture only.

CHEM 305. Current Topics in Environmental Chemistry  2 hours
Prerequisites CHEM 102
This is a seminar course designed to introduce students about recent issues in Environmental
Chemistry. This course involves student participation in the review and research of recent
aspects of the impact of chemicals (primarily industrial organic) in the environment. Students
will critically study and evaluate such research areas and then evaluate their understanding
through discussions and presentations. Lecture only.

CHEM 321. Quantitative Inorganic Analysis  4 hours
Prerequisite: CHEM 102.
Volumetric, gravimetric and instrumental methods of quantitative inorganic analysis. Lecture
and laboratory.

CHEM 322. Instrumental Analysis  4 hours
Prerequisite: CHEM 102.
Demonstration and operation of modern optical and analytical instruments for chemical
analysis. Lecture and laboratory.

CHEM 351. Organic Chemistry I  4 hours
Prerequisite: CHEM 102.
Systematic study of the compounds of carbon. Alkanes, alkenes, alkynes, alkyl halides,
cycloalkanes and aromatic compounds are studied with regard to properties, preparation
and reactions. Lecture and laboratory.

CHEM 352. Organic Chemistry II  4 hours
Prerequisite: CHEM 351.
Continuation of CHEM 351 with a special emphasis on stereochemistry and the synthesis
of complex organic molecules. Lecture and laboratory.

CHEM 371. Inorganic Chemistry  4 hours
Prerequisite: CHEM 102.
An introduction to modern theories of bonding and structure, reaction mechanisms and syn-
thetic methods in inorganic systems. Synthesis and characterization by modern techniques
of typical inorganic compounds. Lecture and laboratory.

CHEM (BIO/ENVS/GEO/PHY) 399. Philosophy and Methodology of Science  3 hours
Prerequisite: At least one course in a 300/400 level science.
Overview of the history and philosophy of science; introduction to scientific research methods
including concepts of statistical analyses, testing alternative hypotheses, and experimental
design. Requires development of prospectus for Senior Research (BIO/CHEM 498) in
consultation with thesis director. Lecture only.
CHEM (BIO) 421. Biochemistry 3 hours
Prerequisite: CHEM 351. BIO 101 recommended.
Metabolic pathways involving carbohydrates, fats, proteins and other biologically important substances. Lecture only.

CHEM 451. Physical Chemistry I 4 hours
Prerequisite: CHEM 102; MATH 212 (may be taken concurrently); PHY 211 and 212 recommended.
Principles of thermodynamics, chemical equilibria, state functions, partial molar volumes, phase diagrams and electrochemistry. Lecture and laboratory.

CHEM 452. Physical Chemistry II/Quantum Mechanics 4 hours
Prerequisite: CHEM 451 or Phy 211 & 212.
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.

CHEM (BIO/GEO/ENV) 480: Special Topics in Natural Sciences 1-4 hours
Prerequisite: Permission of department
This course examines special topics in the natural sciences related to biology, chemistry, geology or environmental science, which are not part of the formal offerings of the department. May be repeated for credit only if the topic changes.

CHEM (BIO/GEO/ENV) 493: Internship in Natural Sciences 1-3 hours
Prerequisites: Major in science, have necessary course work determined by faculty supervisor, and permission of department
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.

CHEM (BIO/ENV/GEO/PHY) 495. Science Seminar 1 hour
Prerequisite: Senior standing in science major.
Application for graduation must be submitted when registering for this class.
4959 for majors participating in Science Honors program. Seminar presentation of thesis research.

CHEM (BIO/ENV/GEO/PHY) 4959. Honors Science Seminar 1 hour
Prerequisite: Senior standing in science major; must be taken simultaneously with CHEM 499.
Seminar presentation of honors research project.

CHEM (BIO/ENV/GEO/PHY) 498. Senior Research 1 hour
Prerequisite: BIO/CHEM 399 and senior standing.
4989 for majors participating in Science Honors program. Conduction of senior research under direction of Thesis Director.

CHEM (BIO/ENV/GEO/PHY) 4989. Honors Senior Research 1 hour
Prerequisite: CHEM 399 and senior standing.
Conduction of honors research under the direction of the thesis director.
CHEM (BIO/ENVS/GEO/PHY) 499. Honors Thesis 1 hour
Prerequisite: BIO/CHEM 498.
(must be taken simultaneously with BIO/CHEM 4959.)
Writing and approval of thesis on research project conducted in BIO/CHEM 498. 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.
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 Chinese language, in addition to its cultural/historical legacy, offers the student direct participation in the scientific, technological and economic changes of contemporary China.

Students entering Piedmont with substantial language ability and/or established placement from another institution may complete only the 102-level to fulfill the foreign language general education requirement. Additionally, if a student’s first foreign language course is 200-level or higher, the 101-102 requirement is considered satisfied. In this case students are allowed to take other courses to meet their eight-hour requirement.

**Course Descriptions**

**CHI 101 Elementary Chinese I** 3 Hours
Focuses on Mandarin Chinese, phonological system, basic conversation, vocabulary, and grammar. Students will learn essential Chinese characters. One hour of language lab per week is required.

**CHI 102 Elementary Chinese II** 3 Hours
Prerequisite: Chinese 101 or equivalent credit.
Continuation of Chinese 101. One hour of language lab per week is required.
CRIMINAL JUSTICE (CJ)
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.

PROGRAM OF STUDY
Major: Criminal Justice
The major in criminal justice consists of 39 semester hours (13 courses). The Senior Seminar course must be taken as a Criminal Justice course for the major.

All majors are required to take the following courses:
- CJ/PS 290. Introduction to Criminal Justice
- CJ/PS/SOC 310. Research Methods and Analysis
- CJ/SOC 330. Policing
- CJ/SOC 331. Crime and Delinquency
- CJ/PS 370. Adjudication Process
- CJ 385. Punishment in the United States
- CJ/PS 415. Criminal Law and Procedure
- CJ 398. Internship (3 hours)
- CJ/PS/SOC 480. Senior Seminar
- MATH 210. Elementary Statistics

Students must select three courses (9 semester hours) from the following list:
- CJ 335. Criminal Investigation
- CJ 380. Victimology
- CJ 398. Internship
- CJ/PS 430. Homeland Security and Terrorism
- CJ 475. Selected Topics (related to criminal justice)
- PSY 415. Abnormal Psychology
- SOC 410. Ethnic and Racial Minorities

Minor: Criminal Justice
A minor in criminal justice consists of 15 semester hours (five courses) selected from the following.

- CJ/PS 290. Introduction to Criminal Justice
- CJ/SOC 330. Policing
- CJ/SOC 331. Crime and Delinquency
- CJ 335. Criminal Investigation
- CJ/PS 370. Adjudication Process
- CJ 380. Victimology
- CJ 385. Punishment in the United States
CJ 398. Internship
CJ/PS 415. Criminal Law and Procedure
CJ 475. Selected Topics (related to criminal justice)

NOTE: No course taken for the major or the minor may be used to meet general education requirements. A number of courses are cross-listed and are noted under course descriptions.

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

Course Descriptions
CJ/PS 290. Introduction to Criminal Justice
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.

CJ/SOC 331. Crime and Delinquency
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
An overview of the nature, extent, types, theories, and causes of crime and delinquency. Other areas of study may include modern crime and delinquency preventions and methods of punishment and treatment of criminals.

CJ 335: Criminal Investigation
This course is designed to develop students’ knowledge and abilities to understand the investigative process by focusing on the theory and practice of 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.

CJ/PS 370: Adjudication Processes
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.

CJ 380: Victimology
Victomology 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.

CJ 385: Punishment in the United States
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.

CJ/SOC 398: Internship 1-6 hours
The internship is a supervised, 120-hour volunteer learning experience in a criminal justice agency that links academic knowledge with practice experience. In addition to the volunteer work performed as an intern, the student may be assigned readings related to the internship. Graded on a pass (P) or No Pass (NP) basis.

CJ/PS 430: Homeland Security and Terrorism 3 hours
This course explores the issues of homeland security and terrorism. The origin, history, definition, and techniques of terrorism are discussed and critically evaluated. Past, current and future tactics for addressing terrorism and its root causes are discussed and evaluated. Finally, the critical balance of public security and personal safety is defined, discussed and debated.

CJ 475: Special Topics 3 hours
This course examines special topics related to criminal justice which are not part of the formal offerings within the Major. May be repeated for credit only if the topic changes.

CJ/PS/SOC 480: Senior Seminar 3 hours
Application for graduation must be submitted when registering for this class. Integrates the student’s knowledge through reading, writing, and discussion concerning current developments in criminal justice. This is the capstone experience for criminal justice majors.

For a description of the other criminal justice courses, see course descriptions under political science, psychology, and sociology.
FACULTY
Associate Professor Dooley

EARTH SCIENCE (ES)

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
ES 201. Physical and Historical Geology of Georgia 4 hours
Prerequisite: Any laboratory science sequence or equivalent.
Fundamentals of mineralogy, petrology, and plate tectonics as they relate to the Southeastern region of the United States; major geologic provinces of Georgia and their constituent economic rocks and minerals; paleogeology and tectonic history of Georgia and the Appalachian Mountains. Lecture and laboratory.

ES 202. Astronomy and Meteorology 4 hours
Prerequisite: Any laboratory science sequence or equivalent.
Various aspects of astronomy and meteorology. Formation of our solar system, the nature of gravity and light, the composition of the other planets in our solar system and the nature of stars, galaxies, and the universe. The study of atmospheric composition, cloud formation, atmospheric circulation, and the formation and movement of weather systems. Lecture and laboratory.
ENGLISH (ENG)

In English, students study literature, English language, and composition. Introductory courses teach 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 explore 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 T-4 (bachelors) level, or (b) the Dual-Degree program leading toward certification at the T-5 (masters) level. (Refer to Page 204 for information about Dual-Degree programs.)

PROGRAM OF STUDY

Major: English, Literary Studies or Creative Writing

All students majoring in English must take 33 hours (11 courses) in English beyond the general education requirements. English majors may choose from three concentrations: Literary Studies, Creative writing, and T-4 certification. For Literary Studies and Creative Writing concentrations students will follow a prescribed advising check list, choosing course distribution from five categories: Literary History, Literary Genre, Reading and Writing, Creative Writing, and Major Authors. For T-4 certification, students follow a prescribed advising check list approved by the School of Education. English majors meet the senior capstone requirement their senior year in English 498 and English 499. English Education majors meet the capstone requirement through their apprentice teaching experience.

Major: English, concentrations in Literary Studies or Creative Writing

Concentrations

Literary Studies........................................................................................................33 hours
12-15 hours from Category 1; 3-9 hours from Categories 2, 3, or 4; 3-9 hours from Category 5; 3 hours capstone.

Creative Writing..........................................................................................................33 hours
12-15 hours from Category 1; 3 hours from Category 2, 12 hours from Category 4; 3 hours Category 5; 3 hours capstone.

Categories and Content courses

Category 1: Literary History*: ENG 408, ENG 415, ENG 421, ENG 426, ENG 427, ENG 428, ENG 429, ENG 430

Category 2: Genre: ENG 307, ENG 308, ENG 309, ENG 311, ENG 312

Category 3: Reading Writing: ENG 401, ENG 431, ENG 440, ENG 432, ENG 450, ENG 455, ENG 456, ENG 460
Category 4: Creative Writing: ENG 392/492, ENG 393/493, ENG 394/494, ENG 400

Category 5: Major Authors: ENG 402 (Chaucer), ENG 403 (Spenser-Milton), ENG 405 (Shakespeare), ENG 480 (designed topics)

* NOTE: students may substitute 3-6 hours of a 200-level surveys for category #1

**Major: English Education, T-4 certification**

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

Students may enter the T-4 program up to the first semester of the junior year. After that the Dual-Degree program is the only option.

**Professional Education Sequence**

EDSE 102. Explorations in Secondary Education
EDSE 201. Explorations in Secondary Education
EDSE 202. Explorations in Secondary Education
EDSE 301.* Explorations in Secondary Education
EDSE 302. Explorations in Secondary Education

*Students admitted to the secondary education cohort during their general education program will enroll in the one (1) hour Explorations class. Transfer students and Piedmont students who declare a secondary education major at the start of their junior year will be required to enroll in Explorations for three (3) hours credit in order to introduce previously developed strands explored during the earlier general education sequence. Students who opt for secondary education after the fall of their junior year will be advised to pursue the Dual-Degree Program. (Refer to the current catalog for details.)

**Content Courses**

ENG Creative Writing elective
ENG 203 or 204. British Literature survey
ENG British Literature (300-400 level)
ENG 210 or 211. United States Literature survey
ENG United States Literature (300-400 level)
ENG 401. Seminar in World Literature
ENG 405. Shakespeare
ENG 429. Multicultural American Literature
ENG 440. Reading and Writing in the content Areas
ENG 450. Seminar in Composition Studies
ENG 455. Survey of English Usage for Teachers
PROFESSIONAL YEAR: ALL requirements for admission to teacher education must be completed prior to starting the sequence below.

**Block I**
- **EDSE 400** Facilitating Learning and Assessment I .................. 3 hours
- **EDSE 498** Apprentice Teaching I ........................................... 3 hours
- **PSY 311** Psychology of Adolescence (if not taken previously) 3 hours
- **ENG** Elective (300 or above) ............................................ 3 hours

**Block II**
- **EDSE 401** Facilitating Learning and Assessment II ............ 3 hours
- **EDUC 355** Exceptional Children ........................................... 3 hours
- **EDSE 499** Apprentice Teaching II ......................................... 6 hours

**Electives: (0 hours required)**

NOTICE: GACE II is required for certification

**Dual-Degree: English for Secondary Education B.A./M.A.T., T-5 Certification**
Undergraduate English Major including courses required for the Dual-Degree Track in English

**Dual-Degree Program:** This program is designed specifically for those students interested in pursuing teaching at the 6-12 grade level. The program design is based on the guidelines established by the Georgia Professional Standards Commission for the certification of teachers at the secondary level. Refer to Dual-Degree Programs on Page 204.

**EDSE 366.** Foundations and Practicum in Secondary Education
**ENG 210 or 211.** United States Literature Survey
**ENG 203 or 204.** British Literature Survey
**ENG 401.** Seminar in World Literature
**ENG 405.** Shakespeare
**ENG 440.** Reading and Writing in the content Areas
**ENG 450.** Seminar in Composition Studies
**ENG 455.** Survey of English Usage for Teachers
**ENG ELECTIVE** 200-300-400 Level
**ENG ELECTIVE** 300-400 Level
**ENG ELECTIVE** 300-400 Level
**ENG ELECTIVE** 300-400 Level

**Minor: English**
A minor in English requires 15 hours (five courses) of English beyond the general education requirements.

**Minor: Creative Writing**
A minor in creative writing requires 15-24 hours in selected literature and creative writing courses, including 3-9 hours in English 400.

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

Course Descriptions

ENG 101. Rhetoric and Composition 3 hours
In this writing-intensive course, students will learn to think critically, read contextually, and write persuasively by analyzing a variety of thematically linked texts. A grade of “C” is required to pass.

ENG 102. Literature and Composition 3 hours
Prerequisite: ENG 101 with a grade of “C” or better.
Building on skills developed in English 101, students will interpret and analyze thematically linked literary works and other texts. A grade of “C” is required to pass.

ENG 201. World Literature to the Renaissance 3 hours
Prerequisite 102 with a grade of “C” or better.
Analytical reading of major works from the ancient world through the Middle Ages, including Far Eastern literature.

ENG 202. World Literature from the Renaissance 3 hours
Prerequisite: 102 with a grade of “C” or better.
Analytical reading of major works from the Renaissance through modern literature, including Far Eastern literature.

ENG 203. British Literature to 1790 3 hours
Prerequisite: ENG 102 with a grade of “C” or better.
British literature to the Romantic period.

ENG 204. British Literature from 1790 3 hours
Prerequisite: ENG 102 with a grade of “C” or better.
British literature from the Romantic age to the present.

ENG 210. United States Literature to 1865 3 hours
Prerequisite: ENG 102 with a grade of “C” or better.
American literature from the Colonial period to 1865.

ENG 211. United States Literature from 1865 3 hours
Prerequisite: ENG 102 with a grade of “C” or better.
American literature from 1865 to the present.

ENG 220. Ethnic American Literature 3 hours
Prerequisite: ENG 102 with a grade of “C” or better.
A study of America’s ethnic voices including but not limited to African-American, Native-American, and Asian-American.

ENG/WS 221. Women Writers 3 hours
Prerequisite: ENG 102 with a grade of “C” or better.
A study of American women writers and issues of the literary canon.

ENG 222. Introduction to Film 3 hours
Prerequisite: ENG 102 with a grade of “C” or better.
A historical review of film history, techniques, aesthetics, genres, criticism.
ENG 225. Nature Writers 3 hours
Prerequisite: ENG 102 with a grade of “C” or better.
In this course, students explore the natural environment through literature. Discussion and assignments will connect ideas from various academic disciplines in the arts and sciences.

ENG 307. Short Story 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Evaluative reading and criticism of selected short stories.

ENG 308. Novel 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Evaluative reading and criticism of representative novels from the 18th century to the present. Authors may include Fielding, Austen, Trollope, Dickens, Eliot, James, Joyce, Faulkner, and Morrison.

ENG 309. Poetry 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Evaluative reading of poetry from all periods, including poems in translation.

ENG 311. Drama 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Evaluative reading and criticism of selected plays. Authors may include Aeschylus, Sophocles, Shakespeare, Jonson, Ibsen, Shaw, O’Neill, Williams, and Beckett.

ENG 312. Non-Fiction 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
A study of literary non-fiction including autobiography/memoir, diaries/journals, slave narratives, oral history, reform literature, and true crime.

ENG 330. Advanced Grammar 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Comprehensive study of English grammar with emphasis on sentence analysis.

ENG 392/492. Creative Writing: Poetry 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Studies of the various techniques for writing poetry.

ENG 393/493. Creative Writing: Non-Fiction 3 hours
Prerequisite: English 200-level with a grade of “C” or better.
Studies and practice in the various genres of creative non-fiction.

ENG 394/494. Creative Writing: Fiction 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Study of the various techniques for writing fiction.

ENG 400. Trillium: Literary Publications 3 hours
Prerequisite: one creative writing course or permission of instructor
The study of editing and publishing for small press journals. Students will work on Trillium, the student literary journal. Students may earn up to nine hours toward electives.

ENG 401. Seminar in World Literature 3 hours
Prerequisites: ENG 200-level with a grade of “C” or better
An interdisciplinary approach to world literature in translation with emphasis on world mythologies.
ENG 402. Medieval Literature 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of British prose, poetry, and drama from the eighth to the fourteenth century; with emphasis on Chaucer and Malory, assigned texts may also include Beowulf, Pearl Poet, Mystery plays, and Everyman.

ENG 403. British Renaissance 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of major British authors of the sixteenth and seventeenth centuries; authors may include Spenser, Sidney, Marlowe, Donne, Jonson, Herbert, Milton, and Marvell.

ENG 405. Shakespeare 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of Shakespeare’s major dramatic works, including poetry.

ENG 408. Restoration and Eighteenth-Century Literature 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of major British authors of the late seventeenth and eighteenth centuries; authors may include Milton, Dryden, Pope, Richardson, Fielding, Swift, Johnson, Austen.

ENG 415. British Romanticism 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of English Romantic literature; authors may include Blake, Barbauld, Godwin, Wollstonecraft, Smith, W. Wordsworth, D. Wordsworth, Coleridge, Shelley, Keats, Byron.

ENG 421. Victorian Literature 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.

ENG 426. Twentieth-Century British Literature 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of major twentieth-century authors of Great Britain and Ireland, including ethnic literature.

ENG 427. American Romanticism 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of the major nineteenth-century American literature; authors may include Poe, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson.

ENG 428. Twentieth-Century American Literature 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of major twentieth-century authors of the United States; authors may include Frost, Pound, Eliot, Stevens, O’Neill, Williams, Faulkner, Hemingway, Fitzgerald, Hurston, Wright, Baldwin, Ginsberg, Kerouac, Lowell, Plath, Roth, Morrison, and DeLillo.

ENG 429. Multicultural American Literature 3 hours
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of non-canonical texts in American literature with a focus on pedagogical strategies.
ENG 430. Literature of the American South
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of Southern American literature from the Colonial period to the present; authors may include Jefferson, Douglass, Page, Faulkner, Wright, Welty, O’Connor, Dickey, and McCarthy.

ENG 431. History of the English Language
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of the historical development of the English language.

ENG 432: Creative Writing Methods for Teaching Learning Content
Prerequisite: English 200-level with a grade of “C” or better.
Exploration of instructional methods that employ poetry, fiction, and creative non-fiction to teach learning content at the secondary level.

ENG 440. Reading and Writing in the Content Areas
Prerequisite: ENG 200-level with a grade of “C” or better.
Strategies, cultural issues, reflective practice, motivation, scaffolding, standards, and assessment at the secondary level.

ENG 450. Seminar in Composition Studies
Prerequisite: ENG 200-level with a grade of “C” or better.
Instruction in the history of composition studies and the teaching of writing at the secondary and post-secondary levels.

ENG 455. Survey of English Usage for Teachers
Prerequisite: ENG 200-level with a grade of “C” or better.
Survey of rhetoric, grammar, syntax, and the historical development of English.

ENG 456 (EDSE 356). Reading Improvement at the Secondary Level
Prerequisite: ENG 200-level with a grade of “C” or better.
A survey of materials, methods, developmental and remediation programs, and library research at the secondary level.

ENG 460 Literary Criticism
Prerequisite: ENG 200-level with a grade of “C” or better.
A seminar on the ideas, methods, and history of literary criticism.

ENG 480 Major Authors
Prerequisite: ENG 200-level with a grade of “C” or better.
An in-depth seminar study of selected author[s].

ENG 490. Special Topics
Topics vary. Students may earn up to six hours of credit toward the English major.

ENG 498. Senior Seminar Research in English
Prerequisite: 18 hours of English or permission of instructor; English Majors should enroll during the spring semester of the senior year.
Application for graduation must be submitted when registering for this class.
A seminar research tutorial in preparation for ENG 499
ENG 499. Senior Seminar in English  
2 hours
Prerequisite: 21 hours of English or permission of instructor; English and English Education Majors should enroll during the spring semester of the senior year or before student teaching.
Application for graduation must be submitted when registering for this class. As a capstone experience, students will prepare a major research paper or a creative writing project. English and English Education Majors should enroll during the spring semester of the senior year.
FACULTY
Associate Professor Dooley

ENVIRONMENTAL GEOLOGY (GEO)

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

PROGRAM OF STUDY

Minor: Environmental Geology

Prerequisites:
- GEO 101. Physical Geology
- BIO/CHEM 207. Environmental Science

Required courses:
- GEO 210. Environmental Geology
- GEO 305. Current Topics Environmental Geology
- GEO 310. Hydrology

Course options—Choose two:
- BIO 305. Current Topics in Environmental Biology
- BIO 470. Ecology
- CHEM 305. Current Topics in Environmental Chemistry
- GEO 430. Environmental Chemistry
- CHEM 322. Instrumental Analysis
- ENVS 470. Current Topics in Environmental Science

Course options—Choose one:
- ENG 225. Nature Writers
- ECON 305. Environmental Resource Management
- REL/PHIL 325. Environmental Ethics
- PS 405. Global Issues
- PSY 430. Environmental Psychology

Career Options

Geology job titles might include, but are not limited to geohydrologist, engineering geologist, environmental geologist, geochemist, structural geologist, sedimentologist, petrologist, petroleum geologist, exploration geologist, professor, or research geologist. Employment is found in a wide array of public and private sectors and involves natural hazard assessment, environmental remediation, resource exploration and development, education, and public policy development. Working conditions vary greatly, but often include a diverse mix of travel, fieldwork, lab work, computer modeling, office work, and report writing. In addition, a degree in geology provides students with a broad suite of skills that allow for
migration into other endeavors such as environmental law, computer modeling, science journalism, and more.

**Course Descriptions**

**GEO 101. Physical Geology**
Prerequisites: None
4 hours
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.

**GEO 102. Historical Geology**
Prerequisite: GEO 101
4 hours
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.

**GEO 210. Environmental Geology**
3 hours
Concentrates on the near-surface stratigraphy and sedimentation interpretative techniques as related to unconsolidated and bedrock hydrogeologic systems; understanding contaminant sources and basic contaminant hydrogeology, including software application; discussion of techniques/tools for environmental geology consulting; and exposure to processes responsible or geologic hazards and mitigating geohazards; human interaction with the geological environment; and evaluation of natural resource extraction and use.

**GEO 305. Current Topics in Environmental Geology**
Prerequisites: GEO 101, CHEM 102
2 hours
This is a seminar course designed to inform and engage students about current issues in Environmental Geology. Students will critically review current research in the area of Environmental Geology through readings, discussions, analyses, and presentations. Lecture only.

**GEO 310. Hydrology**
Prerequisites: GEO 101, GEO 305 or BIO 207; MATH 211 preferred
3 hours
Water is an important part of the earth's geologic system. From an academic standpoint it is meaningful for students of geology to fill out their knowledge of the earth with this integral component; and with respect to ground and surface water, none are better prepared to understand its behavior than geologists. But even the more, from the standpoint of human need, water is a critical natural resource, and it is not unlimited in abundance or invulnerable to contamination. A major part of the drinkable water of the earth (and water for other important uses) resides in the ground. An understanding, both in a general sense and in a quantitative sense, of the residence and movement of water is vital to maintaining quality of life for humanity. For this reason, this course is not only recommended for geology majors, but for any student whose discipline involves protection or management of or interest in the natural environment.

**GEO (BIO/CHEM/ENVS/PHY) 399. Philosophy and Methodology of Science**
Prerequisite: At least one course in a 300/400 level science.
3 hours
Overview of the history and philosophy of science; introduction to scientific research methods including concepts of statistical analyses, testing alternative hypotheses, and experimental design. Requires development of prospectus for Senior Research (BIO/CHEM 498) in consultation with thesis director. Lecture only.
GEO (BIO/CHEM/ENV/VS) 480: Special Topics in Natural Sciences  
Prerequisite: Permission of department chair. 
This course examines special topics in the natural sciences related to biology, chemistry, geology or environmental science, which are not part of the formal offerings of the department. May be repeated for credit only if the topic changes.

GEO (BIO/CHEM/ENV/VS) 493: Internship in Natural Sciences  
Prerequisites: Major in science, have necessary course work determined by faculty supervisor, and permission of department chair. 
This course allows students the opportunity to participate in applied job-related experience in the natural sciences: biology, chemistry, geology or environmental science. The course may be repeated for credit.

GEO (BIO/CHEM/ENV/VS/PHY) 495. Science Seminar  
Prerequisite: Senior standing in science major. 
Application for graduation must be submitted when registering for this class.  
4959 for majors participating in Science Honors program. Presentation of thesis research.

GEO (BIO/CHEM/ENV/VS/PHY) 4959. Honors Science Seminar  
Prerequisite: Senior standing in science major; must be taken simultaneously with GEO 499. 
Seminar presentation of honors research project.

GEO (BIO/CHEM/ENV/VS/PHY) 498. Senior Research  
Prerequisite: GEO 399 and senior standing. 
4989 for majors participating in Science Honors program. Conduction of senior research under direction of Thesis Director.

GEO (BIO/CHEM/ENV/VS/PHY) 4989. Honors Senior Research  
Prerequisite: GEO 399 and senior standing. 
Conduction of honors research under the direction of the thesis director.

GEO (BIO/CHEM/ENV/VS/PHY) 499. Honors Thesis  
Prerequisite: GEO 498. 
(must be taken simultaneously with GEO 4959.) 
Writing and approval of thesis on research project conducted in BIO/CHEM 498. 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.
ENVIRONMENTAL SCIENCE (ENVS)

Environmental science is the study of the natural environment and how humans use natural resources. A scientific understanding of the interaction between humans and the environment is crucial to issues of resource use including resource management, environmental pollution, finding solutions to environmental problems. Environmental science is interdisciplinary by nature and involves expertise in the sciences (biology, chemistry, toxicology, and related scientific fields) as well as ethics, economics, and other social science disciplines. Because of the growth of human populations worldwide and an increasing global awareness of the importance of the environment, this is one of the most rapidly growing academic fields.

Similarly, career opportunities in the environmental field and opportunities for graduate studies are becoming increasingly abundant. This major is specifically designed to prepare students for these opportunities.

PROGRAM OF STUDY

Major: Environmental Science

The major in environmental science is designed for students interested in studying resource use, environmental problems, and solutions to these problems from a scientific perspective. This major may serve as training for graduate school or a job as an environmental scientist.

Science, including environmental science, is centered on application, not merely the learning of a body of facts. Therefore, an important option for science majors at Piedmont College is the senior thesis. The thesis enables students to use the scientific method to investigate topics of interest by conducting original research. This, in turn, prepares them to succeed in graduate school while ensuring that they receive an education that is comparable with the finest institutions in the country.

Required Courses

ENVS 399. History and Methodology of Science
ENVS 495. Senior Seminar
ENVS 498/4989. Senior/Honors Research (Optional)
ENVS 499. Honors Thesis (Optional)

Choose 2:
CHEM 305. Current Topics in Environmental Chemistry
GEO 305. Current Topics in Environmental Geology
BIO 305. Current Topics in Environmental Biology

Geology

GEO 101. Physical Geology
GEO 310. Hydrology

Geographical Information Systems

GIS 200. Introduction to Geographical Information Systems
GIS 300. Applications in Geographical Information Systems

Biology

BIO 101. General Biology I
BIO 102. General Biology II
BIO 320. Microbiology
BIO 470. Ecology
Chemistry

CHEM 101. General Chemistry I
CHEM 102. General Chemistry II
CHEM 322. Instrumental Analysis
CHEM 351. Organic Chemistry I

Physics

PHY 211. Physics I
PHY 212. Physics II

Humanities/Business

PHIL/REL/ENST 325 Environmental Ethics
ECON 221. Macroeconomics
or ECON/ENST 305 Environmental Economics
Up to 6 additional hours for ENVS 493-Internship (Optional)

Minor: Environmental Science

A minor in environmental science requires four courses (13-15 hours) per the following:

BIO/CHM 207. Environmental Science
BIO 305. Current Topics in Environmental Biology

Choose two:

ENVS 365. Comparative Physiology
BIO 470. Ecology
CHEM 305. Current Topics in Environmental Chemistry
or GEO 305. Current Topics in Environmental Geology
GEO 210. Environmental Geology
GEO 310. Hydrology
CHEM 322. Instrumental Analysis

Honors Program in Environmental Science

The Honors Program in environmental science allows academically qualified students to delve deeper into the scientific experience and to better prepare for post-graduate education by conducting independent research. To that end, students who are in the Honors Program are required to take ENVS 4989 (Honors Senior Research) and ENVS 499 (Honors Thesis) in addition to their major requirements. Honors students also take ENVS 4959 (Honors Science Seminar Honors) instead of ENVS 495 (Science Seminar). Students having a GPA of 3.0 or better may apply for entry into the Honors Program during their junior year. Those with a GPA of 3.5 or better are guaranteed acceptance. Students in the Honors Program receive scholarship money as well as recognition upon graduation that they graduated with Honors in Science.

Career Options

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

ENVS (BIO/CHEM) 207. Environmental Science 3 hours
Prerequisite: MCOM 100.
Introduction to the study of man’s interaction with the environment. Problems of energy and resource utilization and waste disposal resulting in air, water and land pollution. Lecture only.

ENVS (BIO) 365. Comparative Physiology 4 hours
Prerequisite: BIO 102; CHEM 102 recommended.
Study of the major physiological processes in animals and how these processes are affected by different environments. Lecture and laboratory.

ENVS (BIO/CHEM/GEO/PHY) 399. Philosophy and Methodology of Science 3 hours
Prerequisite: One course in a 300/400 level science.
Overview of the history and philosophy of science; introduction to scientific research methods including concepts of statistical analyses, testing alternative hypotheses, and experimental design. Requires development of prospectus for senior research (BIO/CHEM/ENVVS/GEO 498) in consultation with thesis director. Lecture only.

ENVS (BIO/CHEM/ENVVS) 480: Special Topics in Natural Sciences 1-4 hours
Prerequisite: Permission of department chair.
This course examines special topics in the natural sciences related to biology, chemistry, geology or environmental science, which are not part of the formal offerings of the department. May be repeated for credit only if the topic changes.

ENVS (BIO/CHEM/GEO) 493: Internship in Natural Sciences 1-3 hours
Prerequisites: Major in science, have necessary course work determined by faculty supervisor, and permission of department
This course allows students the opportunity to participate in applied job-related experience in the natural sciences: biology, chemistry, geology or environmental science. The course may be repeated for credit.

ENVS (BIO/CHEM/GEO/PHY) 495. Science Seminar 1 hour
Prerequisite: Senior standing in science major.
Application for graduation must be submitted when registering for this class. Seminar presentation of a senior research project.

ENVS (BIO/CHEM/GEO/PHY) 4959. Honors Science Seminar 1 hour
Prerequisite: Senior standing in science major; must be taken simultaneously with ENVS 499.
Seminar presentation of honors research project.

ENVS (BIO/CHEM/GEO/PHY) 498. Senior Research 1 hour
Prerequisite: ENVS 399 and senior standing.
Conduction of senior research under the direction of a research director.

ENVS (BIO/CHEM/GEO/PHY) 4989. Honors Senior Research 1 hour
Prerequisite: ENVS 399 and senior standing.
Conduction of honors research under the direction of the thesis director.

ENVS (BIO/CHEM/GEO/PHY) 499. Honors Thesis 1 hour
Prerequisite: ENVS 4989; must be taken simultaneously with ENVS 4959.
Writing and approval of a thesis on a research project conducted in ENVS 4989. Thesis must be in the format of a scientific article and be approved by the thesis director and one additional reader from within the natural sciences.
FACULTY

FRENCH STUDIES (FRE)

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 and/or established placement from another institution may complete only the 102-level course to fulfill the foreign language general education requirement. Additionally, if a student’s first foreign language course is a 200-level or higher, the 101-102 requirement is considered satisfied. In this case students are allowed to take other courses to meet their eight-hour requirement.

PROGRAM OF STUDY

Minor: French Studies

A minor in French studies consists of 12 hours (four courses) beyond FRE 102.

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

FRE 101. Elementary French I
Prerequisites: Students having completed two semesters of French study at the secondary level must consult with the Humanities Department to determine their best placement in Elementary French. No student having completed three or more semesters of high school French may enroll for academic credit in French 101; he or she may, however, audit the course for purposes of review. Essentials of French, with special emphasis on oral-aural training in the language. Practice in pronunciation, simple conversation and diction. (Open only to students without equivalent credit in French.) Includes laboratory.

FRE 102. Elementary French II
Prerequisite: FRE 101, its equivalent, or permission of the instructor.
Continuation of FRE 101. Readings from selected texts, with special attention to grammar, idioms, verbs and simple composition. Includes laboratory.
FRE 200. The French Experience 3 hours
Prerequisites: FRE 101-102 or its equivalent or permission of instructor.
Instruction given in English but some reading knowledge of French is desirable.
An overview of the contributions of the French-speaking world to the disciplines of the fine
arts, especially literature, film and music; possibly architecture, painting and sculpture as
determined by interest.

FRE 201. Intermediate French I 3 hours
Prerequisite: FRE 102 or equivalent entrance credit.
A course designed to help the students express themselves with ease in oral and written
French. Concentration on reading of standard texts with emphasis placed on grammar review,
composition and basic conversation in French.

FRE 202. Intermediate French II 3 hours
Prerequisite: FRE 201 or permission of instructor.
A continuation of FRE 201.

FRE 300. Special Topics/Projects 1-9 hours
No formal prerequisite, but reading skill in French is desirable.
Addresses concerns which relate French culture and language to a variety of disciplines especially the fine arts, depending upon circumstance, academic need and appropriateness.
For example, diction lessons for students of voice, surveys of French dramatic literature,
travel/study in French setting. This course may be repeated twice for academic credit, if content area is different.

FRE 360. Introductory International Business: Language and Culture 3 hours
This language and culture course will prepare business and language majors for successful communication in the international business world by building upon their existing knowledge and emphasizing practical, real-life use of oral and written foreign language. This course will introduce the student to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in foreign countries or with foreigners/nationals in the United States.
GEOGRAPHICAL INFORMATION SYSTEMS (GIS)

Geographical Information Systems (GIS) is a method of layering, storing and analyzing geographically referenced data. It is commonly used to generate multi-layered maps and is widely applied to land use planning. The federal government, the State of Georgia, Habersham County, Stephens County and White County all use GIS in their mapping and planning, and it can be an important gateway to future employment in the field of environmental consulting. For these reasons it has become an essential component of many environmental science curriculums.

Course Descriptions

GIS 200. Introduction to Geographical Information Systems 3 hours
Prerequisite: None
The course will introduce students to basic concepts and techniques of Geographical Information Systems, covering data acquisition, spatial queries, basic spatial analysis, and cartographic design. Lecture only.

GIS 300. Geographical Information Systems Applications 3 hours
Prerequisite: GIS 200
An advanced GIS course that builds on skills developed in GIS 200. Students will learn about a broad spectrum of GIS applications and will receive oversight in the development of their own mapping project. Lecture only.
Assistant Professor Schulte

GERMAN (GER)

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 and/or established placement from another institution may complete only the 102-level course to fulfill the foreign language general education requirement. Additionally, if a student’s first foreign language course is a 200-level or higher, the 101-102 requirement is considered satisfied. In this case students are allowed to take other courses to meet their eight-hour requirement.

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

GER 101. Elementary German I
3 hours
Essentials of German, with special emphasis upon oral-aural training in the language. Practice in pronunciation, simple conversation and diction. (Open only to students without equivalent credit in German.) Includes laboratory.

GER 102. Elementary German II
3 hours
Prerequisite: GER 101 or equivalent entrance credit.
Continuation of GER 101. Reading from selected texts, with special attention to grammar, idioms, verbs and simple composition. Includes laboratory.

GER 201. Intermediate German I
3 hours
Prerequisite: GER 102 or equivalent entrance credit.
A course designed to help students express themselves with ease in oral and written German. Concentration on reading of standard texts. Includes laboratory.

GER 202. Intermediate German II
3 hours
Prerequisite: GER 201 or permission of instructor.
A continuation of GER 201.
GER 360. Introductory International Business: Language and Culture  3 hours
This language and culture course will prepare business and language majors for successful communication in the international business world by building upon their existing knowledge and emphasizing practical, real-life use of oral and written foreign language. This course will introduce the student to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in foreign countries or with foreigners/nationals in the United States.
HISTORY (HIST)

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

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

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

PROGRAM OF STUDY

Major: History

The major consists of 33 hours (11 courses) of course work to include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 111</td>
<td>World History to the Mid-17th Century</td>
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<tr>
<td>HIST 112</td>
<td>World History since the Mid-17th Century</td>
</tr>
<tr>
<td>HIST 212</td>
<td>History of the U.S. Since 1912</td>
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<tr>
<td>PS 220</td>
<td>American Government</td>
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<tr>
<td>HIST 480</td>
<td>Historiography</td>
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</table>

and six additional upper division (300-400 level) courses in history. The selection of these six upper division courses by the student is done in consultation with his or her academic advisor. The student is free to choose which courses will be studied, for there is no established sequence of courses that must be taken.
Major: History Education

The history education major requires 68 hours, beyond the General Education requirements, comprised of the following courses (Course descriptions for Education classes begin on Page 205):

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

Professional Education Sequence

EDSE 102. Explorations in Secondary Education
EDSE 201. Explorations in Secondary Education
EDSE 202. Explorations in Secondary Education
EDSE 301.* Explorations in Secondary Education
EDSE 302. Explorations in Secondary Education

Professional Year

EDSE 400. Facilitating Learning and Assessment I
EDSE 498. Apprentice Teaching I
PSY 311. Psychology of Adolescence
ENG 440. Reading and Writing in the Content Fields
EDSE 401. Facilitating Learning and Assessment II
EDUC 355. Exceptional Children
EDSE 499. Apprentice Teaching II

Content Courses

PS 315. Georgia Politics
PS 340. Political Ideologies
PS 350. Governmental Institutions
EDUC 333. Geography for Teachers
EDUC 306. Economics for Teachers
HIST 212. U.S. Since 1912
HIST 301. U.S. to 1836
HIST 302. U.S. 1836-1912
HIST 330. History of Georgia
HIST Electives**
HIST 480. Historiography

*Students admitted to the secondary education cohort during their general education program will enroll in the one (1) hour Explorations class. Transfer students and Piedmont students who declare a secondary education major at the start of their junior year will be required to enroll in Explorations for three (3) hours credit in order to introduce previously developed
strands explored during the earlier general education sequence. Students who opt for secondary education after the fall of their junior year will be advised to pursue the Dual-Degree Program. (See Page 204 for details.)

**Electives must address state (GPS) and NCSS Standards pertaining to non-Western and non-European courses.

** Dual Degree
Students anticipating a career teaching history in grades 6 - 12 may pursue either (a) the program beginning in the freshman year leading toward certification at the T-4 (bachelors) level (as previously described) or (b) the Dual-Degree program leading toward certification at the T-5 (masters) level.

Students may enter the T-4 program up to the first semester of the junior year. After that the Dual-Degree program is the only option.

The following courses should be included in a student’s program of study to adequately prepare them for teaching responsibilities and GACE II:

- EDSE 366. Practicum & Foundations (Secondary Education)
- HIST212. US since 1912
- HIST 301. US to 1836
- HIST 302. US: 1836-1912
- HIST 480. Historiography
- HIST XXX (300 level or above)*
- HIST XXX (300 level or above)*
- HIST XXX (300 level or above)*
- HIST 111. World History to the Mid-17th Century
- HIST 112. World History since the Mid-17th Century

* At least one course must be in non-Western/non-European area.

**NOTE Fast Track Admissions: Education Only**
Students who meet the qualifications for Fast Track Admission in history are to refer to the Graduate Studies section of the Piedmont College Catalog.

**Minor: History**
A minor in history requires 15 hours (five courses) of upper division (300-400 level) coursework. Selection of these courses is dictated only by the interest of the student.

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

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

HIST 111. World History to the Mid-17th Century 3 hours
A survey of the main currents of political, social, religious, and intellectual activity from the time of ancient Middle-Eastern civilization to the Age of Discovery.

HIST 112. World History since the Mid-17th Century 3 hours
A survey of the main currents of political, social, religious, and intellectual activity from the Age of Discovery to the present.

HIST 212. History of the United States since 1912 3 hours
The political, social, economic and cultural development of the United States from 1912 to the present.

HIST 301. History of the United States to 1836 3 hours
The political, social, economic and cultural development of the United States from the Colonial period to the end of the Jacksonian era.

HIST 302. History of the United States, 1836-1912 3 hours
The political, social, economic and cultural development of the United States from 1836 to 1912.

HIST/WS 305. History of Women in America 3 hours
Introduction to the history of American women, focusing on women’s experiences in family, economic, and public life. Others topics to be examined include the role of women in America’s westward expansion, religious revivals, urbanization, immigration and migration, and industrialization.

HIST 310. Twentieth Century Europe 3 hours
Europe’s economic, social, intellectual and political development since 1870.

HIST 320. History of England to 1714 3 hours
English institutional, intellectual and constitutional development from the Roman occupation through the reign of Queen Anne.

HIST 321. History of England since 1714 3 hours
English institutional, intellectual and constitutional development from 1714 to the present.

HIST 326. History of African Civilizations 3 hours
The history of Africa from pre-colonial times to the 20th century; introduction to political economics of African people as well as to their social and cultural innovations.

HIST 330. History of Georgia 3 hours
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.

HIST 340. Latin America 3 hours
History of the nations of Latin America from the wars for independence to the present, with special emphasis on the growing importance of Latin America in world affairs.
HIST 341. Antebellum South 3 hours
History of the American South from the Federalist era to the election of 1860, with special emphasis on the institutions of the plantation and slavery.

HIST 350. Russia/Soviet Union/Commonwealth of Independent States 3 hours
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.

HIST 360. American Colonial History 3 hours
History of what is now the continental United States during the Colonial and Revolutionary period, from 1492 to 1789.

HIST 370. American Social and Intellectual History 3 hours
American concepts, attitudes and ideas within their social framework, beginning with the European heritage and continuing to the present, with a particular focus on American philosophy, science, literature, religion and art.

HIST 380. The Rise of Modern China 3 hours
The history of China, 1600 to present. The course deals with the decline of the traditional Chinese system, imperialism, and the rise of a new China.

HIST 390. Modern Southeast Asia 3 hours
The modern transformation of Southeast Asia, focusing on the colonial encounter and its transformational impact on the Southeast Asians.

HIST 400. History of the Ancient World 3 hours
Cultural, intellectual and institutional development of the ancient world to the fall of the Roman Empire.

HIST 425. The Renaissance and Reformation 3 hours
Cultural, political, social and theological developments in Europe from about 1350 to 1650.

HIST 430. History of Spain 3 hours
History and culture of the people of Spain from prehistory to the present.

HIST 440. History of Modern Germany 3 hours
History and culture of Germany from 1858 to the present.

HIST 480. Historiography 3 hours
Application for graduation must be submitted when registering for this class. 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.

HIST 490. Special Topics I 3 hours
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. A student interested in this course MUST obtain written approval of the instructor and history coordinator prior to the semester in which it is taken.
HIST 491. Special Topics II
Prerequisite: HIST 490.
This course may be a continuation of work done in HIST 490 or may focus on an entirely different subject. A student interested in this course MUST obtain written approval of the instructor and history coordinator prior to the semester in which it is taken.

NOTE: Undergraduate students may earn no more than three hours credit via HIST 490 and HIST 491 in their major or minor in history.

SOSC/EDUC 306 Economics for Teachers
A survey of approximately 100 basic concepts contained in the Georgia Performance Standards. Designed for middle and secondary teachers of history, geography, economics and other social sciences. Grade appropriate curriculum materials and planning for instruction are addressed.

SOSC/EDUC 333. Geography for Teachers
Survey the various areas of the world with emphasis on the cultural, economic, political, and social developments in relation to geographic conditions.
INTERDISCIPLINARY STUDIES (IDS)
The Interdisciplinary Studies Program at Piedmont College offers a B.A. and a B.S. in interdisciplinary studies; a B.A. in Art Therapy; a B.A. in community journalism; and a minor in women’s studies. The Interdisciplinary studies department also directs PC 101 (Introduction to College Life and Liberal Arts Tradition).

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

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

PROGRAM OF STUDY
MAJOR: B.A. or B.S. in Interdisciplinary Studies
(Choice of B.A. or B.S. will be determined by the theme of the proposed program).

In addition to completing all general education requirements for the B.A. or B.S. degree and other graduation requirements of Piedmont College, students majoring in interdisciplinary studies must receive at least a C in the approved major courses which will a total a minimum of 45 credit hours, including the capstone course, IDS 499.

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

Course Descriptions
IDS 300. Cultural Creativity 3 hours
Examines the political, economic, spiritual, psychological, and cultural views of twentieth and twenty-first century Americans. Piedmont faculty as well as guest experts will teach the class.

IDS 305. Cultural Explorations 3 hours
This course will familiarize students with the educational, political, spiritual, psychological, and cultural aspects of various nations.
IDS 499, Interdisciplinary Capstone Course 1 hour

Application for graduation must be submitted when registering for this class. 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.

**Art Therapy**

The Art Therapy major prepares students for entry into graduate counseling programs. Students will develop a psychology background and learn ways to use their artistic skills to treat people with mental, developmental, emotional, cognitive, or physical problems. The major consists of 54 credit hours that include both art and psychology courses.

**Required Art courses:**

**Art Foundations**

1. ART 120. Drawing I
2. ART 130. Two Dimensional Design
3. ART 140. Three Dimensional Design
4. ART 220. Drawing II
5. ART 270. Painting I

**Studio Courses**

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

**Art History**

1. ART 302. Art History: Renaissance to Present
2. ART 430. Art Criticism

**Senior Exhibition/Capstone**

1. ART 450. Senior Exhibition and Seminar

**Required Psychology courses:**

1. PSY 202. Research Methods and Statistics
2. PSY 290. Human Growth and Development
3. PSY 355. Exceptional Child
4. PSY 382. Intro to Counseling
5. PSY 415. Abnormal Psychology
6. PSY 441. Internship in Human Services

It is recommended that majors take the following courses to satisfy General Education requirements and to prepare for the Art Therapy major:

1. ART 301. Art History: Prehistory to Renaissance
2. PSY 201. General Psychology

**NOTE:** See course descriptions in the appropriate sections of HIST, PS, PSY, and SOC.

**Career Options**

A Bachelor of Arts degree in Art Therapy will prepare students for graduate programs in art therapy, psychology, or social work. Student will also be prepared for entry level position in careers in educational and therapeutic settings.
Community Journalism
The interdisciplinary program in community journalism and social sciences is a 42 hour major of which eight mass communication courses are required. Students will elect six additional courses from the social sciences that meet their interests and objectives.

The core required mass communication courses are:
MCOM 210. Mass Communication Survey
MCOM 220. Writing for Newspapers and Magazines
MCOM 250. Television Production I
MCOM 260. Radio Production I
MCOM 310. Web Applications for Mass Media
MCOM 320. Writing for the Broadcast Media
MCOM 400. Advanced Studies in Mass Media (capstone)
MCOM 430. Communications Law and Ethics

Students will elect six courses from the following:
PS 315. Georgia Politics
PS 290. Criminal Justice
PS 405. Global Issues
PS/WS/SOC 450. Family Violence
PSY 331. Organizational Behavior
HIST 330. Georgia History
SOC/ANT 210. Social Problems
SOC/PSY 303. Social Psychology
MCOM 340. Media, Technology, and Society
SOC 355. Society, Politics, and the Cinema
SOC 357. Sociology of Gender
SOC 390. Deviant Behavior
SOC/ANT 410. Ethnic and Racial Minorities

NOTE: See course descriptions in the appropriate sections of HIST, MCOM, PS, PSY, and SOC.

Career Options
An interdisciplinary degree in this area will provide students an excellent background in Journalism with special insights into community problems. They will have a unique perspective for the problems facing reporters in telling the story outlining the challenges of local communities.

International Studies
Students will develop an understanding of the language and culture of one geographic area of the world, as well as an understanding of the political climate, economics, and history of that region as they complete the 42 hour major.

The core required major courses are:
ANT/SOC 250. Cultural Anthropology
BA 403. Survey of Marketing and Management
BA 499. Special Topics (International Experience)
MCOM 210. Mass Media Survey
MCOM 420. Telecommunications and Globalization (prerequisite MCOM 210)
Students will also complete a series of foreign language courses in one language to increase their ability to communicate in the language and to learn about the culture of interest beyond the 101-102 level.

**Choose one of the following language series as part of the major:**
- FRENCH 201, 202, 360
- GERMAN 201, 202, 360
- JAPANESE 201, 202, 360
- SPANISH 201, 202, 360

**Choose one course from each area below:**

**English:**
- ENG 402. Medieval Literature
- ENG 436. Twentieth-Century British Literature
- ENG 429. Multicultural Literature
- ENG 490. Special Topics: World Literature

**History:**
- HIST 310. Twentieth Century Europe
- HIST 320. History of England to 1714
- HIST 340. Latin America
- HIST 390. Modern Southeast Asia
- HIST 430. History of Spain
- HIST 440. History of Modern Germany

**Culture:**
- IDS 305. Cultural Exploration
- SPA 300. Spanish Culture and Civilization

It is recommended that students take the following courses to satisfy General Education requirements and to prepare for the International Studies major:

- REL 101. Religions of the World
- SOC 201. Introduction to Sociology
- ENG 202. World Literature from the Renaissance
  or
- ENG 220. Ethnic American Literature

**NOTE:** See course descriptions in the appropriate sections of ENG, HIST, MCOM, PS, PSY, and SOC.

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

**Women’s Studies**
The Interdisciplinary Studies Program also offers a minor in women’s studies, which will heighten awareness of women’s lives, issues, accomplishments, and contributions within the context of courses in literature, psychology, art, history, sociology, and political science.
The minor in women’s studies requires a minimum of 15 hours selected from courses cross-listed as WS, one of which must be WS/SOC 304. Feminist Theories.

The remaining 12 hours are chosen from the following:

- WS/PSY 260. Psychology of Women
- WS/ENG 221. Women Writers
- WS/PSY 441. Internship
- WS/SOC 398. Internship
- WS/HIS 305. History of Women
- WS/SOC 357. Sociology of Gender
- WS/PS/SOC 450. Family Violence

*See course descriptions in the appropriate sections of ENG, HIST, PS, PSY, and SOC.

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.

Liberal Arts/Orientation to College Life
The department also administers the PC 101 course, a course for entering freshmen students that provides orientation to college life as well as an introduction to the liberal arts.

Course Descriptions
PC 101. Intro to College Life and Liberal Arts Tradition 1 hour
This discussion-oriented course will provide students entering Piedmont College with fewer than 24 hours of transfer credit the opportunity to engage in discussions and activities that will promote their understanding of college life, the purpose and content of a Liberal Arts education, and an introduction to their intended major. Discussions of reading material will foster critical thinking and oral skills, while written assignments will promote the development of writing skills.
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 and/or established placement from another institution may complete only the 102-level to fulfill the foreign language general education requirement. Additionally, if a student’s first foreign language course is a 200-level or higher, the 101-102 requirement is considered satisfied. In this case students are allowed to take other courses to meet their eight-hour requirement.

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
JAPN 101. Elementary Japanese I 3 hours
Essentials of Japanese, with special emphasis upon oral-aural training in the language. Practice in pronunciation and simple conversation and writing. (Open only to students without equivalent credit in Japanese.)

JAPN 102. Elementary Japanese II 3 hours
Prerequisite: JAPN 101 or equivalent entrance credit.
Continuation of JAPN 101 with addition of learning kanji and simple composition.

JAPN 201. Intermediate Japanese I 3 hours
Prerequisite: JAPN 102 or equivalent entrance credit.
A course designed to help students express themselves with ease in oral and written Japanese.

JAPN 202. Intermediate Japanese II 3 hours
Prerequisite: JAPN 201 or permission of instructor.
A continuation of JAPN 201.

JAPN 360. Introductory International Business: Language and Culture 3 hours
This language and culture course will prepare business and language majors for successful communication in the international business world by building upon their existing knowledge and emphasizing practical, real-life use of oral and written foreign language. This course will introduce the student to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in foreign countries or with foreigners/nationals in the United States.
The rapidly evolving world of mass media affects our lives on a daily basis. New technologies are creating a global network of ideas, information and industries. The objectives of Piedmont College’s program of study in mass communications as offered by Piedmont College are: (1) to provide students with a basic understanding of television, radio and Internet broadcasting, advertising and promotion, communications networks, journalism, and the effects of media on society; (2) to provide students with the knowledge to work successfully in organizations utilizing mass media technologies and developing mass media content; and (3) to prepare students for graduate studies in mass communications.

PROGRAM OF STUDY

Major: Mass Communications

Individuals working in mass media-related organizations must understand the following: television, radio and Internet broadcasting, telecommunications networks; managing and writing for electronic and print media; visual communications, advertising and promotion; film studies; managing media organizations, and the ethical, sociological and legal effects of mass media on business and society. Therefore, students majoring in mass communications must successfully complete a 42-hour sequence (14 courses) in those academic areas.

The specific required courses for the major are as follows:

- MCOM 210. Mass Media Survey
- MCOM 220. Writing for Newspapers & Magazines
- MCOM 250. Television Production I
- MCOM 260. Radio Production I
- MCOM 310. Web Applications for Mass Media
- MCOM 320. Writing for Broadcast Media
- MCOM 370. Advertising and Communications
- MCOM 380. Media Management
- MCOM 400. Advanced Studies in Mass Media
- MCOM 420. Telecommunications & Globalization
- MCOM 430. Communications Law and Ethics

Electives: Select at least 9 hours from the following:

- MCOM 110. Practicum
- MCOM 300. Mass Media Technology: Layout and Design
- MCOM 301. Copyediting
- MCOM 302. Magazine Workshop
- MCOM 303. Electronic Media Sales and Programming
- MCOM 304. Sportscasting
- MCOM 305. Announcing for Radio and TV
- MCOM 306. Editing and Graphics for TV and Film
- MCOM 307. Investigative Reporting
- MCOM 330. Special Topics in Mass Media
- MCOM 340. Media, Technology and Society
- MCOM 350. Television Production II
**Minor: Mass Communications**

Students majoring in other academic disciplines may elect to minor in mass communications. The minor consists of 18 semester hours. Students are required to take MCOM 210, 220, 250, 260 and 320. One course may be selected from MCOM 310, 370, 380, 420 or 430.

**Career Options**

Two of the most popular majors across campuses in the United States are mass communications and business. 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; Web site management, sales and telecommunications. Piedmont College’s internship program in mass communications opens the door for students to easily migrate from academia to industry.

**Course Descriptions**

- **MCOM 100. Public Speaking** 3 hours
  Prepares students for formal and informal speaking, including informative, persuasive, demonstration, visual aid and impromptu speeches, as well as exploring non-verbal, group dynamics and different styles of propaganda.

- **MCOM 110. Practicum** 1 hour
  Provides academic credit to students who work in areas of responsibility in mass communications, for example, serving as an editor or reporter for the newspaper, managing and producing a regularly-scheduled radio program, working on the yearbook or magazine, reporting, producing or directing for TV Piedmont, or serving as a member of the Piedmont Debate Team. Students are required to work individually with the assigned professor, log a minimum of thirty hours work in the field, and submit an 8-10 page paper at the end of the semester.

- **MCOM 210. Mass Media Survey** 3 hours
  Examines the structure, responsibilities, and influence of the mass media with an overview of the development and current status of global media systems, emerging technologies and the current status of converging media industries.

- **MCOM 220. Writing for Newspapers & Magazines** 3 hours
  Prerequisite: ENG 101.
  Writing for print and electronic media to include newspapers, magazines and journals.

- **MCOM 250. Television Production I** 3 hours
  Methods of pre-production, production, and post-production for television. Includes active management of TV Piedmont.

- **MCOM 260. Radio Production I** 3 hours
  Introduction to audio production and announcing. Includes on-air experience on WRFP, the student-run radio station.
MCOM 300. Mass Media Technology: Layout and Design 3 hours
Prerequisite: MCOM 210 and MCOM 310
Description: In this advanced Web course students will further their knowledge and skills in Web design using various software including Adobe Dreamweaver. Also, students will apply their communication and Web design skills by working in conjunction with an outside client to produce a website for the client’s use.

MCOM 301. Copyediting 3 hours
Prerequisite: MCOM 210 and 220
Examines concepts of writing and copyediting and provides practical experience in copyediting with an emphasis on print and broadcast journalism.

MCOM 302. Magazine Workshop 3 hours
Prerequisite: MCOM 210
This course examines advanced writing concepts focusing on the magazine industry. Students will complete an individual, original, feature-length article which they will submit to a professional magazine for consideration for publication. They will also produce shorter feature articles for the Piedmont College newspaper and magazine.

MCOM 303. Electronic Media Sales and Programming 3 hours
Prerequisite: MCOM 210
This course will provide students the opportunity to develop a basic understanding of the workings of professional, electronic media programming decision-making along with a basic understanding of the broadcast sales function and how to best present a non-tangible product offering.

MCOM 304. Sportscasting 3 hours
Prerequisite: MCOM 210
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 the student to the skills needed to produce a daily/weekly sports report.

MCOM 305. Announcing for Radio & TV 3 hours
Prerequisite: MCOM 210
This course will provide students an overview of the skills and techniques required to be a professional announcer for a radio or TV station. Oral communication techniques such as voice articulation and enunciation will be explored.

MCOM 306. Editing & Graphics for TV and Film 3 hours
Prerequisite: MCOM 210
Study of methodologies and techniques of video and film editing. Utilizes the latest digital editing software to produce programs to air on TV Piedmont.

MCOM 307 Investigative Reporting 3 hours
Prerequisite: MCOM 210
Working seminar focused on the strengthening of basic journalism skills, including in-depth reporting and editing in print, broadcast and online journalism. Writing exercises are combined with field reporting so that students gain practical experience. Creativity, cooperation, and critical thinking are used to shape effective messages for diverse audiences.
MCOM 310. Web Applications for Mass Media  
Prerequisite: MCOM 210  
In this course students develop Web sites utilizing Adobe Dreamweaver and Flash software and learn best practices for Web site development in mass media.

MCOM 320. Writing for Broadcast Media  
Prerequisite: MCOM 210 and 220  
Advanced writing for print and electronic media including television, radio and the Internet.

MCOM 330. Special Topics in Mass Media  
Prerequisite: MCOM 210  
Selected topics in mass media include: Introduction to Film Studies, Film Production, Screenwriting, Documentary Films, Community Journalism, Advanced Public Speaking and Debate, Entertainment Programs for TV, Web Design, Writing Opinions and Editorials.

MCOM 340. Media, Society, and Technology  
Analysis of relationships among media, technology and society in relation to economic, political, professional, institutional and ethical dimensions within a global context.

MCOM 350. Television Production II  
Prerequisite: MCOM 250  
Active management of the College television station including student-produced television programming (utilizing CNN Newsource), technical assistance, directing, anchoring and promotion.

MCOM 355. Radio Production II  
Prerequisite: MCOM 260  
Active management of the College radio station including student-produced radio programming, technical assistance, announcing and promotion.

MCOM 370. Advertising and Communications  
Prerequisite: MCOM 210  
Emphasis on understanding advertising concepts, organization, and practice including the economic and social effects of advertising and promotion.

MCOM 380. Media Management  
Prerequisites: MCOM 210  
A study of the various departments within media organizations and how they integrate into an efficient business operation. This study includes an overview of the regulatory and technical landscapes that face today’s media managers.

MCOM 390. Public Relations  
Prerequisite: MCOM 210  
Examines the methodologies for producing successful public relation campaigns for corporations, non-profits, community based organizations and political campaigns.

MCOM 400. Advanced Studies in Mass Media  
Prerequisite: Senior standing.  
Application for graduation must be submitted when registering for this class. 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.

MCOM 410. Mass Media Internship
Prerequisite: MCOM 210 and Mass Communications faculty approval.
This course introduces students to the professional workplace and provides practical experience with organizations and companies in mass communications.

MCOM 420. Telecommunications & Globalization
Prerequisite: MCOM 210
Overview of traditional and emerging global telecommunications technologies, including understanding traditional and emerging networks and the cultural, economic and political impact of these technologies on a global basis.

MCOM 430. Communications Law and Ethics
Prerequisite: MCOM 210
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, anti-trust laws and media ethics.
FACULTY
Professors Heydari, Nimmo, and Rogers
Associate Professor Hardy
Assistant Professors H. Menzel, Edge, and Roberts

MATHEMATICS (MATH)
Mathematics is a method of reasoning used to test truths. Some scholars define mathematics as observation, experiment, discovery and conjecture. Mathematics is described as a science of order or a science of patterns and relationships. As a science of patterns, mathematics is a mode of inquiry that reveals fundamental truths about the order of our world. Mathematics is the language in which nature speaks. In today’s technological world it is also an apt language for industry, business and commerce.

From the beginning of the ancient cultures, the language of mathematics has been used in measurement, counting, and geometry. Arithmetic enabled trades and financial transactions.

In recent centuries, mathematics provided the intellectual and inferential framework for the growth of science and technology. At the end of the 20th century, with the support of computers and worldwide digital communication, business and industry depend increasingly on modern mathematical and statistical analysis. These are the foundation disciplines of the natural, social and behavioral sciences.

Learning mathematics is a creative and active process of communication. A person engaged in mathematics gathers, discovers, creates and expresses facts and ideas about the patterns in natural phenomena. Instruction emphasizes that to know mathematics is to be engaged in a quest to understand and communicate, not merely to calculate. Laboratory work and fieldwork are necessary for a full understanding of mathematics. We study mathematics by classifying, explaining and describing patterns in all their manifestations.

Students majoring or minoring 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.

PROGRAM OF STUDY
Major: Mathematics
The major requires 47 hours (a minimum of 16 courses) in mathematics including the general education math requirements. The major is comprised of the following courses:

MATH 210. Elementary Statistics
MATH 211. Calculus I
MATH 212. Calculus II
MATH 213. Calculus III
MATH 300. Introduction to Differential Equations
MATH 315. Abstract Algebra
MATH 330. Linear Algebra
MATH 490. Directed Independent Research
MATH 495. Senior Seminar

Seven additional courses must be taken in mathematics. You may choose from MATH 200 and any mathematics course numbered 300 or above to meet this requirement.

**Major: Mathematics Education**

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

Students anticipating a career teaching mathematics in grades 6-12 may pursue either (a) the program beginning in the freshman year leading toward certification at the T-4 level, or (b) the Dual-Degree Program, leading to a master of arts in teaching (M.A.T.) secondary mathematics and recommendation for T-5 certification.

Students may enter the T-4 program up to the first semester of the junior year. After that, the Dual-Degree Program is the only option.

The mathematics education major requires 73 hours including the General Education math requirements, comprised of the following courses (See descriptions for Education classes on Page 205):

**Professional Education Sequence**

EDSE 102. Explorations in Secondary Education
EDSE 201. Explorations in Secondary Education
EDSE 202. Explorations in Secondary Education
EDSE 301.* Explorations in Secondary Education
EDSE 302. Explorations in Secondary Education

*Students admitted to the secondary education cohort during their general education program will enroll in the one (1) hour Explorations class. Transfer students and Piedmont students who declare a secondary education major at the start of their junior year will be required to enroll in Explorations for three (3) hours credit in order to introduce previously developed strands explored during the earlier general education sequence. Students who opt for secondary education after the fall of their junior year will be advised to pursue the Dual-Degree Program. (Refer to the current catalog for details.)

**Professional Year**

EDSE 400. Facilitating Learning and Assessment I
EDSE 498. Apprentice Teaching I
PSY 311. Psychology of Adolescence
ENG 440. Reading and Writing in the Content Fields
EDSE 401. Facilitating Learning and Assessment II
EDUC 355. Exceptional Children
EDSE 499. Apprentice Teaching II

**Content Courses**
MATH 200. Discrete Mathematics
MATH 210. Elementary Statistics
MATH 211. Calculus I
MATH 212. Calculus II
MATH 213. Calculus III
MATH 330. Linear Algebra
MATH 410. Mathematical Modeling
MATH 420. Geometry
MATH 450. History and Development of Mathematics
MATH 315. Abstract Algebra or Math 340 Number Theory
MATH 490. Directed Independent Research
MATH 495. Senior Seminar

**ALSO at least two of the following six courses**
MATH 300. Introduction to Differential Equations
MATH 305. Elementary Numerical Methods
MATH 310. Probability and Statistics
MATH 435. Advanced Studies in Mathematics
MATH 460. Real Analysis
MATH 470. Complex Analysis

MATH 225 is strongly recommended as an elective to be taken by secondary education mathematics majors who plan to teach math in grades six, seven, or eight.

**Dual-Degree: Mathematics for Secondary Education**

**B.S./M.A.T.**
To ensure the adequate preparation for mathematics majors choosing a career in secondary mathematics, the following courses must be taken either as a General Education Requirement for the Bachelor of Science or as part of the mathematics major. For the M.A.T. portion of the Dual-Degree, students are referred to the Graduate Section of this catalog.

MATH 200. Discrete Mathematics
MATH 210. Statistics
MATH 211. Calculus I
MATH 212. Calculus II
MATH 213. Calculus III
MATH 305. Numerical Methods
MATH 310. Probability and Statistics
MATH 315. Abstract Algebra
MATH 330. Linear Algebra
MATH 340. Number Theory
MATH 410. Mathematical Modeling
MATH 420. Geometry
MATH  Elective above 200

Students are required to take EDSE 366 Practicum and Foundations in Secondary Education. MATH 110 and MATH 225 are strongly suggested as general electives not in the major.
Major: Mathematics and Technology Management

The mathematics and technology management major is a multidisciplinary program available through the School of Arts & Sciences.

The general education requirements for the Bachelor of Science apply for this major. Additionally, majors should take TM 200 (in lieu of TM 100) to fulfill General Education Requirement I.c. The major requires 44 hours (15 courses) of course work including the general education math requirements. The major is comprised of the following:

- **MATH 200.** Discrete Mathematics
- **MATH 210.** Elementary Statistics
- **MATH 211** Calculus I
- **MATH 212.** Calculus II
- **MATH 213.** Calculus III
- **MATH 490.** Directed Independent Research
- **MATH 495.** Senior Seminar
- **TM 301.** Introduction to Computing Systems
- **TM/ART 313.** Web Development with HTML & XML
- **TM 320.** Database Management Systems
- **TM 401.** Management Information Systems
- **TM 370.** Project Management: Managing Project Activities, Teams and Resources

Choose three:

- **MATH 300.** Introduction to Differential Equations
- **MATH 305.** Elementary Numerical Methods
- **MATH 315.** Abstract Algebra
- **MATH 330.** Linear Algebra
- **MATH 410.** Mathematical Modeling

Minor: Mathematics

A minor in mathematics requires a minimum of 18 hours (minimum of 5 courses) of course work to include:

- **MATH 211.** Calculus I
- **MATH 212.** Calculus II
- **MATH 213.** Calculus III
- **MATH Elective (numbered 200 or above)**
- **MATH Elective (numbered 200 or above)**

Career Options

Some of the careers or areas of focus in graduate programs open to those who study mathematics are as follows:

- **Applied mathematics:** Some concentrations are analysis, physics, geophysics, fluid dynamics, probability theory, mathematical biology, parallel computing, numerical analysis and robotics.

- **Actuary:** Actuaries deal in mathematical probabilities, design insurance and pension programs, analyze and solve complex business and social problems. They can work for consulting firms, state and local governments and academic institutions.

- **Computer-oriented positions:** These include database management, systems analysis, and system design.
• Quality Control: There are numerous demands for managerial and quality control positions where sampling theory is used in government as well as in corporations.

• Industrial engineering and operations research: Most large corporations have operations research groups that are concerned with such parameters as costs, profits, and probabilities of various kinds of success or failure.

• Statistics: Opportunities exist in both government and private industry in a great variety of positions.

• Teaching: A good option if the student enjoys work in an educational environment.

Course Descriptions
MATH/TM 100. Introduction to Information Technology 3 hours
This skills-based course provides students with a foundation for using information technology systems in the academic environment. Beginning with basic operating system skills, the course guides students in developing competency in use of common productivity software programs. (Students interested in business administration, the computer information systems concentration, the computer information systems minor, the MATH/TM major, or TM elective courses should take TM 200 instead of TM/MATH 100.)

MATH 101. College Algebra 3 hours
Analysis and problem-solving in the areas of algebraic operations and inequalities, graphs and functions, polynomial functions (graphs and zeroes), exponential and logarithmic functions. This course does not count toward a mathematics major.

MATH 110. Precalculus 3 hours
Prerequisite: Departmental consent.
Preparation for calculus: fundamentals of algebra, functions and graphs, exponential, logarithmic, and trigonometric functions and introduction to analytical geometry.

MATH 200. Discrete Mathematics 3 hours
Prerequisite: MATH 101 or departmental consent.
Set theory, logic, logic circuits, number systems, proof techniques, combinatorics, probability, recurrence relations and difference equations and modern algebra.

MATH 210. Elementary Statistics 3 hours
Elementary study of quantitative data, frequency distributions, graphical representations of data, mean and variance of the sample and population, combinatorics, probability theory and probability distributions. Study of binomial, normal and Poisson distributions, sampling and hypothesis tests.

MATH 211. Calculus I 4 hours
Prerequisite: MATH 110 or permission of the instructor.
Derivatives of rational, trigonometric, exponential, and logarithmic functions, applications of differential calculus, functions and graphs, elementary integration theory, and applications to real-world problems.

MATH 212. Calculus II 4 hours
Prerequisite: MATH 211.
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.
MATH 213. Calculus III 4 hours
Prerequisite: MATH 212.
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.

MATH 215. Mathematics for Teachers 3 hours
This content course is designed for teachers at the elementary and middle 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, geo-
metry, statistics and probability, decimal/fraction/ratio, and proportion/percent operations.
This course will not be accepted as part of the requirements of a major in mathematics or
as a general education requirement.

MATH 220. Geometry for Middle Grades Teachers 3 hours
Prerequisite: Successful completion of at least one mathematics course numbered 200 or
above; familiarity with high school level geometry. This course will not count toward general
education requirements.

Review and extensions of Euclidian geometry, with an emphasis on constructions, practical
applications, and fundamental proofs.

MATH 225. Survey of Higher Mathematics 3 hours
Logic, graph theory, planning and scheduling, combinatorics, probability and statistics,
linear programming, game theory, number theory, and selected applications of geometry
and algebra.

MATH 235. Special Topics 3 hours
Prerequisite: Permission of instructor
This course examines special topics related to mathematics or statistics which are not part
of the formal offerings within the department. May be repeated for credit only if the topic
changes.

MATH 300. Introduction to Differential Equations 3 hours
Prerequisite: MATH 212.
Solution techniques of first-order ordinary differential equations and second-order linear
differential equations, existence and uniqueness theorem, series solutions, Bessel equations,
and applications to real-world problems.

MATH 305. Elementary Numerical Methods 3 hours
Prerequisite: MATH 212.
Round-off errors, computer arithmetic with algorithm and convergence, solutions of equa-
tions in one variable with polynomial approximation, numerical differential equations and
linear systems of equations.

MATH 310. Probability and Statistics 3 hours
Prerequisite: MATH 212 or consent of instructor.
Sample space, events, axioms of probability distributions, special distributions, indepen-
dence, central limit theorem, mathematical expectation and moment-generating functions.
MATH 315. Abstract Algebra 3 hours
Prerequisite: MATH 200, 330, or consent of instructor.
Properties of real and complex numbers, algebraic structures (groups, ring and fields). Use of set theory, mappings, relations and logical methods to analyze the algebraic structure of problems and proof techniques.

MATH 330. Linear Algebra 3 hours
Prerequisite: MATH 200, 211, or consent of instructor.
Vectors, matrices, determinants, linear transformations, vector spaces, systems of linear equations. A basic course with a variety of applications in linear modeling, graph theory, linear programming and economic modeling.

MATH 340. Number Theory 3 hours
Induction, congruencies, Chinese Remainder Theorem, prime numbers, set-theoretic functions, and cryptology.

MATH 405. Advanced Differential Equations 3 hours
Laplace transform, systems of first-order linear equations, numerical methods, Fourier series, separation of variables, even and odd functions, heat and wave equation, Hermite and Legendre functions.

MATH 410. Mathematical Modeling 3 hours
Prerequisite: MATH 213 or consent of instructor.
Mathematical models of linear and nonlinear systems, mathematical models in physical, social, and environmental sciences, ecological models, deterministic and statistical modeling, formulation, analysis, solution and interpretation of the models using computer.

MATH 420. Geometry 3 hours
Prerequisite: Completion of at least two mathematics courses numbered 200 or above.
A review of Euclidean geometry, axiomatic method of learning geometry. Examines the flaw in Euclidean geometry, neutral geometry, and introduces non-Euclidean geometry (Riemann and Lobachevski).

MATH 435. Advanced Studies in Mathematics 3 hours
Prerequisite: At least 12 hours of mathematics or permission of instructor
This course examines special topics related to mathematics or statistics appropriate for students majoring in mathematics, mathematics education, or physics, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

MATH 450. History and Development of Mathematics 3 hours
Prerequisite: MATH 211 or consent of instructor.
Historical development of mathematical systems and concepts, significant applications of mathematics from early times to the present. This course can be selected in preparation for the College exit examination.

MATH 460. Real Analysis 3 hours
Prerequisite: MATH 213.
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MATH 470</td>
<td>Complex Analysis</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisite: MATH 213 and the consent of the instructor.</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>MATH 485</td>
<td>Mathematics Seminar</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisite: Permission of instructor.</td>
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<tr>
<td></td>
<td>This course is designed to examine in greater depth mathematical subjects that majors currently do not have available to them. A student may enroll in MATH 485 a maximum of three times.</td>
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<tr>
<td>MATH 490</td>
<td>Directed Independent Research</td>
<td>1</td>
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<td></td>
<td>Prerequisite: Senior standing or consent of instructor.</td>
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<td>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.</td>
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<tr>
<td>MATH 495</td>
<td>Senior Seminar</td>
<td>1</td>
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<tr>
<td></td>
<td>Prerequisite: MATH 490 and Senior standing in mathematics or permission of instructor.</td>
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<tr>
<td></td>
<td>Application for graduation must be submitted when registering for this class. As a capstone experience, students will prepare and present results from MATH 490 orally and in writing.</td>
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</tr>
<tr>
<td>MATH 499</td>
<td>Directed Independent Study</td>
<td>3</td>
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<tr>
<td></td>
<td>Prerequisite: MATH 213 and consent of instructor.</td>
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<tr>
<td></td>
<td>Independent study of various mathematical topics.</td>
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</tbody>
</table>
MUSIC (MUS)

From the earliest times, no civilization seems to have been without music in some form. Some cultures failed to develop pictorial art, and many have been without written language; but music, the universal form of communication, can be documented in virtually every society. Whether in primitive or in modern times, music has served some of mankind’s basic needs. Across time and national boundaries, without regard to social class or political ideology, music speaks directly to the heart and to the emotions; it is truly the universal language.

Music study explores the development of this significant art form as it focuses on three major areas: fundamentals, analysis and performance.

The department of music offers courses in music theory, music history and literature, conducting, and in many areas of applied music. Opportunities are also provided for students to participate in performing ensembles.

PROGRAM OF STUDY

All music majors, with the exception of keyboard majors, are required to enroll in class piano (MUS 171-174P) every semester until they have satisfied the departmental piano proficiency requirement. All keyboard majors must enroll in Piano Class V (MUS 175P) and pass an advanced piano proficiency exam. Majors are also required to attend recitals and concerts and satisfactorily complete a recital previously approved by the music faculty. Further information may be found in the Music Department Handbook.

In addition, all music majors must take the music theory placement exam. Contact the department of music for more information.

Major: Music

Students majoring in music, regardless of concentration, must complete the following coursework:

**Music Theory** ..................................................................................................................18 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 111</td>
<td>Harmony I</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>MUS 112</td>
<td>Harmony II</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>MUS 113</td>
<td>Music Skills I</td>
<td>(1 hour)</td>
</tr>
<tr>
<td>MUS 114</td>
<td>Music Skills II</td>
<td>(1 hour)</td>
</tr>
<tr>
<td>MUS 211</td>
<td>Harmony III</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>MUS 212</td>
<td>Harmony IV</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>MUS 213</td>
<td>Music Skills III</td>
<td>(1 hour)</td>
</tr>
<tr>
<td>MUS 214</td>
<td>Music Skills IV</td>
<td>(1 hour)</td>
</tr>
<tr>
<td>MUS 334</td>
<td>Arranging</td>
<td>(2 hours)</td>
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</tbody>
</table>

**Music History** .........................................................................................................9 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUS 301</td>
<td>Music History I</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>MUS 302</td>
<td>Music History II</td>
<td>(3 hours)</td>
</tr>
<tr>
<td>MUS 303</td>
<td>Music History III</td>
<td>(3 hours)</td>
</tr>
</tbody>
</table>

FACULTY

Professors P. Hayner, Hinson, and Mellichamp
Associate Professor J. Hayner
Assistant Professors, Ringwall, and Price
Applied Music Lessons and Pedagogy - Primary Instrument .......... 15 hours minimum
MUS 191-492. Applied Music Lessons (2 hours each, minimum of 12 hours)
MUS 450. Applied Pedagogy (3 hours)

Piano Class ........................................................................................................... 1-5 hours
MUS 171-174. Piano Class I-IV (1 hour each)
MUS 175 Piano Class V (1 hour; required for keyboard majors)

All music majors must pass the Piano Proficiency Exam (see MUS 175).

Ensembles
Required each semester; 0 hours count toward major but count in total hours toward graduation.

MUS 150, 151, 152, 153, 154, 155 ................................................................. 1 hour each)

Capstone Course ......................................................................................... 1 hour
MUS 441. Senior Seminar

Senior Recital
All music majors must present a senior level recital on their primary instrument of approximately one hour in length.

Music Concentrations
Students majoring in music may take a concentration in Church Music, Performance, or Performance with Master of Arts in Teaching Track. In addition to satisfying the general education and music requirements noted above, the following courses are required for each concentration:

Church Music Concentration
* MUS 238. Music in the Christian Church .................................. 3 hours
MUS 343. Choral Literature ................................................................. 2 hours
MUS 336. Beginning Conducting ............................................. 2 hours
MUS 436. Advanced Conducting ..................................................... 2 hours
MUS 442. Church Music Internship I ........................................ 1 hour
MUS 443. Church Music Internship II ........................................ 1 hour

Religion courses. Students must complete a minimum of 12 credit hours in Religion above REL 101.

*Cannot be taken as general education course in Religion or Fine Arts

Music Performance Concentration
It is strongly suggested that students pursuing this concentration take 14 hours of applied music lessons.

Music Electives. Choose a minimum of three courses (6-9 hours):
* MUS 238. Music in the Christian Church ...................................... 2 hours
MUS 336. Beginning Conducting ......................................................... 2 hours
MUS 344. Diction I ............................................................................ 2 hours
MUS 345. Diction II ................................................................. 2 hours
MUS 350. Instrumental Techniques ............................................... 2 hours
MUS 401. Music Education Methods I ...........................................3 hours
MUS 402. Music Education Methods II .......................................3 hours
MUS 475. Special Topics in Music (3 hours; may be repeated for credit)

*If chosen, this course cannot be used as the general education requirement in Religion or Fine Arts.

Music Performance Concentration: Master of Arts in Teaching Track
This concentration is strongly suggested for those students wishing to pursue the Master of Arts in Teaching program.

MUS 336. Beginning Conducting...............................................2 hours
MUS 350. Instrumental Techniques.............................................2 hours
MUS 436. Advanced Conducting................................................2 hours
EDUC 355. Teaching Exceptional Children ...............................3 hours

This course can be taken at the graduate level as EDUC 655.

Minor: Music
Students choosing a minor in music must complete a minimum of 17-18 hours (number of courses varies) comprised of the following:

Required Courses........................................................................4 hours
MUS 111. Harmony I...............................................................3 hours
MUS 113. Music Skills I.........................................................1 hour

Choose one ..............................................................................3 hours
MUS 201. History of Jazz and Rock Music.................................3 hours
*MUS 238. Music in the Christian Church ................................3 hours
MUS 301. Music History I.........................................................3 hours
MUS 302. Music History II .......................................................3 hours
MUS 303. Music History III......................................................3 hours

Choose two ..............................................................................4-5 hours
*MUS 238. Music in the Christian Church .................................3 hours
MUS 336. Beginning Conducting..............................................2 hours
MUS 344. Diction I.................................................................2 hours
MUS 345. Diction II ...............................................................2 hours

*If chosen, can only be counted once, and may not be used to satisfy general education requirements in Religion or Fine Arts.

Ensemble (minimum of 2 hours required)
MUS 150, 151, 152, 153, 154, 155.................................................1 hour each
Applied Music Lessons (minimum of 4 hours required)
MUS 181-482. Applied Music Lessons.......................................1 hour each
MUS 191-492. Applied Music Lessons.......................................2 hours each

Career Options
A degree with a major in music may lead to careers in:

Teaching Music in Elementary and Secondary Schools and Colleges
The largest number of full-time music teaching positions exists in public and private schools, in preschools, kindergartens, elementary schools and day-care centers. Teachers, supervisors
or directors in middle, junior high and senior high schools provide direction for choral and instrumental organizations, small ensembles and music theatre productions. Music instruction in secondary schools also includes courses in general music, theory, music history and the related arts (music education major only.)

Music teachers at institutions of higher education usually are expected to have completed graduate study in music. They generally specialize in one or two areas such as music theory, music history and literature, music education, performance, electronic music, composition, conducting or music therapy.

**Studio Teaching**
The studio of a private teacher may be located in a home, school, office building or music store. Those who teach in the home are usually self-employed, whereas others have a business relationship with a school or music store.

**Music Therapy**
The music therapist combines music, teaching and therapy to help people with disabilities improve their physical and mental health. A masters degree in music therapy and board recertification are required to work as a music therapist.

**Performance**
Music performance as a career means giving concerts. Opportunities for a career in music performance are very limited, and great perseverance and stamina are required for success. In addition to solo performance careers, there are also performance opportunities in chamber music, folk, rock and pop music, as well as free-lance concert and studio possibilities.

**Church/Temple Music**
A career as a church or temple music director or organist combines music performance and teaching. Most musicians for religious institutions are employed part time, although large congregations may employ full-time musicians.

**Composer**
Composers may earn a living from arranging music for school performance groups or writing music for radio or television advertising.

**Conductor**
Conducting opportunities exist with school choirs, school orchestras and bands, community choirs, dance bands, orchestras and operas. Most conductors rely on supplemental income from teaching.

**Music Industry**
The music industry is broad in scope and encompasses retail, wholesale, manufacturing, importing, exporting, publishing, recording, repair and rebuilding, tuning and other businesses. Persons who are successful in the music industry have education and training in both music and business.

**Television/Radio Industry**
The broadcasting industry encompasses a wide range of careers, including composition, scoring, production, editing, clearing copyrights and licensing. Career opportunities are available at television and radio stations, production houses, post-production facilities and a host of related organizations involved in producing and distributing programming.
Music Librarian
College and public libraries offer possibilities for trained music specialists with knowledge of library research and reference, indexing, cataloging, selecting materials for purchase and community relations.

Course Descriptions
MUS 100. Introduction to Music 3 hours
A study of the basic materials of music and a survey of important examples of music literature, style periods, and representative composers of Western music. Emphasizes techniques for listening to music analytically and critically. Course does not count toward a major or minor in music.

MUS 105. Music Fundamentals 1 hour
Concentrates on the fundamentals of reading and writing music as well as elementary harmony. Essential elements are covered such as staves, clefs, notes, note values, key signatures, scales, meter, intervals and triads. An introduction to the keyboard is included. Course does not count toward a major or minor in music.

MUS 111. Harmony I 3 hours
Prerequisite MUS 105, or passing score on the Music Theory Placement exam.
Corequisite: MUS 113. 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.

MUS 112. Harmony II 3 hours
Prerequisite: MUS 111.
Discussion of functional tonality, principles of harmonization, diatonic seventh chords, elementary modulation and secondary function of chords.

MUS 113. Music Skills I 1 hour
Melodic, harmonic and rhythmic dictation, sight singing, and keyboard harmony. Designed to be taken in conjunction with MUS 111.

MUS 114. Music Skills II 1 hour
Prerequisite: MUS 113
Melodic, harmonic and rhythmic dictation, sight singing and keyboard harmony. Designed to be taken in conjunction with MUS 112.

MUS 150. Piedmont Chorale 1 hour
A non-auditioned choral organization open to students, staff and community members. The group performs concerts two times each year on campus. May be repeated for credit.

MUS 151. Chamber Singers 1 hour
A select choir of mixed voices that performs concerts on campus and at churches and schools throughout the United States. May be repeated for credit.

MUS 152. Wind Ensemble 1 hour
A group of woodwind, brass, and percussion players from across campus that performs concerts during the academic year. Private instrumental instruction is strongly suggested and encouraged while a member of the Wind Ensemble. Auditions are required. May be repeated for credit.
MUS 153. Opera Workshop 1 hour
Provides a laboratory for the study and performance of operas and scenes from operas. Open to all qualified students by audition. May be repeated for credit.

MUS 154. Chamber Orchestra 1 hour
Available to all interested instrumentalists through audition. This ensemble will present two concerts a year on campus, with possible concerts at area high schools. Private instruction in an instrument (violin, viola, oboe, clarinet, etc.) is strongly suggested and encouraged while a member of the Chamber Orchestra. May be repeated for credit.

MUS 155. Piedmont Cantabile 1 hour
An elite group of mixed voices chosen from the very best vocalists from the Chamber 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.

MUS 201. History of Jazz and Rock Music 3 hours
This course provides a history of American popular music from 1840 to the present, with concentration on jazz and rock music. The course presents the common roots of both styles and shows the evolution of these distinct musical styles during the 20th century.

MUS 211. Harmony III 3 hours
Prerequisite: MUS 112.
Neapolitan and augmented sixth chords, borrowed chords, enharmonic function and chromatic modulation.

MUS 212. Harmony IV 3 hours
Prerequisite: MUS 211.
Linear chromaticism, nonfunctional harmony, ninth chords, eleventh chords, thirteenth chords, free tonality, set theory, serial procedures and indeterminacy.

MUS 213. Music Skills III 1 hours
Prerequisite: MUS 114
Melodic, harmonic and rhythmic dictation, sight singing and keyboard harmony. Designed to be taken in conjunction with MUS 211.

MUS 214. Music Skills IV 1 hours
Prerequisite: MUS 213
Melodic, harmonic and rhythmic dictation, sight singing and keyboard harmony. Designed to be taken in conjunction with MUS 212.

MUS (REL) 238. Music in the Christian Church 3 hours
A historical survey of the philosophy and practice of church music and liturgies from the time of the early Christian Church to the present. This course does not count for the General Education requirement for Religion and Philosophy.

MUS 301-302-303. Music History 3 hours each
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.
MUS 334. Arranging  
Prerequisite: MUS 213.  
Basic techniques of arranging music for chorus, orchestra and band.

MUS 336. Beginning Conducting  
Prerequisite: MUS 111, or consent of instructor.  
Development of skills in conducting choral and instrumental music. Special attention is given to learning basic conducting patterns and gestures.

MUS 340. Accompanying Seminar and Practicum  
Prerequisite: Consent of instructor  
This course is designed to provide the advanced pianist with skills necessary to function in various collaborative venues. Emphasis is placed on sight reading, practical aspects of accompanying, choral score reading, rehearsal techniques, and score preparation.

MUS 343. Choral Literature  
A survey of choral literature from the Renaissance up to the present with particular emphasis on performance.

MUS 344. Diction I  
Fundamentals in English and Italian pronunciation for singers.

MUS 345. Diction II  
Prerequisite: MUS 344 or consent of instructor.  
Fundamentals in German and French pronunciation for singers.

MUS 350. Instrumental Techniques  
Designed to acquaint the music education student with knowledge of woodwind, brass, string and percussion instruments.

MUS 401. Music Methods, P-8  
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.)

MUS 402. Music Methods, 6-12  
Principles and theories of teaching music. Directed field-based experience is required. (Music majors only.)

MUS 436. Advanced Conducting  
Prerequisite: MUS 336.  
Experience in conducting choral and instrumental ensembles, with special attention to score preparation, analysis and reading. Students conduct the Piedmont Chorale, Chamber Singers, and/or the Wind Ensemble in rehearsals.

MUS 441. Senior Seminar in Music  
Prerequisite: Senior standing.  
Application for graduation must be submitted when registering for this class.  
A capstone course designed to integrate material studied throughout the music or arts administration programs.
MUS 442. Church Music Internship I 1 hour
Prerequisite: A minimum of the completion of 90 credit hours and consent of department chair.
The Church Music Internship is designed for a music student with a concentration in Church Music who desires to make practical application of their skills and musical knowledge developed through their academic curriculum. This course provides the music student with the opportunity to gain practical experience in a Church Music environment by working in a large church music program as a pianist, organist, choir director, leader of any sort of ensemble, or as an assistant to the Music Director. Placement will be made by the department chair. The student is required to log a certain number of hours each week, which will be based on the interests of the student and the needs of the particular church in which the student is placed.

MUS 443 Church Music Internship II 1 hour
Prerequisite: Satisfactory completion of MUS 441 and consent of department chair
A continuation of the church music internship experience. May be repeated for credit.

MUS 444. Arts Administration Internship in Music I 1 hour
Prerequisite: Consent of instructor
This course will provide students with the opportunity to gain practical experience by assisting in the administration of one or more performance venues. Students will work directly with the organizational leadership of the venue in concert series development, artist contract negotiations, audience development, budgets, and other areas based on the interests of the students and the needs of the organization, under the supervision of a member of the music faculty.

MUS 445. Arts Administration Internship in Music II 1 hour
Prerequisite: MUS 444.
A continuation of the arts administration internship in music. May be repeated for credit.

MUS 450. Applied Pedagogy 3 hours
Prerequisite: MUS 111, MUS 113, MUS 191, MUS 192
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 either Western European piano or vocal music. Emphasis will be placed on surveys of traditional methods and terminology, the operation of a professional studio, physiology, research, and new technological advances.

MUS 475. Special Topics in Music 3 hours
Prerequisite: MUS 112 and 114 or consent of instructor.
This course is designed for the study of special music topics which are not part of the formal offerings within the music department. Topics offered include Piano Pedagogy, Piano Literature, Accompanying, Vocal Pedagogy, Vocal Literature, Women in Music, and other courses that may arise due to interest of students or professors.

Applied Music Lessons
Applied music lessons are designed for students who wish to study an instrument while in college. One hour of credit per semester represents one individual half-hour lesson per week or a minimum of one one-hour group lesson per week and is available to all students on campus. Students without prior or with limited experience will be placed in group lessons. Credit is established through individual examinations heard at the end of each semester. Grading is based on performance standards and satisfactory progress.
Applied music tuition is charged at a rate of $100 per credit hour for private lessons in addition to the total tuition costs. There is no practice room fee. Practice time and facilities are scheduled by the instructor.

MUS 171-174 (1 hour class)
Group lessons available in brass, guitar, piano and voice for students taking one of these instruments for the first time.

MUS 175 (1 hour class)
Group lesson designed to prepare piano majors for an advanced Piano Proficiency Exam.

MUS 181-482 (1 hour) Private lesson

MUS 191-492 (2 hours) Private lesson
A letter suffix must follow any applied music course number in order to identify the instrument. Brass (B), Composition (C), Conducting (D), Strings (S), Guitar (G), Harpsichord (H), Voice (V), Organ (O), Woodwinds (W), Piano (P), Percussion (X). A permission of department form signed by a member of the music faculty is required for registration for applied music courses.
FACULTY
Music: J. Hayner, P. Hayner, Hinson, Mellichamp, Price, and Ringwall
Theatre: Gabelhausen, Johnson, and Spiegel

MUSICAL THEATRE (MTH)
The Bachelor of Arts in Musical Theatre is designed to provide students who have career aspirations in musical theatre with training and experiences in singing, music skills, acting, dancing, directing, and professional practices. The professional actor training program combines the study of history, theory and analysis of music and theatre with practical production experience both on stage and back stage.

PROGRAM OF STUDY
Bachelor of Arts Degree in Musical Theatre
Total Hours in Major........................................................................................................ 57-60 hours

General Education ........................................................................................................ 50-55 hours

Requirements in Music................................................................................................. 22-25 hours
*MUS 181-482. Applied Voice (1 hr each).................................................................8 hours min.
MUS 171-174 Piano Class ..............1-4 hours, must pass piano proficiency
MUS 343 Diction I-English, Italian.................................................................2 hours
MUS 111 MUS 112 Harmony I...............................................................................3 hours
MUS 112 Harmony II ...........................................................3 hours
MUS 113 Music Skills I.................................1 hour
MUS 114 Music Skills II.........................1 hour
MUS 301-303 Music History I, II, III—choose 1..............................................3 hours
**MUS 150/151/153/155 Vocal Ensembles 1 hour each. At least one hour is required each semester.

*Students may take MUS 191-492 (2 hours credit each) with permission of the music department chair.

**0 hours toward major. Hours count toward graduation.

Requirements in Theatre............................................................................................31 hours
THE 150/THE 151 Theatre Practicum .................................................................3 hours min.
(1 must be in Acting, 1 in Tech, 1 flexible)
THE 210 Fundamentals of Acting ..............................................................3 hours
THE 205 Introduction to Technical Theatre ..............................................3 hours
THE 310 Advanced Acting ..............................................................3 hours
THE 110 Ballet ...........................................................1 hour
THE 111 Tap..............................................................1 hour
THE 112 Jazz ..............................................................1 hour
THE 113 Modern Dance .........................................................1 hour
THE 220 Stage Movement .........................................................3 hours
THE 410 Fundamentals of Directing .........................................................3 hours
THE 301 or THE 302 Theatre History—choose 1........................................3 hours
THE 414 Audition Techniques and Prof. Dev........................................3 hours
(taken with capstone course)
Choose one course: .................................................................3 hours
THE 305  Introduction to Scenography ................................3 hours
THE 319  Costume Design ......................................................3 hours

Requirements in Musical Theatre ..............................................4 hours
MTH 300  Music Theatre History ............................................3 hours
MTH 441  Capstone in Musical Theatre .................................... 1 hour
          (taken concurrently with THE 414)

Course Descriptions
MTH 300. Music Theatre History 3 hours
This course traces the origin of American musical theater from its origins in the 19th century and its subsequent development both on Broadway and in Hollywood to the present.

MTH 441. Music Theatre Capstone 1 hour
Prerequisite: Senior standing
Co-requisite: THE 414
MTH 441 is the final step in the Music Theatre degree. This course is taken in conjunction with THE 414 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.

See course descriptions for Music requirements, Page 144.

See course descriptions for Theatre requirements, Page 179.
FAculty
Butman Professor B. Taylor
Professor Lytle
Associate Professor A. Cleere

PHILOSOPHY AND RELIGION (PHIL/REL)

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 (REL)

The study of religion is the study of sacred beliefs about life’s purpose and meaning. This study involves an academic inquiry into the major religions of the world, especially the Bible and the Judeo-Christian religious traditions. Religion courses help many students come to grips with the difference between religious traditions and personal religious heritage. Often this contrast promotes a personal journey and a clearer, deeper understanding of religious values and their import for contemporary life. Study of religion can also aid in developing an understanding of faith capable of supporting all areas of academic preparation and ethical professional practice. It provides knowledge helpful in understanding and respecting the diversity of religious commitments found anywhere in the modern world. Studies in world religions further prepare students to work appropriately and respectfully in the emerging “global village.”

Students interested in pursuing graduate work in theology or entering the ministry are encouraged to design a broad-based academic program of study with the help of a full-time faculty member in that field. No specific major or minor requirements exist for entry into a graduate theology program or seminary but some academic areas and courses will better complement such studies.

Career Options

The value of philosophical and religious studies in preparation for a life well lived can hardly be overstated. In particular, study of philosophy and religion is especially valuable in at least these three ways:

(1) As a general liberal arts program, philosophy and religion prepares the student to live a well-examined life, to develop skills for theoretical and practical thinking that are valuable in any career path whatsoever. As such, philosophy and religion as a major or as a selection of classes can enhance one’s ability to take one’s place in society as a well-educated citizen. Further, study in philosophy and religion prepares one for any career where a traditional liberal arts degree is valued.

(2) Philosophy and religion also provides an excellent preparation for post-graduate professional study, especially in the areas of law and divinity. The thinking and argumentation skills developed are especially useful to those entering law school. The critical examination of core religious systems of thought is especially valuable for those entering seminary or divinity school.
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**

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**

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.

**PROGRAM OF STUDY**

**Major: Philosophy and Religion**

The major consists of 30 semester hours beyond the general education requirement. A core of 18 semester hours is required of all majors, and the remaining 12 semester hours consist of religion or philosophy electives. This allows students to concentrate in religion or philosophy or any combination of philosophy or religion courses of interest. (Note: a philosophy or religion elective must be used to satisfy the general education requirement.)

**Core:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101</td>
<td>Introduction to World Philosophy</td>
<td></td>
</tr>
<tr>
<td>REL 101</td>
<td>Religions of the World</td>
<td></td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>REL 221</td>
<td>Introduction to the Old Testament</td>
<td></td>
</tr>
<tr>
<td>or REL 222</td>
<td>Introduction to the New Testament</td>
<td></td>
</tr>
<tr>
<td>PHIL/REL 305</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>PHIL/REL 499</td>
<td>Senior Seminar in Philosophy or Religion</td>
<td></td>
</tr>
</tbody>
</table>

**Electives:**

**12 hours from the following:**

**Philosophy:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 201</td>
<td>History of Philosophy I — Ancient and Medieval</td>
</tr>
<tr>
<td>PHIL 202</td>
<td>History of Philosophy II — Modern and Contemporary</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>Symbolic Logic</td>
</tr>
<tr>
<td>PHIL 301</td>
<td>Metaphysics</td>
</tr>
<tr>
<td>PHIL 303</td>
<td>Epistemology</td>
</tr>
<tr>
<td>PHIL 400</td>
<td>Special Topics in Philosophy</td>
</tr>
<tr>
<td>PHIL/REL 425</td>
<td>Philosophy of Religion</td>
</tr>
<tr>
<td>PHIL 490</td>
<td>Independent/Directed Study</td>
</tr>
<tr>
<td>PHIL 499</td>
<td>Senior Seminar in Philosophy</td>
</tr>
</tbody>
</table>
Religion:
- REL 201. Religious Movements in North America
- REL/MUS 238. Music in the Christian Church
- REL 254. History of Christian Thought
- REL 301. Introduction to Theology
- REL 312. Hebrew Prophets
- REL 313. Life of Jesus
- REL 314. Life and Teachings of Paul
- REL 400. Special Topics in Religion
- REL/PHIL 425. Philosophy of Religion
- REL 490. Independent/Directed Study
- REL 499. Senior Seminar in Religion

Minor: Philosophy
The minor in philosophy requires 12 semester hours (four courses) in philosophy beyond the general education requirement of PHIL 101 (Introduction to World Philosophy) or REL 101 (Religions of the World).

Minor: Religion
The minor in religion requires 12 semester hours (four courses) in religion beyond the general education requirement of REL 101 (Religions of the World) or PHIL 101 (Introduction to World Philosophy).

Course Descriptions
PHILOSOPHY

PHIL 101. Introduction to World Philosophy
A survey of central philosophical issues and problems. Consideration is given to the nature, sources, and validity of knowledge; the relationship of philosophy to science; the nature of mind and its place in the universe; and the meaning of moral and aesthetic values. A survey of representative schools of philosophy is included. 3 hours

PHIL 102. Critical Thinking
A study of the methods and principles for analyzing and evaluating claims and arguments with particular attention to fallacies and deductive and inductive reasoning. 3 hours

PHIL 201. History of Philosophy I — Ancient and Medieval
A study of the development of Western philosophy from early Greek philosophy to the end of the Middle Ages. 3 hours

PHIL 202. History of Philosophy II — Modern and Contemporary
A study of the development of Western philosophy from the beginning of the Modern period to the Contemporary period. 3 hours

PHIL 210. Symbolic Logic
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. 3 hours
PHIL 301. Metaphysics 3 hours
Prerequisite: PHIL 101.
A study of the basic questions of reality theory; topics may include the existence and nature of God, human nature and philosophy of mind, time, cosmology, and ontology.

PHIL 303. Epistemology 3 hours
Prerequisite: PHIL 101.
A study of the basic questions of knowledge theory; topics may include definitions of knowledge, truth, evidence, and the rational status of belief.

PHIL 305. Ethics 3 hours
An introductory study of the history, principles, and current state of ethical thought with special focus on selected contemporary problems.

PHIL (REL) 325. Environmental Ethics 3 hours
This course provides a general knowledge of basic ethical theory; a general exposure to the ethical issues related to the environment and environmental issues; and an introduction to some of the important terms, positions, arguments, and people that are a part of that discipline.

PHIL 400. Special Topics 3 hours
Prerequisite: 15 hours of philosophy or permission of instructor.
Course topics to be announced; offered on occasional basis. May be repeated for credit only if the topic changes.

PHIL (REL) 425. Philosophy of Religion 3 hours
Prerequisite: PHIL 101 or REL 101.
A study of the interplay between philosophy and religion.

PHIL 490. Independent/Directed Study 3 hours
Prerequisite: permission of department.
Independent study of a selected philosophical problem(s) or text(s); to be arranged as needed.

PHIL 499. Senior Seminar in Philosophy 3 hours
Prerequisite: 15 hours of philosophy or permission of instructor. Application for graduation must be submitted when registering for this class.
As a capstone experience, students will write and present a major research project that conforms to standards in the field.

RELIGION
REL 101. Religions of the World 3 hours
Major living religions, with emphasis on the attempts of each to deal with the problems which confront humanity.

REL 201 Religious Movements in North America 3 hours
A survey of diverse religious traditions and movements that have played a significant role in the history of the United States from Native American beginnings to the present.

REL 221. Introduction to the Old Testament 3 hours
An introduction to the history, literature, and theology of the Old Testament.

REL 222. Introduction to the New Testament 3 hours
REL 238. Music in the Christian Church 3 hours
A historical survey of church music and liturgies from the time of the early Christian church up to the present. Special emphasis is given to a study of hymns, chorales, and psalm tunes.

REL 254. History of Christian Thought 3 hours
The development of Christian thought from A.D. 100 to the present, with special emphasis upon major personalities, events, and movements.

REL 301. Introduction to Theology 3 hours
Prerequisite: REL 101 or PHIL 101 or permission of instructor.
A systematic study of such fundamental Christian concepts as revelation, creation, God, Christ, human nature, the Church, and salvation.

REL (PHIL) 305. Ethics 3 hours
Prerequisite: Sophomore standing or permission of instructor.
An introductory study of the history, principles, and current state of ethical thought with special focus on selected contemporary problems.

REL 312. Hebrew Prophets 3 hours
Prerequisite: REL 221 or permission of instructor.
Origin and development of the prophetic movement in Israel and its literature.

REL 313. Life of Jesus 3 hours
Prerequisite: REL 222 or permission of instructor.
Life and teachings of Jesus as reflected in the Gospels. Attention is given to critical problems related to the Gospels.

REL 314. Life and Teachings of Paul 3 hours
Prerequisite: REL 222 or permission of instructor.
Life and teachings of the Apostle Paul as reflected in the Book of Acts and Pauline letters.

REL (PHIL) 325. Environmental Ethics 3 hours
This course provides a general knowledge of basic ethical theory; a general exposure to the ethical issues related to the environment and environmental issues; and an introduction to some of the important terms, positions, arguments, and people that are a part of that discipline.

REL 400. Special Topics 3 hours
Prerequisite: 15 hours of religion or permission of instructor.
Course topics to be announced; offered on occasional basis; may be repeated for credit only if the topic changes.

REL (PHIL) 425. Philosophy of Religion 3 hours
Prerequisite: PHIL 101 or REL 101.
A study of the interplay between philosophy and religion.

REL 490. Independent/Directed Study 3 hours
Prerequisite: Permission of department.
Independent study of a selected problem(s) or text(s) in religion; to be arranged as needed.

REL 499. Senior Seminar in Religion 3 hours
Prerequisite: 15 hours of religion or permission of instructor. Application for graduation must be submitted when registering for this class.
As a capstone experience, students will write and present a major research project that conforms to standards in the field.
PHYSICS (PHY)

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 every day 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.

PROGRAM OF STUDY

Major: Bachelor of Science in Applied Physics

The major requires 67 hours including the general education math and physics requirements.

Required physics courses:

- PHY 211. General Physics I
- PHY 212. General Physics II
- PHY 310. Classical Mechanics
- PHY 320. Modern Physics
- PHY 330. Thermal and Statistical Physics
- PHY 301. Advanced Physics Lab I
- PHY 302. Advanced Physics Lab II
- PHY 399. Philosophy and Methodology of Science
- PHY 410. Materials
- CHEM 452. Physical Chemistry II/Quantum Mechanics
- PHY 440. Electricity and Magnetism
- PHY 450. Fluids
- PHY 460. Circuits
- PHY 495. Science Seminar
- PHY 498. Senior Research

In addition, 12 hours of math courses numbered 300 or above are required.
The following math courses are recommended to fulfill these requirements:

MATH 470. Complex Analysis
MATH 405. Advanced Differential Equations
MATH 330. Linear Algebra
MATH 305. Elementary Numerical Methods

**Major: Engineering Physics**

The engineering physics degree is a dual-degree program with Georgia Institute of Technology (Georgia Tech). It is designed primarily for students interested in Mechanical Engineering. This degree program provides the opportunity for a student to study three years at Piedmont College and then transfer to the Georgia Tech Mechanical Engineering Department. After two more years the student will receive a B.S. in mechanical engineering from Georgia Tech and a B.S. in engineering physics from Piedmont College. Because of the special nature of the dual-degree program, the baccalaureate degree will not be conferred by either Piedmont College or Georgia Tech until all requirements established by both institutions have been met satisfactorily. Students must have a minimum 3.0 grade point average at Piedmont College in order to transfer to Georgia Tech under this program.

Mechanical engineers develop new devices and operations, plan, design, and maintain mechanical systems and mechanisms, test experimental devices, and set up manufacturing systems for all types of products. Mechanical engineers are needed in most manufacturing businesses to design, optimize, and improve products of all types. Mechanical engineers provide the know-how to construct, improve, and make more profitable products ranging from automobiles to kitchen appliances and from air planes to plastic containers. They help maintain ongoing product lines while designing and implementing new ones.

**Required Engineering Physics courses:**

- MATH 211. Calculus I
- MATH 212. Calculus II
- MATH 213. Calculus III
- MATH 330. Differential Equations
- PHY 301. Adv Physics Lab I
- PENG 200. Engineering Statics
- Any two PHY 300 or higher courses (except PHY 460 Circuits)
- CHEM 101. General Chemistry I
- PHIL(REL) 305. Ethics
- TM 331. Computer Programming

**The following courses must be taken as part of the general education requirements:**

- HIST 111. World History to the mid 17th Century
- HIST 112. World History since the mid 17th Century
- PS 220. American Government

**Students will also need to choose one of the following to meet Georgia Tech requirements:**

- ECON 220. Microeconomics
- ECON 221. Macroeconomics

These courses plus the general education requirements of 57 hours will give a student 90 hours of credit at Piedmont College. Once the student completes the Mechanical Engineering...
degree program at Georgia Tech, 30 hours are transferred back Piedmont College to complete the 120 hours needed for a Bachelor of Science in Engineering Physics.

**Minor: Physical Science**

The minor in physical science requires 16 hours of course work (number of courses varies) to include the following:

- PHY 211. General Physics I
- PHY 212. General Physics II

An additional eight hours chosen from chemistry courses numbered 300 or above.

**Minor: Physics**

A minor in physics requires a minimum of 18 hours of course work to include:

- PHY 211. General Physics I
- PHY 212. General Physics II

10 hours of physics at the 300 or 400 level.

**Career Options**

A degree in applied physics prepares students for graduate study or jobs in a number of fields. The degree program is an excellent opportunity for engineering students who are uncertain of what engineering they wish to specialize in. By having this applied physics degree, students will have a firm foundation for specializing in civil, electrical, aerospace, mechanical, or reservoir engineering at the graduate level. In addition, the logical thought processes, mathematical tools, and physical reasoning provided in this field can prepare students for continued studies in medicine (e.g. medical school), law (especially patent law), and finance (mathematics of financial vehicles). A student with this applied physics degree will be prepared to enter the job market as a lab technician in almost any engineering specialty. In addition, this degree combines a liberal arts program with a mathematical science that will prepare a well-rounded student for the many challenges of business, education, science, and engineering of the future.

**Course Descriptions**

- **PHY 101. Conceptual Physics**
  4 hours
  Mechanics, properties of matter, heat, sound, electricity and magnetism, and light. Lecture and laboratory.

- **PHY (CHEM) 111. Physical Science I**
  4 hours
  Principles of the physical universe, including properties of force, motion, gravitation and energy. Introduction to characteristics of matter including atomic structure and behavior. Lecture and laboratory.

- **PHY (CHEM) 112. Physical Science II**
  4 hours
  Fundamentals of chemical reactions and organic chemistry. Composition and behavior of the Earth and its atmosphere, the solar system and the universe. Lecture and laboratory.

- **PHY 211. General Physics I**
  4 hours
  Prerequisite: MATH 211 (concurrent)
  Study of mechanics including equilibrium, motion, force, work, momentum and energy, and waves. Lecture and laboratory.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 212</td>
<td>General Physics II</td>
<td>4 hours</td>
<td>PHY 211</td>
<td>Study of electricity and magnetism, radiation, heat, temperature, sound and light, including optics. Lecture and laboratory.</td>
</tr>
<tr>
<td>PHY 310</td>
<td>Classical Mechanics</td>
<td>3 hours</td>
<td>PHY 211 and 212</td>
<td>Study of systems of particles, rigid body dynamics, continuous media, Lagrange and Hamilton equations, and small vibrations.</td>
</tr>
<tr>
<td>PHY 320</td>
<td>Modern Physics</td>
<td>3 hours</td>
<td>PHY 211 and 212</td>
<td>Relativity, relativistic mechanics, wave and particle duality, molecular spectra, electron energy bands, kinetic theory of matter, and the Schrodinger Equation.</td>
</tr>
<tr>
<td>PHY 330</td>
<td>Thermal and Statistical Physics</td>
<td>3 hours</td>
<td>PHY 211 and 212</td>
<td>Macro-thermodynamics including entropy, enthalpy, ideal gases, statistical-thermodynamics including ensembles, Maxwell-Boltzmann, statistics, partition functions, and black-body radiation.</td>
</tr>
<tr>
<td>PHY 301</td>
<td>Advanced Physics Lab I</td>
<td>1 hour</td>
<td>PHY 211 and 212</td>
<td>Students will design and perform experiments in a variety of physical principles including computer-controlled measurements, dynamics, sound, light, heat, fluid dynamics, and sub-atomic particles.</td>
</tr>
<tr>
<td>PHY 302</td>
<td>Advanced Physics Lab II</td>
<td>1 hour</td>
<td>PHY 211 and 212 and PHY 301</td>
<td>Students will design and perform experiments in a variety of physical principles including electrostatics, electrodynamics, circuit design, and computer simulations.</td>
</tr>
<tr>
<td>PHY (BIO/CHEM/ENVS/GEO) 399.</td>
<td>Philosophy and Methodology of Science</td>
<td>3 hours</td>
<td>At least one course in a 300/400 level science.</td>
<td>Overview of the history and philosophy of science; introduction to scientific research methods including concepts of statistical analyses, testing alternative hypotheses, and experimental design. Requires development of prospectus for Senior Research (BIO/CHEM 498) in consultation with thesis director. Lecture only.</td>
</tr>
<tr>
<td>PHY 410</td>
<td>Materials</td>
<td>3 hours</td>
<td>PHY 211 and 212</td>
<td>Elasticity, stress, strain, plasticity, waves, and fractures in solids, liquids, gases and crystals.</td>
</tr>
<tr>
<td>PHY 440</td>
<td>Electricity and Magnetism</td>
<td>3 hours</td>
<td>PHY 211 and 212</td>
<td>Electric fields and forces, dielectrics, Laplace and Poisson equations, Maxwell equations, and electromagnetic waves.</td>
</tr>
<tr>
<td>PHY 450</td>
<td>Fluids</td>
<td>3 hours</td>
<td>PHY 211 and 212</td>
<td>Fluid statics, dynamics, viscosity, incompressible and compressible fluids, and porous media fluid flow.</td>
</tr>
</tbody>
</table>
PHY 460. Circuits 3 hours
Prerequisite: PHY 211 and 212.
Circuit diagrams, measuring instruments, LRC circuits, semiconductors, diodes, transistors, and operational amplifiers.

PHY 480. Quantum Mechanics II 3 hours
Prerequisite: CHEM 452.
This course is a continuation of CHEM 452 Physical Chemistry II/Quantum Mechanics. It expands on concepts of quantum mechanics introduced in CHEM 452. This course covers Linear Vector Spaces, Hilbert spaces, the path integral formulation of Quantum Theory, Hermitian operators including spin and angular momentum operators.

PHY (BIO/CHEM/ENVS/GEO) 495. Science Seminar 1 hour
Prerequisite: Senior standing in science major.
Application for graduation must be submitted when registering for this class.
Seminar presentation of a senior research project.

PHY (BIO/CHEM/ENVS/GEO) 4959. Honors Science Seminar 1 hour
Prerequisite: Senior standing in science major; must be taken simultaneously with PHY 499.
Seminar presentation of honors research project.

PHY (BIO/CHEM/ENVS/GEO) 498. Senior Research 1 hour
Prerequisite: Senior standing in science major
Conduction of senior research under the direction of a research director.

PHY (BIO/CHEM/ENVS/GEO) 4989. Honors Senior Research 1 hour
Prerequisite: Senior standing in science major.
Conduction of honors research under the direction of the thesis director.

PHY (BIO/CHEM/ENVS/GEO) 499. Honors Thesis 1 hour
Prerequisite: PHY 4989; must be taken simultaneously with PHY 4959.
Writing and approval of a thesis on a research project conducted in PHY 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.

PENG 200. Engineering Statics 3 hours
Prerequisite: PHY 211 and Phy 212.
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.
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Assistant Professor Frye

POLITICAL SCIENCE (PS)

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

PROGRAM OF STUDY

Major: Political Science
The major in Political Science consists of 33 semester hours (11 courses). All majors are required to take the following courses. The Senior Seminar course must be taken as a Political Science course for the major.

- PS 220. American Government
- PS 340. Political Ideologies
- PS/CJ/SOC 310. Research Methods and Analysis
- PS/CJ/SOC 480. Senior Seminar
- MATH 210. Elementary Statistics

Minor: Political Science
A minor in political science requires 18 semester hours (6 courses). Students must take PS 220. Students can elect to take any other five courses in political science, however it is recommended that they consult with the political science advisor when they plan their course of study.

NOTE: No course taken for the major or the minor may be used to meet general education requirements. A number of courses are cross-listed and are noted under course descriptions.

Career Options
Possible career options include working in local, state and federal government agencies, regional planning agencies, social services agencies and becoming a professional political scientist by completing graduate work in political science. The political science major also prepares students for law school.

Course Descriptions

PS 220. American Government 3 hours
A study of the origins, principles, processes and structures of U.S. government.

PS/CJ/SOC 310. Research Methods and Analysis 3 hours
Prerequisite: Math 210 or permission of instructor.
Basic processes of scientific inquiry in the social sciences, problem formation, research design, measurement, data collection, data analysis, interpretation and reporting of results.

PS 315. Georgia Politics 3 hours
This course examines historic and contemporary Georgia, with special attention paid to the state’s constitutional and political development. Georgia’s 10 state constitutions are reviewed in their historical, political, and social contexts. Also, Georgia’s current constitution and the
operational system it establishes are discussed with special attention to the contemporary issues which confront Georgia state government and politics, including its relationship to the federal government and international politics.

CJ/PS 290. Introduction to Criminal Justice 3 hours
This course is an introduction to the operation and administration of the criminal justice system in the United States. The criminal justice system consists of three interrelated components: law enforcement, the judicial process, and corrections. This course will provide an overview of the structure and processes of the criminal justice system, including a brief examination of crime.

PS 330. National Political Issues 3 hours
An examination of major contemporary national political issues, with an emphasis on developing understanding and analytical critical thinking skills for active citizenship. This course includes a focus on current debates over national problems and policy disputes.

PS 340. Political Ideologies 3 hours
Examines contemporary political ideologies, focusing on liberalism, conservatism, libertarianism, fascism, socialism and communism.

PS 350. Governmental Institutions 3 hours
Prerequisite: PS 220 or permission of instructor.
An in-depth examination of the major national institutions of government focusing on the presidency, judiciary, Congress, political parties, and elections.

PS 360. International Relations 3 hours
The structure and process of conflict and cooperation in the international community of states.

PS 370. Adjudication Processes 3 hours
Within the criminal justice system, the court systems come after law enforcement and prior to corrections. One of the purposes of court systems is to determine the legal outcome of a dispute or conflict. In providing an overview of the court system, this course describes the types and levels of U.S. courts, examines what courts do, especially criminal courts, and examines the relationships between the courts and the broader society.

PS 380. International Law 3 Hours
This course examines international law and international organizations as a subject area within the field of international relations. Topics include: approaches to the study of international law, the development of international law, and the nature and function of international law and institutions in the contemporary international system.

PS 398. Political Science Internship 1-6 hours
Prerequisite: PS 220 and permission of instructor.
The internship is a supervised, volunteer, unpaid learning experience in a legal or political setting, which could include a city, country, state or federal government setting as well as a related legal setting. In addition to the volunteer work performed as an intern, the student may be assigned readings related to the internship and may be required to write a research paper directly related to the internship placement. If the course is used to meet the capstone requirement, then readings and a research paper are required. The actual credit hours earned are based on the nature of the internship. For further information, see the political science advisor.
PS 405. Global Issues  
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.

PS 415. Criminal Law and Procedure  
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.

PS/CJ 430. Homeland Security and Terrorism  
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 and antitrust laws.

PS/SOC/WS 450. Family Violence  
This course examines a number of myths and realities about family violence; reviews historical patterns and attitudes regarding family violence. Topics to be discussed include spouse abuse and rape, child abuse, elderly abuse, murder among family members, and legal defenses to criminal family violence based on patterns of abuse. The course also addresses the consequences of family violence, and legal and community responses.

PS/BA/PSY 455. Leadership  
Personal and situational aspects of leading and following, including effective and ineffective leadership styles, leadership as service, emotional and spiritual aspects of leadership, and the role of followers.

PS/BA/PSY 456. Negotiation and Conflict Management  
Conflict is explored as a natural outcome of organized activity, including its origins, its dynamics, and the effective management of conflict. Negotiation as one avenue for managing conflict is emphasized, including practice in mediating and negotiating simulated conflicts.

PS/ANT/SOC 475. Selected Topics  
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.

PS/CJ/SOC 480. Senior Seminar  
Application for graduation must be submitted when registering for this class. Integrates the student’s knowledge through reading, writing and discussion concerning current developments in political science. A capstone course.
The pre-law student must satisfy all general education requirements as well as the major and minor requirements in his or her chosen areas of study to be awarded an undergraduate degree from Piedmont College. Law schools generally do not specify a particular undergraduate major as preliminary preparation for a legal education. The American Bar Association recommends that undergraduate study should provide thorough intellectual training in social sciences, natural sciences and humanities. The liberal arts curriculum of Piedmont College provides this recommended foundation.

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

Psychology is the science of behavior and mental processes. Environmental, experiential and physiological factors that influence behavior are all included within its area of study. Psychology strives to understand why people behave as they do.

A goal of the psychology program at Piedmont College is to cultivate analytical and interpersonal skills. These skills enhance all social relationships. In addition, individuals who can think, analyze and express themselves clearly are highly valued by employers.

PROGRAMS OF STUDY

All psychology majors and minors take a group of basic core courses. In addition, they have the opportunity to plan their own individualized program of study. In consultation with their faculty advisor, they will take courses best suited to their particular interests and future goals. They retain the freedom to decide their own course of study and, of course, the ultimate responsibility for their decisions.

Major: Psychology

The major in psychology consists of 45 hours (15 courses).

Core courses ................................................................................................................................. 12 hours

All psychology majors are required to take:

PSY 201. General Psychology
PSY 202. Intro to Research Methods and Statistics
PSY 401. History & Systems
PSY 495. Advanced Experimental Psychology (Senior Seminar)
MATH 210 Elementary Statistics

Choose three of the following courses ................................................................. 9 hours)

PSY 290. Human Growth and Development
PSY 360. Sensation and Perception
PSY 380. Learning
PSY 410. Cognitive Psychology

Choose two of the following courses................................................................. 6 hours)

PSY 303. Social Psychology
PSY 381. Theories of Personality
PSY 415. Abnormal Psychology

Choose five more PSY courses ........................................................................ 15 hours

Minor: Psychology

The minor in psychology consists of 18 hours (six courses). Psychology minors are required to take PSY 201 (General Psychology) and to select an additional 15 hours of course work in psychology.
Psychology Honors Program
The Honors Program in psychology offers interested students the opportunity to engage in individual research projects in collaboration with faculty members and to receive special recognition of their achievement. Majors in psychology are eligible to apply for the Honors Program if they have a cumulative grade-point average of at least 3.5 and a 3.5 GPA in psychology courses. The Honors Program requires the successful completion of a major in psychology and completion of an independent research project approved by the supervising faculty member. Students who complete the program successfully will receive “Honors in Psychology.” The program should aid those intending to do graduate work.

Career Options
The successful psychology major graduates have an increased knowledge of human behavior and sufficient analytical and interpersonal skills to be effective in utilizing this knowledge. Hence, a wide range of interesting and stimulating career opportunities are available in numerous fields. A sample of positions in these fields include personnel administrators, public relations, recreation, psychiatric assistants, health educators, probation and parole officers, salespersons, counselors, laboratory and research assistants, community workers, daycare center supervisors, newspaper reporters, technical writers, business employers and employees, and many others. The major in psychology also prepares students very well for graduate study.

Course Descriptions
PSY 201. General Psychology 3 hours
Covers the main and sub areas of psychology: development, learning, motivation, tests and measures, biological foundations, and disorder identification and treatment.

PSY 202. Introduction to Research Methods and Statistics 3 hours
Prerequisite: PSY 201.
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.

PSY 204. Human Sexuality 3 hours
Theoretical and empirical analysis of human sexual behavior, including an overview of the biological and sociological perspectives, with emphasis on the psychological foundations of sexual behavior.

PSY 240. Psychology of Childhood and Early Adolescence 3 hours
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.

PSY/WS 260. Psychology of Women 3 hours
Covers the study of female behavior from historical and current perspectives in psychology including theories, research issues, and the place of women in psychology.

PSY 290. Human Growth and Development 3 hours
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.
PSY/SOC 303. Social Psychology 3 hours
Mutual interactions of individuals, groups and social structures including a focus on self, attitudes, prejudice, roles and norms, groups and leadership.

PSY 311. Psychology of Adolescence 3 hours
Physiological, sociocultural and psychological factors influencing humans during transition from childhood to adulthood including a focus on reactions to physiological changes, development of values and identity, parent-child-peer relationships, cognitive development, developmental tasks of adolescence and current issues facing adolescents (drugs, alienation, alcohol and delinquency). 10 hours field experience required for secondary education majors.

PSY 312. Psychology of Adulthood 3 hours
Theoretical and empirical examination of the physical, cognitive and psychosocial changes that occur during the adult years. Emphasis on the life span aspects of psychological development including gerontology.

PSY/BA 325. Consumer Behavior 3 hours
This course will familiarize students with psychological concepts, principles, and theories relevant to consumer behavior. This course is important to business managers who make marketing decisions based on consumers’ reactions to their actions in the marketplace.

PSY/BA 331. Organizational Behavior/Industrial Psychology 3 hours
Prerequisite: BA 301 or PSY 201.
An investigation of individual and group behavior within business organizations with an emphasis on motivation, leadership and performance, values and attitudes, and organizational design and development.

PSY/EDUC 355. Exceptional Children 3 hours
Orientation to the understanding of atypical children: identification, etiology, characteristics, psychology and education of exceptional children. Includes hospital and homebound needs, family and professional guidance, and interpersonal relationships. Directed field-based experience required.

PSY 357. Special Topics in Psychology 3 hours
This course explores special areas in psychology. Selected topics are announced in advance.

PSY 360. Sensation and Perception 3 hours
Prerequisite: PSY 201.
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.

PSY 380. Psychology of Learning 3 hours
Prerequisite: PSY 201.
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.

PSY 381. Theories of Personality 3 hours
Prerequisite: PSY 201.
Major personality theories influencing psychology, historical roots and early theories, personality assessment, current theories, and approaches to normal and abnormal personality development.
PSY 382. Introduction to Counseling 3 hours
Major theories of counseling and development of counselor skills including a focus on the therapeutic relationship, communication procedures, theoretical orientations and counselor assessment tools.

PSY 383. Tests and Measurements 3 hours
An introductory course on the principles and practices of assessment, including the topics of reliability, validity, test development, intelligence and test interpretation. The history, legalities, and ethics of assessment are also discussed.

PSY 401. History and Systems 3 hours
Prerequisite: PSY 201.
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.

PSY 410. Cognitive Psychology 3 hours
Prerequisite: PSY 201.
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.

PSY 415. Abnormal Psychology 3 hours
Psychological models as applied to normal and abnormal behavior including identification, etiology, and treatment of anxiety, somatoform, dissociative, affective, schizophrenic and personality disorders.

PSY 430. Environmental Psychology 3 hours
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.

PSY 441. Internship in Human Services 1-3 hours
Prerequisite: consent of instructor.
The internship is a supervised, unpaid, service-learning experience for 40 hours of required time for each hour of credit. Students may register for up to 3 credits. The setting must allow the student to acquire knowledge and practice skills in the application of psychology. The student maintains a daily journal and discusses the experiences of working in an applied setting.

PSY/PS/BA 455. Leadership 3 hours
Personal and situational aspects of leading and following, including effective and ineffective leadership styles, leadership as service, emotional and spiritual aspects of leadership, and the role of followers.

PSY/PS/BA 456. Negotiation and Conflict Management 3 hours
Conflict as a natural outcome of organized activity, including its origins, its dynamics, and the effective management of it. Negotiation as one avenue for managing conflict is emphasized, including practice in negotiating simulated conflicts.
PSY 490. Independent Research Project 3 hours
Prerequisite: Junior standing and written prospectus approved by a psychology faculty member.
Special project involving original research in some area of psychology. Written report and seminar presentation of findings are required.

PSY 491. Independent Research Project 3 hours
Prerequisite: PSY 490.
Continuation of PSY 490. Written report and seminar presentation of findings are required. (Does not count toward major or minor requirements in psychology.)

PSY 492. Honors Practicum
Prerequisites: Permission of psychology faculty member, must apply in preceding semester, and senior standing.
This course is designed to provide students with an opportunity to understand work they will encounter as graduate students and professional psychologists. Students will assist a psychology faculty member in carrying out their professional duties. This will provide the student with the opportunity to observe the day-to-day work life of a psychologist in an academic setting.

PSY 495. Advanced Experimental Psychology (Senior Seminar) 3 hours
Prerequisites: PSY 202, Math 210, and senior standing.
Application for graduation must be submitted when registering for this class.
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.
FACULTY
Professors Melichar, White
Assistant Professors Ayars

SOCIOLOGY (SOC)
Sociology is a perspective on and the study of social life. Humans are first and foremost social animals who organize themselves into a variety of social forms depending on social and historical circumstances. A necessary condition for full participation in social life is the ability to understand, explain and evaluate these social forms or societies.

Sociology is the scientific and critical study of how and why modern societies operate the way they do, including the relationships among the various social institutions; how and why societies influence what individuals can do, including the development of self; and how and why individuals produce and reproduce (socially construct) social life through everyday activities. This means that students who study sociology at Piedmont College ought to develop several sensitivities: critical, cultural, historical and moral.

No matter what social roles a person plays throughout life, an appreciation of the sociological perspective will be of benefit. The ability to perform these various roles will be enhanced because of five things. The first is the ability to think sociologically, to identify the various social forces or conditions which hinder or help. The second is the ability to relate the criminal justice system to the broader society of which it is a part. The third is the ability to solve problems, to use acquired analytical and research skills. The fourth is the ability to appreciate and understand the diversity of cultures. The fifth is the ability to use the sociological perspective to make the world a better place for all individuals.

PROGRAM OF STUDY

Major: Sociology
The major in Sociology consists of 33 hours (11 courses). All majors are required to take the following courses. The Senior Seminar course must be taken as a Sociology course for the major.

SOC 201. Introduction to Sociology
SOC 300. Classical Social Theory
SOC 302. Contemporary Social Theory
or SOC 304. Feminist Theories
or PS 340. Political Ideologies

Soc/CJ/PS 310. Research Methods and Analysis
SOC/CJ/PS 480. Senior Seminar
MATH 210 Elementary Statistics

Minor: Sociology
A minor in Sociology requires 15 hours (five courses) of course work in sociology, of which 12 hours (four courses) must be selected from upper division (300-400 level) courses. A number of courses are cross-listed and are noted under course descriptions.
Career Options
Possible career choices include business, industry, human and social services, education, and federal and state civil service careers. Piedmont College graduates with a major in sociology are employed as personnel managers, ministers, youth counselors, probation and parole officers, state patrol officers, case workers, teachers and college professors.

Course Descriptions
SOC 201. Introduction to Sociology 3 hours
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.

SOC/ANT 210. Social and Cultural Problems 3 hours
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.

SOC/ANT 250. Cultural Anthropology 3 hours
Introduction to the varieties of human cultures, past and present. Survey of the thinkers and core concepts of cultural anthropology, and of various societies with their differing cultural patterns.

SOC/ANT 300. Classical Social Theory 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
This course examines the origins of the discipline of sociology and the early theoretical perspectives that accompanied the scientific study of society and human groups. The course begins with a discussion of the Enlightenment and Enlightenment thinkers although the primary focus of the course will be on the development of sociology in the latter part of the 18th century up until the first few decades of the 20th century.

SOC 302/ANT. Contemporary Social Theory 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
The course is designed to develop an appreciation of and an understanding of the development of contemporary sociological theories. This course will focus of functionalism, conflict theory, symbolic interactionism, macrosociological perspectives, feminism, and post-modernism. The course will end by examining the various theoretical challenges to modernity and the Enlightenment from both a pre-modern perspective as well as from a post-modern perspective.

SOC/PSY 303. Social Psychology 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
Mutual interactions of individuals, groups and social structures including a focus on self, attitudes, prejudice, roles and norms, groups and leadership.

SOC/WS 304. Feminist Theories 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
An introduction to women studies through feminist theories. Exploring the importance of theories in understanding the various roles (and changing roles) played by women in society, as well as exploring the various issues women face in modern society.
SOC/CJ/PS 310. Research Methods and Analysis
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
Prerequisite: Math 210 or permission of instructor.
Basic processes of scientific inquiry in the social sciences, problem formation, research design, measurement, data collection, data analysis, interpretation and reporting of results.

SOC/CJ 330. Police and Society
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
This course is an introduction to the role of police in U.S. society. Law enforcement is one of the major components of the criminal justice system. Some of the topics to be discussed include the development of the police, policing and civil rights and liberties, the organization and management of the police, the various operations of law enforcement, and the relationship between the police and society.

SOC/CJ 331. Crime and Delinquency
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
An overview of the nature, extent, types, theories, and causes of crime and delinquency. Other areas of study may include modern crime and delinquency preventions and methods of punishment and treatment of criminals.

SOC 335. History, Memory and the Holocaust
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
The purpose of this course is to develop a critical understanding of the role of history and memory in the construction of social reality with particular emphasis on the Holocaust.

SOC 350. Marriage and the Family
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
An examination of the structures and functions of marriage and the family including the varieties of family life. The relationships between families and other social institutions are discussed.

SOC 355. Society, Politics, and the Cinema: Film as Sociology
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
A sociological study of the relationships among society, politics, and films.

SOC/WS 357. Sociology of Gender
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
The course will examine the way gender differences operate and influence individuals’ everyday lives and how gender relations influence and are influenced by social structures and social processes. Areas to be explored may include gender relations in the workplace, gender and body image, gender and identity, and the various ways in which people of different genders are victimized or oppressed on the basis of gender.

SOC/ANT 375. Social and Cultural Change
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
Enhances critical understanding of the dynamics of, reasons for, and the consequences of social and cultural change.

SOC 390. Deviant Behavior
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
Examines the various theories and the varieties of deviant behavior with special emphasis placed on the social construction of deviance.
SOC 398. Internship 1-6 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
The internship is a supervised, 120-hour volunteer learning experience in a social agency that links academic knowledge with practical experience. In addition to the volunteer work performed as an intern, the student is assigned readings related to the internship. Graded on a Pass (P), or No Pass (NP) basis.

SOC/ANT 410. Ethnic and Racial Minorities 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
Examines the various relations among minority groups, and between minority groups and dominant groups, focusing on colonialism and assimilation models, the migrant experience, patterns of discrimination and prejudice, and the varieties of ethnic minorities.

SOC 420. Structured Social Inequality 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
Study of structured social inequality (class, gender, and ethnic/racial) with reference to the unequal production and distribution of societal reward (wealth, status and power). Topics include the nature, types and theories of social stratification and their consequences; and changes in structured social inequalities in advanced industrial and post-industrial societies.

SOC/PS/WS 450. Family Violence 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
This course examines a number of myths and realities about family violence; reviews historical patterns and attitudes regarding family violence. Topics to be discussed include spouse abuse and rape, child abuse, elderly abuse, murder among family members, and legal defenses to criminal family violence based on patterns of abuse. The course also addresses the consequences of family violence, and legal and community responses.

SOC/ANT/PS 475. Selected Topics 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
This course examines special topics related to culture, politics and society which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

SOC/CJ/PS 480. Senior Seminar 3 hours
Prerequisite: Either SOC 201, 210, 250, or permission of instructor.
Application for graduation must be submitted when registering for this class. Integrates the student’s knowledge through reading, writing and discussion concerning current developments in sociology. A capstone course.
SPANISH (SPA)

Spanish ranks fourth among world languages, with more than 400 million speakers, and it serves as the official language of some 20 countries. Knowledge of Spanish is of immense cultural and historical value in the world. Within the United States, Spanish is the second most prevalent language, having more than 30 million speakers, making it the fifth largest Spanish-speaking community in the world. The U.S. Hispanics form the second largest ethnic group in the United States, highlighting Spanish as an important component for any career or profession.

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.

Students entering Piedmont 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 102-level course to fulfill the foreign language general education requirement. Additionally, if a student’s first foreign language course is a 200-level or higher, the 101-102 requirement is considered satisfied. In this case students are allowed to take other courses to meet their eight-hour requirement.

PROGRAM OF STUDY

Major: Spanish

A major in Spanish requires a minimum of 30 hours (the number of courses varies) in Spanish beyond SPA 101 and 102 (Elementary Spanish); for at least two classes, students are encouraged to study abroad for one summer term or one regular semester in a Spanish speaking country/region.

Requirements: SPA 201, 202, 300, 305, 340 or 341, 350 or 351, 499, and two SPA electives.

Minor: Spanish

A minor in Spanish consists of a minimum of 12 hours (the number of courses varies) beyond SPA 102 Elementary Spanish.

Requirements: SPA 201, 202, 205, and one SPA elective.

Double Major/Career Options

Because Spanish is an important component of any career or profession, students may combine the Spanish major with any other major offered at the College.

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

SPA 101. Elementary Spanish I
3 hours
Involvement at the elementary level in spoken and written use of Spanish through class experience and language laboratory. Introduction to the peoples and cultures of Spain and Spanish America. One hour of language lab per week is required.

SPA 102. Elementary Spanish II
3 hours
Prerequisite: SPA 101 or equivalent credit. Continuation of SPA 101. One hour of language lab per week is required.

SPA 201. Intermediate Spanish I
3 hours
Prerequisite: SPA 102 or equivalent credit. Continuation of SPA 101. 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.

SPA 202. Intermediate Spanish II
3 hours
Prerequisite: SPA 201 or permission of department. A continuation of SPA 201.

SPA 205. Spanish Conversation
3 hours
Prerequisite: SPA 202 or permission of department. Designed to improve pronunciation and to increase proficiency in the practical use of Spanish in conversation.

SPA 300. Spanish Culture and Civilization
3 hours
Prerequisite: SPA 202 or permission of department. A study of Spanish civilization through its literature, art, history and its political and social institutions.

SPA 305. Spanish-American Culture and Civilization
3 hours
Prerequisite: SPA 202 or permission of department. A study of Spanish-American civilization through its literature, art, history and its political and social institutions.

SPA 326. Advanced Conversation and Composition
3 hours
Prerequisite: SPA 205 or permission of department. Continues development of fluency through intensive practice and study of the spoken and written language. Stresses accurate use of grammatical structures and sensitivity to differences in style, tone, and levels of language from colloquial to formal.

SPA 340. Survey of Spanish Literature I
3 hours
Prerequisite: SPA 326 or permission of department. Readings from representative literary works from the origins of Spanish literature through the Golden Age.

SPA 341. Survey of Spanish Literature II
3 hours
Prerequisite: SPA 326 or permission of department. Readings from representative literary works from the Golden Age to the present.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 350</td>
<td>Survey of Spanish-American Literature I</td>
<td>3 hours</td>
<td>Prerequisite: SPA 326 or permission of department. Readings from representative literary masterpieces of Spanish America from conquest to Modernism.</td>
</tr>
<tr>
<td>SPA 351</td>
<td>Survey of Spanish-American Literature II</td>
<td>3 hours</td>
<td>Prerequisite: SPA 326, or permission of department. Readings from representative literary masterpieces of Spanish America from Modernism to the present.</td>
</tr>
<tr>
<td>SPA 360</td>
<td>Introductory International Business: Language and Culture</td>
<td>3 hours</td>
<td>This language and culture course will prepare business and language majors for successful communication in the international business world by building upon their existing knowledge and emphasizing practical, real-life use of oral and written foreign language. This course will introduce the student to essential business terminology and language situations in common business contexts, reinforcing strategies for understanding, interpreting, and responding to new information. This course will also help the student to be alert to the importance of cultural awareness in doing business in foreign countries or with foreigners/nationals in the United States.</td>
</tr>
<tr>
<td>SPA 380/580</td>
<td>Spanish for the Professions</td>
<td>3 hours</td>
<td>This course helps professionals communicate effectively in Spanish. Assignments are built around practical classroom situations, and instruction is based on sound principles of foreign language instruction that emphasizes high frequency vocabulary, drill and practice, and opportunity for immediate application.</td>
</tr>
<tr>
<td>SPA 400</td>
<td>Spanish Linguistics</td>
<td>3 hours</td>
<td>Prerequisite: SPA 202 or permission of department. In-depth study of the syntax, morphology, and phonology of the Spanish language. Emphasis is on written practice through composition, study of idioms, and finer points of grammar.</td>
</tr>
<tr>
<td>SPA 481</td>
<td>Special Topics in the Spanish Linguistics</td>
<td>variable hours</td>
<td>Prerequisite: SPA 326 or permission of department. May be taken up to four times and will rotate among topics such as Spanish Dialectology and History of the Spanish Language.</td>
</tr>
<tr>
<td>SPA 490</td>
<td>Special Topics in Spanish, Spanish-American or U.S. Latino Literature and Culture</td>
<td>variable hours</td>
<td>Prerequisites: Spanish 326 permission of department. Investigation of themes of cultural and literary interest in the Hispanic world. Emphasis on mastery of productive language skills, research practices, reading comprehension skills, and cultural knowledge as appropriate to a college Spanish major.</td>
</tr>
<tr>
<td>SPA 491</td>
<td>Spanish Practicum</td>
<td>1 hour</td>
<td>Supervised practical experience in an organization or in an activity appropriate to a student’s career and educational interests. Internships are supervised by faculty members and require periodic student/faculty meetings.</td>
</tr>
<tr>
<td>SPA 499</td>
<td>Senior Seminar</td>
<td>3 hours</td>
<td>Prerequisites: Spanish 326 and at least one other 300-400 level Spanish course, Senior standing. Application for graduation must be submitted when registering for this class. As a capstone experience, students will write and present a major research project that conforms to standards in the field.</td>
</tr>
</tbody>
</table>
THEATRE ARTS (THE)

The theatre program offers academic study and hands-on learning in the areas of acting, directing, production, costuming, set design and construction, sound, lights, children’s theatre, playwriting, movement and voice for actors, and theatre history. By actively participating in all facets of theatre production, students develop performance, technical and analytical skills. The department produces a variety of theatrical events each semester.

The mission of the Piedmont College Theatre Department is to provide rigorous academic training for students in both performance and technical theatre, to provide audiences with quality productions of the highest caliber, to explore the full range of theatrical offerings from the classical to the contemporary, and to foster professionalism, creativity, and camaraderie.

PROGRAM OF STUDY

Major: Theatre Arts

A student majoring in theatre arts must take either MUS 100 or ART 100 to meet the fine arts requirement for general education. Beyond that, the major requires a minimum of 40 hours (13-14 courses), as follows:

Required ........................................................................................................................................ 24 hours)

THE 150 Technical Theater practicum
or THE 151 Acting Practicum .......................... 1 hour required. Maximum 3 hours
THE 205 Fund. Of Technical Theater .................. 3 hours
THE 210 Fund. Of Acting .................................. 3 hours
THE 301 Theatre History I ................................. 3 hours
THE 302 Theater History II .............................. 3 hours
THE 410 Fundamentals of Directing............... 3 hours
THE 460 Senior Project .................................. 3 hours
ENG/THE 311 Drama ....................................... 3 hours
or ENG/THE 405 Shakespeare ......................... 3 hours

Electives ...................................................................................................................................... 16 hours)

THE 150 Technical Theater practicum ................ 1 hour
or THE 151 Acting Practicum .......................... 1 hour required. Maximum 3 hours
ENG/THE 311 Drama ....................................... 3 hours
ENG/THE 405 Shakespeare .............................. 3 hours
THE 420 Selected Topics in Theatre .......... 3 hours (may be repeated up to 12 hours)

And any other 200-level or above theatre courses beyond those required above.

Major: Drama Education

The Bachelor of Arts in Theater Education provides courses leading to certification in Drama at the P-12 level. Courses and program requirements include classroom instruction as well as hands-on learning in theater production and theory, academic preparation in theatre, and experiential learning opportunities in pedagogy. Students must gain admittance into the Piedmont College School of Education, pass appropriate GACE exams, and pass a Theatre Portfolio in order to be recommended for certification.
General Education Requirements - 56 hours
(See Page 56 for general education requirements/Bachelor of Arts Degree)
Course descriptions for Education classes begin on Page 205.

Required Theatre Courses ..........24 Hours + 9 Theatre Elective hours = 33 Hours)
THE 150. Technical Theater practicum
or THE 151. Acting Practicum ......(1 hour required. Maximum 3 hours)
THE 205. Fund. Of Technical Theater ........................................3 hours
THE 210. Fund. Of Acting .........................................................3 hours
THE 230. Children’s Theater ....................................................3 hours
THE 301. Theater History I .......................................................3 hours
THE 302. Theatre History II ......................................................3 hours
THE 400. Drama Education .......................................................3 hours
THE 410. Fund. Of Directing .......................................................3 hours

Theatre Electives ......................................................... Choose at least 9 hours
THE 220. Stage Movement and Dance.........................................3 hours
THE 305. Introduction to Scenic Design ....................................3 hours
THE 310. Advanced Acting .......................................................3 hours
THE/ENG 311. Drama ..................................................................3 hours
THE/ENG 405. Shakespeare .........................................................3 hours
THE 420. Selected Topics In Theatre .............................................3 hours

Required Education Courses .....................................................27 hours
EDUC 199. Introduction To Education.........................................3 hours
EDUC 337. Reading and Writing in Content Areas .......................3 hours
EDUC 355. Exceptional Children ................................................3 hours
EDUC 401. The Multicultural Classroom ....................................3 hours
THE 360. Practicum (K-8) .........................................................3 hours
or THE 361 Practicum (9-12) ....................................................3 hours
PSY 290. Human Growth and Development
or EDUC 407 Learning and Cognition .......................................3 hours

Professional Semester:
EDUC 497. Classroom Management ...........................................3 hours
EDUC 498. Senior Seminar: Reflection and Application ................3 hours
EDUC 499. Student Teaching .....................................................9 hours

Minor: Theatre Arts
A minor in theatre arts requires 15 hours (5 courses), including the following:
THE 100. Introduction to Theatre ..............................................3 hours
THE 210. Fundamentals of Acting ............................................3 hours
THE 301. Theatre History I .......................................................3 hours
or THE 302. Theatre History II ................................................3 hours

The remaining courses (6 hours) may be any theatre elective. No course taken for the minor may be used to meet the general education requirements.
Career Options
Graduate Study
Many graduate schools offer theatre arts as an academic or professional area of study. The Bachelor of Arts in theatre provides the stepping-stone needed to enter a Master of Arts (M.A.) or Master of Fine Arts (M.F.A.) program, which may qualify the graduate for teaching in higher education. The M.F.A is recognized in the professional and academic domains of theatre as a terminal degree. Successful theatre arts students may also qualify to enter a doctoral (Ph.D.) program in certain areas of theatre scholarship.

Professional Opportunities
Many professional organizations require a degree in staffing positions such as technical theatre or management. While professional acting opportunities may not always require formal education, the knowledge and experience gained from the B.A. program provides the student with expanded opportunities that should be helpful in securing employment in professional theatre companies.

Other Opportunities
As an inherently interdisciplinary liberal arts program, the theatre arts degree evidences the reading, writing, speaking, and research skills sought by prospective employers and professional schools. Many theatre arts majors are successful in law school, mass communications, public relations, and other fields.

Course descriptions
THE 100. Introduction to Theatre 3 hours
Structured for the non-major, this course promotes the appreciation and understanding of theatre across a broad-range of topics including acting, play reading, script analysis, theatre history, design, performance viewing, production processes, and others. Structured to be entertaining and hands-on, this course depends highly on class participation.

THE 110. Ballet 1 hour
A study in the basics of ballet. While utilizing a hands-on approach to the art form, the students will examine Ballet through a structured dance class environment while also gaining a strong understanding of the history and the pioneers within the industry who have allowed the art form to evolve. The class will culminate in a dance showcase for the public; this showcase may or may not be in conjunction with the other classes.

THE 111. Tap 1 hour
Prerequisite: THE 110
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.

THE 112. Jazz Dance 1 hour
Prerequisite: THE 110 and 111
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.

THE 113. Modern Dance and Stage Combat
Prerequisite: THE 110, 111, and 112
A study in the basics of modern dance and stage combat. While utilizing a hands-on approach to the art form, the students will work within two separate realms of movement: contemporary lyrical dance (modern) and beginning stage combat skills. 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.

THE 150. Technical/Production Practicum
Prerequisite: instructor’s approval.
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. 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.

THE 151. Acting/Directing Practicum
Prerequisite: instructor’s approval.
By working on department theatre productions, students gain practical experience in acting, directing, or dramaturgy. Written analysis required. 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.

THE 205. Fundamentals of Technical Theatre
A foundation course that provides study in set, sound, and lighting design, carpentry and technical direction, shop and stage equipment, and theatre safety. The course provides hands-on focus through class projects and assistance on departmental productions.

THE 210. Fundamentals of Acting
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. Suitable for majors and non-majors. Written analysis required. Suitable for majors and non-majors.

THE 220. Stage Movement and Dance
This is a participatory course that develops basic dance and stage movement skills centered on yoga, tai chi, and mime. Major movement theories include, but are not limited to, Laban Movement Analysis and the Alexander technique. Students are also introduced to the basic elements of ballet, tap, jazz and modern dance., and vocal sequencing. It includes stage combat and experimental performance art. Written analysis required. Suitable for majors and non-majors.

THE 230. Children’s Theatre
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.

THE 265. Makeup Design 3 hours
A study of the design and application of makeup for the theatrical stage, students will gain hands-on experience with corrective, character, fantasy, and specialty make-up designs. Students will compile a professional makeup portfolio displaying their working knowledge of the variety of makeup techniques and applications.

THE 301. Theatre History I 3 hours
A historical survey of theatrical practice and artists, dramatic literature, and major cultural movements in theatre from prehistory to the Renaissance, including both World and European -American theatre topics. Emphasis on reading, exploration, research, lecture, oral presentation, and writing skills.

THE 302. Theatre History II 3 hours
A historical survey of theatrical practice and artists, dramatic literature, and major cultural movements in theatre from the Renaissance to the present, including both World and Euro-American theatre topics. Emphasis on reading, exploration, research, lecture, oral presentation, and writing skills.

THE 305. Introduction to Scenic Design 3 hours
A focus on the conceptual and analytical side of theatrical design rather than the technical. Course emphasis is on observation, script analysis, sketching, and the evolution of students’ design concepts through various stages. Visual and written analysis required.

THE 310. Advanced Acting 3 hours
Prerequisite: Fundamentals of Acting
Building up the skills acquired in Fundamentals of Acting, this course is a scene and monologue study of periods and styles of acting, from Greek Theatre to Contemporary Theatre , including verse scansion, character analysis, and script analysis. Written analysis required.

THE (ENG) 311. Drama 3 hours
Prerequisite: ENG 101, 102, and 201 or 202
Evaluative reading and criticism of selected plays, representing major playwrights, periods, and genres of dramatic literature.

THE 312. Voice and Diction for the Stage 3 hours
A comprehensive study and application of the actor’s voice in the performance arena. Utilizing the vocal techniques of Linklater, Lessac and Berry, students will explore both contemporary and classical texts. In addition to proper vocal production, students will also participate in an intensive dialect/accent workshop in the last 4 weeks of the semester.

THE 314. Audition Techniques and Professional Development 3 hours
This course is designed to provide the Theatre student with the necessary tools for guidance in the world of professional Theatre. Students will become familiar with a wide variety of audition requirements; construct audition packages, and research theatrical unions and various professional Theaters throughout the United States. The semester will culminate in an Audition Portfolio and a professional audition for directors and casting directors.

THE 317. Lighting Design 3 hours
After a comprehensive understanding and analysis of lighting instruments, lighting plots, electricity, and elements of design, students will receive hands-on experience in designing lights for mainstage and/or black box productions.
THE 319. Costume Design 3 hours
Combining both costume history and the mechanics of design, students will receive practical costume design experience in the historical, modern and contemporary theatre. Students will receive hands-on experience in designing and construction of costumes for a mainstage and/or black box production.

THE 325. Theatre Management 3 hours
Prerequisites: THE 205 and THE 210
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 (Swanson Theatre, the Black Box Theatre and Arrendale Amphitheatre). The course will include a variety of learning and teaching techniques including lecture, readings, and in-class activities.

THE 360. Practicum K-8 3 hours
Prerequisite: one methodology course
A 90-semester-hour practicum for one semester, at the K-8 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement. Please note: THE 360 is designed for prospective student teachers who would like to be placed in 9-12 level Drama Education classroom for their student teaching.

THE 361. Practicum 9-12 3 hours
Prerequisite: one methodology course
A 90-semester-hour practicum for one semester, at the 9-12 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement. Please note: THE 361 is designed for prospective student teachers who would like to be placed in K-8 level Drama Education classroom for their student teaching.

THE 400. Drama Education 3 hours
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 P-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.

THE (ENG) 405. Shakespeare 3 hours
Prerequisite: ENG 101, 102, 201 or 202, and ENG 303
Evaluative reading and criticism of selected Shakespeare works.

THE 410. Fundamentals of Directing 3 hours
Prerequisite: Fundamentals of Acting
This course is a study of the techniques of stage direction, including practical exercises in script analysis, blocking techniques and staging selected or improvisational scenes. The course will result in each student staging a scene or a short play. Written analysis required.
THE 420. Selected Topics in Theatre 3 hours
This course is the study of theatre topics ranging from dramatic literature to specialized production skills. Previous topics include Portfolio development, Playwriting, Audition Techniques, Theatre for Social Change, Scene Painting, Advanced Set Design, Special Effects & Pyrotechnics for the Stage, as well as Puppetry Arts. May be repeated for credit with each new topic.

THE 425. Advanced Technical Theatre 3 hours
Building upon skills developed in THE 205, Basic Technical Theatre, students will address special issues inherent in various forms of set construction, lighting and sound design.

THE 430. Advanced Directing 3 hours
Building upon the skills developed in THE 410, this course is an analysis and understanding of historical, contemporary and experimental styles, thus allowing the students directing experience in a variety of performance spaces (arena theatre, performance art, alley theatre, etc.)

THE 430. Arts Administration Internship in Theatre I 1 hour
Prerequisite: Consent of instructor
This course will provide students with the opportunity to gain practical experience by assisting in the administration of three performance venues (Swanson Mainstage, The Black Box Theatre and Arrendale Amphitheatre). Students will work directly with the organizational leadership of the venue in season development, advertising, audience development, budgets, and other areas based on the interests of the students and the needs of the organization.

THE 431. Arts Administration Internship in Theatre II 1 hour
Prerequisite: THE 430
A continuation of the arts administration internship in theatre. May be repeated for credit.

THE 435. Advanced Scene Design 3 hours
Building on skills developed in THE 305, Basic Scene Design, this course addresses the specific needs of the set designer in regard to the various performance spaces in contemporary theatre (black box, arena, outdoor theatre, etc.)

THE 441. Capstone in Arts Administration 1 hour
Prerequisite: Senior standing
This is a capstone course focusing on the knowledge and experience gained in Arts administration and emphasizing professional experiences and career achievement. Written project and a public presentation will tie together information gained throughout the student’s career at Piedmont and present issues important to emerging arts administrators.

THE 444/445 Internship 5 hours
As a part of the Post-Baccalaureate Certification-Only program in Drama Education, students will complete two semesters of an internship while teaching theatre in the classroom setting. The student participating in the internship will be assigned a college supervisor who will perform regular observations and assessments on the student’s growth as a Theatre instructor. Responsibilities are outlined in the Internship syllabus/handbook.

THE 450. Drama Education II 3 hours
A Survey course on the analysis and application of Drama Education in the P-12 Classroom, with a focus on play production, classroom procedure, and field experience within the community.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>THE 460</td>
<td>Senior Project</td>
<td>3</td>
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<td></td>
<td>Prerequisites: senior standing and/or instructor’s approval. Application for graduation must be submitted when registering for this class. 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.</td>
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<tr>
<td>THE 499</td>
<td>Student Teaching</td>
<td>9</td>
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<td></td>
<td>Drama Education majors, as a part of their professional semester, will be complete a semester long assignment in a theatre classroom. The student participating in the internship will be assigned a host teacher and a college supervisor, both individuals will perform regular observations and assessments on the student’s growth as a Theatre instructor. Responsibilities are outlined in the Student Teaching Handbook.</td>
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WALKER SCHOOL OF BUSINESS
Dr. John M. Misner, Dean

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

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

Goals
Undergraduate Program Goals
Students graduating with an undergraduate business degree will have developed:

• A working knowledge of the functional areas of business
• An ability to use critical thinking skills
• An ability to communicate effectively
• A clear perception of business ethics

THE UNDERGRADUATE BUSINESS PROGRAM
Undergraduate students enrolled in the Walker School of Business work toward a Bachelor of Arts degree with a major in business administration. The major in business administration requires 12 business core courses (36 semester hours), 5 specific courses (15 semester hours) from the general education requirements, plus 7 courses (21 semester hours) from a business concentration. Concentrations are available in accounting, finance, general business, management, and marketing.

The program for the business administration major has been developed with the assistance of local business leaders who continue to serve as advisors and who help provide linkages to the business world. Near the conclusion of the program, each business administration student is encouraged to participate in an internship with a business or other organization. The internship program is designed not only to provide the student with direct application of academic training but also to enhance future employment opportunities.
FACULTY
Professors Gardner, Klersey, Miller, Misner, and E. Taylor
Senior Fellow Carlson, Keel, and Nichols
Associate Professors Coe, Nelms, and Sherrer
Assistant Professors Kreiner, Perrella, and Waller

BUSINESS ADMINISTRATION (BA)

A liberal arts foundation serves as the base for the business administration undergraduate major offered by the school. This major has been designed with a global perspective as well as an entrepreneurial focus. In addition, students will explore a broad range of ethical issues that impact society and the corporate world. Study abroad opportunities are available through the “Maymester” as well as a semester at the University of Nottingham in England.

Students who major at the undergraduate level in business administration must pursue a program, which in addition to typical general education courses, includes 12 business core courses plus those courses for a specific concentration.

PROGRAM OF STUDY

Major: Business Administration

Business Core..................................................................................................................36 semester hours
ACC 201. Accounting I
ACC 202. Accounting II
ECON 321. Global Economics
BA 301. Management
BA 314. Business Law I
BA 320. Marketing
BA 340. Finance for Business
BA 350. Quantitative Methods
BA 370. Project Management
BA 400. International Business
BA 440. Strategic Management
TM 401. Management Information Systems

Notes: ECON 121 (Principles of Economics), TM 200 (Information Systems for Business), BA 200 (Business Communication), MATH 210 (Elementary Statistics), and MATH 110 (Precalculus) or MATH 211 (Calculus I) should be taken within the College general education core; otherwise they must be taken within the elective area. Three semester hours earned from BA 499 (Business Directed “Maymester”) may be substituted for BA 400.

Concentration Requirements.................................................................21 semester hours
For the major in business administration, each student must select a concentration in a specific field. Concentrations are available in Accounting, Finance, General Business, Management, and Marketing.

Accounting Concentration
A major in business administration with a concentration in accounting provides a doorway to many career opportunities both within and outside of accounting. The degree may lead one to become a certified public accountant or certified management accountant and will prepare one for employment in the manufacturing and service industries as well as for gov-
Accounting, often called the language of business, provides essential information about the economic activities of an entity. It plays an important role in our economic and social system. The decisions made by individuals, businesses, governments and other entities determine the use of the nation’s scarce resources. The goal of accounting is to record, report and interpret economic and financial data for use by decision makers.

**Concentration Requirements** ...............................................................21 semester hours

- ACC 301. Intermediate Accounting I
- ACC 302. Intermediate Accounting II
- ACC 310. Cost Accounting
- ACC 420. Tax Accounting
- ACC 450. Advanced Accounting
- ACC 460. Auditing

**Elective — Choose one from**

- ACC 341. Financial Statement Analysis
- ACC 345. Accounting Information Systems
- ACC 470. Accounting Internship
- BA 430. Entrepreneurship and New Venture Management
- BA 431. Investment Management
- ECON 313. Financial Institutions and Markets
- BA 499. Business Directed “Maymester”.

Notes: Students selecting the accounting concentration should take and substitute ACC 345 (Accounting Information Systems) for TM 401 (Management Information Systems). If a student takes TM 401, ACC 345 can be used as the Accounting elective.

Students interested in becoming a Certified Public Accountant (CPA) need to earn 30 semester hours in ACC courses above ACC 201 and ACC 202, and total at least 150 semester hours. Interested students should work closely with their academic advisor in planning the courses selected which can include ACC 341 (Financial Statement Analysis), ACC 345 (Accounting Information Systems), ACC 470 (Accounting Internship), ACC/MA 643 (Financial Investment Analysis), ACC/MA 650 (Corporate Financial Analysis), and ACC/MA 653 (Managerial Accounting).

**Finance Concentration**

The finance concentration helps students develop the solid foundation in financial principles and practices valued by successful business professionals. Students develop their analytical skills, study the role of financial institutions and markets in the global economy, and explore the use of financial management tools and techniques in the overall strategic management of the firm. The study of finance prepares students for careers in commercial and investment banking, corporation finance, investment analysis and management, and financial analysis. This concentration also provides sound preparation for graduate study.

**Concentration Requirements** ...............................................................21 semester hours

- ACC 301. Intermediate Accounting I
- ACC 302. Intermediate Accounting II
- BA 341. Financial Statement Analysis
ECON 313. Financial Institutions and Markets  
BA 430. Entrepreneurship and New Venture Management  
BA 431. Investment Management  

Elective: Choose one from:  
  MATH 330. Linear Algebra  
  ACC 345. Accounting Information Systems  
  ACC 450. Advanced Accounting, BA 455 (Leadership)  
  BA 470. Finance Internship  
  BA 499. Business Directed “Maymester”  

Notes: Finance students may take and substitute ACC 345 (Accounting Information Systems) for TM 401 (Management Information Systems). If this is done, a Finance elective other than ACC 3345 must be chosen.

**General Business Concentration**  
The general business concentration is designed for students wishing to obtain a broad exposure to several functional areas of modern business. Electives should be chosen with the student’s specific career goals in mind. This concentration also prepares students for graduate study.

**Concentration Requirements** ...............................................................21 semester hours  
BA 341. Financial Statement Analysis  
BA 430. Entrepreneurship and New Venture Management  
BA 455. Leadership  

Electives: Choose two from  
  BA 410. Advertising & Promotion  
  or MCOM 370. Advertising and Communications  
  BA 431. Investment Management  
  BA 432. Human Resource Management  
  BA 470. Business Internship  
  BA 480. Quality Management  

Electives: Choose two from:  
  ECON 313. Financial Institutions and Markets  
  BA 325. Consumer Behavior  
  BA 331. Organizational Behavior  
  BA 425. Sales Management  
  BA 499. Business Directed Maymester  

**Management Concentration**  
The management concentration provides students with a broad set of skills, knowledge, and perspectives so they can pursue careers in a variety of organizations and industries and deal with the realities of numerous job and career changes following graduation. Also, the management concentration provides a solid foundation for graduate study in MBA programs or law school. The management concentration focuses on topics fundamental to the success of leaders and organizations.

Management, where the student focuses on acquiring decision-making and implementation skills, is designed to provide ethical strategic direction to businesses in a global setting. The management concentrations differ from other business concentrations in that it focuses on
between-function issues whereas other concentrations focus primarily on within-functional issues.

**Concentration Requirements** ............................................................... 21 semester hours

- BA 341. Financial Statement Analysis
- BA 430. Entrepreneurship and New Venture Management
- BA 432. Human Resource Management
- BA 455. Leadership
- BA 480. Quality Management

**Electives: Choose two from:**

- ECON 313. Financial Institutions and Markets
- BA 331. Organizational Behavior
- BA 425. Sales Management
- BA 431. Investment Management
- BA 434. Facilities and Event Management
- BA 470. Management Internship
- BA 499. Business Directed “Maymester”

**Marketing Concentration**

The study of marketing explores the dynamic processes in which persons and organizations strive to anticipate and satisfy the needs and wants of consumers. Students develop an understanding of the concepts and functions of marketing, including the appreciation of consumer orientation and the refinement of the skills and abilities needed to analyze and formulate marketing strategies. This concentration is particularly relevant to the student planning a career in sales, advertising, consumer relations, brand management, and marketing research. This concentration also prepares students for graduate study.

**Concentration Requirements** ............................................................... 21 semester hours

- BA 325. Consumer Behavior
- BA 430. Entrepreneurship and New Venture Management
- BA 435. Marketing Research
- BA 455. Leadership

**Electives: Choose three from:**

- BA 341. Financial Statement Analysis
- BA 410. Advertising & Promotion
- or MCOM 370. Advertising and Communications
- BA 412. Sports Marketing
- BA 425. Sales Management
- BA 434. Facilities and Event Management
- BA 470. Marketing Internship
- BA 499. Business Directed “Maymester”

Note: Students interested in the area of Sports Marketing should consider BA 412 and BA 434 as electives above.

**General Business Minor for Non-business Majors (21 semester hours)**

The general business minor is an added enhancement to many fields of study. All people are touched by business in their daily and professional lives. This minor will provide entrepreneurs (who are majoring in Art, Theater, Music, Psychology, Literature, Science, or anything other than Business) with the knowledge, skills, and abilities that will be needed
to survive, succeed, and prosper in the management of a small business in their chosen field.

**Minor Requirements**

- **ECON 121.** Principles of Economics
- **ACC 201.** Accounting I
- **ACC 202.** Accounting II
- **BA 301.** Management
- **BA 320.** Marketing
- **BA 340.** Finance for Business
- **BA 430.** Entrepreneurship and New Venture Management

**Course Descriptions**

**ACCOUNTING**

**ACC 201. Accounting I** 3 hours
Prerequisite: TM 200 or equivalent.
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.

**ACC 202. Accounting II** 3 hours
Prerequisite: ACC 201.
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.

**ACC 301. Intermediate Accounting I** 3 hours
Prerequisite: ACC 202.
Accounting theory and practice as applied to receivables, inventories, intangible and tangible fixed assets, and current and long-term liabilities.

**ACC 302. Intermediate Accounting II** 3 hours
Prerequisite: ACC 301.
Theory and practice as applied to capital stock, dividends, retained earnings, application of funds, and statement analysis.

**ACC 310. Cost Accounting** 3 hours
Prerequisite: ACC 202.
Cost elements, cost classifications, job and process cost systems.

**ACC/BA 341. Financial Statement Analysis** 3 hours
Prerequisite: ACC 202.
The course is designed to educate the student on the linkages between managerial decisions and the impact of these decisions on the financial performance and economic value of the firm. The course will cover interpretation of financial reports via utilization of ratio analysis and other techniques. It will also cover the development of financial projections and their underlying assumptions; evaluation of business investment decisions given required rates of return; assessment of the implications of financing choices; determination of business and security values; and the use of analytical techniques to maximize shareholder value. The viewpoints and concerns of managers, owners, and other stakeholders will be considered during the analysis/interpretation process.
ACC 345. Accounting Information Systems  3 hours
Pre-requisite: ACC 301
This course will present a thorough introduction to basic accounting information systems, provide a working knowledge of systems analysis and design techniques, and introduce several fundamental accounting information flow patterns. In addition, it will examine the need for adequate systems controls, risks inherent in the controls, and refined systems output to support management decision-making processes.

ACC 420. Tax Accounting  3 hours
Prerequisite: ACC 202
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.

ACC 450. Advanced Accounting  3 hours
Prerequisite: ACC 302.
Special problems relating to consolidated statements, fiduciaries, governmental and institutional units.

ACC 460. Auditing  3 hours
Prerequisite: ACC 302.
Qualifications and responsibilities of the public accountant; introduction to basic auditing objectives, standards, ethics, terminology, procedures, working papers and reports.

ACC/BA 470. Internship  3 hours
Prerequisite: Senior standing or permission of the instructor.
Through actual work experience and/or an applied job related project, the student has a chance to apply business related skills and concepts. Each student is directed by a college supervisor and is expected to prepare a report and a self-evaluation of this experience.

ACC 499. Special Topics  1-3 hours
The content and credit hours for this course vary. Consult the schedule for topics and hours available for the semester.

BUSINESS ADMINISTRATION

BA 200. Business Communication  3 hours
Prerequisite: ENG 102.
A study of the tools and techniques, both oral and written, that are useful for communicating in a business environment based upon the concepts and theories of business communication. Among the additional topics covered in detail, are: business reports, presentations (prepared and impromptu) resumes, the job search process, and basic business etiquette. The course involves considerable use of critical thinking skills.

BA 301. Management  3 hours
Prerequisite: BA 200 and ECON 121.
An overview of the management functions: planning, organizing, leading and controlling. The course also includes an examination of business ethics and the global economy.

BA 314. Business Law I  3 hours
An overview of the U.S. and international legal systems, tort and criminal law, and a more detailed study of general contract law and the law of sales contracts governed by the Uniform Commercial Code.
BA 320. Marketing 3 hours
Prerequisite: BA 200 and ECON 121.
A study of the principles and methods involved in pricing, promoting and distributing products to consumers through various channels.

BA (PSY) 325. Consumer Behavior 3 hours
Prerequisite: BA 320.
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.

BA /PSY 331. Organizational Behavior/Industrial Psychology 3 hours
Prerequisite: BA 301 or PSY 201.
An investigation of individual, group, and organizational behavior within businesses with an emphasis on motivation, leadership, performance, values and attitudes, and organizational design and development.

BA 340. Finance for Business 3 hours
Prerequisite: ECON 121, TM 200 or equivalent, and ACC 202.
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.

BA /ACC 341. Financial Statement Analysis 3 hours
Prerequisite: ECON 121, TM 200 or equivalent, and ACC 202.
The course is designed to educate the student on the linkages between managerial decisions and the impact of these decisions on the financial performance and economic value of the firm. The course will cover interpretation of financial reports via utilization of ratio analysis and other techniques. It will also cover the development of financial projections and their underlying assumptions; evaluation of business investment decisions given required rates of return; assessment of the implications of financing choices; determination of business and security values; and the use of analytical techniques to maximize shareholder value. The viewpoints and concerns of managers, owners, and other stakeholders will be considered during the analysis/interpretation process.

BA 350. Quantitative Methods 3 hours
Prerequisite: MATH 210 or MATH 310 and TM 200.
Practical applications of statistical tools and techniques to business problems. Emphasis is placed on research, design and interpretation of results and the implications of those results for business decision-making.

BA/TM 370. Project Management 3 hours
Prerequisite: BA 301
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.

BA 400 International Business 3 hours
Prerequisites: BA 340 and ECON 321.
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.

BA 410. Advertising & Promotion 3 hours
Prerequisites: BA 320 and BA 435.
Planning, execution and measurement of advertising programs. The course will focus on the creation of a real-world advertising campaign. Students will learn concepts of advertising and media strategy, media data sources, and analysis and effective message delivery.

BA 412. Sports Marketing 3 hours
Prerequisite: BA 320.
An introduction to the complex and diverse nature of sports marketing. A framework will be presented to explain and organize the strategic sports marketing process.

BA 425. Sales Management and Personal Selling 3 hours
Prerequisite: BA 320.
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.

BA 430. Entrepreneurship and New Venture Management 3 hours
Prerequisites: BA 301, BA 320 and BA 340; and senior standing
Acquaints the student with the differences in managing a small business or a new business venture from that of a large business. Specifically examined are the personal qualities of successful entrepreneurs, the information required to establish a new business venture, the unique problems of the entrepreneur in starting and operating a new business, and dealing with external professionals who help with a new/small business.

BA 431. Investment Management 3 hours
Prerequisite: BA 340.
This course explores the arena of financial investments while concentrating on the types of investments and markets, the risk-return trade-off, security valuation, and portfolio management. Topics covered include analysis and valuation of equity, fixed income and leveraged securities, issues in efficient markets, the uses mutual funds and other pooled instruments, and derivative securities and their uses.

BA 432. Human Resource Management 3 hours
Prerequisites: BA 301 or BA 331.
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.
BA 434. Facilities and Event Management 3 hours
Prerequisite: BA 320.
From multimillion-dollar complexes to community centers, facilities and event management is a conglomerate of management and marketing activities. This course will explore the issues related to sports events planning and implementation. Designing, managing and promoting facilities will also be explored in depth.

BA 435. Marketing Research 3 hours
Prerequisite: BA 350 or consent of the instructor and BA 320.
This course will prepare managers and owners for working with professional researchers or to design simple research of their own to obtain customer input for new products, advertising, pricing and distribution systems. Specific topics covered will be the use of secondary information sources, preparation and evaluation of surveys, basics of data evaluation and the marketing research process. Applications will include demand estimation and forecasting, concept testing, consumer satisfaction analysis and product development. Students will conduct actual research in-group projects.

BA 440. Strategic Management 3 hours
Prerequisites: BA 340 and senior standing.
Students should complete the application for graduation prior to registering for this course.
The capstone course using case analysis and the strategic management literature to tie the business administration functional areas together and reinforce the concepts and tools learned in the prerequisite courses. A major component of this course is the topic of ethics in business.

BA/PSY 455. Leadership 3 hours
Prerequisite: BA 301.
Influencing skills are explored through self-assessment, applied practice, and case review; styles of leading in appropriate contexts, coaching, and mentoring are among topics. Effective processes examined are the leader-follower relationship, delegating, group decision-making, power, politics, participation, service as leadership and collaboration. Systemic perspectives like organizational culture and the learning organization are viewed as valuable in changing environments.

BA/ACC 470. Internship 3 hours
Prerequisite: Senior standing or permission of the instructor.
Through actual work experience and/or an applied job related project, the student has a chance to apply business related skills and concepts. Each student is directed by a college supervisor and is expected to prepare a report and a self-evaluation of this experience.

BA 480. Quality Management 3 hours
Prerequisite: TM 200 or equivalent, BA 350, or consent of instructor
Investigates the behavioral, technological, and statistical concepts inherent to the system of management called total quality managements (TQM). One of the principle tenants of TQM is the notion that continuous improvement of quality requires the continuous measurement and assessment of quality. A knowledge of statistics and spreadsheets is required. If organization effectiveness (competitive advantage) is the product of quality and efficiency, then this course holds efficiency constant and explores methods to improve quality (see BA 360 for the companion course in productivity) in service and manufacturing organizations. Students will employ spreadsheet logic to solve an array or problems.

BA 499. Special Topics 1-3 hours
The content and credit hours for this course vary. Consult the schedule for topics and hours available for the semester.
TECHNOLOGY MANAGEMENT

TM/MATH 100. Introduction to Information Technology 3 hours
This skills-based course provides students with a foundation for using information technology systems in the academic environment. Beginning with basic operating system skills, the course guides students in developing competency in use of common productivity software programs. (Students interested in business administration, the MATH/TM major, or TM elective courses should take TM 200 instead of TM/MATH 100.)

TM 200. Information Systems for Business 3 hours
This course will provide students with a foundation for using information technology systems in an academic environment and will prepare students for further studies of information technology in upper division business courses. The course will provide instruction in the basics of component hardware, operating system manipulation, common productivity software programs, common graphics programs, HTML development, and use of digital media peripherals. Capabilities and risks associated with Internet-based media will be explored and use of Internet-based research tools will be emphasized. The course will emphasize use of spreadsheet software for analysis and modeling in the business environment. Concepts essential in database design and programming will be introduced.

TM 331. Computer Programming 3 hours
Study of computing systems manipulation using a current programming language. Includes input/output techniques, program processing control, file processing and database interfacing.

TM 401. Management Information Systems 3 hours
Prerequisites: TM 200 or equivalent, ECON 121, and BA 301.
This course introduces business students to the complexities of the business computing environment and should help students understand: common applications for computers in business, common problems in managing information technology in business, “e-business” and how it relates to traditional management information systems. In addition to enduring MIS concepts, the course will devote considerable time to current issues in MIS.

ECONOMICS

ECON 121. Principles of Economics 3 hours
This survey course focuses on core economic concepts and the direct links from the theory to real world situations. Topics covered include markets and the market process, applications of supply and demand, costs and profit maximization, competition, equilibrium, monetary and fiscal policies, and business cycles and growth.

ECON 313. Financial Institutions and Markets 3 hours
Prerequisite: ECON 121.
A survey of the role of financial institutions and markets in the domestic and global economies.

ECON 321. Global Economics 3 hours
Prerequisite: ECON 121.
This course explores micro and macro components of international economics. Core theories are introduced and linked to international economic integration. Topics covered include international trade (comparative advantage, tariffs and quotas, commercial policies and protection), international finance (balance of payments, exchange rates and systems, financial crises), and economic integration.
SCHOOL OF EDUCATION
SCHOOL OF EDUCATION

Dr. J. Robert Cummings II, Dean
Dr. Robert Moffett, Associate Dean
Dr. Julie Palmour, Associate Dean

Preparing proactive educators to improve the lives of all children.

MISSION

The School of Education offers a variety of undergraduate and graduate programs to prepare teachers at the initial and advanced levels. Programs of study include undergraduate programs in Early Childhood Education, Middle Grades Education, Secondary Education, and Drama Education. Graduate programs at both the initial and advanced certification levels include master’s programs in Art Education, Early Childhood Education, Music Education, four content areas in Secondary Education, and Special Education. The School also offers an advanced program in Middle Grades Education, as well as the Education Specialist and Education Doctorate in Teacher Leadership.

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

Specific ideals under-gird our conceptual framework. We advocate the democratic ideals of: equal rights and opportunities; individual freedom and responsibility; responsibility for the greater good; respect for diversity; openness to possibilities; and open, informed discourse.

We endorse the following processes as a means of striving for our democratic ideals: engaging in participatory decision-making; collaborating in teaching and learning; collecting information from all constituencies; examining options and projecting consequences; nurturing open discourse; providing for field experiences; assessing processes as well as products; modeling democratic ideals in the classroom; forming communities of learners; and constantly revising the curriculum to reflect new insights and understandings. Further, we endorse the development of a sense of personal integrity and of strong habits of mind (e.g., reflectiveness, persistence, clarity, accuracy, and responsiveness to feedback).

Students’ Responsibility

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

All Piedmont students are required to utilize the Piedmont e-mail 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 School of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont College reserves the right to withdraw a teacher candidate from teacher education for failure to meet these outcomes.

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

Regulations, program requirements, and procedures are subject to change pending rules of the Georgia Professional Standards Commission. Programs of study leading to certification are approved by the Georgia Professional Standards Commission.
Faculty
Dean Cummings
Associate Dean Palmour, Demorest
Associate Dean Moffet, Athens
Professors Briggs, W. Brown, Kibler, Lucado, Rogers,
Associate Professors Benson, C. Crowder, Pease, Smith-Patrick,
Assistant Professors- Cole, I. Crowder, Hollandsworth, and O’Keefe
Instructors Bolt and Mapp

Education (EDUC)

General Program Requirements
Admission to Teacher Education
Students must apply for formal Admission to Teacher Education after completing 30 semester hours and before completing 60 semester hours, even if all criteria are not met. Candidates transferring more than 60 hours must apply for Admission to Teacher Education their first semester. Criteria for admission are as follows:

- Evidence of adequate scholastic ability, demonstrated by a 2.5 “C+” or higher cumulative GPA;
- Evidence of proficiency in written English by a final grade of “C” or higher in English 101 and 102;
- Evidence of proficiency in mathematics by a final grade of “C” or higher in the mathematics general education requirements;
- Evidence of proficiency in oral communication by a final grade of “C” or higher in MCOM 100 and error-free use of standard English during a required interview;
- Evidence of potential in professional education by a final grade of “C” or higher in EDUC 199 or in EDUC 102-202;
- Evidence of meeting expectations for professional conduct and ethics as documented on the Admission to Teacher Education Form and undergoing a criminal background check;
- Favorable recommendation of the major advisor;
- Formal written application made through the Dean of Education; and
- Passing score on the GACE Basic Skills tests unless exemption filed according to the following criteria: SAT exemption (1000 total with no minimum verbal or math); ACT exemption (43 total by adding English and Math); GRE exemption (1030 total with no minimum verbal and quantitative).

Students may not complete more than nine courses (including approved transfer courses) in the major unless the GACE Basic Skills tests have been passed or exempted.

See School of Education website: http://cyrus.piedmont.edu/users/moremen/SOE_Website/ for more information.

Field Experiences
Field Experience requirements are established by each department. Teacher Candidates should consult the School of Education website for detailed information concerning their program of study. Field Experiences include documented hours built into individual courses, practicum, student teaching, and apprenticeship. Education majors should be aware that they will undergo a criminal background check before completing any required field experiences.
Continuation and completion of all field experiences is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the School of Education Conceptual Framework and Candidate Program Learning Outcomes and, for candidates in programs leading to secondary T-4 certification, the Georgia Systematic Teacher Education Program Accomplished Teacher Framework. Piedmont College reserves the right to withdraw or change the placement of a teacher candidate for failure to meet these outcomes or at the request of the host school.

Program Completion Requirements

Teacher Certification

The College’s recommendation for issuance by the Georgia Professional Standards Commission of a Georgia Level 4 renewable certificate in the appropriate area or areas is contingent upon:

• Completion of all courses in the professional education sequence (each with a minimum grade of “C”);
• All professional education courses must be completed no more than 10 years before the student’s graduation date unless approved by the department chair;
• Application for graduation;
• Submit documents of all field experience requirements;
• Successful completion of professional development portfolio;
• Attainment of the baccalaureate degree;
• Clearance on a personal affirmation form reflecting the moral standards and code of ethics of the Georgia Professional Standards Commission and the Piedmont College School of Education;
• Applications to teacher education and to student teaching may be denied based on information presented in the background clearance. Before being hired by a Georgia Public School System, another background check, including fingerprinting, will be conducted by the system;
• An overall GPA of 2.5, and a 2.75 GPA for secondary education majors in their content field;
• A passing score on the GACE Basic Skills tests and the appropriate certification test(s).

For the certification application process, go to http://cyrus.piedmont.edu/users/mmoremen/

Majors

The School of Education offers a state-approved programs of study leading to early childhood education (P-5) and middle grades education (4-8) certification. All candidates are required to take an undergraduate School of Education orientation within their first two semesters at Piedmont College.

All candidates must document a minimum of fifty hours of field experiences in diverse settings across grade levels (P-5 ECE or 4-8 MG) during their program of study.

Early Childhood Education (P-5)

A major in early childhood education requires 66 hours comprised of the following courses:

EDUC 199. Introduction to Education
EDPE 271. School and Community Health
EDUC 307. Learning and Cognition
EDPE 321. Physical Education in the Elementary Schools P-5
EDEC 331. Reading Methods, P-5
EDEC 332. Language Arts Methods, P-5
EDUC 333. Geography for Teachers
EDEC 334. Social Studies Methods, P-5
EDEC 335. Science Methods, P-5
EDEC 336. Math Methods, P-5
EDUC 338. Assessing and Assisting Effective Reading in the Classroom
EDUC 339. Fine Arts for Teachers
EDUC 355. Exceptional Children
EDUC 401. The Multicultural Classroom
EDUC 405. Exploration and Analysis of Reading Environments

Choose one: Apply semester in advance (Exclude summer)
EDEC 361. Practicum (1-3)
or EDEC 362. Practicum (4-5)
EDUC 495. Educational Assessment for All Learners

Professional Semester
The following three courses must be taken concurrently:
EDUC 497. Classroom Management
EDUC 498. Senior Seminar: Reflection and Application
EDEC 499. Student Teaching (K-5) (This is also the designated CAPSTONE for ECE Majors)

Note: Candidates may take no more than four courses after student teaching. (Only two general education and two major courses are allowed after student teaching). EDUC 250, EDUC 355, EDEC 331, EDEC 332, EDEC 336, EDEC 361, EDEC 362, and EDUC 495 must be successfully completed prior to student teaching.

Middle Grades Education (4-8)
A major in middle grades education requires 73-78 hours comprised of the following courses.

Professional Education Sequence
EDUC 199. Introduction to Education
EDUC 307. Learning and Cognition
EDCM 331. Reading Methods, 4-8

Select two of the following courses according to areas of concentration:
EDMG 332. Language Arts Methods, 4-8
EDMG 334. Social Studies Methods, 4-8
EDMG 335. Science Methods, 4-8
EDMG 336. Math Methods, 4-8
EDUC 337. Teaching Reading and Writing in the Content Areas
EDMG 345. Teaching in the Middle School
EDUC 355. Exceptional Children
EDMG 360. Practicum, 4-5
or EDMG 361. Practicum 6-8
EDUC 401. The Multicultural Classroom
EDUC 495. Educational Assessment for All Learners
Professional Semester
The following three courses must be taken concurrently:
EDUC 497. Classroom Management
EDUC 498. Senior Seminar: Reflection and Application
EDMG 499. Student Teaching (4-8) This is also the designated capstone for middle grades majors.

Area of Content Courses
Middle grades education majors select two areas of concentration from language arts, mathematics, natural sciences and social sciences. Courses taken in the concentration areas may not be used to meet general education requirements.

A. Language Arts
ENG 450. Seminar in Composition Studies
ENG 455. English Usage for Teachers
Select two of the courses below:
ENG 210. United States Literature to 1865
ENG 211. United States Literature from 1865
ENG 220. Ethnic American Literature
ENG 221. Women Writers
ENG 225. Nature Writers
ENG 307. Short Story
ENG 308. Novel
ENG 309. Poetry
ENG 311. Drama
ENG 312. Non-Fiction
ENG 427. American Romanticism
ENG 428. Twentieth Century American Literature
ENG 429. Multicultural American Literature
ENG 430. Literature of the American South

B. Mathematics
MATH 200. Discrete Mathematics
MATH 211. Calculus I or MATH 110 Precalculus
MATH 420. Geometry or MATH 220 Geometry for Middle Grades Teachers
MATH (300 level or above)

C. Natural Sciences
BIO 101. General Biology I
CHEM 101. General Chemistry I
ES 201. Physical and Historical Geology of Georgia
or ES 202. Astronomy and Meteorology
Any other approved science (ES 201 or ES 202; GEO 101 or GEO 102)

D. Social Sciences
HIST 301. History of the U.S. to 1836
or HIST 302. History of the U.S., 1836-1912
HIST 330. History of Georgia
SOCS/EDUC 333. Geography for Teachers
PS 220. American Government
Minor: Teaching
This minor benefits those interested in teaching but not seeking certification at the undergraduate level. The minor is not related to a specific level of teaching and does not lead to certification. Prior to taking any courses for the minor, a candidate must provide a Verified Background Check. Requirements are:

EDUC 199. Introduction to Education
EDUC 355. Exceptional Children
EDEC, EDMG, or EDSE. Practicum

Choose one:
PSY 240. Psychology of Childhood and Early Adolescents
PSY 290. Human Growth and Development
EDUC 307. Learning and Cognition

Any two additional 3-hour courses with a prefix of EDUC, EDEC, EDMG, or EDSE not used in a major.

Drama Education (P-12)
For information regarding a major in Drama Education please refer to Page 177, MAJOR: DRAMA EDUCATION.

Secondary Education Programs (6-12)
Undergraduate Programs
Piedmont offers five undergraduate programs for individuals seeking T-4 certification to teach grades 6-12: English /Language Arts Education, Mathematics Education, History Education, Biology Education, and Chemistry Education. Most students, if they register for 15-17 credit hours per semester, complete these Programs of Study in four years, but it may be necessary to enroll in summer sessions or other options.

Programs of study are available from the Coordinator of Undergraduate Secondary Education Programs, or from the respective Arts and Science departments, or in this catalog as listed below.

Biology Education, Page 77
Chemistry Education, Page 86
English /Language Arts Education, Page 97
History Education, Page 116
Mathematics Education, Page 133

Dual-Degree Secondary Education Programs
These programs are for students who prefer certification at a masters degree level, or who opt for secondary education after the fall semester of their junior year. They combine a bachelors degree with a Masters in the Art of Teaching, leading to recommendation for a T-5 Georgia 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 for studies for secondary education as described in the department sections under Arts & Sciences in this catalog. The only required education course in the Dual-Degree Program is EDSE 366 Foundations and Practicum in Secondary Education (4 semester hours). This course should be taken in either junior or senior year.
Candidates in both programs are strongly encouraged to take Spanish for Teachers and to practice conversing with native speakers whenever possible. We also recommend taking as many philosophy courses as possible, especially PHIL 303 Epistemology and PHIL 305 Ethics.

Career Options
Teacher education programs prepare undergraduate candidates for teaching positions in their field of study and encourage the continuation of professional development of graduate candidates. The profession of teaching offers opportunities for professional development in many other areas including guidance counseling, school administration, and as a media specialist.

Course Descriptions
EDSE 102/201/202/301*/302. Explorations in Secondary Education  1 hour each
Exploratory courses taken each semester during the freshman, sophomore and junior years. Provides an opportunity for candidates to become familiar with the attributes of accomplished teaching and reflect upon their role in modeling these in their future careers. Thirty-three attributes of accomplished teaching are spiraled throughout the three-year sequence with increasing levels of sophistication. These ‘strands’ encourage candidates to reflect upon and incorporate the knowledge, skills and dispositions acquired in their General Education and content courses into their own personal pedagogies. Discussion of the trends and issues in secondary education enhance candidates’ understanding of the foundations of education, the philosophical and ethical issues impacting teaching and the multicultural composition of high schools. Additionally, candidates begin the production of a growth portfolio documenting their progress toward achieving the School of Education’s ten Core Candidate Learning Outcomes (CCLO’s) and the six competency areas of the Georgia Systemic Teacher Education Program (GSTEP). Students are expected to devote as much preparation and study time as necessary to master the knowledge, skills, and dispositions required to be successful. Students are also expected to display a scholarly, proactive, reflective attitude at all times in the Explorations classes. Required field experiences (16-20 hours each semester) provide a realistic view of high schools in this region.

*Students admitted to the secondary education cohort during their general education program enroll in the appropriate one (1) hour Explorations class (EDSE 102,201,202) each semester. Transfer students and Piedmont students who declare a secondary education major during the fall semester of their junior year are required to enroll in EDSE 301 Explorations for three (3) hours credit, rather than one (1) hour, in order to develop competency in the ‘strands’ explored during the earlier general education sequence. Students who opt for secondary education after the fall of their junior year are advised to pursue the current Dual-Degree Program. Refer to Page 275 in the catalog for details.

EDUC 199. Introduction to Education  3 hours
Prerequisites: PC 101 and ENG 101.
Introduction to education as a profession, with emphasis on the foundations of education, its history and philosophy and the qualities and competencies required. Directed field-based experience is required.
EDUC 250. Media and Technology for Educators  
3 hours  
(Minimum grade of “C” required.)  
This course is designed to help students understand and use effective curriculum that includes integrating technology in support of classroom instruction and management. Students will explore ways to help children build a knowledge base of current technologies that include electronic devices that range from programmable telephones to video cameras and computers and will facilitate active 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.

EDPE 271. School and Community Health, P-12  
3 hours  
This course provides information on a comprehensive school health education program and community health program. Topics include, but are not limited to, nutrition; healthy interpersonal relationships; communicable and non communicable diseases; minor health problems; personal and environmental safety; information on substance abuse; local and national resources; and teaching strategies that help develop a student’s ability to make informed health decisions. Directed field-based experience is required.

EDUC (SOSC) 306. Economics for Teachers  
3 hours  
A survey of the basic concepts of economics required in the Georgia Performance Standards (GPS): fundamental concepts, producers and consumers, microeconomics, macroeconomics, and international economics. Selected concepts, as outlined in the Georgia Council on Economic Education’s “Scope and Sequence” documents, address each of these five areas. Designed to meet the needs of middle and secondary teachers.

EDUC 307. Learning and Cognition  
3 hours  
Analysis of the underlying processes of learning and of theory-based strategies for improved learning and teaching. Directed field-based experience and case study analysis are required.

EDPE 321. Physical Education in the Elementary Schools P-5  
3 hours  
Methods and techniques of teaching physical education in the elementary grades according to developmentally appropriate practices. A focus on integrating physical education with subject areas (Language Arts, Math, Social Studies, etc.) is also emphasized. Motor learning, rhythms, developmental games and creative movement are included. Directed field-based experience is required.

EDEC 331. Reading Methods, P-5  
3 hours  
Foundation in the teaching of reading with a focus on a balanced literacy program through the integration of reading across the curriculum. Developmental reading programs, whole-language, emergent literacy, phonemic awareness and reading readiness will be addressed. Emphasis will also be placed on engaging diverse learners through various approaches and responses to reading. Directed field-based experience is required.

EDMG 331. Reading Methods, 4-8  
3 hours  
Foundation in the teaching of reading with an emphasis on the traditional and progressive strategies that reflect the reading/writing connections and support embedding reading and writing across the curriculum. Word recognition skills; phonics; comprehension; fluency; vocabulary development; relationship of reading and writing; spelling, listening, oral language, library, dictionary and study skills will be emphasized in how they relate to content area instruction. Directed field-based experience is required.
EDEC 332. Language Arts Methods, P-5  3 hours
This course provides an interdisciplinary, literature-based approach to methods for teaching language arts in elementary school. Directed field-based experience is required.

EDMG 332. Language Arts Methods, 4-8  3 hours
This course provides an interdisciplinary, literature-based approach to methods for teaching language arts in middle school. Directed field-based experience is required.

EDUC (SOSC) 333. Geography for Teachers  3 hours
Survey of the various areas of the world with emphasis on the cultural, economic, political and social developments in relation to the geographic conditions.

EDEC 334. Social Studies Methods, P-5  3 hours
Principles, skills, procedures and materials for teaching aspects of related social studies in the social studies program. Directed field-based experience is required.

EDMG 334. Social Studies Methods, 4-8  3 hours
Relationship among the differing social sciences, with emphasis on the social studies program. Principles, skills, procedures and materials needed to develop and teach a social studies program. Directed field-based experience is required.

EDEC 335. Science Methods, P-5  3 hours
Prerequisite: Completion of General Education lab science requirements.
Objectives, experiences and methods of teaching science in the public school. Directed field-based experience is required.

EDMG 335. Science Methods, 4-8  3 hours
Prerequisite: Completion of General Education lab science requirements.
Objectives, experience and methods of teaching science in the public school. Directed field-based experience is required.

EDEC 336. Math Methods, P-5  3 hours
Prerequisite: MATH 215 (unless exempt) or general education math requirement.
Candidates will explore the knowledge, skills and dispositions necessary to provide appropriate instruction for all elementary students. Candidates will analyze the teaching of mathematics, basic math content and general principles of mathematics including current issues, procedures, and techniques of instruction. Emphasis is placed on assisting candidates to teach mathematics content and processes with manipulatives. (Directed field experience is required.)

EDMG 336. Math Methods, 4-8  3 hours
Prerequisite: MATH 215 (unless exempt) or MATH 225.
Candidates will explore the knowledge, skills and dispositions necessary to provide appropriate instruction for all middle school students. Candidates will analyze the teaching of math, basic math content and general principles of mathematics including current issues, procedures, and techniques of instruction. Emphasis is placed on assisting candidates to teach mathematics content and processes with manipulatives. (Directed field experience required.)

EDUC 337. Teaching Reading and Writing in the Content Areas  3 hours
This course is designed to prepare teachers to utilize reading and writing skills as tools for learning in the content areas. Teacher candidates will be able to employ a three-part learning framework and strategies for implementing the framework within their content fields. During this course, candidates will utilize varied types of print and non-print content mate-
rials in developing skills for training students in content literacy skills. Individual needs of learners will be addressed in determining the appropriateness of varied grouping strategies and comprehension activities for each learner. Directed field-based experience required.

EDUC 338. Assessing and Assisting Effective Reading in the Classroom 3 hours
This course is designed to provide future classroom teachers with knowledge of reading-related problems and their causes and to develop their abilities to use instructional strategies appropriately. Emphasis is placed on informal diagnosis and interpretation of reading abilities based on individual case studies and implications for classroom settings. Directed field-based experience is required. (EDEC/MG331 is a prerequisite and EDUC 199 is a prerequisite or corequisite. This course has a field experience component.)

EDUC 339. Fine Arts for Teachers 3 hours
This course investigates the disciplines of art, music, drama, and literature for the purpose of enhancing and integrating a creative process approach for instruction in the classroom. Emphasis is placed on applying and synthesizing the concepts of multiple intelligences in the development of classroom curricula. Directed field-based experience is required.

EDMG 345. Teaching in the Middle School 3 hours
A focus on the nature and diversity of the middle grades learner, the pedagogy appropriate for that age level, and the organization of the middle school. Included are the psychological and sociological principles and practices that aid in determining how to meet the unique educational needs of young adolescents, the history of the development of the middle school and the philosophy of education that determines the curriculum and pedagogy of the middle school. Directed field-based experience is required.

EDUC (PSY) 355. Exceptional Children 3 hours
A comprehensive introduction to the education of students with special needs. The intent of this course is to provide educators with the knowledge skills, attitudes, and beliefs that are crucial to constructing learning environments which allow all students to reach their potential. A foundational knowledge in the concepts of co-teaching and differentiated instruction will be emphasized. Directed field-based experience is required.

**EDMG 360. Practicum, 4-5 3 hours
Prerequisite: one methodology course.
A 90-semester-hour practicum for one semester, at the 4-5 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.

**EDMG 361. Practicum, 6-8 3 hours
Prerequisite: one methodology course.
A 90-semester-hour practicum for one semester, at the 6-8 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.

**EDEC 361. Practicum, 1-3 3 hours
Prerequisite: one methodology course.
A 90-semester-hour practicum for one semester at the 1-3 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.
**EDEC 362. Practicum, 4-5**
Prerequisite: one methodology course.
A 90-semester-hour practicum for one semester at the 4-5 grade level, performed under the combined supervision of a certified teacher and the College supervisor. Applications must be completed by the posted deadline the semester prior to placement.

**EDSE 366. Foundations and Practicum in Secondary Education**
4 hours
Encounters with materials dealing with the foundations of secondary schooling in the U.S., combined with four hours per week of a practicum consisting of focused observations and interactions at a nearby school. The practicum observations will be focused by the readings and discussions in the Foundations sessions; the discussions will be enhanced by the experiences in the practicum.

**NOTE: All applications for practicums must be submitted by posted deadline.**

EDSE 400/401. Facilitating Learning and Assessment I (Fall) and II (Spring) 3 hours each
Capstone courses taken as co-requisites with Apprentice Teaching I and II (EDSE 498-Fall and EDSE 499-Spring) with emphasis on curriculum and content, facilitating student learning, creating positive learning environments for all students, formal and informal assessment, planning and instruction and professional reflection. Allows candidates to engage in a critical study of the host school and provides a culminating opportunity to discuss, model and reflect upon best practices in high school teaching. Additionally, the course encourages candidates to identify their personal strengths and weaknesses and allows them to develop positive attributes, skills and dispositions during their Apprentice Teaching.

EDUC 401. The Multicultural Classroom
3 hours
Examines the numerous misunderstandings that arise from cross-cultural contact, and outlines methods to help students develop improved intercultural communication skills. The course is organized to motivate students to review their beliefs about multiculturalism in general and their own cultural identity in particular. It presents an integrated multicultural model of curriculum and instruction along with practical tools prospective teachers can use and links the idea of multicultural education to the concept of effective teaching. Field experience required.

EDUC 405 Exploration and Analysis of Reading Environments
3 hours
Prerequisite: EDUC 338
Proficient reading contributes to learning in academic and personal growth. It is essential that beginning teachers develop a thorough knowledge about methods and materials appropriate for teaching children to read for comprehension and enjoyment. This course enables students to synthesize their prior knowledge of the reading and writing process and to further investigate best instructional practices in a literate environment. Directed field-based experience is required.

EDSE (ENG) 440. Reading and Writing in the Content Areas
3 hours
Prerequisite: ENG 101 and 102.
Strategies, cultural issues, reflective practice, motivation, scaffolding, standards, and assessment at the secondary level.

EDMG 444/445. Intern Program
10 hours
Prerequisite: Formal application to and acceptance by the School of Education. Contact the dean for complete information. Limited to teachers provisionally certified by the state who have not earned credit for student teaching but who are currently employed by a school
system and teaching on a non-renewable certificate (employment verification required) basis. This service-learning experience is based in a public school at the level and in the subject in which the T-4 certificate is sought. Interns are supervised by the employing school and the College’s School of Teacher Education, with emphasis on a formal evaluation of teaching competencies.

Satisfying GACE Basic Skills requirement necessary to register for 444. Internships may take place only within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education. Unconditional Admission to Teacher Education required to register for 445.

EDUC 495. Educational Assessment for All Learners 3 hours
A comprehensive study of educational assessment and diagnosis, emphasizing concepts of tests and measurements, formal and informal assessments, test development and administration, and the use of diagnostic test results in planning and instruction. The history, legalities, and other ethics of assessment are also discussed. Directed field-based experience is required.

EDUC 497. Classroom Management 3 hours
Prerequisite: Admission to teacher education.
Corequisite: EDUC 498, EDEC/MG 499
Review of classroom management techniques, behavioral modification, group dynamics, teacher-student interrelationships, leadership styles, peer group influences, appropriate punishment, crisis control, working with special students, student rights, teacher authority, and communication with parents and administration. Directed field-based experience is required.

EDUC 498. Senior Seminar: Reflection and Application 3 hours
Corequisites: EDUC 497, EDEC 499.
Application for graduation must be submitted when registering for this class.
Prerequisite: Admission to teacher education.
This course provides opportunities for reflection, synthesis and application of all previous School of Education courses and the Student Teaching experience. One result of this course will be the creation of the Program Portfolio documenting mastery of program outcomes.

EDMG 498. Senior Seminar: Reflection and Application 3 hours
Corequisite: EDUC 497, EDMG 499.
Application for graduation must be submitted when registering for this class. (This does not apply to Certification Only students.)
Prerequisite: Admission to teacher education.
This course provides opportunities for reflection, synthesis and application of all previous School of Education courses and the Student Teaching experience. One result of this course will be the creation of the Program Portfolio documenting mastery of program outcomes.

EDSE 498/499. Apprentice Teaching I (Fall) and II (Spring) 3 hours and 9 hours
Application for graduation must be submitted when registering for EDSE 498.
Prerequisite: Candidates must be fully admitted to Teacher Education, have permission of the Dean of Education and undergo a criminal background check prior to Apprentice Teaching. Placement may be denied based on information obtained from these clearances.
Corequisites: EDSE 400 (Fall) and EDSE 401 (Spring).
Apprentice Teaching is a full year experience during which candidates work under the joint supervision of certified teachers in their content field and college supervisors. During the Fall, candidates are in area schools for half the day and during the Spring for the entire day. Candidates may not schedule Spring classes, in addition to EDSE 401 and 499, without
approval of their advisor and the Coordinator of Undergraduate Secondary Programs. Placements are made at the discretion of the School of Education, as approved by the Coordinator of Undergraduate Secondary Programs, and must be within a 40-mile radius of the campus. Apprentice Teaching provides a culminating opportunity for candidates to observe, model and reflect upon the knowledge, understandings, skills, dispositions and other attributes of accomplished teaching evidenced in area schools. The Piedmont School of Education Conceptual Framework, Core Candidate Learning Outcomes (CCLOs), national content standards and the Georgia Systemic Teacher Education Program (GSTEP) Accomplished Teacher Framework will provide the basis for all required candidate activities and/or assignments. In addition to observing and adopting best teaching practices, candidates are expected to begin developing their own educational philosophy and personal teaching styles which are documented in a Teaching Portfolio.

EDEC/EDMG 499. Student Teaching (K-5 for EDEC, 4-8 for EDMG) 10 hours
Corequisites: EDUC 497 and EDUC 498.
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 STUDENT TEACHING
Prerequisite: The student must be fully admitted to Teacher Education and have permission of the Dean of Education. Permission to register form required. Application deadlines will be posted in the School of Education.

Education majors should be aware that prior to student teaching they will undergo a criminal background check. Applications to student teaching may be denied based upon information presented in these background clearances. Before being hired by a Georgia Public School System, another background check including fingerprinting will be conducted by the System.

Student Teaching 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. Student teaching placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus.
FACULTY
Professor Briggs

PHYSICAL EDUCATION (EDPE)

The department offers courses to promote the total wellness of all students. The physical, mental, emotional, social and spiritual growth of the individual is stressed in all areas.

Course Descriptions
EDPE 100. Cardiopulmonary Resuscitation (CPR) 1 hour
Information on how to deal with respiratory emergencies, such as choking, that could lead to cardiac arrest, and how to give first aid for a cardiac emergency. Participants learn skills for adults, children and infants in need of care. Meets American Red Cross Standards. Charge required for certification.

EDPE 102. Fitness Walking 1 hour
Designed to improve one’s health and fitness through fitness walking. Nutrition is discussed.

EDPE 103. Bowling 1 hour
History, rules and fundamental skills of bowling. Usage charge required.

EDPE 104. Golf 1 hour
History, rules and fundamental skills of golf. Usage charge required.

EDPE 105. Tennis 1 hour
History, rules and fundamental skills of tennis.

EDPE 107. Weight training 1 hour
Basic weight training exercise for major muscle groups; routines appropriate for developing muscular strength and endurance.

EDPE 108. Special Topics in Dance 1 hour
Course topics to be announced; offered on occasional basis; may be repeated for credit only if the topic changes.

EDPE 271. School and Community Health, P-12 3 hours
This course provides information on a comprehensive school health education program and community health program. Topics include, but are not limited to, nutrition; healthy interpersonal relationships; communicable and non communicable diseases; minor health problems; personal and environmental safety; information on substance abuse; local and national resources; and teaching strategies that help develop a student’s ability to make informed health decisions. Directed field-based experience is required.

EDPE 321. Physical Education in the Elementary Schools (P-5) 3 hours
Methods and techniques of teaching physical education in the elementary grades according to developmentally appropriate practices. A focus on integrating physical education with subject areas (Language arts, math, social studies, etc.) is also emphasized. Motor learning, rhythms, developmental games and creative movement are included. Directed field-based experience is required.
SCHOOL OF NURSING
R.H. DANIEL SCHOOL OF NURSING
Dr. Linda Scott, Dean

MISSION STATEMENT
In accordance with the mission of Piedmont College, the School of Nursing is committed to preparing professional nurses within the realm of the arts and sciences. The nursing graduate will be capable of meeting the health care needs of diverse populations being aware of religious, cultural, and ethnic differences and will work effectively within the dynamic health care system positively impacting health care in the region.

FACULTY
Professors Fisk and Scott
Associate Professors Astin, Miller, Starrett and Willsea
Assistant Professors Anderson, Johnson-Huff, and Ketchie

NURSING
All preceding academic policies and procedures apply to the Bachelor of Science in the Nursing program except those listed below:

- Directed Independent Study
- Grading policy

The School of Nursing policies concerning the above and their application to the nursing major are described in the Nursing Student Handbook.

ADMISSION/PROGRESSION CRITERIA
- Pre-licensure – those applicants who have never held a nursing license
- LPN to BSN – those applicants who currently hold a licensed practical nursing license
- RN to BSN – those applicants who have an associate degree or diploma in nursing and hold a registered nursing license

Admission Criteria for the Pre-licensure Program
Students in the pre-licensure program are admitted once a year for classes beginning in the summer on the Demorest campus and in the fall on the Athens campus. Admission to Piedmont College does not guarantee admission to the School of Nursing. A separate application is required for admission to the School of Nursing, and should be received in the School of Nursing by February 1st prior to desired admission date. Students desiring admission to the School of Nursing must meet all admission criteria as specified by the School of Nursing. Incomplete applications will not be evaluated. In addition, transfer students must include proof of admission to the College, and an official transcript of all general education courses completed must be sent to the Piedmont College Admissions office. Criteria for admission are as follows:

- Regular admission to Piedmont College
- Separate application to the School of Nursing
- Demonstration of performance at or above the national mean on a standardized entrance examination
• Completion of all required general education courses for the nursing major; exemption of Math 101 will require students to take another math course approved by their advisor

• Minimum of “C” in all general education courses required for the nursing major; only two lab science courses may be repeated one time. Failure of more than two science courses or a second failure in any one science course results in ineligibility for admission to the School of Nursing and ineligibility to remain a nursing major.

• Completion of biology courses within the last seven years or permission of the Dean of the School of Nursing

• Minimum cumulative grade point average (CGPA) of 3.00 on general education courses required for the nursing major. A CGPA of 3.00 does not guarantee admission to the School of Nursing. Cumulative GPA calculated for admission is based only on courses required for admission to the nursing program. In instances where a course has been repeated for a higher grade, the higher grade will be counted only if the first grade is a “D” or “F.” If the initial grade is a “C” or higher, repeat grades will not be counted.

• Successful completion of a nursing admissions interview

• Documentation of the following at time of admission—

   1. current health and accident insurance
   2. current physical examination by either a licensed physician or nurse practitioner
   3. immunization including mumps, measles, rubella (MMR), varicella and current tetanus
   4. current PPD tuberculin test or chest x-ray results for converters
   5. Hepatitis B (HBV) vaccination (preferably two of the three injections completed)
   6. Color blindness test
   7. current certification in CPR for health professionals
   8. successful completion of a criminal background check and drug screen approved by the School of Nursing.

Failure of two or more nursing courses at another school, college, or university will lead to denial of admission to the School of Nursing.

The School of Nursing maintains the right to deny admission to the program for good cause.

Students who have not completed all general education requirements may apply for admission to the School of Nursing in the fall semester prior to desired admission date provided they complete the remaining courses by the semester that they begin the nursing program. If all of the criteria for admission have been successfully completed, contingent admission may be offered until grades are received for the remaining coursework. Proof of completion with grades must be submitted to the Dean of the School of Nursing prior to the first day of orientation to the nursing program.

**General Education Requirements:**

See Page 58.
Once a student is accepted in the School of Nursing, a deposit to be specified by the School of Nursing will be required to hold that student’s place in the School. When the student registers for the initial semester in the nursing program, this deposit will be credited to the student’s tuition.

**Enrollment Limitations**

In order to provide clinical practicum sites and faculty supervision, enrollment limitations may be necessary. The Admissions and Progression Committee of the School of Nursing will review application files and consider cumulative grade-point averages (CGPA), standardized exam scores, and interview results to determine preference for admission. Any applicant not admitted, or accepted students who decide not to enter the program, may reapply for admission. Each application for admission will be evaluated as a new application; seats are not held by the School of Nursing from one application period to the next. Prior admission to the School of Nursing does not guarantee admission in subsequent years.

**LPN to BSN Admission Criteria**

Students in the LPN to BSN program are admitted once a year for classes beginning in the fall on both campuses. Admission to Piedmont College does not guarantee admission to the School of Nursing. A separate application is required for admission to the School of Nursing, and should be received in the School of Nursing by **February 1st** prior to the desired fall admission. Students desiring admission to the School of Nursing must meet all admission criteria as specified by the School of Nursing. Incomplete applications will not be evaluated. Students must include proof of admission to the College, and an official transcript of all general education courses completed must be sent to the Piedmont College Admissions office. Criteria for admission are as follows:

- Regular admission to Piedmont College
- Separate application to the School of Nursing
- Demonstration of performance at or above the national mean on a standardized entrance examination
- Completion of all required general education courses for the nursing major; exemption of Math 101 will require students to take another math course approved by their advisor
- Minimum of “C” in all general education courses required for the nursing major; only two lab science courses may be repeated one time. Failure of more than two science courses or a second failure in any one science course results in ineligibility for admission to the School of Nursing and ineligibility to remain a nursing major.
- Current un-encumbered Georgia LPN license
- Minimum cumulative grade point average (CGPA) of 2.5 on all college work including LPN courses required. A CGPA of 2.5 does not guarantee admission to the School of Nursing. Cumulative GPA calculated for admission is based only on courses required for admission to the nursing program. In instances where a course has been repeated for a higher grade, the higher grade will be counted only if the first grade is a “D” or “F.” If the initial grade is a “C” or higher, repeat grades will not be counted.
- Successful completion of a nursing admissions interview
• Documentation of the following at time of admission—

1. current health and accident insurance
2. current physical examination by either a licensed physician or nurse practitioner
3. immunization including mumps, measles, rubella (MMR), varicella and current tetanus
4. current PPD tuberculin test or chest x-ray results for converters
5. Hepatitis B (HBV) vaccination (preferably two of the three injections completed)
6. color blindness test
7. current certification in CPR for health professionals
8. successful completion of a criminal background check and drug screen approved by the School of Nursing.

Failure of two or more nursing courses at another school, college, or university will lead to denial of admission to the School of Nursing.

The School of Nursing maintains the right to deny admission to the program for good cause.

Students who have not completed all general education requirements may apply for admission to the School of Nursing in the fall semester prior to desired fall admission provided they complete the remaining courses by the summer semester. If all of the criteria for admission have been successfully completed, contingent admission may be offered until grades are received for the remaining coursework. Proof of completion with grades must be submitted to the Dean of the School of Nursing prior to the first day of orientation to the nursing program.

Note: LPN to BSN students will receive a minimum of 15 credit hours for LPN academic work.

**General Education Requirements:**

See Page 58.

Once a LPN student is accepted in the School of Nursing, a deposit to be specified by the School of Nursing will be required to hold that student’s place in the School. When the student registers for the fall semester, this deposit will be credited to the student’s tuition

**Progression Criteria**

Students will enroll in nursing classes throughout the program only on the same campus where they were initially accepted. Students must meet the following criteria in order to progress in the nursing program:

1. The progression policies of the College
2. The performance standards of the School of Nursing
3. A minimum of “C” in all nursing courses must be maintained as well as a satisfactory in all clinical/lab assignments. Only one nursing course may be repeated throughout the curriculum. Failure (i.e., grade below “C”) of more than one nursing course or a second failure of a course constitutes dismissal from the program with no consideration for readmission.
4. Satisfactory completion of standardized exams (See School of Nursing Student Handbook).
5. Passage of a medication administration exam each fall semester at 100%. Inability to pass a medication administration exam at 100% will prevent student attendance at clinical practicums and will lead to failure of clinical courses.

6. Results of a yearly PPD tuberculin test or chest x-ray results for converters.

7. Proof of certification in CPR for health professionals must be current.

8. Proof of continued health insurance.

9. A random drug screen may be required on the basis of “reasonable suspicion” (See School of Nursing Drug Screening Policy in the School of Nursing Student Handbook).

10. Demonstration of professional conduct and ethical behavior:

   • Interacts in a professional, cooperative way with faculty, staff, and peers; treating all others with dignity and respect.
   • Is regular and prompt in attendance; meets deadlines and gets assignments on time.
   • Demonstrates a strong knowledge base and seeks to improve competence through continued learning.
   • Models correct use of oral and written standard English.
   • Keeps current on developments in the nursing profession.
   • Exhibits enthusiasm in teaching and learning.
   • Demonstrates a strong personal moral code and sound character exemplified by honesty, fairness, courage, dependability, and generosity worthy of respect and trust in accordance with the Honor Code.
   • Demonstrates emotional stability while performing patient care in the clinical setting.
   • Does not violate civil and criminal laws or the Piedmont College student conduct code.
   • Models the philosophy and mission of the School of Nursing.

In addition, during all clinical experiences the student will:

• Exhibit a caring attitude toward clients, recognize their primary responsibility to clients and protect their privacy, health and safety;
• Maintain an association with nursing faculty, staff and students both inside and outside the classroom, which includes maintaining appropriate relationships, communication, and physical contact, and avoiding situations that might be perceived as inappropriate;
• Keep client information confidential. Breach of confidentiality will result in dismissal from the School of Nursing.
Core Performance Standards *
Each student is expected to be able to meet the following performance standards at all times to meet the requirements of the program and progress through the curriculum.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation</td>
</tr>
<tr>
<td>Professional Relationships</td>
<td>Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication adeptness sufficient for verbal and written professional interactions</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient for movement from room to room in small spaces</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor skills sufficient for providing safe, effective nursing care.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for monitoring and assessing health needs</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation and assessment necessary in patient care</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical examination</td>
</tr>
<tr>
<td>Mental/Emotional</td>
<td>Possess the mental and emotional ability to adapt to the environment, function in emergency situations and cope with stressors</td>
</tr>
</tbody>
</table>

* Based on recommendations of the Southern Regional Education Board

Readmission Criteria
Students who have failed one nursing course or who have withdrawn from a nursing course during an academic term must reapply for readmission to the School of Nursing to repeat the course that was dropped or failed. Students may not progress until they have successfully completed both the didactic and clinical portion of the dropped or failed course. The following criteria must be met:

1. Letter requesting readmission to the School of Nursing
2. Successful demonstration of specified skills as determined by course coordinator
3. Pass a medication administration exam at 100%
4. Audit nursing courses as selected by the School of Nursing faculty
5. Successful completion of a new background check and drug screen one month prior to returning
All nursing courses must be completed within a four-year period of time. Absence from nursing courses for more than one semester will require validation of previous learning and skills as determined by the School of Nursing faculty. The School of Nursing reserves the right to determine applicants’ re-entry status and placement in the curriculum depending on validation results.

**Graduation Requirements**

Students must meet the graduation requirements for Piedmont College and the R. H. Daniel School of Nursing. Graduation requirements for the R.H. Daniel School of Nursing are outlined in the School of Nursing Student Handbook.

Procedures for application for graduation are listed in the Piedmont College catalog.

**Licensure**

Licensure to practice as a registered nurse is granted by the Board of Nursing in the state in which one wishes to practice. Successful completion of the National Council Licensure Examination for Registered Nurses (NCLEX-RN) is required as one of the components of the licensure process before registered nurse status can be granted by a Board of Nursing. An application to take this examination (NCLEX-RN) is completed by the applicant prior to graduation from a nursing program. Applicants with any civil or criminal convictions greater than a traffic violation must declare such convictions on the application. Convictions will be acknowledged by the state Board of Nursing and appropriate documents relating to such may be requested by the Board or Secretary of State’s Office.

**ADMISSION/PROGRESSION CRITERIA FOR REGISTERED NURSES**

Students desiring admission to the RN to BSN program must meet all admission criteria as specified by the School of Nursing. Admission to Piedmont College does not guarantee admission to the School of Nursing. A separate application is required for the School of Nursing for admission and should be received by the following dates:

- For Fall semester – July 15th
- For Spring semester – October 15th
- For Summer semester – March 15th

Admission criteria are as follows:

- Regular admission to Piedmont College
- Separate application to the School of Nursing
- Unencumbered Georgia nursing license
- Graduation from an accredited nursing program
• Meet testing requirements as listed below:
  • 0-4 years after graduation—No testing required/no clinical practice required
  • > 4 years after graduation with 1000 clinical practice hours in previous 3 years—No testing required
  • > 4 years after graduating with < 1000 clinical practice hours in previous 3 years—testing required.
  • Graduates of non-accredited programs – testing required

Before full admission to the program, all nursing applicants must successfully complete the following:

• Documentation of the following at time of admission—
  1. current health and accident insurance
  2. current physical examination by either a licensed physician or nurse practitioner
  3. immunization including mumps, measles, rubella (MMR), varicella and current tetanus
  4. current PPD tuberculin test or chest x-ray results for converters
  5. Hepatitis B (HBV) vaccination (preferably two of the three injections completed)
  6. Color blindness test
  7. current certification in CPR for health professionals
  8. successful completion of a criminal background check and drug screen approved by the School of Nursing.

**Enrollment Limitations**

Enrollment limitations also apply to registered nurse students. Please refer to previous section on enrollment limitations.

**Progression Criteria**

Registered nurse students must meet the same progression criteria as stated for all undergraduate students. Please refer to previous section on progression criteria.

**Readmission Policy**

The Readmission Policy for registered nurses is the same for all undergraduate nursing students. Please refer to the section on readmission.

**General Education Requirements for RN-BSN:**

The following are the general education requirements for the RN-BSN degree. These include transfer credit accepted by Piedmont College.

• 16 hours of laboratory science
• 3 hours of statistics
• 6 hours of foreign language
• 6 hours of history or 3 hours of history and 3 hours of political science
• 3 hours of college algebra or higher math
• 3 hours of public speaking
• 3 hours of sociology or anthropology
• 3 hours of art, music or theater 100
• English 101 and 102
• 6 hours of psychology

**NOTE:** Non-nursing classes may be taken concurrently with nursing classes
Nursing Classes:
A minimum of 25 semester/42 quarter hours of nursing credit will be held in escrow until the baccalaureate candidate has demonstrated prior nursing knowledge by successfully completing 6.67 semester/10 quarter hours of nursing credit.

All nursing courses except NUR 420, Nursing Research, meet 3 times per semester and are taught via CD-ROM. Nursing Research is taught live.

Curriculum
N 350  Foundations of Professional Nursing (3/3/0)
N 324  Issues in Nursing (2/2/0)
N 420  Research in Nursing (3/3/0)
N 332  Population focused Community Health Nursing (4/3/1)
N 451  Leadership and Management (3/2/1)
N 458  Role Synthesis Practicum (3/1/2)

Electives: (Pick 2)*
N 441  Evidence Based Practice (3/3/0)
N 365  Disaster Nursing (3/3/0)
N 361  Nursing Pharmacology (3/3/0)
N 398  Geriatric Nursing (3/3/0)
N 395  Cross-cultural Health (3/3/0)
N 323  Health Assessment (4/3/3)

* RNs with no Health Assessment course in transfer credit will be required to take N 323 or challenge the practical final

Total hours required for graduation = 120

The RN student will be required to complete no more than 37 semester/56 quarter additional hours for graduation and no more than 133 semester/200 quarter total hours for the baccalaureate degree.

Course Descriptions
N-200
Transition to Nursing (2/2/0) *
Addresses study/test taking skills, time management, and the relationship of the general education courses to the nursing profession. Emphasizes critical thinking and problem solving skills.

N-210
Basic Nutrition (3/3/0)
Prerequisites: BIO 210
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.
N-311
Conceptual Foundations of Professional Nursing (3/3/0)
Prerequisite: Admission to the School of Nursing
Corequisites: N-312
Focus is on the basic concepts and dimensions that support health and professional nursing. Interdisciplinary relationships among nurses, nursing roles, clients and culture, health and the health care system are explored. Basic human functions of sleep, stress, cognition, self-confidence, and sexuality are examined with emphasis on the nursing process to promote client movement toward optimal health and functioning.

N-312
Foundational Nursing Skills (5/3/2)
Prerequisite: Admission to the School of Nursing
Corequisite: N-311
Introduces the basic cognitive and psychomotor skills essential for professional nursing practice. A practicum allows opportunity for application of learned skills.

N-322
Adult Health Care I (5/3/2)
Prerequisites: N-311, N-312
Focus is on the effects of health problems of adults. Problems and concepts specific to altered sensorium, movement and coordination, blood and body fluids, anemias, immune response, pain and the gastrointestinal system are addressed. Strategies that promote and maintain a healthy lifestyle are examined. The nurse’s role in assisting individuals to meet health care needs is emphasized.

N-323
Health Assessment (4/3/1)
Prerequisites or corequisites: N-311, N-312
For RN-BSN:
Prerequisite or corequisite: N-350
Presents a comprehensive approach to health assessment. Techniques for the assessment of individuals across the lifespan are addressed.

N-324 (RN-BSN)
Issues in Nursing (2/2/0)
Prerequisite or corequisite: N-350
Explores current issues impacting nursing and the health care system. The nurse’s role related to these issues is discussed.

N-325
LPN to BSN Role Transition (3/3/0)
Corequisites: N-323, N-326
Examines the conceptual foundation of professional nursing practice as the licensed practical nurse changes roles. Understanding the role difference, essential foundational information for the role of provider and manager of care and member of the profession is incorporated. This course is opened to Licensed Practical Nurses only.
N-326
Introduction to Pharmacology (3/3/0)
Prerequisites or corequisites: N-311, N-312
An introduction to pharmacological concepts, drug classifications, medication administration and application of pharmacology in nursing practice. Drug therapy across the lifespan including special populations is addressed.

N-330
Adult Health Care II (5/3/2)
Prerequisites: N-322, N-323, N-326
Examines the effects of health problems on adults with alterations in regulation and metabolism, problems of protection, ventilation and excretion, concepts of the surgical experience, abnormal cell growth, and reproductive health. Strategies that promote and maintain a healthy lifestyle are examined. Emphasis is on the nurse’s role in planning, implementing, and evaluating strategies that promote client movement toward optimal health and functioning.

N-331
Family Nursing (4/2.5/1.5)
Prerequisites: N-323, N-326
Provides a comprehensive approach to the childbearing family. The nurse’s role in assisting families toward optimal functioning is stressed.

N-332
Population Focused Community Health Nursing (4/2.5/1.5)
Prerequisites: N-322, N-323, N-326
For RN-BSN:
Prerequisites or corequisites: N-323, N-350, or permission
Explores the concepts of and strategies for disease prevention and health promotion that are needed to improve the health of individuals, families, communities and selected populations. Addresses global factors impacting health care. The nurse’s role in the promotion of population health is emphasized.

N-350 (RN-BSN ONLY)
Foundations of Professional Nursing (3/3/0)
Prerequisite: Admission to the RN-BSN program of the School of Nursing
Examines the conceptual foundation of professional nursing practice. The interrelationships of clients, health care, the health care system, and professional practice are investigated. Role expectations and responsibilities of the professional nurse are also addressed. This course is opened to Registered Nurses only.

N-361 (RN-BSN Only)
Pharmacology (3/3/0)
Prerequisite: NUR-350
The goal of this course is to provide the student with the basic introduction to the study of drugs, including the mechanism of action and therapeutic roles in treating disease.

N-365 (RN-BSN Only)
Disaster Nursing (3/3/0)
Prerequisite: NUR-350
Explores the role of the nurse in disaster preparedness, planning, mitigation, recovery and evaluation for natural and man-made disasters.
N-395 (RN-BSN Only)
Cross-Cultural Health (3/3/0)
Prerequisite: N-350
Focus is on health care practices and beliefs in a variety of cultures that impact the health care system. Political, economic, and geographic factors affecting health care are addressed.

N-398 (RN-BSN Only)
Care of the Geriatric Population (3/3/0)
Prerequisites: N-350
Provides for core knowledge in gerontology care. Emphasis is on the changes that occur with aging and on geriatric issues of health care, health, and wellness. Common geriatric disorders are introduced.

N-420
Research in Nursing (3/3/0)
Prerequisites: Successful completion of junior curriculum, MATH 210
Prerequisites for RN-BSN: N-350, MATH 210
Highlights the research process, the use of research in nursing, and the nurse as a consumer of research.

N-425
Nursing of Acute and Chronic Mental Health Conditions (5/3/2)
Prerequisites: N-326
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.

N-426
Adult Health Care III (4/2.5/1.5)
Prerequisite: Successful completion of junior curriculum
A continuum of the adult health care series addressing the role of the nurse caring for the client with cardiac/circulatory and neurological alterations and for those with cancer. Emphasizes utilization of critical thinking and problem solving skills.

N-427
Health Care of the Child (4/2.5/1.5)
Prerequisite: Successful completion of junior curriculum
Focuses on the utilization of critical thinking, communication, and clinical competence in meeting the special needs of children and their families.

N-430
Nursing Care of the Complex Client with Multiple Problems (5/3/2)
Prerequisite: N-426
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.

N-431
Nursing Leadership and Management (3/3/0)
Prerequisites: N-420 and successful completion of junior curriculum
Examines selected theories, styles, roles, and functions in leadership and management. The role of the nurse as a leader/manager in the health care arena is explored. This course includes the nursing capstone experience.
N-432
Clinical Internship (3/0/3)
Prerequisites: N-420, N-426
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.

N-433
Issues in Nursing (2/2/0)
Explores current issues impacting nursing and the health care system. The nurse’s role related to these issues is discussed.

N-441 (RN-BSN Only)
Evidence-Based Practice (3/3/0)
Prerequisite: N-420
Explores the basics in identifying and utilizing evidence-based nursing practice.

N-451 (RN-BSN Only)
Nursing Leadership and Management (3/2/1)
Prerequisite: N-323 or permission
Examines selected theories, styles, roles, and functions in leadership and management. The role of the nurse as a leader/manager in the health care arena is explored. Allows for clinical application of theoretical knowledge in leadership and management.

N-458 (RN-BSN Only)
Role Synthesis Practicum (3/1/2)
Prerequisite: N-323 or permission
Allows for application of nursing knowledge in an approved clinical setting through the use of preceptors. The course is designed to provide for synthesis and refinement of nursing skills required of the BSN graduate including research and leadership. This course includes the nursing capstone experience for the RN-BSN program.

N-490
Special Topics in Nursing (1-5)
Prerequisite: Permission of instructor
Focuses on an in-depth exploration of a particular topic in nursing. Utilization of various methods of research will be employed. This course is open to registered nurses only or by special permission of the Dean of the School of Nursing.

*(Credit Hours/Classroom Hours per Week/Clinical Practicum Hours per Week)*
GRADUATE STUDIES

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

ACCREDITATION
Piedmont College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097, (404) 679-4501) to award bachelor’s, master’s, education specialist, and Ed. D. in Teacher Leadership degrees.

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

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

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

ACADEMIC CALENDAR
This catalog describes an academic calendar for Piedmont College that consists of two 16-week semesters and one 8-week summer semester. The requirements in this catalog apply to students entering Piedmont in the 2011-2012 academic year. An official copy of the academic calendar can be found on the Piedmont College website at www.piedmont.edu/reg.

Students enrolled in cohort classes need to be aware that cohort calendars are different and you should check the cohort calendar on the cohort page of the School of Education website.

STUDENT RESPONSIBILITY
Information in this catalog is accurate as of the date of publication. Piedmont College reserves the right to make changes in policies, regulations, and charges giving due notice in accordance with sound academic and fiscal practice. It is the responsibility of students to be informed about regulations and procedures as stated in this catalog. While advisors, faculty members, and academic deans are available to assist students in meeting degree requirements, students have the primary responsibility of being familiar with and completing their chosen course of study.
STUDENT COMPLAINTS AND GRIEVANCES
Any student filing a complaint or grievance must first attempt to resolve it by consulting with the involved faculty or staff member. In the event no resolution is reached, the student should bring or send the complaint or grievance, in writing, to the appropriate officer of the College (the Vice President for Academic Affairs, for academic matters; the Vice President for Finance and Administration, for problems with charges, business office matters, or financial aid concerns;), or to the President of the College, who will assign the complaint or grievance to the appropriate officer. The officer will attempt to resolve the problem in a manner satisfactory to all concerned.

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

1. Education Doctorate (Ed.D.) in Teacher Leadership

2. Education Specialist degree (Ed.S.) in Teacher Leadership.

3. Master of Arts in Teaching (M.A.T.) for applicants seeking initial certification as teachers in the following fields:
   a. Early Childhood Education (P-5);
   b. Secondary Education (grades 6-12) in the fields of English, history, math, and broadfield science (science courses may be offered in Demorest only);
   c. Special Education General Curriculum (Athens Campus only);
   d. Music Education (P-12) Demorest campus only; and
   e. Art Education (P-12) Demorest campus only.

4. Master of Arts (M.A.) for certified teachers seeking advanced degrees or seeking to change teaching fields to:
   a. Early Childhood Education (P-5);
   b. Middle Grades Education (4-8) (science courses may be offered in Demorest only)
   c. Secondary Education (grades 6-12) in the fields of English, history, math, and broadfield science (science courses may be offered in Demorest only);
   d. Special Education General Curriculum (Athens Campus only);
   e. Music Education (P-12) Music courses offered on the Demorest campus only; and
   f. Art Education (P-12) Art classes offered on the Demorest campus only.

5. Post-Baccalaureate Programs (non-degree certification only) not leading to a degree are limited courses of study designed for applicants seeking to be certified as teachers.

   Piedmont College offers Middle Grades Education (grades 4-8) and Drama Education (grades K-12) as post-baccalaureate programs. All Middle Grades concentrations are available on the Demorest campus. Language arts, math and social studies concentrations are available on the Athens Campus. Science Education and Drama Education are available on the Demorest campus only.

   Note: If an applicant has a master’s degree in any field, the applicant may apply for certification in any area in education offered by the School of Education, Piedmont College. For more information, contact the Office of Graduate Admissions.
Applicants who wish to apply for a post-baccalaureate program apply using the graduate application. All documents for these programs are processed through the Office of Graduate Admissions.

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

GRADUATE ADMISSIONS
Application for graduate studies is open to any person who has successfully completed, in good standing, the appropriate degree from a regionally accredited institution. Application packets for admission to graduate studies may be secured from the Office of Graduate Admissions or from the College website (www.piedmont.edu). Prospective students are urged to submit completed application packets as early as possible before the application deadlines. (See Section “Application Deadlines” for specific dates for each degree.)

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

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

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

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

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

   a. Completed Graduate Application
   b. Two professional references from the applicant’s Piedmont College Ed.S. instructors
   c. Two additional annual evaluations combined with two previous annual evaluations submitted with the Ed.S. application, which will verify four years of professional experience
   d. Professional Activities Resume
   e. Copy of valid, clear-renewable current certificate at the appropriate level

(Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)
f. Official test score from the GRE General Test

The target GRE score is 1100 (or its equivalent on the Graduate Revised Standard Test) for the combined Verbal and Quantitative Sections, and a 4.0 on the Analytic Writing section.

Test scores are not the sole criteria. Applicants with scores lower than the target may apply, but will need to demonstrate stronger evidence of the ability to complete doctoral courses and independent research in other areas.

g. Personal Affirmation Form

Applicants with a Master’s degree must submit:

a. Completed Graduate Application
b. Official transcripts from every undergraduate and graduate college or university attended
c. Three Professional References, one each from
   1. supervisor
   2. former professor or instructor
   3. professional colleague
d. Four Annual Evaluations
e. Professional Activities Resume
f. Letter of Intent
g. Copy of valid, clear-renewable current certificate at the appropriate level
   (Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)
h. Official test score from the GRE General Test

The target GRE score is 1100 (or its equivalent on the Graduate Revised Standard Test) for the combined Verbal and Quantitative Sections, and a 4.0 on the Analytic Writing section.

Test scores are not the sole criteria; applicants with scores lower than the target may apply, but will need to demonstrate stronger evidence of the ability to complete doctoral courses and independent research in other areas.

i. Personal Affirmation Form

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

Applicants must also submit:

a. Graduate Admissions Application
b. All official, final and sealed transcripts from every college attended for both bachelor’s and master’s degree
c. Three professional references on Piedmont College Graduate Admissions forms received from the following sources: supervising administrator, a former professor or instructor, and a fellow professional educator
d. Test score from either the GRE General Test (GRE) or Miller Analogies Test (MAT) [Not required for graduates of Piedmont College M.A. or M.A.T. program]
e. Copy of valid, clear-renewable current certificate at the appropriate level (Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)
f. Letter of Intent
g. Professional Activities Resume
h. Verification of Professional Experience (two years)
i. Personal Affirmation Form

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

Applicants must also submit:

a. Graduate Admissions Application
b. All official, final and sealed transcripts from every college attended
c. Three professional references on Piedmont College Graduate Admissions forms
d. Official Test score from either the GRE General Test (minimum 800 on verbal and quantitative sections or its equivalent on the revised GRE) or Miller Analogies Test (minimum 374 scaled score)
e. Personal Affirmation Form
f. Verified Background Check
g. For Art Education, applicants must have completed an art degree at the undergraduate level. Any exceptions must be approved by the Art Department Chair based upon a portfolio of past work.
h. For Music Education, applicants must have completed a music degree at the undergraduate level. Any exceptions must be approved by the Music Department Chair.

4. Master of Arts (M.A.): Eligibility for application requires a bachelor’s degree with a 2.5 cumulative GPA from a regionally accredited college or university and a valid professional teaching certificate. *

Applicants must also submit:

a. Graduate Admissions Application
b. All official, final and sealed transcripts from every college attended
c. Three professional references on Piedmont College Graduate Admissions forms received from the following sources: supervising administrator, a former professor or instructor, and a fellow professional educator
d. Official Test score from either the GRE General Test (minimum 800 on verbal and quantitative sections or its equivalent on the revised GRE), or Miller Analogies Test (minimum 374 scaled score), or completed Professional Admissions Option **
e. Copy of valid, clear-renewable current certificate at the appropriate level (Note: If your certificate is not a Georgia certificate and you desire to be certified in Georgia, you must complete all requirements through Professional Standards Commission [PSC].)
f. For Art Education, the art department chair must approve a portfolio of past work before acceptance
g. For Music Education, the music department chair must approve a videotaped or live audition before acceptance.
h. Personal Affirmation Form
** Teachers using this option must have taught three out of the past five years with
a professional teaching certificate in an accredited public school or private school
[SACS or GAC (top two levels)] verified and submitted with the professional
admissions form.

5. Post-Baccalaureate in Middle Grades Education and Post Baccalaureate in Drama
Education: Eligibility for application requires a bachelor’s degree with a 2.5
cumulative GPA from a regionally accredited college or university.

Applicants must also submit:

a. Graduate Admissions Application;
b. All official, final and sealed transcripts from every college attended;
c. Three professional references on Piedmont College Graduate Admissions forms;
and
d. Personal Affirmation Form

e. Verified Background Check
* These programs do not lead to a recommendation for a Georgia Teaching
Certificate. Holders of out-of-state certificates should contact the Georgia
Professional Standards Commission for reciprocity rules.

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

a. Graduate Admissions Application;
b. All official, final and sealed transcripts from every college attended;
c. Three professional references on Piedmont College Graduate Admissions forms;
d. Official test score at acceptable level from GRE, or GMAT;

f. Professional resume; and

* Non-business majors applying for the M.B.A. degree may be required to take

 certain prerequisite courses as part of the their program of study. Prerequisite
courses, if required, are determined by the M.B.A. advisors at the time of
submission of the application and accompanying undergraduate transcripts.

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

Applicants must also submit:

a. Graduate Admissions Application
b. Official, final and sealed transcripts from most recent degree

c. Personal Affirmation Form(education only)

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

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

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

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

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

8. Cohort classes are held at various school systems. To enroll in a cohort class you must be a member of the cohort or have permission from your advisor and the cohort coordinator.

**Fast Track Admissions:**

**Music Education; Art Education; and Dual-Degree Candidates in Secondary Education**

Applicants for Master of Arts in Teaching who are currently seniors at Piedmont College and will graduate with a bachelor’s degree in English, history, math, science, music, or art may apply for “fast-track” admissions, providing they supply the following:

1. Completed graduate application
2. Completed prerequisite courses as determined by chair of the appropriate department
3. Minimum of 3.0 cumulative GPA
4. Written recommendation of the undergraduate academic advisor
5. Personal affirmation Form
6. Verified background check

**Fast Track Admissions: M.B.A.**

The fast-track option for admission to the M.B.A. is available to an applicant who has completed the bachelor’s degree in business at Piedmont College no more than one semester prior to the application to the M.B.A.. The applicant must have a minimum 3.0 cumulative GPA, and must submit a reference from the undergraduate academic advisor as one of the three required professional references. The admissions test (GRE, or GMAT) is waived. All other requirements for acceptance to the M.B.A. must be met.

**Transfer Applicants**

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

1. Applicants must have taken six or more graduate semester hours and earned a grade of “B” or better in each course;
2. All transfer applicants must submit transcripts demonstrating “good academic standing” at their previous institution.

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

Note: The six-year rule is applied at the end of the semester (i.e. a fall 2001 course expires at the end of the fall 2007 semester).

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

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

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

   World Education Services, Inc.  Education Credentials Evaluators, Inc.
   P.O. Box 745  P.O. Box 17499
   Old Chelsea Station  Milwaukee, WI 53217
   New York, NY 10113-0745

2. All applicants whose primary language is other than English must have a minimum TOEFL score of 550 (or computer-based equivalent score of 213). Non-U.S. citizens and immediate family members who are members of allied military forces or civilian agencies who make application to Piedmont College are exempt from TOEFL scores, provided their proficiency in English is certified in writing by an appropriate U.S. military official.

3. International students must submit a financial statement showing sufficient availability of funds and the source of these funds for one year of graduate studies. Before an I-20 can be issued for an admitted international student, the student must place on account with the College an amount equal to the first year’s tuition, room and board, book charges and funds for return air fare to his/her home country.

4. All tuition and charges must be paid in U.S. dollars at the beginning of each semester.
5. All international students will be assessed a one-time charge of $100.00 which will be added to the first semester tuition charges to recover special international admission processing costs.

**Graduate Readmission**

Graduate students who have been away from Piedmont College for two years or less and have not attended another institution must apply for readmission. To reapply, the student must submit an Application for Readmission form to the Dean of Graduate Studies at least two weeks prior to the beginning of the semester the student is planning to attend. Forms are available in the Registrar’s Office or at the Piedmont College website: www.piedmont.edu. Graduate students who are applying for readmission after two years of not attending classes in the Graduate program must go through the full Graduate Admission process.

Graduate students who have been away from Piedmont College for two consecutive years or more or who have attended other institutions since last attending Piedmont College must go through the complete admissions process. They will be required to provide necessary documentation, including transcripts from all institutions, and must be presented to and accepted by the Admissions Committee.

Note: No course may be older than 6 years at the time of graduation. This rule is applied at the end of the semester (i.e. a fall 2011 course expires at the end of the fall 2017 semester).

**Academic Conditional Acceptance**

On occasion, it may be appropriate to grant academic conditional acceptance to a prospective graduate student. Academic conditional acceptance may be granted upon approval of the dean of the school. No academic conditional acceptances are granted in either the Education Specialist or Education Doctorate degree programs.

**Admissions Appeal**

An applicant who is denied admission may appeal to the Graduate Studies Council. The appeal must be made in writing to the Council within 30 days from the date of refusal on the admissions letter. A form for appeal may be obtained from the Office of Graduate Admissions.

**Application Deadlines**

It is the applicant’s responsibility to complete the application process in a correct and timely manner and to determine whether materials have been received by the Office of Graduate Admissions. Incomplete applications will not be processed.

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

Application deadlines for the M.A. and Ed.S. degrees delivered in cohort locations may vary from the deadlines listed above. Contact the Office of Graduate Admissions at 1-800-277-7020 ext 1181 or 1118 for specific information.

Note: International applicants should submit all required application documents as early as possible but no less than one month in advance of the deadlines above in order to allow adequate time for required international documents and forms to be completed. For questions concerning International Admission, please call the Office of Graduate Admissions.
EXPENSES
Piedmont’s 2011-2012 tuition, room and board charges support the College’s continued commitment to provide first-rate programs and facilities at an affordable rate.

Tuition Charges
The 2011-2012 graduate tuition approved by the Piedmont College Board of Trustees is as follows.

- $407 per credit hour for Master’s
- $407 per credit hour for Education Specialist
- $500 per credit hour for Education Doctorate

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

Additional Charges
- Applied music - private lessons ........................................................... $100 per credit hour
- Returned check (first occurrence) ........................................................... $35
- Returned check (second occurrence) ....................................................... $50
  (no future checks accepted)
- Experiential credit (per credit hour) See Page 40 for more information .......... $50
- Graduate School application ........................................................................ $30
- Doctoral Program application ...................................................................... $50
  (After the published application deadline, the charge will be $100)
- Transcript ................................................................................................... $5 each
- Housing deposit .......................................................................................... $250
- Application for Graduation/Undergraduates ............................................... $50*
- Application for Graduation/Graduates ........................................................ $75*
- Replacement diploma .................................................................................. $100

*Applications for Graduation must be submitted by the posted deadlines (see Academic Calendars found at www.piedmont.edu/reg). Applications received after the posted deadline will be processed the following semester.

Account Balance
Students must pay in full or make payment arrangements with the Business Office before they can complete registration and officially enroll in classes. Students with account balances more than 30 days in past due cannot attend class. Outstanding account balances will also prohibit future course registrations and transcript receipts. Students whose accounts remain unpaid will be responsible to pay collection costs, legal fees, and any other charge incurred to close accounts.

Credit Balance
If at any time a credit balance is established on a student’s account, the balance will be disbursed to the student within 14 days from the date of the credit balance.

Account Status
Students are responsible for checking their account status with the Business Office at the beginning and end of each term to make sure all financial arrangements are current.
Terms of Payment
Tuition and other charges must be paid by published deadlines. Payment installment arrangements may be made using the Piedmont College Payment Plan (PPP). The charge for using PPP is $40 per semester. No interest charges will be incurred with the PPP.

Tuition Charge Adjustments
Drop, Add and Withdrawal from a course(s):
Tuition charges will be calculated based on hours of enrollment reported by the Registrar’s Office. Notify the Business Office before dropping, adding, or withdrawing from a course to determine the effect on your account and/or your financial aid. Cohort students must also drop, add, or withdraw through their cohort coordinator. Cohort Classes: If withdrawal is not completed prior to the second meeting of the class no refund is given.

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

Fall and spring semester:
Day studies
40% charged during second week
60% charged during third week
80% charged during fourth week
No adjustment after four weeks

Evening studies
50% charged during second week
No adjustment after two weeks

Summer semester:
50% charged during second week
No adjustment after two weeks

TITLE IV FEDERAL AID POLICY
(Refunds to Federal Government)
Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds with each day of class attendance. When a student receiving federal financial aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal law may require Piedmont College to return funds. Piedmont College is required to calculate the percentage and amount of “unearned” financial aid funds (including loans) that must be returned to the federal government. Once a student has completed more than 60 percent 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 their financial aid advisor prior to making the decision to withdraw from school.

For more information regarding withdrawals, please see the Academic Programs section of the catalog. For questions regarding the Title IV Federal Aid Policy, please see the Bursar.
FINANCIAL AID FOR GRADUATE STUDENTS
The Piedmont College financial aid office will assist students who seek financial resources for attendance at this institution. It is strongly recommended Graduate students should apply for financial aid at least 60 days prior to the term seeking aid. Students receiving financial aid must maintain satisfactory academic progress as outlined in the Student Handbook in order to continue to receive financial assistance.

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

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

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

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

• The TEACH Grant Program was created by Congress in the College Cost Reduction and Access Act and provides up to $4,000 per year, with a maximum $8,000 for graduate students. For more information students may call the Federal Information Student Center: 1-800-4-FEDAID or view the website www.teachgrant.ed.gov

• In exchange for receiving the TEACH Grant, students must be a highly-qualified, full-time teacher in a high-need subject area for at least four years at a school serving low-income students.

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

Non-degree graduate students are applicants who wish to take graduate level courses for personal enrichment or certificate renewal. Courses taken as a non-degree graduate student may not be applied to a degree until the applicant has completed the admissions requirements for that degree. A student listed as non-degree is not eligible to receive any federal or state aid from Piedmont College. Such a student would need to contact the Business Office to arrange a payment plan in order to pay for these courses.

**REGULATIONS**

**Honor Pledge**

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

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

**Academic Integrity Policy**

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

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

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

**Academic Integrity - Student Violations Policy**

All faculty must consistently follow the correct procedures in dealing with cases of academic integrity. Do not make individual decisions or exceptions.

1. The accuser will provide to the Vice President for Academic Affairs a signed statement fully describing the act of academic dishonesty, naming persons involved and witnesses, and listing all physical evidence. All physical evidence is to be secured, if possible, by the Vice President for Academic Affairs.

2. The Vice President for Academic Affairs will provide the accused with written notification of the accusation of academic dishonesty, the identity of the accuser, and the procedures for resolving the case.
3. The Vice President for Academic Affairs will adjudicate 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.

4. The Vice President for Academic Affairs will make the final judgment of guilt or innocence and of penalties and will provide the accused written notification of the disposition of the case.

5. A student may appeal the decision of the Vice President for Academic Affairs to the Office of the President.

A student who earns a grade of “D” or “F” as a result of a violation of the Academic Integrity Policy may repeat the course. However a “D” or “F” resulting from a violation of Academic Integrity is not eligible for the grade forgiveness as described above. All course grades would count in computing the cumulative GPA.

**Campus E-mail**

E-mail is an official communications channel of Piedmont College and is a principal medium through which it conducts its business.

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

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

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

**Study Load**

A full-time study load for graduate students is 9 credit hours. To qualify for financial aid enrolling in a minimum of 6 credit hours is required. Graduate students may take up to a maximum of 12 credit hours per semester, including undergraduate hours. No more than 10 credit hours may be taken in an eight-week session.

Cohort coordinators may vary the session requirements and set candidate hours in accordance with School of Education policies, local school system needs, and college schedules.

NOTE: It is strongly recommended that graduate students in their first semester take no more than 9 hours (fall or spring) or 6 hours (summer).

**Online Courses**

Online courses hold no face-to-face meetings during a course term, including no face-to-face orientation meetings. An online course is managed totally with online communications, learning management systems such as Moodle, and other distance-learning tools. The course requires interactive dialogue and all assignments are submitted electronically. Course exams, or quizzes, are administered via the online portal or through an arranged proctored exam based on individual course requirements.
Hybrid Courses
A hybrid course integrates a mix of online instructional strategies and technologies with a limited number of face-to-face meetings. Online and hybrid courses will begin and end on the same dates as traditional courses.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Graduate Students Taking Undergraduate Classes**

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

Graduate candidates pay graduate tuition for required undergraduate courses if they are enrolled as a graduate degree seeking student.

**Auditing Courses**

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

**GRADES**

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

At the end of each semester, a complete report of academic achievement is furnished to the student via their Piedmont College e-mail address.

**Incomplete**

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

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

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

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

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

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

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

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

5. When the dean, department chair or program director is the teacher of record, the dean will substitute for the department chair and the vice president for academic affairs will replace the dean.
Academic Status
A student must maintain a cumulative GPA of 3.0 and earn no more than one “C” to remain in good standing in the program. Academic Honors are not awarded in the Graduate Program.

Academic Probation
A student will be placed on Academic Probation if:

• GPA falls below cumulative 3.0
• Receives a second grade of “C”
• Receives a grade of “D” or “F”

Students on probation MUST make progress toward an improved GPA or risk dismissal. The students should work closely with their advisor to meet all program requirements.

Academic Exclusion
A student will be excluded if he or she receives a second grade lower than a “B” in the same or subsequent semester.

A student who has been excluded from the College for academic deficiencies may appeal the decision in writing to the Dean for Graduate Studies. The student will be notified of the decision in writing with copies to the academic advisor, dean of appropriate school, and Registrar. If the appeal is granted the student may be readmitted on a conditional basis.

A readmitted student must show satisfactory progress in moving toward academic good standing and meeting the minimum academic standards of the College. The Dean for Graduate Studies will monitor the semester GPA of the conditional student. Should the semester GPA fall below 3.0 without the minimum standards being achieved, the student’s work will be reviewed to see if dismissal is warranted. The dean of the appropriate school makes the final decision as to continuation, exclusion or dismissal of the student.

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

Non-academic Dismissal or Exclusion
Students who are found to be in violation of College regulations, in violation of local and/or state laws, or for circumstances deemed to be in the best interest of the College, may be dismissed from the College. Students may appeal the decision to the Vice President of Academic Affairs and, in turn, the president, if warranted. Grades of “W” or “WF” may be assigned. Grades of “W” after midterm require the approval of the Vice President for Academic Affairs and will be approved only in cases of acceptable extenuating circumstances.

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

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

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

**Course Withdrawal**
The drop/add period is the first five days of Fall and Spring semesters and the first three days of Summer semester. During this time students may drop and add courses with the permission of their advisor. After the initial drop/add period, a student may withdraw from a class by completing a drop/add form which must be signed by the advisor and the professor. The professor must fill in the last date of attendance on the drop/add form.

Students who withdraw from a course on or prior to the date noted in the College’s official calendar as the “last day to withdraw without receiving academic penalty” shall receive a “W” for the course and the hours will not be counted in the calculation of GPA. Students will still have to pay for the course and the hours do count against Hope eligibility. Classes dropped after this date will result in a grade of “WF” and the hours will be counted in the calculation of GPA.

Students may not add an 8-week class after the first class meeting has been held.

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

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

**NOTE:** Cohort students must have the approval of the Cohort Coordinator and process the withdrawal through the Cohort Coordinator.
Students with Disabilities
Special Considerations: Piedmont College makes every effort to provide reasonable and appropriate accommodations to students with disabilities. Accommodations must be coordinated through the Office of Counseling and Career Service by contacting the director at 1-800-277-7020, ext. 1259 or by e-mail at kcutrell@piedmont.edu. Students are responsible for providing accurate and current documentation of their disability and for making a written request to the Director Counseling and Career Services before receiving accommodations. Students with special needs (disabilities, problems, or any other factors that may affect their performance or that require special instructional strategies) should also make these needs known to the professor/instructor during the first class session.

GRADUATION
Piedmont College holds three graduation ceremonies each academic year. Each year’s class consists of students graduating in December, May and July. Example: The Class of 2012 includes graduates from December 2011, May 2012, and July 2012. Students will process into the service in caps and gowns and will sit together to be recognized as graduates.

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

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

a. hold unconditional acceptance status;
b. successfully complete an approved program of study;
c. earn an overall GPA of 3.0 in all graduate courses attempted with no more than one “C” grade in the approved program of study; and
d. complete all documentation requirements and apply for graduation by the posted appropriate graduation application deadline.

Graduation Charges
An application charge of $75 is assessed for graduate students and is due at the time of application for graduation.* It is the student’s responsibility to be familiar with application deadlines which are posted on the Academic Calendars (www.piedmont.edu/reg). All college bills must be paid before the degree is conferred.

*Applications for graduation received after posted deadlines will incur an additional late charge of $100.

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

All requests for transcripts must be submitted to the Registrar in writing and must include the student’s signature. Transcript Request Forms may be found under printable forms on the Registrar’s page at www.piedmont.edu/reg. The charge for official transcripts is $5.00 each. There is no charge for unofficial transcripts. There is a $50.00 fee due at the time of
the request for Express Delivery. No transcripts shall be issued for students whose accounts are not paid in full.

**Posthumous Degrees**

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

**STUDENT ACADEMIC RECORDS**

**THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT - FERPA**

**SECTION A: Student Academic Records**

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

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

**SECTION B: Confidentiality of Student Records**


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

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

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

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

The university may transfer information to other educational institutions in which the student intends or seeks to enroll, in connection with a student’s application for, or receipt of, financial aid, and to public officials enumerated as follows:
1. State and local officials to whom state law in effect on November 19, 1974 required information to be reported.

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

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

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

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

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

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

No information concerning a student’s education record may be disclosed over the telephone to anyone, even to the student.
FACULTY
Professors Klersey, Miller, Misner, and E. Taylor
Senior Fellow Carlson
Associate Professors Coe, Miller, and Sherrer
Assistant Professor Weller

SCHOOL OF BUSINESS:
MASTER OF BUSINESS ADMINISTRATION
(M.B.A.)

The Master of Business Administration program is designed to serve the educational and practical interests of individuals who are seeking managerial positions or wish to progress to higher levels of responsibility within their existing organizations. The program is especially beneficial to those with work experience but new business school graduates are also accommodated on an exception basis. It is therefore preferred, not required, that all candidates, especially those without business degrees, have two years of relevant experience. The focus of the program is on core concepts that relate to both small businesses as well as large enterprises. We believe that organizations value managers with an entrepreneurial perspective. Our focus on core business competencies underpins the following program outcomes.

Students graduating with a graduate business degree will have demonstrated

- A professional proficiency in the functional areas of business
- Effective critical thinking skills as applied to complex business problems
- Effective communication skills
- An understanding of the individual’s ethical responsibilities in a business environment
- The ability to formulate business strategy.

Program of Study: Requirements
1. Students lacking an undergraduate degree in business from a regionally accredited institution must successfully complete the prerequisite undergraduate course work listed below prior to enrolling in certain M.B.A. courses. The prerequisite course work must be taken at a regionally accredited institution and a grade of “C” or better must be earned. Students admitted to the M.B.A. program can elect to take the undergraduate courses listed below at Piedmont College at the graduate credit hour rates.

   Piedmont equivalent course:
   
   ACC 201. Financial Accounting ................................................. 3 hours
   ACC 202. Managerial Accounting ........................................... 3 hours
   ECON 121. Principles of Economics ......................................... 3 hours
   BA 403. Survey of Marketing and Management .......................... 3 hours
   or BA 301 Management ............................................................ 3 hours
   and BA 320. Marketing ............................................................. 3 hours

   In the case of the management and marketing requirement, BA 403 will satisfy the students’ need for marketing alone, management alone, or both.

   2. A minimum of 36 semester graduate credit hours (12 courses) are required.
3. The capstone course is a comprehensive program evaluation and the culmination of the M.B.A. program. The capstone culminating individual project is a written industry analysis, a formal presentation, and a critique of both by external evaluators.

4. The M.B.A. program of study with highly structured course offerings makes effective use of resources and allows students to effectively integrate their studies into their professional and personal lives.

**Required Courses for M.B.A.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>M.B.A. 610</td>
<td>Managerial Ethics</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A. 620</td>
<td>Strategic Marketing</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A. 622</td>
<td>Global Economic Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A. 631</td>
<td>Leadership</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A./ACC 643</td>
<td>Financial Investment Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A./ACC 650</td>
<td>Corporate Financial Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A./ACC 653</td>
<td>Managerial Accounting</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A. 660</td>
<td>Statistics for Value Chain Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A. 661</td>
<td>Project Management Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A. 682</td>
<td>Legal Environment and Strategic Human</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A. 690</td>
<td>Governance and Strategic Management Analysis</td>
<td>3 hours</td>
</tr>
<tr>
<td>M.B.A. 691</td>
<td>Capstone of Contemporary Issues</td>
<td>3 hours</td>
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**COURSE DESCRIPTIONS**

**BA 403. Survey of Marketing and Management**

3 hours
This course is designed for students in the program who have not had management or marketing principles at the undergraduate level. An overview of the primary management disciplines (organization behavior, organization theory and strategic management) and marketing principles is presented. Management and marketing theory and practice in relation to individual groups; work and organizations; and the environment and organizations are covered. Special contemporary issues associated with each as well as the general issues that transcend the four areas will be discussed. Ethical and social implications of modern business management and marketing will be emphasized where relevant and significant.

**M.B.A. 610. Managerial Ethics**

3 hours
This course explores a broad range of ethical issues and resulting opinions that impact one’s role in both society and the corporate world. Special emphasis is given to the integration of ethics into key strategic business decisions. Topics covered include stakeholder relationships, agency theory, individual factors versus organizational factors, legal requirements versus ethical duties, and ethical issues in the global arena.

**M.B.A. 620. Strategic Marketing**

3 hours
Prerequisite: BA 403 or equivalent.
The focus of this course is driven by marketing decision making and the linkages between strategic management and marketing management. Specific topics covered include opportunity analysis, the formulation of marketing strategies, and the implementation and control of these strategies.
### M.B.A. 622. Global Economic Analysis
- **Prerequisite:** ECON 121 or equivalent
- **3 hours**

The focus of this course is driven by international trade theory and policy as well as international monetary theory and policy. The potential impacts of the theories and policies upon business decisions and performance is explored. Topics covered include trade theories and extensions, trade policies and the impacts of implementation, foreign exchange dynamics, and international financial markets and their use.

### M.B.A. 631. Leadership
- **3 hours**

The purpose of the strategic management process is the development and sustainment of competitive advantage. In this course, students will master the behavioral science literature that underpins leadership theory. Students will then learn how to create competitive advantage from the use of human resources through the employment of leadership.

### M.B.A./ACC 643. Financial Investment Analysis
- **3 hours**

This course examines the theoretical and technical concepts involved in investing in marketable securities. A framework for making intelligent investment decisions and achieving successful investments results is developed.

### M.B.A. 650. Corporate Financial Analysis
- **Prerequisite:** ACC 201 and ACC 202 or equivalent.
- **3 hours**

Students explore theory and practical applications of corporate finance. Course content includes capital markets, financial statement analysis, portfolio theory, securities valuation, capital budgeting, capital structure decision-making, financial planning, capital market financing techniques, merger and acquisition, international finance, and regulatory reporting requirements.

### M.B.A./ACC 653. Managerial Accounting
- **Prerequisite:** ACC 201 and ACC 202 or equivalent.
- **3 hours**

Students examine how internal managers for planning and controlling operations as well as other management responsibilities use accounting data. Course emphasis is on the manager’s ability to add value using financial analyses for effective decision making.

### M.B.A. 660. Statistics for Value Chain Analysis
- **3 hours**

This course investigates the technological and statistical concepts inherent in the analysis of the value chain in order to help the student acquire a working knowledge of methods commonly employed to design and/or improve operations, systems, and processes. Students will employ spreadsheet logic to solve an array of problems related to the measurement of quality in the value chain.

### M.B.A. 661. Project Management Analysis
- **3 hours**

This course informed by the Project Management Institute’s Body of Knowledge, emphasizes the role that successfully executed projects play in continuous improvement efforts such as Six Sigma. Students will critically assess both P.E.R.T. and C.P.M so that they understand the pros and cons of each approach to network analysis and therefore know when to apply each approach. Finally, students will learn that when they employ project management techniques in the continuous improvement cycle (the Deming Cycle), reducing the time required to complete one loop of the Deming Cycle can be the basis for competitive advantage.

### M.B.A. 682. Legal Environment and Strategic Human Resource Management
- **3 hours**

This course explores the practices associated with each phase of the employment process and the potential impacts upon the strategic management of the firm. Topics covered include
hiring processes, issues in managing a diverse workforce, compensation management, performance management, termination and downsizing.

M.B.A. 690. Governance and Strategic Management Analysis  3 hours
Prerequisite: ACC 201 and ACC 202 or M.B.A./ACC 653 or equivalent
The strategic management process is the mainstay of this course. This means a focus on macro, industry and rival analysis; competitive advantage assessment; and value chain development. The elevation of student thinking to the strategic level, the synthesis of business strategy through the lenses of the resource-based view and the oral and written communication of that thinking to others are the primary course outcomes. There is also a special emphasis on corporate governance and the role of agency theory in the creation and sustainment of an ethical business climate.

M.B.A. 691. Capstone of Contemporary Issues  3 hours
Prerequisite: M.B.A. 690 and this course must be taken during the student’s last regular semester or with permission.
Application for graduation must be submitted when registering for this class.
This course as the program capstone course serves two purposes: to serve as an integration mechanism for the M.B.A. curriculum and to serve as a vehicle for program assessment. A written industry analysis (with accompanying presentation) prepared individually will serve as the assessment activity for the program as well as one of the graded activities for the course.

M.B.A. 699. Special Topics  3 hours
The content varies from offering to offering. This course is used to add special material to the curriculum on an ad hoc basis and also provides a venue for visiting faculty to teach their specialties thereby enriching the student’s M.B.A. experience
FACULTY
Dean Cummings
Associate Dean Palmour, Demorest
Associate Dean Moffet, Athens
Dean of Graduate Studies Berrong
Professors Andrews, Briggs, A. Brown, W. Brown, Kibler, Lucado, Moody, Rogers, H. Smith, and Wisenbaker
Senior Fellow McCollum
Associate Professors Benson, C. Crowder, Gantt, Greene, Pease, Perry, Secules, Shirley, Smith-Patrick, Studevan, Welsh
Assistant Professors Breithaupt, Cole, I. Crowder, Hollandsworth, Hutcheson-Williams, Jordan, Lemmons, Leslie, and O’Keefe

SCHOOL OF EDUCATION
Preparing proactive educators to improve the lives of all children.

MASTER OF ARTS IN TEACHING (M.A.T.) AND MASTER OF ARTS (M.A.) PROGRAMS
Students seeking initial certification in education fields will pursue the Master of Arts in Teaching (M.A.T.) degree. Students who hold a teaching certificate are eligible to pursue a Master of Arts (M.A.) degree.

The mission of the School of Education is “Mastering the art of teaching: preparing proactive educators to improve the lives of all children.” The School of Education strives to prepare reflective, scholarly, proactive educators. These practitioners effectively educate their own students to become knowledgeable, inquisitive, and collaborative learners in diverse, democratic learning communities.

Graduate study is at a level of complexity and generalization that extends the knowledge and intellectual maturity of the candidate. The curriculum affords the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in, and contribute to, the education profession.

Graduate M.A.T. and M.A. Program Objectives:
The objectives of the undergraduate education programs apply to candidates seeking initial certification at the master’s level. Additionally, the Master of Arts in Teaching (M.A.T.) and Master of Arts (M.A.) programs at Piedmont College continue to provide the graduate candidate knowledge in the social and educational development of students. Through an individualized program of study based on the candidate’s undergraduate program, experience, and professional goals, the programs seek to:

• provide the candidate with the ability to communicate and teach effectively using an interdisciplinary knowledge base and understanding of multidimensional classrooms;
• use and facilitate critical thinking skills;
• enhance candidates’ content knowledge, integrating it with instructional technology;
• enable candidates to interpret and assess educational research, and conduct their own classroom-based research; and
• provide experiences that enable candidates to assume roles as proactive, reflective, and scholarly practitioners and develop their skills and abilities as professional teachers.

Admission to Teacher Education
An educator is a professional role model who must adhere to the Georgia Code of Ethics published by the state certification agency, The Professional Standards Commission (PSC). The School of Education at Piedmont College and the Georgia PSC believe that teachers should be held to the highest moral standards. The School of Education maintains the right to deny a candidate admission to any program for good cause. Appeals may be made to the Vice President for Academic Affairs. Initial Certification candidates must undergo a criminal background check at the beginning of their first semester and prior to student teaching. Applications to student teaching may be denied based upon information provided in these background clearances. The consent forms for the background check are attached to the student teaching application. Before being hired by a Georgia public school system, another background check including fingerprinting will be conducted by the system. If a problem arises, the State of Georgia has the right to deny a person a teaching certificate.

All candidates who are not certified must apply for admission to teacher education during their first semester, after they have attended orientation. Applications are distributed at program orientations and are also available on the SOE website. They should be submitted to the candidate’s advisor, who will review and sign them and forward them to the administrative assistant in L-112 (Demorest) or to 205E (Athens). Requirements for unconditional acceptance at Piedmont College are:

1. Interview with School of Education faculty, assessing oral communication skills. Secondary Education candidates refer to Page 284 for Orientation & Screening procedures, which differ substantially from other programs;
2. GPA of 3.0 on 6 or more credit hours at Piedmont College, (no more than one “C” allowed in program);
3. Passing score on the GACE Basic Skills test unless exemption filed according to the following criteria: SAT exemption (1000 total with no minimum verbal or math); ACT exemption (43 total by adding English and Math); GRE exemption (1030—or its equivalent on the Graduate Revised Standards Test—total with no minimum verbal and quantitative); Master’s degree from a SACS accredited institution.
4. A completed and approved personal affirmation form.
5. Membership in a professional organization such as PAGE or GAE.

Continuation and completion of all programs is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the School of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont College reserves the right to withdraw a candidate who fails to meet these outcomes from the teacher education program.

Field Experiences
Continuation and completion of all field experiences is contingent upon demonstration of the knowledge, skills, and dispositions necessary to help all students learn as described in the School of Education Conceptual Framework and Candidate Program Learning Outcomes. Piedmont College reserves the right to withdraw or change the placement of a teacher candidate for failure to meet these outcomes or at the request of the host school.
Professional Learning Units
Piedmont College, when appropriate, shall accept the professional learning unit (PLU), teaching internship, and/or other experiences in lieu of same or similar courses for certification, but not for college credit.

Foxfire Courses for K-12 Teachers
These courses are available for all graduate level candidates, grades K-12, and all subject areas. Refer to EDUC 770, The Foxfire Approach, on Page 308.

Residency Requirement
Only six graduate hours from a regionally accredited institution are accepted into a candidate’s program of study. The last 12 academic hours, exclusive of student teaching, must be taken at Piedmont College.

NOTE: While EDUC is the general designator for education courses, the following designators are used to identify courses related to specific majors.

- EDEC Education: Early Childhood
- EDMG Education: Middle Grades
- EDPE Education: Physical Education
- EDSE Education: Secondary Education
- SPED Special Education
ART EDUCATION, P-12

The Master of Arts in Teaching (M.A.T.) in Art Education leads to initial certification and is designed to meet the needs of students who hold a completed B.A. or B.F.A. degree in art or a related professional field.

The Master of Arts (M.A.) in Art Education leads to advanced certification. The M.A. program is designed to meet the needs of those professionals holding initial certification in art education and who wish to pursue advanced certification in art education.

The program design for each candidate is based on a professional portfolio review and transcript analysis. The program is designed to enhance previous study and meet individual needs based on art and educational experiences, professional goals, and the mission of the School of Education. If it is determined, after transcript evaluation and portfolio review, that a candidate has deficiencies in art skills and knowledge, he/she must complete the deficiencies prior to full acceptance into the graduate art education program by taking additional courses.

The required education and content area courses create an effective program that meets the requirements of Piedmont College and the Professional Standards Commission. Through a combination of course work, field experiences, research, and art training, candidates will link theory with practice in the field of art education. Piedmont College reserves the rights to abrogate, add to, delete, or alter any regulation, requirement, or course as needed. Every effort will be made to keep candidates advised of any changes.

PROGRAMS OF STUDY

Master of Arts in Teaching (MAT) Art Education

The Master of Arts in Teaching (M.A.T.) in Art Education leads to initial certification and is designed to meet the needs of students who hold a completed B.A. or B.F.A. degree in art. Prior to admission to teacher education the student must pass GACE Basic Skills and then pass GACE Content Assessment to receive certification in art education.

COURSE REQUIREMENTS

46 hours of study to complete program:

See EDUC Course Descriptions on Page 205.

Required early in program unless previously satisfied in undergraduate or other graduate program:

EDUC 607. Fundamentals of Learning and Cognition .......... 3 hours
or EDUC 610. Human Growth and Development ............... 3 hours
EDUC 655. Education of Exceptional Children ............... 3 hours

Education Courses ........................................................................................................ (15 hours)
EDUC 601. Instructional Media and Technology ............... 3 hours
EDUC 690. Classroom Management ............................... 3 hours
EDSE 696/697/698. Educational Research Sequence ........ 3 hours
or EDUC 699. Educational Research ................................. 3 hours
EDUC 703. Social, Cultural, and Ethical Perspectives of Education ........................................... 3 hours

Choose one course from:
EDUC 642. Critical Thinking and Creativity in the Classroom ...3 hours
EDUC 701. Critical Analysis of Current Trends and Issues in Education ........................................ 3 hours
EDUC 730. School Law .................................................................................................................. 3 hours

See ART course descriptions on Page 260

Art Education Courses ............................................................................................................. 18 hours
ART 620. Art Ed Methods and Techniques P-8 ................................................................. 3 hours
ART 621. Art Ed Methods and Techniques 9-12 ................................................................. 3 hours
ART 650. Special Topics in Art 2D Studio ............................................................................. 3 hours
ART 651. Special Topics in Art 3D Studio ............................................................................. 3 hours
ART 630. Art Criticism and Aesthetic Inquiry ......................................................................... 3 hours
ART 675. Special Topics in Art History .................................................................................. 3 hours

Apprentice Teaching ............................................................................................................... 10 hours
ART 737. Seminar in Advanced Instruction Methods for Art Education .......................... 1 hour
ART 742. Apprentice Teaching P-8 ....................................................................................... 3 hours
ART 743. Apprentice Teaching 9-12 ..................................................................................... 6 hours
or ART 744/745. Art Internship (if teaching in the field) ...................................................... 10 hours

Capstone .................................................................................................................................. 3 hours
ART 788. Capstone Research ................................................................................................. 3 hours

This course is non-transferable and must be completed at Piedmont College

Program Entrance Requirements
- A completed B.A. or B.F.A. degree in art from a regionally accredited institution with minimum GPA of 2.5.
- A professional portfolio of 12 to 24 artworks and/or related professional projects. The portfolio may consist of original works, slides, or digital images placed on a CD or web site and submitted for approval to the Department of Art Chair.
- An interview with the Department of Art Chair and/or Faculty.

Program Completion Requirements
- Passing score on GACE Content examinations (required for certification);
- Admission to teacher education;
- Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of “C”;
- Successful completion of all components in the Capstone research, exhibition, and presentation; and
- Submission and approval of an application for graduation by the published deadline
PROGRAM OF STUDY

Master of Arts (MA) Art Education

The Master of Arts (M.A.) in Art Education leads to advanced certification. The M.A. program is designed to meet the needs of those professionals holding valid certification in art education and who wish to pursue advanced certification in art education.

33 hours of study to complete program:

Education Courses ................................................................. 12 hours
EDSE 696/697/698. Educational Research Sequence .................. 3 hours
or EDUC 699. Educational Research ......................................... 3 hours
EDUC 703. Social, Cultural, and Ethical Perspectives
of Education ........................................................................... 3 hours

Choose two courses from:
EDUC 600. Educational Assessment ........................................... 3 hours
EDUC 603. American High School ............................................. 3 hours
EDUC 642. Critical Thinking and Creativity in the Classroom
EDUC 701. Critical Analysis of Current Trends
and Issues in Education ........................................................... 3 hours
EDUC 702. Integrating Media and Technology ........................... 3 hours
EDUC 712. Group Processes and Interpersonal Skills .................. 3 hours
EDUC 730. School Law .............................................................. 3 hours
EDUC 795. Applied Research Project ......................................... 3 hours
EDUC 798. Special Topics in Education ....................................... 3 hours

Art Education Courses ........................................................................ 18 hours
See ART course descriptions on Page 260.
ART 630. Art Criticism and Aesthetic Inquiry .............................. 3 hours
ART 650. Special Topics in 2D Art Studio .................................... 3 hours
ART 651. Special Topics in 3D Art Studio .................................... 3 hours
ART 675. Special Topics in Art History ....................................... 3 hours
ART 701. Studies in Art Instruction ............................................ 3 hours
ART 702. Advanced Study in Art Instruction ............................... 3 hours

Capstone ....................................................................................... 3 hours
ART 788. Capstone Research ..................................................... 3 hours

This course is non-transferable and must be completed at Piedmont College

TOTAL MINIMUM NUMBER OF COURSE WORK HOURS: .................. 33

MINIMUM HOURS OF FIELD EXPERIENCE: .................................. 20

Program Entrance Requirements

• Hold initial certification in art (P-12) from the State of Georgia or a state that has Georgia certificate reciprocity. For more information on this agreement, see http://www.gapsc.com/TeacherCertification/Reciprocity.asp

• A professional portfolio of 12 to 24 artworks and/or related professional projects. The portfolio may consist of original works, slides, or digital images placed on a CD or web site and submitted for approval to the Department of Art Chair.

• An interview with the Chair of the Art Department and/or faculty.
Program Completion Requirements

- Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of “C”;
- Successful completion of all components in the Capstone research, exhibition, and presentation; and
- Submission and approval of an application for graduation by the published deadline

COURSE DESCRIPTIONS FOR ALL GRADUATE EDUCATION PROGRAMS

ART EDUCATION

ART 620. Art Education Methods 3 hours
Studio work, seminars, and presentations on planning and implementing an art program for grades P-8. Emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for early childhood and middle grades. Directed field-based experience required. Teaching of laboratory classes required.

ART 621. Art Education Methods 3 hours
Studio work, seminars, and presentations on planning and implementing an art program for grades 9-12. Emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for secondary education. Directed field-based experience required. Teaching of laboratory classes required.

ART 630. Art Criticism and Aesthetic Inquiry 3 hours
A study of issues in art criticism and aesthetics, including artistic theories and the analysis and evaluation of works of art. Case studies and reviews of specific works are examined. Creative, pedagogical and social implications are emphasized.

ART 650. Special Topics in 2D Art Studio 3 hours
Development of two dimensional studio course work as an artist/educator. Emphasis on individualized instruction leading to the development of a focused body of professional work. May be repeated for credit. Additional studio work outside of class is required.

ART 651. Special Topics in 3D Art Studio 3 hours
Development of three dimensional studio course work as an artist/educator. Emphasis on individualized instruction leading to the development of a focused body of professional work. May be repeated for credit. Additional studio work outside of class is required.

ART 675. Special Topics in Art History 3 hours
Selected topics and research problems in art history. Emphasis on individualized research with professional and/or pedagogical applications. May be repeated for credit.

ART 701. Studies in Art Instruction 3 hours
Seminars, special presentations and research projects for experienced art teachers seeking advanced professional development. Classroom techniques for studio, art history, and aesthetic inquiry will be emphasized. Directed field-based experience required. Teaching of laboratory classes required.
ART 702. Advanced Studies in Art Instruction 3 hours
Seminars, special presentations and research projects for experienced art teachers seeking advanced professional development. Curriculum development, scope and sequence, and strategies in integrating art into the educational system are discussed. Directed field-based experience required. Teaching of laboratory classes required.

ART 737. Seminar in Advanced Instruction Methods for Art Education 1 hour
Corequisite: ART 742
A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. Guided practicum in collaboration with corequisite ART 742 teaching experience.

ART 742. Apprentice Teaching 3 hours
Placement in a school for directed experience in the field of art education (P-8).

ART 743. Apprentice Teaching 6 hours
Placement in a school for directed experience in the field of art education (9-12).

ART 744/745. Art Internship
A candidate must complete an application for internship prior to registering for ART 744 and provide a copy of his/her year-long teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or approved private school. Internship placements may take place only within a 50 mile radius of the campus unless otherwise approved by the Dean of the School of Education. Candidates are jointly supervised by college faculty and the employing school.

ART 788. Art Education Capstone 3 hours
This course is non-transferable and must be completed at Piedmont College
Prerequisite: Application for graduation must be submitted when registering for this course.
Designed to synthesize the graduate experience for candidates in the art education program. The course culminates in research that demonstrates the individual’s mastery of the graduate program in education, including conceptual, content, and pedagogical skills. Components of this course include written documentation of research, formal presentation of research, exhibit of student and personal artwork, and a portfolio containing graduate studies.
FA
CU
LT
lucado, Department Chair
Benson, Athens Campus Coordinator

EARLY CHILDHOOD EDUCATION (P-5)
Piedmont College’s Master of Arts in Teaching (M.A.T.) and Master of Arts (M.A.) degree programs with a major in early childhood education (E.C.E.) for grades P-5 allow for multiple paths to both initial and advanced certification. The M.A.T. program is designed to meet the needs of candidates who hold an undergraduate degree other than education and are seeking initial certification. The M.A. program is designed to meet the needs of those who hold certification in early childhood education or another field of education and are seeking advanced certification. Completion of the M.A.T. degree leads to recommendation for a Georgia Level 5 Certificate in Early Childhood Education.

The programs consist of a minimum of 58 semester hours for candidates seeking initial certification or a minimum of 30 semester hours for currently certified E.C.E. candidates seeking advanced certification. Of the 58 hours required for initial certification, 52 hours must be taken at Piedmont College. Of the 30 hours for advanced certification, 25 hours must be taken at Piedmont College. Students who hold a certificate in another field and are adding the new field of E.C.E. will be advised on an individual basis and must complete a minimum of 33 semester hours. The last 12 academic hours in the candidate’s program, exclusive of student teaching, must be taken at Piedmont College. Full-time candidates could complete the program within six semesters if the candidate is enrolled for initial certification and approved for the minimum program; or within one calendar year if seeking advanced certification and approved for the minimum program. Students may take up to six years to complete the program. No course older than six calendar years may apply toward graduation.

The candidate’s program is designed based on transcript analysis and the E.C.E. program of study to enhance any and all previous study and meet individual needs based on experiences, professional goals, and the mission of the School of Education. Candidates have to meet prerequisites in academic areas. The required courses and the electives create an effective program that meets the requirements of the candidate, Piedmont College, and the Georgia Professional Standards Commission. Through a combination of course work, use of technology, field experiences, research and integrated learning, candidates link theory and practice. Piedmont College reserves the rights to abrogate, add to, delete, or alter any regulation, requirement, or course whenever such change may be deemed necessary. Every effort will be made to keep candidates advised of any changes.

PROGRAM OF STUDY

EARLY CHILDHOOD EDUCATION
I. Initial Certification (IC) Master of Arts in Teaching
Prerequisite Degree: Bachelor’s

The Initial Certification Program of Study is designed to meet the needs of candidates who do not hold a teacher certification. Prior to Admission to Teacher Education the candidate must pass or exempt the GACE basic Skills Tests (may not complete more than 9 courses until satisfied, including approved transfer courses). After completing the program of study, the candidate must pass the GACE ECE to be recommended for an initial certification.
Required early in program unless previously satisfied:
EDUC 610. Human Growth and Development (may CLEP undergraduate equivalent)
or PSY 240 Psychology of Childhood and Adolescence
EDUC 655. Education of Exceptional Children (may take EDUC 355)

Course Requirements
EDUC 599. Graduate Orientation: This course is non-transferable and must be completed at Piedmont College (1 hour Institutional Credit required first semester)
EDUC 600. Educational Assessment
EDUC 601 Instructional Media and Technology
or EDUC 702 Integrating Instructional Media and Technology
EDUC 628 Literature for Children: Expanding Students’ Reading Abilities and Interests
EDUC 631. Reading Methods
EDUC 632. Language Arts
EDUC 638. Advanced Assessment and Instruction in Reading
EDUC 639. Exploration and Analysis of Reading Environments
EDUC 642. Critical Thinking and Creativity in the Classroom
or EDUC 735 Advanced Curriculum/Interdisciplinary Instruction
EDUC 690. Classroom Management
EDUC 699. Methods and Interpretation of Educational Research
EDUC 703. Social, Cultural, and Ethical Perspectives of Education
EDEC 788. Capstone (must be taken semester prior to student teaching or semester following student teaching). This course is non-transferable; must be completed at Piedmont College

CONTENT AND METHODOLOGY
(All selections are based on transcript analysis)

Select three minimum (others may be required)
EDUC 622. Health and Physical Education in the Classroom
EDUC 624. The Fine Arts in Education
EDUC 630. Mathematics Methods in Education
EDUC 634. Social Studies Methods in Education
EDUC 636. Science Methods in Education

STUDENT TEACHING BLOCK — 15 weeks ST/1 year internship:
EDUC 736. Contextual Analysis of a School Environment
EDEC 742 or 744/745. Student Teaching (K-5) or Internship (P-5)

OPTIONAL COURSES
(if needed; must be approved by Department Chair)
EDUC 607. Fundamentals of Learning and Cognition
EDUC 656. Essentials of Collaboration and Inclusion
SPA 580. Spanish for the Classroom
EDUC 701. Critical Analysis of Current Trends and Issues in Education
EDUC 712. Group Processes and Interpersonal Skills  
EDUC 730. School Law  

TOTAL MINIMUM NUMBER OF HOURS COURSE WORK: .................................58  
MINIMUM HOURS OF FIELD EXPERIENCE: ..................................................90  

Program Completion Requirements  
• The GACE Basic Skills Tests passed or exemption filed (a candidate can take no more than nine courses without meeting this requirement);  
  
• Admission to Teacher Education completed;  
  
• Submit and have approved an application for graduation the semester before graduation.  
  
• Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of “C”;  
  
• Passing score on the GACE ECE certification tests is required for certification;  
  
• Successful completion of capstone; and  
  
• Successful completion of professional development portfolio  

II. Advanced Certification (AC) (Master of Arts)  
Prerequisite Degree: Bachelor’s and Teaching Certificate in Early Childhood (P-5)  

COURSE REQUIREMENTS  
EDUC 638. Advanced Assessment and Instruction in Reading  
EDUC 642. Critical Thinking and Creativity in the Classroom  
EDUC 699. Methods and Interpretation of Educational Research  
EDUC 701. Critical Analysis of Current Trends and Issues in Education  
EDUC 703. Social, Cultural, and Ethical Perspectives of Education  
EDUC 730. School Law  
*EDEC 788. Capstone (must be taken last semester of program)  

*This course is non-transferable and must be completed at Piedmont College.  

CONTENT AND METHODOLOGY:  
Select one with advisor  
  
EDUC 628. Literature for Children: Expanding Students  
  Reading Abilities and Interests  
EDUC 630. Mathematics Methods in Education  
EDUC 634. Social Studies Methods in Education  
EDUC 636. Science Methods in Education  
EDUC 735. Advanced Curriculum/Interdisciplinary Instruction  
SPED 633 Curriculum and Differentiated Instruction  

ELECTIVES:  
Select two with advisor  
  
EDUC 600. Educational Assessment  
EDUC 607. Fundamentals of Learning and Cognition
EDUC 624. The Fine Arts in Education  
EDUC 628. Literature for Children: Expanding Students Reading Abilities and Interests  
EDUC 639. Exploration and Analysis of Reading Environments  
EDUC 656. Essentials of Collaboration and Inclusion  
SPA 580. Spanish for the Classroom  
EDUC 690. Classroom Management (only open to candidates who have not had a classroom management course)  
EDUC 702. Integrating Media and Technology  
EDUC 712. Group Processes and Interpersonal Skills  
EDUC 750. The Knowledgeable Teacher  
EDUC 770. The Foxfire Approach to Instruction

TOTAL MINIMUM NUMBER OF HOURS COURSE WORK: ....................................30

MINIMUM HOURS OF FIELD EXPERIENCE: ..................................................20

Program Completion Requirements  
• Submit and have approved an application for graduation the semester before graduation. 
• Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of “C.” 
• Successful completion of Capstone.

III. Adding a New Field (ANF)  
Prerequisite Degree: Bachelor’s with teaching certificate in field other than E.C.E.

This program of study is designed for candidates who are currently certified in another field other than Early Childhood Education (E.C.E.). However, several optional certification routes are now available. A candidate may wish to explore the alternate certification options on the PSC website (www.gapsc.com).

The candidate must pass the GACE E.C.E. (tests 001 and 002) to add E.C.E. to a valid certificate. A candidate and his/her advisor must consider all areas and previous course work when making course selections. Selections must also be based on a transcript analysis.

The following courses need to be satisfied as soon as possible if not previously met: (see ANF advisement sheet for details)

EDUC 610. Human Growth and Development (May CLEP)  
EDUC 631. Reading Methods  
EDUC 632. Language Arts  
EDUC 655. Exceptional Children  
EDEC 740. Practicum in E.C.E.

COURSE REQUIREMENTS:

EDUC 601. Instructional Media and Technology  
or EDUC 702 Integrating Instructional Media and Technology  
EDUC 638. Advanced Assessment and Instruction in Reading  
EDUC 639. Exploration and Analysis of Reading Environments
EDUC 642. Critical Thinking and Creativity in the Classroom
EDUC 699. Methods and Interpretation of Educational Research
EDUC 701. Critical Analysis of Current Trends and Issues in Education
EDUC 703. Social, Cultural, and Ethical Perspectives of Education
EDEC 788. Capstone (Must be taken last semester of program). This course is non-transferable and must be completed at Piedmont College.

CONTENT AND METHODOLOGY:
(All selections are based on transcript analysis; select two minimum, others may be required)

EDUC 622. Health and Physical Education in the Classroom
EDUC 624. The Fine Arts in Education
EDUC 628. Literature for Children: Expanding Students’ Reading Abilities and Interests
EDUC 630. Mathematics Methods in Education
EDUC 634. Social Studies Methods in Education
EDUC 636. Science Methods in Education
EDUC 735. Advanced Curriculum/Interdisciplinary Instruction

ELECTIVE:
(Select one with your advisor)

EDUC 600 Educational Assessment
EDUC 607 Fundamentals of Learning and Cognition
EDUC 624 The Fine Arts in Education
EDUC 628 Literature for Children: Expanding Students’ Reading Abilities and Interests
EDUC 656 Essentials of Collaboration and Inclusion
SPA 580. Spanish for the Classroom
EDUC 690 Classroom Management
EDUC 712 Group Processes and Interpersonal Skills
EDUC 730 School Law
EDEC 740 Practicum (P-5) (Required and open only upon recommendation of advisor)
EDUC 750 The Knowledgeable Teacher (Pre-req., 3 years of successful teaching experience on a clear renewable certificate)
EDUC 770 The Foxfire Approach to Instruction

Program Completion Requirements
• Submit and have approved an application for graduation the semester before graduation;
• Earn an overall G.P.A. of 3.0 in all graduate courses attempted, with not more than one grade of “C”;
• Passing score on the GACE ECE certification tests is required for added certification;
• Successful completion of capstone.
MIDDLE GRADES EDUCATION, 4-8

Piedmont College’s Master of Arts (M.A.) degree program with a major in middle grades education (M.G.E.) for grades 4-8 allows for advanced certification. The program is designed to meet the needs of those who hold certification in middle grades education and are seeking advanced certification. Completion of the program leads to recommendation for a Georgia Level 5 certificate in Middle Grades Education.

The program consists of a minimum of 31 semester hours, 25 of which must be taken at Piedmont College. Full-time candidates could complete the program within one calendar year if approved for the minimum program. Students may take up to six years to complete the program. No course older than six calendar years may apply to graduation.

The candidate’s program is designed based on transcript analysis and the M.G.E. program of study to enhance previous study and meet individual needs based on experiences, professional goals, and the mission of the School of Education. Candidates have to meet prerequisites in academic areas. The required courses and electives create an effective program that meets the requirements of the candidate, Piedmont College and the Georgia Professional Standards Commission. Through a combination of course work, use of technology, field experiences, research and integrated learning, candidates link theory and practice. Piedmont College reserves the right to abrogate, add to, delete, or alter any regulation, requirement, or course whenever such changes may be deemed necessary. Every effort will be made to keep candidates advised of any changes.

Course Requirements

Required early in program unless previously satisfied: EDUC* 337/537 Teaching Reading and Writing in Content Areas* (Georgia Requirement) (This course may be taken at the Graduate or Undergraduate level).

Cluster A ...........................................................................................................................................................................10 hours
EDUC 703. Social, Cultural, and Ethical Perspectives of Education
Two courses from Content

Cluster B ...........................................................................................................................................................................12 hours
EDMG 645. Advanced Teaching in the Middle School
EDUC 699. Methods & Interpretation of Educational Research
One course from Content
Elective

Cluster C ...........................................................................................................................................................................6 hours
One course from Content
Elective

Cluster D .................................................................................................................................................................3 hours
EDMG 788. Capstone: This course is non-transferable and must be taken at Piedmont College

TOTAL MINIMUM NUMBER OF HOUR COURSE WORK: ........................................31
MINIMUM HOURS OF FIELD EXPERIENCE: ......................................................20
CONTENT
(To be taken during Clusters A, B, C): Some courses may require prerequisites. (Select 4 in one content area with advisor)

Natural Science
The 500-level courses are for those who have no experience in the course being taught:

PHY 500. Topics in Physical Science
CHEM 500. Topics in Chemistry
BIO 510. Topics in Biological Science
GEO/ES 500. Topics in Earth Science

The following courses are for those candidates who have a degree or the equivalent in science:

BIO/ES 601. Methods of Study of Aquatic Environments
BIO/ES 602. Research in the Study of Aquatic Environments I
BIO/ES 603. Research in the Study of Aquatic Environments II
BIO 610. Topics in Biological Science
CHEM 600. Topics in Chemistry
CHEM 601. Research in Chemistry
CHEM 602. Synthesis and Reactions of Organic Compounds
GEO (ES) 600. Topics in Earth Science
PHY 600. Topics in Physical Science

English
ENG 601. Seminar in World Literature
ENG 602. Medieval Literature
ENG 603. British Renaissance
ENG 605. Shakespeare
ENG 608. Restoration and 18th Century Literature
ENG 615. Romantic Literature
ENG 621. Victorian Literature
ENG 626. 20th Century British Literature
ENG 627. American Romanticism
ENG 628. 20th Century American Literature
ENG 629. Multicultural American Literature
ENG 630. Literature of the American South
ENG 631. History of the English Language
ENG 640. Reading and Writing in the Content Areas
ENG 655 Survey of English Usage for Teachers
ENG 650. Seminar in Composition Studies
ENG 660. Literary Criticism
ENG 680. Studies in Major American Authors
ENG 690. Special Topics

Mathematics
MATH 550/650 Special Topics
MATH 665 Multicultural Mathematic
MATH 670 Explorations in Geometry
MATH 675’ Explorations in Algebraic Concepts
| MATH 680 | Mathematical Technology for Teachers |
| MATH 685 | Modern Geometry |

**Social Science**

| ANT 600 | Advanced Studies in Anthropology |
| HIS 600 | Early American History |
| HIS 601 | Recent American History |
| HIS 602 | US History since 1945 |
| HIS 610 | History of the Ante-Bellum South |
| HIS 611 | History of the New South |
| HIS 612 | History of Georgia |
| HIS 620 | Recent Latin America |
| HIS 621 | World History I |
| HIS 622 | World History II |
| HIS 630 | Special Topics |
| PS 600 | Advanced Studies in Political Science |
| PS 650 | Government Institutions |

**Electives**

*(To be taken during Cluster A or C)* .................................................................6 hours.

Select two with your advisor

| EDUC 600 | Educational Assessment |
| EDUC 601 | Instructional Media and Technology |
| EDUC 607 | Fundamentals of Learning and Cognition |
| EDUC 628 | Literature for Children |
| EDUC 642 | Critical Thinking and Creativity in the Classroom |
| EDUC 656 | Essentials of Collaboration and Inclusion |
| SPA 580 | Spanish for the Classroom |
| EDUC 690 | Classroom Management |
| EDUC 701 | Critical Analysis of Current Trends and Issues in Education |
| EDUC 712 | Group Processes and Interpersonal Skills |
| EDUC 730 | School Law |
| EDUC 770 | The Foxfire Approach to Instruction |

**Program Completion Requirements**

- Submit and have approved an application for graduation the semester before graduation;
- Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of “C”;
- Successful completion of capstone.

See Course Descriptions on Page 277.
FACULTY
Hinson, Department Chair
Ringwall, Music Education Coordinator

MUSIC EDUCATION, P-12
Piedmont College offers two degrees in music education: the Master of Arts in Teaching (M.A.T.) leading to initial certification and the Master of Arts (M.A.) leading to advanced certification. The M.A.T. program is designed to meet the needs of traditional students who hold a degree in music (or equivalent). The M.A. program is designed to meet the needs of those who hold initial certification in music and wish to pursue advanced certification in music. Students who wish to enter the program and who do not possess a B.A. degree in music may have to complete that degree or equivalent study prior to program entry.

The programs consist of 42-43 semester hours for candidates seeking initial certification (M.A.T.) and 33 hours for those seeking advanced certification (M.A.). The range of hours for the M.A.T. degree is due to the possibility of candidates completing course work before entering the program, either in another graduate program or as an undergraduate.

The program for each candidate is designed based on the audition, placement testing, and transcript analysis. The program is also designed to enhance previous study, and meet individual needs based on experiences, professional goals, and the mission of the School of Education. If it is determined, after transcript evaluation, that a candidate has deficiencies in music, he/she must complete the deficiencies prior to full acceptance into the graduate music education program.

The required education and content area courses, as well as the education electives, create an effective program that meets the requirements of the candidate, Piedmont College, and the Professional Standards Commission. Through a combination of course work, field experiences, research, use of technology, and music training, candidates will link theory with practice in enhancing their skills in teaching music in schools. Piedmont College reserves the rights to abrogate, add to, delete, or alter any regulation, requirement, or course whenever such change may be deemed necessary. Every effort will be made to keep candidates advised of any changes.

PROGRAM OF STUDY

MASTER OF ARTS IN TEACHING—MUSIC EDUCATION: INITIAL CERTIFICATION
This program of study will guide the student in program completion if not certified. Prior to admission to teacher education, the student must pass Praxis I or GACE I and then pass Praxis II or GACE II to receive certification in music education.

Course Requirements
EDUC 355/655. Exceptional Children is a prerequisite or corequisite for the M.A.T. in Music Education.

Required (18 hours—or show evidence of completion as an undergraduate or another graduate program)
EDUC 601. Instructional Media and Technology ........................................3 hours
EDUC 703. Social, Cultural, and Ethical Perspectives of Education.................................................................3 hours
EDUC 699. Methods & Interpretation of Educational Research ............................ 3 hours
   (or EDSE 696/97/98)
EDUC 642. Critical Thinking and Creativity in the Classroom.......................... 3 hours
EDUC 690. Classroom Management .................................................................. 3 hours
EDUC 607. Learning and Cognition ..................................................................... 3 hours
or EDUC 610. Human Growth and Development ............................................ 3 hours

Apprentice Teaching Sequence ........................................................................ 9-10 hours
MUS 742. Apprentice Teaching in Music ............................................................. 4 hours
MUS 743. Apprentice Teaching in Music ............................................................. 5 hours
or EDEC/SE 744/745. Internship (if teaching in the field)............................... 10 hours

Content Courses ...............................(12 hours minimum—more if candidates show evidence of completion of education courses.)
* MUS 601. Music Education Methods, EC/MG .............................................. 3 hours
* MUS 602. Music Education Methods, SE .................................................... 3 hours
** MUS 701. Advanced Study in Music Education .......................................... 3 hours
MUS 675. Special Topics in Music History
   (May be repeated for credit) ......................................................................... 3 hours
* MUS 591-692. Applied Music Lessons (May be repeated for credit,
   4 hours required) ....................................................................................... 2 hours each
MUS 636. Advanced Conducting and Literature .............................................. 2 hours
MUS 512. Seminar in Music Theory ................................................................. 3 hours
MUS 650. Applied Pedagogy (vocal, piano, or choral) ..................................... 3 hours

Elective content courses will be determined by advisor and candidate after transcript evaluation, and will be based on candidate’s interests, strengths, and weaknesses.

Participation in at least one ensemble is required each fall and spring semester: 1 hour credit each, 0 hours count toward the degree.

Capstone Presentation ...................................................................................... 3 hours
EDUC/MUS 788. Fine Arts Capstone Exhibition/Project .................................. 3 hours

This course is non-transferable and must be completed at Piedmont College.

*Required Content Courses

**Required if MUS 601 and 602 have been completed on the undergraduate or graduate level. If 601 or 602 (or undergraduate equivalents) have been completed prior to admission to the program, the hours must be satisfied with content area courses.

TOTAL MINIMUM NUMBER OF COURSE WORK HOURS: .......................... 42-43

MINIMUM HOURS OF FIELD EXPERIENCE PRIOR TO APPRENTICE TEACHING: ................................................................. 20

The range of total credit hours is due to the possibility of candidates’ completion of course work before entering Piedmont’s program.

Program Entrance Requirements
- Hold a B.A. in Music (or equivalent) from a regionally accredited institution;
- Audition on major instrument (voice, piano, organ, etc.);
• Minimum score on Music Theory Placement Exam (contact the graduate music education coordinator for minimum requirements);
• Show evidence of having successfully completed a senior-level recital on major instrument; and
• Show evidence of, or pass, a Piano Proficiency Exam.

Program Completion Requirements
• Praxis I or GACE I passed (consult “Admission to Teacher Education” requirements);
• Admission to teacher education completed;
• Successful completion of capstone exhibition;
• Completion of the music education portfolio;
• Submit and have approved an application for graduation the semester before graduation; and
• Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of “C.”

Passing score on Praxis II or GACE II examination required for certification.

See Course Descriptions on Page 277.

MASTER OF ARTS — MUSIC EDUCATION:
ADVANCED CERTIFICATION

COURSE REQUIREMENTS
Required (9 hours—or show evidence of completion)
EDUC 703. Social, Cultural, and Ethical Perspectives ...3 hours
          in Education..............................................................................3 hours
EDUC 699. Methods and Interpretation of Educational Research
          (or EDSE 696/97/98).................................................................3 hours

Education Electives ..................... (6 hours minimum - chosen from the list below or approved by the Music Department Chair)
EDUC 600. Assessment .................................................................3 hours
EDUC 601. Instructional Media and Technology ......................3 hours
EDUC 603. American High School ...................................................3 hours
EDUC 642. Critical Thinking and Creativity
          in the Classroom .................................................................3 hours
EDUC 712. Group Processes and Interpersonal Skills .................3 hours
EDUC 607. Fundamentals of Learning and Cognition ...............3 hours
EDUC 701. Critical Analysis of Current Trends
          and Issues in Education .........................................................3 hours
EDUC 702. Integrating Instructional Media and Technology ......3 hours
EDUC 795. Applied Research Project ...........................................3 hours
EDUC 798. Special Topics in Education ........................................3 hours
EDUC 730. Law of the Classroom ..................................................3 hours
EDUC 690. Classroom Management ..............................................3 hours
Content Courses..............(18 hours minimum — more if candidates show evidence of completion of education courses.)

* MUS 701. Advanced Study in Music Education ................................. 3 hours
MUS 675. Special Topics in Music History
            (May be repeated for credit) ........................................... 3 hours
* MUS 591-692. Applied Music Lessons ......................................................
            (May be repeated for credit, 4 hours required) 2 hours each
MUS 636. Advanced Conducting and Literature ........................................ 2 hours
* MUS 512. Seminar in Music Theory ........................................................... 3 hours
* MUS 650. Applied Pedagogy (vocal, piano, or choral) .......................... 3 hours

Elective content course will be determined by advisor and candidate after transcript evaluation, and will be based on candidate’s interests, strengths, and weaknesses.

Participation in at least one ensemble each fall and spring semester: 1 hour credit each, 0 hours count toward the degree.

Capstone Presentation .................................................................................... 3 hours
MUS/EDUC 788. Fine Arts Capstone Exhibition/Project 3 hours

This course is non-transferable and must be completed at Piedmont College.

*Required Content Courses

TOTAL MINIMUM NUMBER OF COURSE WORK HOURS: ......................... 33

MINIMUM HOURS OF FIELD EXPERIENCE: ............................................. 20

Program Entrance Requirements

• Hold initial certification in Music (P-12) from the State of Georgia or a state that participates in the Interstate Certification Agreement. For more information on this agreement, see http://www.gapsc.com/TeacherCertification/Reciprocity.asp;

  • Audition on major instrument (voice, piano, organ, etc.);
  • Minimum score on Music Theory Placement Exam (contact the graduate music education coordinator for minimum requirements);
  • Show evidence of having successfully completed a senior-level recital on major instrument; and
  • Show evidence of, or pass, a Piano Proficiency Exam.

Program Completion Requirements

• Successful completion of capstone exhibition;
• Completion of the music education portfolio;
• Submit and have approved an application for graduation the semester before graduation; and
• Earn an overall GPA of 3.0 in all graduate courses attempted, with not more than one grade of “C.”

See Course Descriptions on Page 277.
SECONDARY EDUCATION (6-12)

Secondary Education offers programs for Master’s degrees and recommendation for Georgia T-5 certificates, grades 6 – 12, in the following fields: English, history, mathematics, and broadfield science. The objective of all programs is to encourage and equip teachers to be reflective, scholarly practitioners who are proactive in improving schooling in their communities. Each program combines solid grounding in pedagogy with instructional practices and content knowledge.

Though secondary education programs lead to certification in grades 6-12, most school systems prefer applicants for middle grade teaching positions to have completed a program leading specifically to middle grades certification. Refer to page 277 for guidelines for middle grades certification programs.

MASTER OF ARTS IN TEACHING (M.A.T.)

Initial Certification

For candidates who hold a bachelors degree, who are not currently certified in Georgia, and who seek initial certification in secondary education in English, history, mathematics or broadfield science.

These 45 semester-hour (minimum) programs include a year-long apprentice teaching or internship block, plus courses in education and appropriate course work in the content field (based on an analysis of each candidate’s content-field experience). NOTE: Most candidates’ programs require more than the minimum number of courses in the content field. For details, refer to the current advisement sheet in the intended field of certification.

Orientation and Screening: As part of the Admission to Teacher Education Process, all candidates in this program are required to attend the Secondary Education Orientation and Screening event the first time it is offered after entering the program, as well as passing both an interview and a writing assessment. Failure to do so will result in being denied registration in subsequent semesters. This workshop is offered fall and spring semesters.

In addition to completing the requirements for the Master’s degree, a passing score on the appropriate GACE II tests in the intended field of certification is required for application for certification.

Dual-Degree Track: For Piedmont undergraduates intending to pursue a secondary education Master’s of Arts in Teaching program in English, or history, or mathematics, or broadfield science leading to recommendation for a T-5 Georgia teaching certificate.

Candidates for the Dual-Degree program first secure a bachelors degree, following the courses of study provided in the sections of this catalog dealing with their respective majors for a career in secondary education, including EDSE 366 Foundations and Practicum in Secondary Education. The Dual Degree track continues with the Master of Arts in Teaching.

Refer also to Fast-Track Admissions, Page 234.
Undergraduate prerequisite course for Dual Degree Track
EDSE 366. Foundations and practicum in secondary education

M.A.T. Program of Study

A. Required Courses
EDUC 601. Instructional Media and Technology
EDUC 655. Education of Exceptional Children
EDUC 603. American High School
EDUC 600. Educational Assessment
EDUC 696/7/8. Educational Research Sequence*
EDUC 788. Capstone (Exhibition). This course is non-transferable and must be completed at Piedmont College.
ENG 656 Reading Improvement (for English M.A.T. only)

* Passing the CITI test on Human Subjects Research is required for all candidates.

B. Electives
Number of electives varies by program. Refer to the current advisement checklist in the intended field of certification. The following are highly recommended for all initial certification candidates.

EDUC 642. Critical Thinking and Creativity in the Classroom
EDUC 703. Social, Cultural and Ethical Perspectives
EDUC 712. Group Processes and Interpersonal Skills
EDUC 690. Classroom Management

C. Teaching Experience Sequence (Apprentice or Intern Teaching)

Apprentice Teaching (one year, beginning Fall Semester)
EDSE 736. Advanced Instructional methods (Fall)
EDSE 742. Apprentice Teaching Observation (Fall)
EDSE 737. Advanced Instructional Methods (Spring)
EDSE 743. Apprentice Teaching (Spring, full-time)

Intern Teaching --Candidates teaching on a non-renewable certificate- (One year, beginning Fall Semester)
EDSE 736. Advanced Instructional Methods (Fall)*
EDSE 744. Intern Teaching (Fall)
EDSE 737. Advanced Instructional Methods (Spring)
EDSE 745. Intern Teaching (Spring)

NOTE: Candidates wishing to fulfill the teaching experience sequence at a private school are advised that private schools must be pre-approved for apprentice and intern placements in order for that experience to satisfy this requirement.

NOTE: The College assures candidates in our secondary education programs that we can provide supervision of apprenticeships and internships at public schools and approved private schools located within 40 miles of either the Demorest or Athens campuses. Consideration of supervision of internships beyond 50 miles is on a case-by-case basis and requires approval by the Chair of Secondary Education prior to registering for an internship. A candidate should not consider an internship on the assumption that Piedmont is obliged to provide that service.
Candidates are expected to arrange with their host schools to leave school on days of the methods class (EDSE 736-737) to arrive on time every time the class meets. Responsibility for extra-curricular school activities, including band, chorus, theatre, and athletics, is not an accepted reason for missing class sessions.

**D. Subject Matter Courses:**
Minimum requirement is nine semester hours at the graduate level (600 or higher) in the field of intended certification. Most programs provide an option for more subject matter courses as electives.

NOTE: Candidates with undergraduate majors in fields not specifically intended for secondary education careers will be required to add to their programs additional 300-, 400-, and 500-level courses in order to provide a substantial content knowledge base for teaching and for passing GACE II. Courses at 300-, 400-, and 500-level will not count toward the requirement for graduate level content courses.

**Master of Arts in Secondary Education (M.A.) Advanced Certification**
This program is for teachers currently certified in Georgia seeking advanced certification in the same field or in a new field. The 36-semester-hour program (minimum) involves a combination of education and content-field courses, planned with an advisor, and based on an analysis of each candidate’s background and professional needs. Refer to the current advisement checklist in the field of certification for details.

For teachers adding a new field: (a) there may be a substantial requirement of additional content courses in the new field; (b) a two-semester hour practicum is required (EDSE 740); and (c) a passing score on the GACE II test in the new field of certification is required for application for certification.

Each candidate in this program is required to take EDSE 660 Advanced Studies in Instruction the first time it is offered after entering the program. Failure to do so may result in being denied registration in subsequent semesters. EDSE 660 is offered fall and spring semesters.

**M.A. Program of Study**

**A. Required**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 601</td>
<td>Instructional Media and Technology*</td>
</tr>
<tr>
<td>EDUC 655</td>
<td>Education of Exceptional Children*</td>
</tr>
<tr>
<td>EDSE 660</td>
<td>Advanced Studies in Instruction</td>
</tr>
<tr>
<td>EDUC 603</td>
<td>American High School</td>
</tr>
<tr>
<td>EDUC 600</td>
<td>Educational Assessment</td>
</tr>
<tr>
<td>EDUC 696/7/8.</td>
<td>Educational Research**</td>
</tr>
<tr>
<td>EDSE 788</td>
<td>Capstone (Exhibition) This course is non-transferable and must be completed at Piedmont College.</td>
</tr>
</tbody>
</table>

* Passing the CITI test on Human Subjects Research is required for all candidates.

** Unless met in undergraduate courses or approved professional development programs

**NOTE:** Required courses completed in a previous certification program, as undergraduate courses, or in professional development programs, may be replaced with an equal number of hours in either education or content courses.
B. Recommended Electives
(Number of electives varies by program. Refer to the current advisement checklist in the intended field of certification.)

EDUC 642. Critical Thinking and Creativity in the Classroom
EDUC 703. Social, Cultural and Ethical Perspectives
EDUC 712. Group Processes and Interpersonal Skills
EDUC 770. The Foxfire Approach
EDUC 795. Applied Research Project
EDUC 798. Special Topics

C. Subject Matter Courses
Minimum requirement is nine semester hours at the graduate level (600 or higher) in the field of intended certification. Most programs provide an option for more subject matter courses as electives.

Secondary Education Content Course Descriptions

ANT 600: Advanced Studies in Anthropology 3 hours
The course requires intensive reading and/or research on anthropological topics. The content of the course can vary from course to course. The course may be taken more than once for credit if the course topic is different.

BIO/ES 601. Methods for the Study of Aquatic Environments 3 hours
Prerequisites: All science courses necessary to be certified at the T-4 level.
Field and statistical methods for sampling and analyzing changes in lakes and streams including resident populations of vertebrate and invertebrate organisms as well as physical aspects such as water quality. This requires on-campus participation in an intensive two-week course that entails all day and evening lecture and field sessions.

BIO/ES 602. Research in the Study of Aquatic Environments I 2 hours
Prerequisite: BIO/ES 601. Independent research conducted in consultation with instructors of BIO/ES 601.
Focus is on monitoring changes in populations of specific groups of resident organisms or physical aspects of selected freshwater environments. A written progress report and bibliography generated by comprehensive literature review is required.

BIO/ES 603. Research in the Study of Aquatic Environments II 3 hours
Prerequisite: BIO/ES 602.
Continuation of independent research begun in BIO/ES 602. A written report and seminar presentation of findings are required.

BIO 510/610. Topics in Biological Science 3 hours
This course is based on current topics and issues in the world of science. Students will research current scientific developments in the areas of environmental biology, ecology, genetics, etc. Begins with theories and concepts related to ecosystem interactions and modeling and ends with concepts related to genetics and genetic engineering with special emphasis placed on those topics required by the National Science Education Standards, the Georgia Department of Education, and topics stressed on the Praxis II or GACE II General Science Exam.
CHEM 500/600: Topics in Chemistry  
This course is based on current topics and issues in the area of chemistry. Examples include biochemistry, pharmacology, and synthetic compounds. This course is specifically designed for students seeking the M.A. or M.A.T. degree.

CHEM 601. Research in Chemistry  
Prerequisite: All science courses necessary to be certified at the T-4 level and at least one course in organic chemistry.
Course will include OSHA regulations and guidelines for laboratory safety as well as the proper storage and disposal of chemicals. Students will begin researching the chemical literature. First five-week summer session: two meetings with the instructor and one or more laboratory or research session per week. Individual research project into the synthesis and reactions of novel organic compounds. Investigation of the means of synthesis of specific chemical substrates and their isolation and identification. Students are required to synthesize and characterize the compounds needed for the final project. Properly maintained laboratory notebooks will be required for satisfactory completion of this course.

CHEM 602. Synthesis and Reactions of Organic Compounds  
Prerequisite: CHEM 601.
Second five-week summer session: one or more meetings with instructor and two to three laboratory sessions per week. Individual research to be carried out by the student independently. Students are to investigate the rates of hydrolysis and other reactions of a series of organic compounds that have been specifically modified. A written report, following the guidelines of the American Chemical Society, and a seminar presentation of the results of the research are required.

ES/GEO 500/600. Topics in Earth Sciences  
This course is based on current topics and issues in the world of science. Students will research current scientific developments in the areas of astronomy, physics, chemistry, and geology. Begins with theories and concepts related to cosmology and ends with concepts related to subatomic chemistry, with special emphasis placed on those topics required by the National Science Education Standards, the Georgia Department of Education, and topics stressed on the Praxis II or GACE II General Science Exam. The course will be delivered primarily using an on-line format with meetings to be held if deemed necessary.

ENG 601. Seminar in World Literature  
An interdisciplinary approach to the world literature in translation with emphasis on fine arts.

ENG 602. Medieval Literature  
Selected British prose, poetry, and drama from the eighth to the fourteenth century.

ENG 603. British Renaissance  
Survey of major British authors of the sixteenth and seventeenth centuries; emphasis on Spenser and Milton.

ENG 605. Shakespeare  
Shakespeare’s major works.

ENG 608. Restoration and Eighteenth-Century Literature  
Survey of major British authors of the late seventeenth and eighteenth centuries.

ENG 615. British Romanticism  
Representative works of English Romantic literature.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 621</td>
<td>Victorian Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Representative works of English Victorian literature.</td>
<td></td>
</tr>
<tr>
<td>ENG 626</td>
<td>Twentieth-Century British Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Writings of major twentieth-century authors of Great Britain and Ireland, including ethnic literature.</td>
<td></td>
</tr>
<tr>
<td>ENG 627</td>
<td>American Romanticism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Survey of the major nineteenth-century American romantic literature.</td>
<td></td>
</tr>
<tr>
<td>ENG 628</td>
<td>Twentieth-Century American Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Survey of twentieth-century authors of the United States.</td>
<td></td>
</tr>
<tr>
<td>ENG 629</td>
<td>Multicultural American Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Study of non-canonical texts in American literature with a focus on pedagogical strategies.</td>
<td></td>
</tr>
<tr>
<td>ENG 630</td>
<td>Literature of the American South</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Southern American literature from the Colonial period to the present.</td>
<td></td>
</tr>
<tr>
<td>ENG 632</td>
<td>Creative Writing Methods for Teaching Learning Content</td>
<td>3 Hours</td>
</tr>
<tr>
<td></td>
<td>Exploration of instructional methods that employ poetry, fiction, and creative non-fiction to teach learning content at the secondary level.</td>
<td></td>
</tr>
<tr>
<td>ENG 640</td>
<td>Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Strategies, cultural issues, reflective practice, motivation, scaffolding, standards, and assessment advice and theory to help content area teachers use reading and writing as learning tools.</td>
<td></td>
</tr>
<tr>
<td>ENG 650</td>
<td>Seminar in Composition Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Instruction in the history of composition studies and the teaching of writing at the secondary and post-secondary levels.</td>
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</tr>
<tr>
<td>ENG 655</td>
<td>Survey of English Usage for Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A survey of rhetoric, grammar, and the historical development of English for use in the classroom.</td>
<td></td>
</tr>
<tr>
<td>ENG 656</td>
<td>Reading Improvement at the Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A survey of materials, methods, developmental and remediation programs, and library research at the secondary level.</td>
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</tr>
<tr>
<td>ENG 660</td>
<td>Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A seminar on the ideas, methods, and history of literary criticism.</td>
<td></td>
</tr>
<tr>
<td>ENG 680</td>
<td>Studies in Major American Authors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An in depth seminar study of one or more selected authors.</td>
<td></td>
</tr>
<tr>
<td>ENG 690</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Topics may vary. Check the schedule for the current offering.</td>
<td></td>
</tr>
<tr>
<td>GEO/ES 500/600</td>
<td>Topics in Earth Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course is based on current topics and issues in the areas of earth and space science. Examples include hydrology, atmospheric science, and stellar evolution. This course is specifically designed for students seeking the M.A. or M.A.T. degree.</td>
<td></td>
</tr>
<tr>
<td>HIS 600</td>
<td>Early American History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of the period of American history from</td>
<td></td>
</tr>
</tbody>
</table>
the Pre-Columbian Era to the outbreak of the American Civil War. May be offered on-line (WebCT format) or in the classroom.

HIS 601 Recent American History.  
3 hours  
A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of the period from the conclusion of the American Civil War to the present. May be offered on-line (Moodle format) or in the classroom.

HIS 602 United States History Since 1945.  
3 hours  
A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major elements of the period from the end of World War II to the present. May be offered on-line (Moodle format or in the classroom).

HIS 610 History of the Ante-Bellum American South.  
3 hours  
A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements from the colonial era to the Secession (the “Old South”). May be offered on-line (Moodle format) or in the classroom.

HIS 611 History of the “New South.”  
3 hours  
A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements of history of this region from the Era of Reconstruction to rise of the Sun Belt. May be offered on-line (Moodle format) or in the classroom.

HIS 612 History of Georgia.  
3 hours  
A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements from the period immediately preceding European settlement to the present. Major personalities and the relationship of the colony/state with the other colonies/states are emphasized. May be offered on-line (Moodle platform) or in the classroom.

HIS 620 Recent Latin America.  
3 hours  
A graduate level directed readings course in which conflicting historical interpretations and primary sources comprise major content elements in the history of Latin America from the “Liberation” to the present. Special emphasis is focused on the relationship of the region with the United States of America. May be offered on-line (Moodle format) or taught in the classroom.

HIS 621 World History I  
3 hours  
A graduate level directed readings course in which conflicting historical interpretations, cross-cultural interaction and influence, and primary sources comprise major elements in the history of man from the beginning of civilization to the Enlightenment. May be offered on-line (Moodle format) or in the classroom.

HIS 622 World History II  
3 hours  
A graduate level directed readings course in which conflicting historical interpretations, cross-cultural interaction and influence, and primary sources comprise major elements in the history of civilized man from the Enlightenment to the present. May be offered on-line (Moodle format) or in the classroom.
HIS 630 Special Topics 3 hours
A graduate level directed readings and/or research based course whose content varies in accordance with student interest not met by the content in any existing HIS 600 level course. May be taught on-line (Moodle) or in the classroom.

MATH 550/650 Special Topics 3 hours
Prerequisite: Clear-renewal (6-12) mathematics certificate, Undergraduate in mathematics, or consent of instructor.

This course examines special topics related to mathematics or statistics, which are not part of the formal offerings within the department. May be repeated for credit only if the topic changes.

MATH 665 Multicultural Mathematics 3 hours
Prerequisite: Clear-renewable middle grades certificate or consent of instructor.
The course is divided into two interlocking parts. First, it focuses on historical non-European mathematics of societies ranging from the Far East through the Islamic and African countries to Central and South America. Students will perform mathematics from the different cultures. Then with an understanding of the past, students will concentrate on the impact varied world cultures have on mathematics today. This will include Singapore, Japan, Korea, and successful European models.

MATH 670 Explorations in Geometry 3 hours
Prerequisite: Clear-renewal middle grades certificate or consent of instructor.
Students will expand geometric content knowledge through the use of Geometer’s Sketchpad. They will visualize concepts of geometry, manipulate geometric figures to show relationships, identify transformations and develop dynamic visual proofs of theorems.

MATH 675 Explorations in Algebraic Concepts 3 hours
Prerequisite: Clear-renewable middle grades certificate, Clear-renewable (6-12) mathematics certificate, Undergraduate major in mathematics, or consent of instructor.
This course is designed for middle grade and secondary teachers to develop a deeper understanding of algebraic concepts and varied approaches to solutions of algebraic problems. It will balance content, problem solving and technology while concentrating on techniques to convey mathematical content. The course correlates to the algebra content strands in mathematics for the Georgia Performance Standards.

MATH 680 Mathematical Technology for Teachers 3 hours
Prerequisite: Clear-renewal middle grades certificate, Clear-renewal (6-12) mathematics certificate, Undergraduate major in mathematics, or consent of instructor.
In this course students will learn to use and apply a variety of software and technology to middle and secondary teaching. In particular, software and technology useful in the teaching of statistics geometry, algebra, trigonometry and calculus will be introduced, demonstrated, and used by the students. Software used to typeset mathematics will also be introduced. Students will work collaboratively to use the technology to develop conceptual lesson plans and present these to their fellow students. The course will be online only, with a mandatory session near the end of semester to present potential lessons using the software.

MATH 685 Modern Geometry 3 hours
Prerequisite: Undergraduate major in mathematics, Clear-renewal (6-12) mathematics certificate, or consent of instructor.
Uses Geometer’s Sketchpad for exploration and conjecture. Includes circles and triangles from Euclidean geometry, analytical, transformational, hyperbolic and projective geometries.
MATH 690 Probability and Statistics for Teachers 3 hours
Prerequisite: Undergraduate major in mathematics, Clear-renewable (6-12) mathematics certificate, or consent of instructor.
This course surveys some statistical methods of data analysis which are used to provide empirical answers. Topics covered are probability, hypothesis testing, chi-square, analysis of variance, regression analysis, covariance analysis, and nonparametric approaches.

PHY 500/600: Topics in Physical Science 1-3 hours
This course is a survey course of physics. It covers mechanics, properties of matter, heat, sound, electricity and magnetism, and light. No math prerequisite is required for this course. It is specifically designed for students seeking the M.A. or M.A.T. degree.

PS 600. Advanced Studies in Political Science 3 hours
The course requires intensive reading and/or research on political science topics. The content of the course can vary from course to course. The course may be taken more than once for credit if the course topic is different.

PS 650. Governmental Institutions 3 hours
Prerequisite: PS 220 or permission of instructor.
An in-depth examination of the major national institutions of government focusing on the presidency, judiciary, Congress, political parties, and elections.

SOCS/EDUC 530. Content and Pedagogy 3 hours
An integration of the disciplines of the Broadfield Social Sciences through research, discussions and pedagogy.

SOC 600. Advanced Studies in Sociology 3 hours
This course is designed to meet the content needs of M.A.T. Secondary Education whose teaching area is Broad Field Social Sciences. The course requires intensive reading and/or research on sociological topics. The content of the course can vary from course to course. The course may be taken more than once for credit if the course topic is different.

SOCS/EDUC 606. Economics for Teachers: Concepts and Applications 3 hours
A survey of selected economic concepts applied at the macro and micro levels. Designed to meet the needs of M.A.T. Secondary Education Broadfield Social Sciences majors.
SPECIAL EDUCATION

GENERAL CURRICULUM (P-12)

Piedmont College’s Master of Arts in Teaching (M.A.T.) and Master of Arts (M.A.) degree programs, with a major in Special Education General Curriculum for grades P-12, allow for multiple paths to both advanced (M.A.) and initial certification (M.A.T.). Both the M.A. and M.A.T programs are designed to meet the needs of candidates with a degree in education and candidates with a bachelor’s degree other than education seeking initial certification and lead to recommendation for a Georgia level 5 certificate.

To meet students’ professional goals, the M.A. and M.A.T. programs are designed to link theory and practice through a combination of course work, technology-based instruction, field experiences, research, and applied learning. The candidate’s program is based on transcript review, previous work experience, the curriculum of the special education program, requirements of Piedmont College, and the Georgia Professional Standards Commission.

PROGRAM OF STUDY

Special Education General Education Curriculum:
Instructional and Behavior Support Specialist (P-12)

Initial Certification: Master of Arts in Teaching (M.A.T.)
Prerequisite Degree: Bachelors in any field

Program Requirements
All requirements for admission to teacher education, as described in the catalog, must be met. In addition to the graduate admissions requirements listed, all candidates must submit three letters of recommendation that address potential for teaching students with disabilities. A passing score on the appropriate GACE II examination is required for certification.

REQUIRED EARLY IN PROGRAM UNLESS PREVIOUSLY SATISFIED:
These courses should be satisfied as soon as possible if not previously met and may be taken at either the undergraduate or graduate level.

EDUC 355 or 655 – Education of Exceptional Children (or PLU equivalent)
EDUC 331 or 631—Reading Methods (or PLU equivalent).

Program Requirements
(Cluster A)
EDUC 600. Educational Assessment
EDUC 601 Instructional Technology
SPED 602. Characteristics of Mild/Moderate Disabilities
SPED 606. Applied Behavior Analysis for the Classroom
SPED 607. Single Case Research Methods for Special Educators
SPED 633. Curriculum and Differentiated Instruction
EDUC 656. Essentials of Collaboration and Inclusion
SPED 684. Advanced Strategies for Behavior Change/Functional Behavior Analysis
EDUC 703. Social, Cultural, and Ethical Perspectives of Education
SPED 705. Policies and Legal Issues in Special Education

(Cluster B)
SPED 742. Student Teaching OR
SPED 744. Internship I 1st semester
SPED 745. Internship II 2nd semester
SPED 780. Capstone Seminar This course is non-transferable and must be completed at Piedmont College

Hours 42-43 Minimum: Content Area also required.

After all requirements for cluster A and B, and appropriate assessment requirements are met, candidates may be recommended for the Special Education General Curriculum Certificate, which prepares them to work in a consultative setting with a content teacher of record.

(Cluster C) Special Education General Curriculum Academic Concentrations
Teacher candidates are required to meet a content concentration of MATH or READING in Cluster C, which provides content through the 8th grade cognitive level, in order to complete the program and be recommended for certification. Content courses may have been previously taken at the undergraduate level, and more than one concentration may be completed for additional content certification. NOTE: Academic concentration requirements may also be met by passing the GACE appropriate content assessment.

Program Completion Requirements:
• GACE I (consult admissions to teacher education requirement);
• Admission to Teacher Education Program completed;
• Submit and have approved an application for graduation the semester before graduation;
• Earn an overall GPA of 3.0 in all graduate courses attempted with not more than one grade of “C”; and
• Approval of Capstone (SPED 780) with a passing score
  Note: Passing score on appropriate GACE II examination is required for certification.
• Content area recommendation in Math or Reading is also required for graduation.

See course descriptions under Master-Level Education Programs (Page ??).

SPECIAL EDUCATION GENERAL EDUCATION CURRICULUM: INSTRUCTIONAL AND BEHAVIOR SUPPORT SPECIALIST (P-12)

Master of Arts (M.A.)
Prerequisite Degree: Clear renewable certificate in any field of education.

REQUIRED AS SOON AS POSSIBLE: EDUC 655. This course should be satisfied as soon as possible if not previously met: EDUC 655-Education of Exceptional Children (or PLU’s or EDUC 355, the undergraduate equivalent.)
Program Requirements
In addition to the graduate admissions requirements listed in the catalog, all candidates must submit three letters of recommendation that address potential for teaching students with disabilities. A passing score on the appropriate GACE II examination is required for certification.

Program Requirements
(Cluster A)
EDUC 600. Educational Assessment
SPED 602. Characteristics of Mild/Moderate Disabilities
SPED 606. Applied Behavior Analysis for the Classroom
SPED 607. Single Case Research Methods for Special Educators
SPED 633. Curriculum and Differentiated Instruction
EDUC 638 Advanced Assessment and Instruction in Reading
EDUC 656. Essentials of Collaboration and Inclusion
EDUC 631 Reading Methods OR
EDUC 630—Math Methods in Education
SPED 684. Advanced Strategies for Behavior Change/Functional Behavior Analysis
EDUC 703. Social, Cultural, and Ethical Perspectives of Education
SPED 705. Policies and Legal Issues in Special Education

(Cluster B)
SPED 740. Applied Practicum
SPED 780. Capstone Seminar: This course is non-transferable and must be completed at Piedmont College.

Hours: 33 hours

After requirements for cluster A and B and appropriate assessment requirements are met, candidates may be recommended for the Special Education General Curriculum certificate, which prepares them to work in a consultative setting with a content teacher of record.

(Cluster C) Special Education General Curriculum Academic Concentrations
Teacher candidates are required to meet a content concentration of MATH or READING in Cluster C, which provides content through the 8th grade cognitive level, in order to complete the program and be recommended for certification. Content courses may have been previously taken at the undergraduate level, and more than one concentration may be completed for content certification. NOTE: Academic concentration requirements may also be met by passing the GACE appropriate content assessment.

Program Completion Requirements:
• Submit and have approved an application for graduation the semester before graduation;
• Earn an overall GPA of 3.0 in all graduate courses attempted with not more than one grade of “C”; and
• Approval of Capstone (SPED 780) with a passing score

Content Area recommendation is also required for graduation.

NOTE: Passing score on appropriate GACE I (or Praxis II) examination is required for certification.

See course descriptions under Master-Level Education Programs, Page 286.
COURSE DESCRIPTIONS FOR ALL
MASTER-LEVEL EDUCATION PROGRAMS

ART EDUCATION
ART 601. Art Education Methods, E.C.E./M.G. 3 hours
Prerequisite: Graduate standing in art education, or consent of instructor.
Studio work, seminars, and presentations on planning and implementing an art program for grades P-8. Emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for early childhood and middle grades. Directed field-based experience required. Teaching of laboratory classes required.

ART 602. Art Education Methods, SE 3 hours
Prerequisite: Graduate standing in art education, or consent of instructor.
Studio work, seminars, and presentations on planning and implementing an art program for grades 9-12. Emphasis on teaching studio, art history and aesthetic inquiry methods appropriate for secondary education. Directed field-based experience required. Teaching of laboratory classes required.

ART 630. Art Criticism and Aesthetic Inquiry 3 hours
Prerequisite: Graduate standing in art education, or consent of instructor.
A study of issues in art criticism and aesthetics, including artistic theories and the analysis and evaluation of works of art. Case studies and reviews of specific works are examined. Creative, pedagogical and social implications are emphasized.

ART 650. Special Topics in Art Studio 3 hours
Prerequisite: Graduate standing in art education, or consent of instructor.
Studio course work in selected areas of painting, drawing, photography, graphic design, ceramics and sculpture. Emphasis on individualized instruction leading to the development of a focused body of professional work. May be repeated for credit. Additional studio work outside of class is required.

ART 675. Special Topics in Art History 1-3 hours
Prerequisite: Graduate standing in art education, or consent of instructor.
Selected topics and research problems in art history. Emphasis on individualized research with professional and/or pedagogical applications. May be repeated for credit.

ART 701. Advanced Study in Art Instruction 3 hours
Prerequisite: Graduate standing in art education, or consent of instructor.
Seminars, special presentations and research projects for experienced art teachers seeking advanced professional development. Classroom techniques for studio, art history, and aesthetic inquiry will be emphasized. Directed field-based experience required. Teaching of laboratory classes required.

ART/MUS 788. Fine Arts Capstone Exhibition/Project 3 hours
This course is non-transferable and must be completed at Piedmont College.
Application for graduation must be submitted when registering for this class. Designed to synthesize the graduate experience for candidates in the music education program. The course culminates in a project that demonstrates the individual’s mastery of the graduate program in music education, including conceptual, content, and pedagogical skills. Candidates will submit a formal written document of the project and will demonstrate their work in a public presentation to peers, faculty, and other attendees at the end of the semester.
MUSIC EDUCATION

MUS 512. Seminar in Music Theory  
Prerequisite: Graduate Standing in Music Education.  
This course will provide an intensive study of traditional harmony and from analysis learned in the undergraduate curriculum, as well as the study of a variety of advanced music theory topics. Students will consider various pedagogical approaches toward teaching fundamental music theory concepts covered in the early units.  
3 hours

MUS 601. Music Education Methods I-E.C.E./M.G.  
Prerequisite: Graduate Standing in Music Education.  
This course provides students the opportunity to study the principles and methods of teaching music in early childhood and middle grades classrooms through the development of musical skills and the learning of proven methods of teaching to teach and direct a class in musical activities. Directed field-based experience is required. Teaching of laboratory classes required.  
3 hours

MUS 602. Music Education Methods II-SE  
Prerequisite: Graduate Standing in Music Education  
This course provides students the opportunities to study the principles and methods of teaching music in secondary school classroom through the development of musical skills and the learning of proven methods of teaching to teach and direct a class in musical activities, including rehearsal methods. Directed field-based experience is required. Teaching of laboratory classes required.  
3 hours

MUS 636. Advanced Conducting and Literature  
Prerequisite: Graduate Standing in Music Education  
A continuation of the skills learned in undergraduate conducting, this course is advanced study of the techniques of conducting vocal and instrumental ensembles with emphasis on the advanced development of one’s individual style of conducting and rehearsing; score reading, analysis, and interpretation. Advanced study in choral and instrumental literature for high school choruses, bands, and/or orchestras.  
3 hours

MUS 650. Advanced Applied Pedagogy  
Prerequisite: Graduate standing in Music Education, or approval of the Music Department Chair  
This course is designed as an extension of the undergraduate pedagogy course, giving graduate candidates in the music education program opportunities to continue to develop pedagogical techniques in piano, vocal, and/or choral music. Course work will include written reviews of periodical articles and reference texts. A research paper on a pedagogical topic is required.  
3 hours

MUS 675. Special Topics in Music History  
Prerequisite: Graduate Standing in Music Education  
This course is designed for the study of special topics in music history that are not part of the formal offering within the music department.  
3 hours

MUS 701. Advanced Study in Music Education  
Prerequisite: Graduate Standing in Music Education  
This course is designed to give certified and experienced music teachers additional study in the area of music education and give them the opportunity to improve their knowledge of instructional methods, and the opportunity to learn from the experiences of their colleagues, administrators, and community members. Current trends in music education research will be discussed and explored. Each candidate will make presentations based on their personal experience in their areas of interest and expertise.  
3 hours
MUS 742. Apprentice Teaching in Music (Observation) 4 hours
Prerequisite: Graduate standing, 3.0 cumulative GPA, recommendation of advisor and field placement coordinator.
A 16-week experience during which students work under the joint supervision of a certified teacher and college supervisor in the classroom.

Candidates should be aware that prior to apprentice teaching they will undergo a criminal background check. Applications to apprentice teaching may be denied based upon information presented in these background clearances. The consent form for the background check is attached to the apprentice teaching application.

Apprentice teaching placements in art and music are made at the discretion of the art and music department chairs and the School of Education. Placements will be made within a 50-mile radius of the Demorest campus unless otherwise approved by the art and music department chairs.

MUS 743. Apprentice Teaching in Music 5 hours
Prerequisite: Satisfactory completion of ART/MUS 742 3.0 cumulative GPA, recommendation of advisor and field placement coordinator.
A continuation of the apprentice teaching experience during which candidates work full-time under the joint supervision of a certified teacher and college supervisor in the classroom.

MUS 788. Fine Arts Capstone Exhibition/Project 3 hours
This course is non-transferable and must be completed at Piedmont College.
Application for graduation must be submitted when registering for this class.
Designed to synthesize the graduate experience for candidates in the music education program. The course culminates in a project that demonstrates the individual’s mastery of the graduate program in music education, including conceptual, content, and pedagogical skills. Candidates will submit a formal written document of the project and will demonstrate their work in a public presentation to peers, faculty, and other attendees at the end of the semester.

EARLY CHILDHOOD, MIDDLE GRADES, SECONDARY & SPECIAL EDUCATION
EDUC/SOCS 530. Content and Pedagogy 3 hours
An integration of the disciplines of the Broadfield Social Sciences through research, discussions and pedagogy. Designed to meet the needs of M.A.T. Secondary Education History majors.

EDUC 537. Teaching Reading and Writing in the Content Areas 3 hours
This course is designed to prepare middle grades teachers to utilize reading and writing skills as tools for learning in the content areas. Teacher candidates will be able to employ a three-part learning framework and strategies for implementing the framework within their content fields. During this course, candidates will utilize varied types of print and non-print content materials in developing skills for training students in content literacy skills. Individual needs of learners will be addressed in determining the appropriateness of varied grouping strategies and comprehension activities for each learner. Directed field-based experience required.

EDUC 599. Graduate Orientation 1 hour
This course is non-transferable and must be completed at Piedmont College. (required for ECE, MAT and Certification Only candidates)
This course provides an overview of the early childhood and middle grades graduate programs for candidates entering Piedmont College. The purpose of the course is to strengthen com-
munication and consistency across the programs by preparing candidates to conceptualize their entire program of study early on and continue to build on themes across the graduate experience. Candidates will explore policies and procedures of the College and the School of Education related to their program of study. Issues and concerns will be discussed about APA writing guidelines, admission to teacher education, teacher certification, field experiences, requirements for graduation, student teaching and internships, advisement issues, professional development, programmatic themes, resources and services of the College, and library facilities.

EDUC 600. Educational Assessment 3 hours
This course is designed to provide participants with the assessment tools necessary to enhance learning for diverse student populations. The course will address ways to assess higher order cognitive objectives and authentic tasks to improve instruction. Candidates will participate in activities that enhance understanding of assessment task development, analysis, and interpretation. They will examine ways to facilitate communication within the teaching and learning situation. Documenting student performance and progress, both for instructional and accountability purposes, will be emphasized. Candidates will develop and use new assessments to enhance students’ learning, communicate with parents and students, and create change about views toward assessment. (Field experience required.)

EDUC 601. Instructional Media and Technology 3 hours
The Instructional Media and Technology course is designed to familiarize participants with technologies that are impacting, will impact, and could potentially impact education. Applications and effective use of instructional media in technology, including integration throughout the curriculum, use of multimedia technology, computer-assisted instruction and practices, computers and cooperative learning, computer simulations and problem solving, and the use of computers as a management tool will be explored. Participants will develop a unit of instruction incorporating technology to be used in the classroom. (Field experience required.)

EDUC 603. American High School 3 hours
Examination of how secondary schools came to be as they are. Engages critical and reform studies. Reading, conversations, and projects.

EDUC/SOCS 606. Economics for Teachers: Concepts and Applications 3 hours
A survey of essential economics concepts contained in the Georgia Performance Standards. Designed for middle and secondary teachers of history, geography, economics and other social sciences. Grade appropriate curriculum materials and planning for instruction are addressed.

EDUC 607. Fundamentals of Learning and Cognition 3 hours
A study of the basic principles of human learning and cognition and their practical applications in education including the selection of appropriate methods, materials, and experiences. This course will focus upon ways to apply learning theories to classroom instruction. (Field experience required.)

EDUC 610. Human Growth and Development 3 hours
Reviews of the theories of human development through the life span with a focus on cognition, intelligence, socialization, and achievement. The course will cover information about observable behavior as well as mental processes, such as emotions, perceptions, thinking and memory involved in the biological, cognitive, and psychosocial development of humans. Through classroom and directed field-based experiences, candidates will gain an understanding of human development. (Field experience required.)
EDUC 622. Health and Physical Education in the Classroom 3 hours
A survey of health, physical education, and safety activities, methods, and materials appropriate for early childhood students in the classroom and on the playground. Information will be provided for developing, organizing, planning, and implementing a developmental early childhood physical education program. Indoor classroom activities are presented to reinforce skills learned in language arts, mathematics, social studies, science, and other areas. Through directed field-based experiences and through classroom experiences, the candidate will learn to become an effective proactive teacher who is comfortable and proficient in teaching aspects of health, physical education, and safety. (Field experience required.)

EDUC 624. The Fine Arts in Education 3 hours
Participants will investigate the principles, theories and the practice of using art, music, drama, and play in all curriculum areas. The course will include activities in the fine arts areas, which can be used to teach those areas, as well as material in other subject areas through cross-discipline teaching, for the purpose of enhancing and integrating a creative process approach for instruction in the classroom. The emphasis in this course is to formulate methodological styles for teaching of the fine arts and in doing so, generate activities that can be used to help students better understand the fine arts. (Field experience required.)

EDUC 628. Literature for Children: Expanding Students’ Reading Abilities and Interests 3 hours
The purpose of this course is to familiarize candidates with literature appropriate for children in the early childhood and middle grades. Candidates will explore guidelines for selecting appropriate children’s literature and reading strategies to enhance the development of lifelong reading. Topics for consideration include: multi-ethnic literature appropriate for the various age groups; techniques for stimulating children’s interest in literature; computer software programs, internet capabilities, and other media that enhance the use of children’s literature; children’s special needs and developmental responses to literature; criteria for book selection/evaluation; strategies for integrating children’s literature into an interdisciplinary curriculum; and methods for stimulating critical and creative thinking through the use of children’s literature. (Field experience required.)

EDUC 630. Mathematics Methods in Education 3 hours
Candidates will analyze the knowledge, skills and dispositions necessary to teach all students mathematics. Current issues, procedures, philosophies and techniques will be evaluated. Emphasis is placed on national and state mathematics standards, using manipulatives, and the content and processes involved in teaching mathematics. (Directed field experience required.)

EDUC 631. Reading Methods 3 hours
Corequisite: EDUC 632 (Must be taken in the same semester)
A study of the major approaches to reading instruction incorporating current theories and research practices. Candidates will explore procedures and materials for developing, conducting, managing, and evaluating effective developmental reading programs: whole language, basal reading, language experience approach (LEA), emergent literacy, reading readiness, and literature based. Topics include: the cognitive constructivist view of reading, emergent literacy, knowledge about print, phonemic awareness and phonics, word recognition, word-study instruction, vocabulary development, comprehending narrative and expository texts, content area reading, analysis and development of multimedia reading materials, literacy instruction for non-native speakers of English, needs of exceptional learners, and appropriate diagnostic procedures. (Field experience required.)
EDUC 632. Language Arts  3 hours
Corequisite: EDUC 631 (Must be taken in the same semester).
A study of basic content in communication, including the exploration of current issues, materials, techniques and methods for teaching the process components (reading, writing, speaking, listening, viewing, and visual representation). A variety of applications of these process components will be explored to enable the candidate to become proactive in planning, implementing, and evaluating effective language arts programs. Topics include: how children learn language; language-rich classrooms; the reading and writing processes; the listening process; conversations; dramatic activities; reading and writing stories, reports, and letters; reading and writing poetry; and spelling, handwriting, and grammar tools. A focus will be on integrating children’s literature in all areas of the curriculum. (Field experience required.)

EDUC 634. Social Studies Methods in Education  3 hours
A study of the content of the social sciences as applied to the environment of the child. Current issues in social studies education, methods, procedures, and techniques of instruction and evaluation, with an emphasis on current events and multicultural education, are explored. (Field experience required.)

EDUC 636. Science Methods in Education  3 hours
A study of the basic content and general principles of the natural sciences including current issues, developmentally appropriate materials, procedures, and techniques of instruction. Emphasis is placed on instructing students to learn problem-solving through the scientific method. Candidates will come to understand and improve, in a practical way, the use of basic science skills (observing, classifying, measuring, inferring, predicting) and applied science skills (generating hypotheses, data collecting, drawing conclusions) for which future teachers may be prepared to use in the P-5 grade levels. (Field experience required.)

EDUC 638. Advanced Assessment and Instruction in Reading  3 hours
Prerequisite: EDUC 631 and EDUC 632.
This course recognizes the necessity of a teacher to possess a thorough understanding and competence in classroom assessment/diagnostic principles and instructional practices for improving learner reading ability. Emphasis is placed on providing candidates with theoretical and practical experiences that will enhance and strengthen their knowledge base and enable them to gain competence with: (1) the reading processes, (2) the skills of reading, (3) reading assessment tools, (4) techniques and strategies for addressing specific reading strengths and difficulties of students, and (5) procedures for developing individual prescriptions for reading improvement based on identified student needs. Topics include: (1) what teachers need to know about reading assessment, (2) changing trends in assessment, (3) ongoing assessment, (4) periodic in-depth assessment, (5) portfolio assessment, (6) formal measures (norm-referenced, criterion-referenced, and minimum competency testing), (7) instructional strategies for remediation, and (8) assessment factors related to reading problems. (Field experience required.)

EDUC 639 Exploration and Analysis of Reading Environments  3 hours
Prerequisite: EDUC 638
Reading constitutes a major part of all studies therefore educators must have particular expertise that enables them to teach all children. The National Institute for Literacy, the International Reading Association, and the Association for Childhood Education International provide direction for evidence-based teaching of reading. The purpose of this course is for candidates to research the foundations, instructional practices, and assessment of reading and writing through evidence-based practices and related technology. They will also explore the Georgia Requirements for Classroom Teachers of Reading curriculum.
EDUC 642. Critical Thinking and Creativity in the Classroom 3 hours
A study of the principles of critical thinking, inquiry, creativity and problem solving, and evaluation of currently available programs. Processes for developing higher order thinking skills across the curriculum are explored. The purpose of this course is to help candidates acquire the knowledge, skills, and attitudes needed to design instruction to facilitate development of critical/creative habits of mind in diverse student populations. (Field experience required.)

EDMG 645. Advanced Teaching in the Middle School 3 hours
This course will enhance the expertise of middle level educators. The candidates will explore and analyze major theories and research findings concerning early adolescent development and their implications for developmentally appropriate curriculum in the middle school. The candidates will develop further expertise in pedagogy appropriate for middle grades students. Candidates will increase their knowledge of the history, philosophy and future of middle level education. (Field experience is required)

EDUC 655 Exceptional Children 3 hours
A comprehensive introduction to the education of students with special needs. The intent of this course is to provide educators with the knowledge skills, attitudes, and beliefs that are crucial to constructing learning environments which allow all students to reach their potential. A foundational knowledge in the concepts of co-teaching and differentiated instruction will be emphasized. Directed field-based experience is required.

Candidates will survey the basic characteristics and unique educational and life needs of students who have been determined to differ significantly from their “average” peers in terms of mental, physical, and/or emotional characteristics. This course will provide a foundation of legal, social, educational, medical, and psychological concepts that focus on an understanding of who exceptional children are and how their diverse needs can be met within the context of a democratic learning community. (Field experience required.)

EDUC 656 Essentials of Collaboration and Inclusion 3 hours
Prerequisites EDUC 655.
This course examines various aspects of collaborative instruction for students with disabilities in the regular classroom. Beyond collaboration, this course will focus on strategies for differentiated instruction, curriculum modification, classroom accommodations and assignments. (Field Experience required)

EDSE 660. Advanced Studies in Secondary Instruction 3 hours
Advanced Certification candidates will examine their own teaching practices in reference to current research on student learning and pedagogy. Based on this assessment, each candidate will develop a Professional Development Plan as a guide for studies in the Master’s plan and beyond.

EDUC 690. Classroom Management 3 hours
A study and exploration of a variety of classroom management strategies and styles. Leadership styles, crisis control, appropriate rewards and consequences, student and teacher rights and inter-relationships, group dynamics, coping with special students, and communication between administration-teacher-parent-student are reviewed. Classroom policies and procedures for managing the daily routines are examined. (Field experience required.)
EDSE 696. Methods and Interpretation of Secondary Educational Research 1 hour
Focus on the fundamentals of research methods, procedures, and designs in order to interpret and assess research relevant to education.

EDSE 697. Constructing a Review of the Literature 1 hour
Prerequisite: EDSE 696.
Candidate constructs a professional-level Review of the Literature on previous research on a topic or issue of relevance to the candidate and the field.

EDSE 698. Action Research 1 hour
Pre- or Corequisite: EDSE 697.
Candidate will design, implement, interpret, and present in a formal Research Report original research on a topic or issue of relevance to the candidate and the field.

NOTES: (1) Candidates may not sign up for 697 or 698 while taking 696. (2) Candidates in 697 may sign up for 698 with permission of the instructor. (3) Candidates may space out courses in this sequence to coincide with research interests.

Passing the CITI test on Human Subjects Research is required of all candidates. All field-based research projects will be reviewed by the instructor for compliance with the College policy regarding human subjects, with further review by the Institutional Review Board as needed. Therefore, all candidates involved in research with human subjects should become thoroughly familiar with the College guidelines and procedures to protect human subjects, researchers and the College.

EDUC 699. Methods and Interpretation of Educational Research 3 hours
The purpose of this course is to study current research methods and theories, procedures and designs with an emphasis on critical thinking, assessment, action research, and collaborative research. Included in this course will be the evaluation, interpretation, and application of educational research methods. The focus of this course is the critical understanding of the knowledge, skills, and production of educational research, which can contribute to the knowledge base or can be applied to professional practice, with a special emphasis on students becoming competent consumers of research. (Field experience required.)

All field-based research projects will be reviewed by the instructor for compliance with the College policy regarding human subjects, with further review by the Institutional Review Board as needed. Therefore, all candidates involved in research with human subjects should become thoroughly familiar with the College guidelines and procedures to protect human subjects, researchers and the College.

EDUC 701. Critical Analysis of Current Trends and Issues in Education 3 hours
This course will address trends and issues that impact the educational establishment. Candidates will explore, analyze, and question the current trends and issues that primarily impact schools today. They will reconsider and synthesize old and new knowledge, which will assist them in becoming scholarly, reflective, and proactive educators. (Field experience required.)

EDUC 702. Integrating Instructional Media and Technology 3 hours
Prerequisite: EDUC 601 or approved exemption.
An advanced study of instructional media and technology for educators. Candidates learn to be more proficient in the use of advanced technology in the classroom. (Field experience required).
EDUC 703. Social, Cultural, and Ethical Perspectives of Education  
3 hours
The purpose of this course is to provide the candidate with an in-depth critical exploration and analysis of various social, cultural, and ethical perspectives on education. Particular attention will be given to those contemporary perspectives that focus on the functions of education for the individual and society, as well as those that deal with the interrelationships among the public school/education community and culture. (Field experience required.)

EDUC 712. Group Processes and Interpersonal Skills  
3 hours
An examination of group process skills with an emphasis on cooperative learning activities, interaction processes, and patterns of verbal and non-verbal communication in the classroom. This course aims to provide participants with an understanding of group processes as applied to real life situations, pertaining to both teachers and students. By combining a review of the historical perspectives of group dynamics with the practical experience of in-class group activities, members of the class will gain a broad repertoire of skills from the theories and concepts in this field. These skills will be useful in analyzing and understanding group issues as they occur in daily interactions with others. (Field experience required.)

EDUC 730. School Law  
3 hours
A study for educators of the legal doctrines applicable to the school setting, including those dealing with truancy, curriculum, due process rights of students and teachers, freedom of speech, expression, and religion, student publications, search and seizure, student discipline, sexual harassment and discrimination, student records, student testing, terms and conditions of teacher employment, special education, and other legal rights and responsibilities of teachers.

EDUC 735. Advanced Curriculum/Interdisciplinary Instruction  
3 hours
Analysis and assessment of principles for planning educational programs and curriculum activities for education with an emphasis on organization, selection, presentation, evaluation, and implementation of interdisciplinary instruction through lesson and unit planning.

The purpose of this course is to provide graduate candidates with the knowledge and skills necessary to make meaningful and effective curriculum decisions. Discussions will explore curriculum problems and issues, some of which may be solved by educational restructuring. Candidates will apply theory to practice as they explore curriculum choices available in public schools. This course will focus, in part, on the skills of critical thinking and creativity, the inclusion of a multicultural/global perspective, and the use of technology in teaching. (Field experience required.)

EDUC 736. Contextual Analysis of a School Environment  
3 hours
Corequisite: Student Teaching or Internship.
A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. The course includes a study of program and curriculum design in relation to individual differences among students, teaching strategies, and expected outcomes. Additional topics include: learner characteristics, classroom management and discipline techniques, assessment of students and curriculum, communicating and working with parents, understanding the school and community, and professional development. This course is integrated into a 15-hour student teaching block.
EDSE 736. Advanced Instructional Methods 2 hours
Corequisite: EDSE 742 or 744 (fall semester).
A study of instructional methods, including cooperative learning, inquiry learning, grouping considerations, and other instructional variables. Candidates will learn how to select, plan, sequence, implement, and evaluate various instructional methodologies applicable to their student teaching placement. The course includes a study of program and curriculum design in relation to individual differences among students, teaching strategies, and expected outcomes. Additional topics include: learner characteristics, classroom management and discipline techniques, assessment of students and curriculum, communicating and working with parents, understanding the school and community, and professional development.

NOTE: This course begins prior to the beginning of high school and Piedmont fall sessions. Consult Course Schedule for Fall 2009 for details. No exceptions.

EDSE 737. Advanced Instructional Methods 1 hour
Corequisite: EDSE 743 or 745 (spring semester).
A continuation of EDSE 736.

EDDEC 740. Practicum (P-5) 1-3 hours
Prerequisite: Permission of chair of early childhood education.
Field-based experience with students, teachers, school personnel, and parents in education under the supervision of a college faculty member.

EDSE 740. Practicum in Instructional Proficiency 1 to 3 hours
A demonstration of proficiency in teaching grades 6-12 in a specific content field by fulfilling a planned program of instruction approved by either the practicum supervisor or the EDSE 660 instructor. Performance is evaluated on the CATA-740.

EDDEC 742. Student Teaching (K-5) 9 hours
Corequisite: EDUC 736.
Prerequisite: Cumulative GPA of 3.0, admission to teacher education, and recommendation by the field placement coordinator. Permission to register form is required. Application deadlines will be posted in School of Education.

A 16-week experience during which students work full-time at a level appropriate to the certification field under the joint supervision of a certified teacher and college supervisor in a classroom. No other classes other than the corequisites can be taken during student teaching.

Education majors should be aware that prior to student teaching they will undergo a criminal background check. Applications to student teaching may be denied based upon information presented in these background clearances. The consent forms for the background check are attached to the student teaching application. Before being hired by a Georgia Public School System, another background check including fingerprinting will be conducted by the System.

Student teaching placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

EDSE 742 – 743 Apprentice Teaching Sequence (Secondary)
Apprenticeships begin in the Fall semester with EDSE 742. Continuation in the Spring semester (EDSE 743) is contingent on (a) satisfactory performance in the Fall semester, and (b) completion of the Admission to Teacher Education requirements for unconditional admission. (Refer to Page 209 for those requirements.) Performance during the apprenticeship is assessed using the Comprehensive Apprentice Teachers Assessment (CATA).
EDSE 742. Apprentice Teaching (Fall Semester) 4 hours
Corequisite: EDSE 736.
Prerequisite: Cumulative GPA of 3.0, and recommendation by the field placement coordinator.
The fall apprenticeship involves 16 weeks observing and working with experienced teachers for 16 to 20 hours per week minimum. Apprentices assume responsibility for at least two weeks for teaching two different grade levels and subjects.

Apprenticeship placements are at the discretion of the chair of secondary education and must be within 50 miles of either Piedmont campus, unless otherwise approved by the Dean of the School of Education.

Applications for an apprenticeship may be denied on the basis of information revealed in a criminal background check required by the State of Georgia. (Refer to Admission to Teacher Education, Page 209.)

EDSE 743. Apprentice Teaching (Spring semester) 5 hours
Corequisite: EDSE 737.
Prerequisite: Satisfactory performance in EDSE 742 and unconditional Admission to Teacher Education.

Apprentices assume primary responsibility for instruction for at least one course at the beginning of the host schools’ Spring semester, adding courses to carry a full load for 3 to 5 weeks.

EDEC 744 - 745 Internship (P-5) 10 hours
Corequisite for EDEC 744 is EDUC 736.
Prerequisite: Cumulative GPA of 3.0, admission to teacher education, a non-renewable certificate issued by the PSC (which requires a passing score on the GACE ECE Tests – 001 and 002), and permission of the department chair.
A candidate must complete an application for internship prior to registering for EDUC 744 and provide a copy of his/her year long teaching contract to the department chair. The internship extends throughout one academic year (two semesters). It is preferable that candidates begin an internship in the fall semester and complete it the following spring semester. The internship experience is based in a public or approved private school. Internship placements may take place only within a 50 mile radius of the campus unless otherwise approved by the Dean of the School of Education. Candidates are jointly supervised by college faculty and the employing school.

EDSE 744 - 745 Internship Sequence (Secondary) 10 hours
Prerequisites: 1) Be under contract on a non-renewable certificate to teach grades 6 - 12 in the candidate’s intended field of certification at a school within 50 miles of either campus, unless otherwise approved by the Dean of the School of Education. 2) Have a completed application for an internship approved prior to registration for EDSE 744. Internships begin in the Fall semester with EDSE 744. Continuation in the Spring semester is contingent on (a) satisfactory performance in EDSE 744 and (b) completing Admission to Teacher Education requirements for unconditional admission. (Refer to Page 209 for those requirements.)

Performance during the internship is assessed using the Comprehensive Intern Teachers Assessment (CITA).

In addition to instructing a full-time schedule of courses, interns are expected to maintain a schedule of observations of other teachers in a variety of fields.
NOTE: Interns are expected to make arrangements at their respective schools to get to the methods course sessions on time.

EDSE 744 Internship (Fall semester)
Corequisite: EDSE 736

EDSE 745 Internship (Spring)
Corequisite: EDSE 737

EDUC 750. The Knowledgeable Teacher 3 hours
Prerequisite: Three years of successful teaching experience on a clear renewable certificate.
This course is designed to provide the experienced teacher with the opportunity to demonstrate personal commitment to excellence in the practice of teaching. Participants will measure their own teaching against vigorous national standards established by varied related professional associations.

EDUC 770. The Foxfire Approach to Instruction 3 hours
Enables P-12 instructors to implement the Foxfire approach to instruction in any subject, any grade level. The course combines practical applications with the theoretical conceptions of the Foxfire approach. Involvement in follow-up activities is expected.

EDEC/MG/SE 788. Capstone/Exhibition 3 hours
This course is non-transferable and must be completed at Piedmont College.
Application for graduation must be submitted when registering for this class. Designed to synthesize the candidate’s graduate experience, culminating in a project that demonstrates the individual’s mastery of the graduate program, including conceptual, content, and pedagogical skills. In other words, candidates demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. Candidates have the opportunity to affect school change. Candidates will submit a formal written document of the culminating project and will demonstrate their work in a public presentation to peers, faculty, and other guests at the end of the semester.

EDUC 795. Applied Research Project 1-3 hours
Prerequisite: Permission of appropriate department chair.
The development and implementation of an applied project in education (quantitative or qualitative research), under the supervision of a graduate faculty member. This course allows individuals or groups to study and to do research in topic(s) selected from their professional interests. Candidates are expected to examine professional literature and read widely in their chosen topic. Candidates will exhibit qualities of the scholarly, reflective, and proactive practitioner. (Field experience required.)

EDUC 798. Special Topics in Education 1-3 hours
Prerequisite: Permission of appropriate department chair.
Concentrated readings and a review of research studies and literature relative to areas of significance in education through a special project, under the supervision of a graduate faculty member.

SPED 602 Characteristics of Mild/Moderate Disabilities 3 hours
This course will examine learning and behavioral characteristics of students with mild and moderate disabilities. This course will focus on the academic and behavioral needs of the learner rather than a disability category. (Field Experience required)
SPED 606 Applied Behavior Analysis for the Classroom 3 hours
This course is designed to prepare educators to manage inappropriate behaviors of students utilizing Applied Behavior Analysis and applying these for the preparation of Functional Behavior Analysis and Behavior Intervention Programs. (Field Experience required)

SPED 607 Single Case Research for Special Educators 3 hours
Prerequisite: EDUC 655, SPED 602, SPED 606
This course focuses on the study and application of current research methods, procedures, and designs to aid in the process of individualizing instructions and behavior management in the classroom. Emphasis is placed on developing an understanding of approaches and techniques used to conduct single-subject research and to analyze resulting data which can be applied to professional practice. (Field Experience required)

SPED 633 Curriculum and Differentiated Instruction 3 hours
Prerequisites: EDUC 655, SPED 602, SPED 606
This course will examine curriculum and differentiated instruction for effectively educating students with disabilities and those from various socioeconomic and culturally diverse backgrounds. (Field Experience required)

SPED 684 Advanced Strategies for Behavior Change/Functional Behavior Analysis 3 hours
Prerequisite: SPED 606 or equivalent and 602.
This course is designed to present candidates with advanced strategies for modifying problem behaviors of students. Application of learning theory, measurement procedures, and verification of functional relationships will be emphasized. Knowledge of significant research in applied behavior analysis will be facilitated through reading current journals and publications. (Field experience required.)

SPED 705 Policies and Legal Issues in Special Education 3 hours
(Prerequisites: EDUC 655, SPED 602, SPED 606)
This course is designed to highlight the history and current status of litigation and school law which serves as the foundation for Special Education. The purpose of this course is to teach educators about laws and policies that affect educating students with disabilities. (Field Experience required)

SPED 740 Applied Practicum 3 hours
Field-based experiences are conducted with students in the general education curriculum, teachers, school personnel, and parents of students with disabilities under supervision of college faculty. All field-based research projects will be reviewed by the instructor for compliance with the College policy regarding human subjects with further review by the Institutional Review Board as needed. Therefore, all candidates involved in research with human subjects should become thoroughly familiar with the College guidelines and procedures to protect human subjects, researchers and the College.

SPED 742 Student Teaching 9 hours
Prerequisite: Cumulative GPA of 3.0, and admission to teacher education.
The student must be fully admitted to Teacher Education and have permission of the Dean of Education to register. Application deadlines for student teaching will be posted in the School of Education. Student teaching includes a 16-week experience, during which teacher candidates work full time under the joint supervision of a certified teacher and college supervisor in a collaborative classroom for students with disabilities. Periodic seminars are also required.
Prior to student teaching, candidates will undergo a criminal background check. Applications to student teaching may be denied based upon information presented in these background clearances. The consent forms for the background check are attached to the student teaching application. Before being hired by a Georgia public school system, another background check, including fingerprinting, will be conducted by the school system.

Student teaching placements are made at the discretion of the School of Education. Placements will be made within a 50-mile radius of the campus unless otherwise approved by the Dean of the School of Education.

SPED 744 Internship I  
5 hours

SPED 745 Internship II  
5 hours

Each internship is conducted in a semester long format with periodic seminars. This experience, based in a public school, emphasizes the application and integration of developmental and instructional principles in a collaborative setting. Students will be jointly supervised by college faculty and the employing school.

For students enrolled in each of the internship courses the following must occur:

(1) Be teaching on a non-renewable certificate in Special Education General Curriculum at a school within 50 miles of the Athens campus, unless otherwise approved by the Dean of the School of Education.

(2) Have a completed application for an internship approved prior to registration for SPED 744

(3) Have a completed an unconditional acceptance to Teacher Education prior to enrollment in SPED 744.

SPED 780 Capstone Seminar (with required portfolio exhibition)  
3 hours

This course is non-transferable and must be completed at Piedmont College. Application for graduation must be submitted when registering for this class.

The purpose of this course is to provide the candidates with a synthesizing opportunity in order to integrate the program objectives in an applied format. Application will take place through the development of a Capstone portfolio and the exhibition presentation with a selected committee.
EDUCATION SPECIALIST DEGREE IN TEACHER LEADERSHIP (ED.S.)

Preparing distinguished teaching and learning leaders to improve the lives of all children.

Program Overview
The goal of the Specialist Program in Teacher Leadership is to develop distinguished contributing teachers as leaders, mentors, and models across schools and systems. The primary purpose of schooling is teaching and learning; therefore, all teachers, staff and administrators must focus through habits of mind on the ultimate goal of providing students with the best and most appropriate education possible through continuous school improvement. Regular classroom teachers, teachers in specialty areas, lead teachers, department heads, building level administrators, as well as staff and administrators at the district levels need to view themselves as Teacher Leaders and through proactive, scholarly and reflective professional and pedagogical development thereby provide teaching and learning expertise and leadership to students and peers both formally and informally.

The Specialist Program in Teacher Leadership offers components that address the qualities necessary for distinguished teaching and leadership. The program provides a rigorous and scholarly pragmatic approach that meets the needs of candidates in various geographic and educational contexts. To that end, participants complete 30 hours of coursework, which combine theory and practice and culminate in a research based project aimed at school improvement.

Continuous themes and curricula guide, instruct, and develop the professional educator toward attainment of distinguished levels of theory and practice so that they may become contributing members in the professional discourse of improving schooling.

Specialist Candidate Learning Log
All candidates in Piedmont’s Education Specialist Program will complete an entry log which assesses their mastery of the Specialist Program outcomes against content, scholarly work and course experiences. Each course has identified program outcomes which are specific to that course. The SPCLO log allows the candidate to address each course outcome through a triple entry format which is submitted to the course professor and at the end of the program to the 800 Orientation professors. The candidate’s entries will be assessed for:

• Mastery of course outcomes through a triple entry method of recording newly acquired knowledge, the impact of that knowledge, and establishing goals as a teacher leader for using the new knowledge to improve teaching and learning in P-12 schools
  • Quality of writing, research, and reporting
  • Scholarship
  • Intellectual reflection with an emphasis on teacher leadership
  • Application to school and community
Coursework
All courses 3 semester hours

Program of Study
The specialist program in Teacher Leadership offers components that address the qualities necessary for preparing distinguished teaching and leadership. The program will provide a rigorous and scholarly pragmatic approach that will meet the needs of candidates in various geographic and educational contexts. To that end, participants are required to complete coursework in the core which consists of 21 semester hours and then complete their program with a concentration in either Teaching and Learning or Leading and Learning taking the remaining 9 semester hours for the program degree.

These courses form a holistic approach to the 30-hour program of study as continuous themes and curricula to guide, instruct, and develop the professional educator to attain distinguished levels of both theory and practice and become contributing members in the professional discourse of improving schooling.

Core Courses (required of all degree candidates)

EDS 800. Orientation 2 hours
This course is designed to orient candidates to the Ed.S. Program and the the requirements for the SPCLO Learning Log. The purpose of the course is to strengthen communication and consistency across the candidate’s program by preparing him or her to conceptualize the entire program of study early on and continue to build on themes across the graduate experience. Issues and concerns will be discussed about paradigms in educational research, research writing guidelines, requirements for graduation including the Specialist Program Candidate Learning Outcomes, advisement issues, professional development, programmatic themes, resources and services of the College, and library facilities.

EDS 801 Scholarly Writing 1 hour
This course is designed to introduce the advanced graduate student to the technical and philosophical aspects of scholarly writing. It is required in the beginning of the program to ensure all candidates are prepared for the academic rigor and scholarly writing expectation of the degree program. This course will form the foundation for all course expectations throughout the program regarding the requirements for scholarly writing and research. Additionally Piedmont College will collect longitudinal data relative to scholarly writing skills for each candidate to ensure program effectiveness.

The goal of this course is to bring together a student’s graduate experience, culminating in a project, which demonstrates the individual’s mastery of conceptual, content, and pedagogical skills. In other words, students will demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. The measure of the candidates’ mastery is demonstrated in a learning log which is completed for each course in the program and connects the learning to the program outcomes. Candidates reflect on newly learned knowledge or experiences, the impact of those experiences and indicate goals and plans for using the newly acquired knowledge toward improvement in their classrooms as well as P-12 environments.

EDS 810. Contemporary Issues in Education 3 hours
This course is designed to help educational leaders understand key ideas central to ongoing research in teaching and learning. It emphasizes ways in which cultural, social and orga-
nizational contexts influence learning, and it examines knowledge from epistemology, the psychology of learning, and cognitive science, to improve teaching and help students develop to maximum potential. Through this understanding, candidates will develop strategies for change in the continuous improvement process. The course also explores the connection between educational policies and classroom practice. As a result of this course, candidates will apply current best teaching and learning practices at their institutions while modeling and providing leadership to other members of the school community.

EDS 811. Curriculum Design and School Improvement (Testing and Scheduling)  3 hours
This course will address school reform and school improvement efforts across the nation, which are directed at reform in curriculum, testing, scheduling, assessment and programming. With a strong focus on educational change today, both in the media and in the school community, and with the discussion of restructuring in education, it is important to be aware of action across the nation and attempt to relate the action to current needs in order to be informed professional decision-makers. An examination of the media, professional journals, recommendations from various sources, (think tanks, foundations, colleges, school systems) will be the basis of the study. By relating experiences of others to the setting in which the class candidates are working, there will be realistic opportunities to consider and synthesize old and new knowledge of practices that will assist the candidate in becoming a more effective teacher and a more effective leader of other teachers.

EDS 820. Research I-Methodologies, Statistics  3 hours
The purpose of this course is the study and application of current research methods and theories, procedures, and designs with an emphasis on quantitative and/or qualitative methodologies to aid the processes of school improvement. Candidates will develop an understanding of various approaches and techniques used to conduct research in education and to analyze resulting data. Included in this sequence of courses will be the use of assessment for interpretation and application of educational research methods. The focus of this sequence is a synthesis of the knowledge, skills, and production of educational research, which can be applied to professional practice, with a special emphasis on candidates becoming distinguished users of educational research. In order to achieve this understanding candidates will be instructed in statistical analysis methods and practices and will apply this understanding to real life cases.

To produce quality research, it is necessary to apply, analyze, synthesize, and evaluate the methodologies, processes, and procedures of research to evaluate and utilize existing research and perform needed site-specific quality research. Through the use of quality research, educators are better prepared to improve the effectiveness of Teaching and Learning and promote a positive school culture.

EDS 821. Research II- Relationship of Research to Practice  3 hours
The purpose of this course is the continuation of the study of current research methods and theories, procedures and designs with an emphasis on quantitative and/or qualitative methodologies to aid in the processes of school improvement. The focus of this course is to demonstrate the ability to synthesize educational literature and state standards, gather data for analysis, and apply research methods to educational problems. Candidates will design effective models of practice that will improve teaching and learning. Candidates will design a research project that will be presented in a proposal format. The goal will be to assess the state of scholarly literature, identify relevant questions, formulate strategies for answering them, acquire the methodological tools with which to conduct the research, and understand how to report the results in an appropriate way. The intent of this project is to implement changes that promote continuous improvement in programs for all students.
EDS 861. Data Driven Decision Making; Technology-Based
  Information Management  3 hours
Educational organizations are using data-driven decision making to plan for and implement more individualized teaching and learning for students, to track resources, to identify successful teaching and learning strategies, to better allocate resources, and to improve communication among all involved in the educational process. A major challenge to educators is using the diverse sets of data to make informed decisions about school reform. The purpose of this course is to provide the candidate with the opportunity to collect and analyze real life data related to a local educational problem. The candidate will use the technologies appropriate for this process. The results will be used to propose various educational decisions and will be shared in a formal presentation.

EDS 877. Facilitating Communication in the Contemporary School  3 hours
Communication involves that which is written, spoken, or implied and involves both receptive and expressive skills. Effective communication with all stakeholders is essential to the success of any organization or group. This course examines the fundamentals of communication theory. It is designed to assess communication processes, determine problems, successes, and roadblocks in communications, and improve one’s ability to communicate in both individual and large organizational settings. Specifically, issues of communications within the school setting are examined

CONCENTRATION IN TEACHING AND LEARNING

EDS 812. Teacher Leadership  3 hours
The purpose of this course is the study and refinement of exemplary practices and theories of Teaching and Learning leadership. The emphasis of this course is to aid in the processes of school improvement and to develop and implement a plan for leading a school improvement initiative. Included in this strand will be the assessment of learner/learning styles, assessment of students, and reflection on student learning, examination of one’s own teaching/learning, processes of the democratic classroom, and supporting and embracing diversity. The focus of this strand is a synthesis of the knowledge, skills, and practice of Teaching and Learning leadership in the context of school improvement.

As leaders of school improvement, it is necessary to apply, analyze, synthesize, and evaluate models, methodologies, and roles of teachers as leaders. The public and public officials hold schools accountable for what is accomplished. As educational practitioners seek to improve their activities, schools, and school systems, the role of teachers as leaders becomes increasingly important. Through the development of quality teaching and learning leaders, systems are in a better position to undertake school improvements and assess outcomes to improve the quality of education.

EDS 842. Critical Thinking and Problem Solving in the Education Environment  3 hours
This course explores issues about the nature and techniques of critical reflection, viewed as a way to establish a reliable foundation for our claims, beliefs, and attitudes about the world. Evident is the exploration of multiple perspectives, placing established facts, theories, and practices against alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in the context of the educational environment are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in the candidate’s own educational and professional settings.
And one of the cohort electives offered below:

EDS 840. Advanced Classroom Technology 3 hours
Prerequisite EDUC 702 or POD
As teachers, each must first be a learner. Teachers must deepen their own understanding of the technology content, approaches, and applications they will teach their students. By experiencing the processes of learning, they are better prepared to help students become active, engaged technology problem solvers. As learners, teachers must be challenged at their own level of competence. They need to participate fully in the generation of compelling questions and conduct investigations that allow them to make meaning out of technology activities. As teachers practice active self-reflection, as they analyze their experience of just-completed technology activities, they begin to construct an understanding of how knowledge develops and the circumstances that stimulate or inhibit it.

The overarching goal of this course is to prepare teachers for use of technology in their classrooms and school districts at a higher level. At the completion of EDS 840, students will be a valuable asset to the learning environment of schools as technology planners, tacticians, strategists, trainers, and first level technicians. The students will act as change agents, mentors, encouragers, and continuing education instructors in the infusion of technology into classroom instruction.

EDL 860. Educational Law and Ethics 3 hours
This course explores legal and ethical issues that arise in schools. It provides school leaders with the knowledge necessary to understand and prevent legal problems and helps school leaders reflect on questions of educational policy and ethics. Candidates should gain an understanding of legal principles and interpretations of constitutional statutory laws. There is a focus on the school-based decision-making process at the local school level.

**CONCENTRATION IN LEADING AND LEARNING**

**Take all three courses:**
* This DOES NOT qualify candidate for a leadership certificate

EDL 860. Educational Law and Ethics 3 hours
This course, designed for school leaders addresses the issues of law and policy, ethics, legal decision-making, and educational practice. Among the issues addressed are the relationship between schooling and the state, the nature and scope of students’ and teachers’ substantive and procedural rights, the legal aspects of instructional program management, tort liability, and the many meanings of equal educational opportunity. An extensive use of case study combined with current trends and issues on this topic will support the foundation of this course.

EDL 851. Organizational Contexts of Teaching and Learning (Personnel and Facilities) 3 hours
Understanding the characteristics of school organizations and their reactions to change is critical to success in educational reform and leadership. This course explores organizational processes in finance and personnel as they relate to the economic, demographic, political, legal and social contexts of teaching, learning and leading. Theoretical exploration is combined with practical analysis and application. Emphasis is placed on different strategies employed to secure needed revenue and personnel and to control the resources required to accomplish the aims of the school organization. Processes for evaluating and monitoring results are examined.
EDL 852. Monitoring and Evaluating School Practices  
(Policy, Governance and Financing of Educational Organizations)  3 hours  
The quality of school improvement planning is heavily influenced by the school’s commitment and capacity for effective monitoring and evaluation of governance and facilities. This course is designed to provide teachers and school leaders with information relative to the design and use of monitoring processes in the school environment. The course explores processes in governance, resources, and space as they relate to the economic, demographic, political, legal and social contexts of teaching, learning, and leading. Emphasis is placed on strategies needed to implement a continuous organizational improvement approach to benefit students, parents, and the community.

Program Entrance Requirements

Master’s Degree and Certification
The applicant must:

• Possess a master’s degree from an approved, regionally accredited institution.
• Have two years of documented successful teaching experience
• Submit a copy of a current and valid teaching certificate.
• Submit official, final, and sealed transcripts from all undergraduate and graduate institutions attended. One transcript must reflect a master’s degree from a regionally accredited institution. These must be submitted in the sealed envelope sent from the registrar’s office.
• Have a minimum 3.5 GPA on the master’s level.
• Report a score on the GRE, MAT or similar standardized test typically used for admission to a graduate program

Letters of Recommendation
The applicant must submit three letters of recommendation from professionals in the field of Education that include information about the candidate’s competence and effectiveness as a successful educator for a minimum of three years.

• One of these letters must be from a school system supervisor.
• One of these letters must be from a previous college professor or staff development instructor.
• One of these letters can be from either of the above categories or any professional in the field of Education.

Technology Skills
This program is technology intensive and candidates must possess appropriate skills in order to be successful.

Letter of intent
The applicants will be required to submit a concise, grammatically correct letter stating their purpose(s) for applying to the Education Specialist degree. This letter will be submitted to Graduate Admissions with the admissions packet as a typed, double-spaced, Courier size 14 font letter.

*Note: Acceptance to the Specialist Program will be based on the strength of the applicant’s admissions packet and essay. A Specialist Program Committee will evaluate the essays.
EDUCATION DOCTORATE
IN TEACHER LEADERSHIP (ED.D.)

Preparing distinguished teaching and learning leaders
to improve the lives of all children.

PROGRAM OVERVIEW
The Education Doctorate (Ed.D.) is consistent with the goals in all graduate programs at Piedmont College. It is designed to develop eminent leaders in the field of education. The primary focus of the Ed.D. program is to facilitate transformational change of individuals and schools by preparing teacher leaders, other school professionals, and school administrators for the challenges of our rapidly changing world. The program will also serve to prepare educators for various roles in college and university teaching and in research and leadership positions in other educational institutions. Additionally, the doctoral program allows candidates to demonstrate a comprehensive knowledge base of theoretical and pedagogical issues relating to teaching and learning through adding new knowledge about their fields.

Candidates for the Ed.D. degree in Teacher Leadership are expected to engage in independent learning throughout their program. Research toward, and the ultimate completion of, the doctoral dissertation are primary examples of independent learning. Independent learning is a key component in many courses in which the aim is the development of analytical skills and critical thinking. Developing the ability to think independently leads to strengthened learning communities.

The components of the doctoral program include course work, field experience, research, and writing, culminating in the dissertation process. Candidates may earn the Specialist Degree equivalency after successful completion of the area I coursework and other requirements as indicated in the program description. The Ed.D. degree requirements include a minimum of 51 hours of coursework beyond the master’s degree and nine hours minimum of dissertation credit.

Candidates who have earned the Education Specialist (Ed.S.) degree in Teacher Leadership from Piedmont College may apply to the Ed.D. program and may transfer credit toward area I coursework requirements. Up to six hours of transfer credit beyond the master’s degree may be submitted by applicants with post master’s credit from other institutions. All transfer credit is subject to approval by the Chair of Teaching and Learning department and by the Registrar.

Admission Requirements
Eligible Applicants with a Piedmont College Ed.S. degree
- Must have current clear, renewable T-6, or S-6 certificate.
- Must have at least four years of teaching experience.
- Must have earned the Ed.S. degree at Piedmont College

Eligible Applicants with a Master’s degree
- Must have a current clear, renewable T-5, or S-5 certificate
- Must have at least four years of teaching experience.
• Must have at least a Master’s degree from a regionally accredited college or university with a 3.5 cumulative GPA on a four point scale.

NOTE: Ed.S. degrees from colleges or universities other than Piedmont College are not transferable. Up to six semester hours beyond the Master’s degree may be considered for transfer credit.

Description of Admissions to Ed.D. degree

Step 1. The applicant will complete the required application file by the application deadline.

Step 2. The Ed.D. Admissions Committee will review completed application files and invite those who are approved to be interviewed.

Step 3. The Ed.D. Admissions Committee will review the interviews and invite those who are approved to sit for the writing sample.

Step 4. The Ed.D. Admissions Committee will review the writing samples and select candidates to be offered acceptance into the Ed. D. degree program.

Graduate Admissions Requirements for applicants currently enrolled, or who have completed the Ed.S. degree from Piedmont College

Admissions Requirements

1. Completed Graduate Application

2. Non-refundable application charge ($50)

3. Two professional references from the applicant’s Piedmont College Ed.S. instructors

4. Two additional annual evaluations combined with two previous annual evaluations submitted with the Ed.S. application, which will verify four years of professional experience.

5. Professional Activities Resume

6. Copy of current clear, renewable, T-6, or S-6 certificate.

7. Official test score from the GRE General Test (within last five years and reportable from ETS)

The target GRE score is 1100 (or the equivalent on the Graduate Revised Standard Test) for the combined Verbal and Quantitative Sections, and a 4.0 on the Analytic Writing section.

Test scores are not the sole criteria. Applicants with scores lower than the target may apply, but will need to demonstrate stronger evidence of the ability to complete doctoral courses and independent research in other areas.

8. Personal Affirmation Form

Graduate Admissions Requirements for applicants with a Master’s degree

Admissions Requirements

1. Completed Graduate Application

2. Non-refundable application charge ($50)

3. Official transcripts from every undergraduate and graduate college or university attended
4. Three Professional References, one each from
   a. supervisor
   b. former professor or instructor
   c. professional colleague

5. Four Annual Evaluations
6. Professional Activities Resume
7. Letter of Intent
8. Copy of current clear, renewable T-5, or S-5 certificate
9. Official test score from the GRE General Test (within last five years and reportable from ETS)

   The target GRE score is 1100 (or the equivalent on the Graduate Revised Standard Test) for the combined Verbal and Quantitative Sections, and a 4.0 on the Analytic Writing section.

   Test scores are not the sole criteria; applicants with scores lower than the target may apply and will need to demonstrate stronger evidence of the ability to complete doctoral courses and independent research in other areas.

10. Personal Affirmation Form

Coursework and Program of Study for the Teacher Leadership Education Doctorate; Ed.D. (51 hours coursework/9 hours dissertation) =60 hours minimum (All courses 3 semester hours unless indicated)

**Program of Study**

The Ed.D. in Teacher Leadership will be delivered on site, beginning in a lock-step cohort model, on the Athens and Demorest campuses of Piedmont College. Candidates will complete coursework on a schedule which is designed to provide optimum learning opportunity. Program completion is dependent on meeting dissertation requirements.

Candidates for the doctoral program must complete a minimum of 60 hours beyond the master’s degree. The program is divided into three areas. Area I courses form the foundation on which the doctoral program is built. The curriculum for the Ed.D. program is designed to promote depth and breadth to the study of teaching and learning while promoting teacher leadership and school improvement. Candidates explore major areas of concern in the contemporary school as well as historical issues affecting schools today. A focus on standards which currently drive outcomes for the state was included in the course development process.

**AREA I................................................................................................................. (30 hours**

- EDS 800. Program Orientation
- EDS 801. Scholarly Writing
- EDS 810. Contemporary Issues in Education:
- EDS 811. Curriculum Design and School Improvement:
- EDS 820. Research I-Methodologies of Research
- EDS 821. Research II- Relationship of Research to Practice:
- EDS 861. Data Driven Decision Making:
- EDS 877. Facilitating Communication in the Contemporary School

**Track Options: Choose a track path for these .........................................................9 hours**
Teaching and Learning Concentration: ................................................................. 9 hours
EDS 812. Teacher Leadership
EDS 842. Critical Thinking and Problem Solving in the School Environment

And one of the electives below
EDS 840. Advanced Classroom Technology
EDL 860. Educational Law and Ethics

Or

Learning and Leading Concentration: ................................................................. 9 hours
EDL 851. Organizational Contexts of Teaching and Learning:
EDL 852. Monitoring and Evaluating School Practices
EDL 860. Educational Law and Ethics:

*Candidates completing Area I may be eligible for an Ed.S. Degree or equivalency

Course Descriptions
EDS 800. Program Orientation 2 hours
This course is designed to orient candidates to the Ed.S. Program and the requirements for the SPCLO Learning Log. The purpose of the course is to strengthen communication and consistency across the candidate’s program by preparing him or her to conceptualize the entire program of study early on and continue to build on themes across the graduate experience. Candidates will explore policies and procedures of the State of Georgia and support agencies related to their program of study. Issues and concerns will be discussed about paradigms in educational research, research writing guidelines, requirements for graduation, advisement issues, professional development, programmatic themes, resources and services of the College, and library facilities.

EDS 801 Scholarly Writing 1 hour
This course is designed to introduce the advanced graduate student to the technical and philosophical aspects of scholarly writing. It is required in the beginning of the program to ensure all candidates are prepared for the academic rigor and scholarly writing expectation of the degree program. This course will form the foundation for all course expectations throughout the program regarding the requirements for scholarly writing and research. Additionally Piedmont College will collect longitudinal data relative to scholarly writing skills for each candidate to ensure program effectiveness.

The goal of this course is to bring together a student’s graduate experience, culminating in a project, which demonstrates the individual’s mastery of conceptual, content, and pedagogical skills. In other words, students will demonstrate the integration of theory and practice related to content knowledge and pedagogical strategies. The measure of the candidates’ mastery is demonstrated in a learning log which is completed for each course in the program and connects the learning to the program outcomes. Candidates reflect on newly learned knowledge or reexperiences, the impact of those experiences and indicate goals and plans for using the newly acquired knowledge toward improvement in their classrooms as well as P-12 environments.

EDS 810. Contemporary Issues in Education 3 hours
This course is designed to help educational leaders understand key ideas central to ongoing research in teaching and learning. It emphasizes ways in which cultural, social and organizational contexts influence learning, and it examines knowledge from epistemology, the
psychology of learning, and cognitive science, to improve teaching and help students develop to maximum potential. Through this understanding, candidates will develop strategies for change in the continuous improvement process. The course also explores the connection between educational policies and classroom practice. As a result of this course, candidates will apply current best teaching and learning practices at their institutions while modeling and providing leadership to other members of the school community.

EDS 811. Curriculum Design and School Improvement (Testing and Scheduling) 3 hours
This course will address school reform and school improvement efforts across the nation, which are directed at reform in curriculum, testing, scheduling, assessment and programming. With a strong focus on educational change today, both in the media and in the school community, and with the discussion of restructuring in education, it is important to be aware of action across the nation and attempt to relate the action to current needs in order to be informed professional decision-makers. An examination of the media, professional journals, recommendations from various sources, (think tanks, foundations, colleges, school systems) will be the basis of the study. By relating experiences of others to the setting in which the class candidates are working, there will be realistic opportunities to consider and synthesize old and new knowledge of practices that will assist the candidate in becoming a more effective teacher and a more effective leader of other teachers.

EDS 820. Research I-Methodologies, Statistics 3 hours
The purpose of this course is the study and application of current research methods and theories, procedures, and designs with an emphasis on quantitative and/or qualitative methodologies to aid the processes of school improvement. Candidates will develop an understanding of various approaches and techniques used to conduct research in education and to analyze resulting data. Included in this sequence of courses will be the use of assessment for interpretation and application of educational research methods. The focus of this sequence is a synthesis of the knowledge, skills, and production of educational research, which can be applied to professional practice, with a special emphasis on candidates becoming distinguished users of educational research. In order to achieve this understanding candidates will be instructed in statistical analysis methods and practices and will apply this understanding to real life cases.

To produce quality research, it is necessary to apply, analyze, synthesize, and evaluate the methodologies, processes, and procedures of research to evaluate and utilize existing research and perform needed site-specific quality research. Through the use of quality research, educators are better prepared to improve the effectiveness of teaching and learning and promote a positive school culture.

EDS 821. Research II- Relationship of Research to Practice 3 hours
The purpose of this course is the continuation of the study of current research methods and theories, procedures and designs with an emphasis on quantitative and/or qualitative methodologies to aid in the processes of school improvement. The focus of this course is to demonstrate the ability to synthesize educational literature and state standards, gather data for analysis, and apply research methods to educational problems. Candidates will design effective models of practice that will improve teaching and learning. Candidates will design a research project that will be presented in a proposal format. The goal will be to assess the state of scholarly literature, identify relevant questions, formulate strategies for answering them, acquire the methodological tools with which to conduct the research, and understand how to report the results in an appropriate way. The intent of this project is to implement changes that promote continuous improvement in programs for all students.
EDS 861. Data Driven Decision Making—Technology-Based Information Management 3 hours
Educational organizations are using data-driven decision making to plan for and implement more individualized teaching and learning for students, to track resources, to identify successful instructional strategies, to better allocate resources, and to communicate better with all stakeholders. A major challenge to educators is using the diverse sets of data available to make informed decisions about school reform. The purpose of this course is to provide the candidate with the opportunity to collect and analyze real life data related to a local educational problem. The candidate will use the technologies appropriate for this process. The results will be used to propose various educational decisions and will be shared in a formal presentation.

EDS 877. Facilitating Communication in the Contemporary School 3 hours
Communication involves that which is written, spoken, or implied and involves both receptive and expressive skills. Effective communication with all stakeholders is essential to the success of any organization or group. This course examines the fundamentals of communication theory. It is designed to assess communication processes, determine problems, successes, and roadblocks in communications, and improve one’s ability to communicate in both individual and large organizational settings. Specifically, issues of communications within the school setting are examined.

CONCENTRATION IN TEACHING AND LEARNING

EDS 812. Teacher Leadership: Personnel, Team Building, Evaluation (for teachers) 3 hours
The purpose of this course is the study and refinement of exemplary practices and theories of instructional leadership. The emphasis of this course is to aid in the processes of school improvement and to develop and implement a plan for leading a school improvement initiative. Included in this strand will be the assessment of learner/learning styles, assessment of students, and reflection on student learning, examination of one’s own teaching/learning, processes of the democratic classroom, and supporting and embracing diversity. The focus of this strand is a synthesis of the knowledge, skills, and practice of instructional leadership in the context of school improvement.

As leaders of school improvement, it is necessary to apply, analyze, synthesize and evaluate models, methodologies and roles of teachers as leaders. The public and public officials hold schools accountable for what is accomplished. As educational practitioners seek to improve their activities, schools, and school systems, the role of teachers as leaders becomes increasingly important. Through the development of quality instructional leaders, systems are in a better position to undertake school improvements and assess outcomes to improve the quality of education.

EDS 842. Critical Thinking and Problem Solving in the Education Environment 3 hours
This course explores issues about the nature and techniques of critical reflection, viewed as a way to establish a reliable foundation for our claims, beliefs, and attitudes about the world. Evident is the exploration of multiple perspectives, placing established facts, theories, and practices against alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in the context of the educational environment are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in the candidate’s own educational and professional settings.
And one of the cohort electives offered below:
EDS 840. Advanced Classroom Technology 3 hours
Prerequisite EDUC 702 or POD
As teachers, each must first be a learner. Teachers must deepen their own understanding of the technology content, approaches, and applications they will teach their students. By experiencing the processes of learning, they are better prepared to help students become active, engaged technology problem solvers. As learners, teachers must be challenged at their own level of competence. They need to participate fully in the generation of compelling questions and conduct investigations that allow them to make meaning out of technology activities. As teachers practice active self-reflection, as they analyze their experience of just-completed technology activities, they begin to construct an understanding of how knowledge develops and the circumstances that stimulate or inhibit it.

The overarching goal of this course is to prepare teachers for use of technology in their classrooms and school districts at a higher level. At the completion of EDS 840, students will be a valuable asset to the learning environment of schools as technology planners, tacticians, strategists, trainers, and first level technicians. The students will act as change agents, mentors, encouragers, and continuing education instructors in the infusion of technology into classroom instruction.

EDL 860. Educational Law and Ethics 3 hours
This course explores legal and ethical issues that arise in schools. It provides school leaders with the knowledge necessary to understand and prevent legal problems and helps school leaders reflect on questions of educational policy and ethics. Candidates should gain an understanding of legal principles and interpretations of constitutional statutory laws. There is a focus on the school-based decision-making process at the local school level.

CONCENTRATION IN LEADING AND LEARNING
Take all three courses:
* This DOES NOT qualify candidate for a leadership certificate

EDL 860. Educational Law and Ethics 3 hours
This course explores legal and ethical issues that arise in schools. It provides school leaders with the knowledge necessary to understand and prevent legal problems and helps school leaders reflect on questions of educational policy and ethics. Candidates should gain an understanding of legal principles and interpretations of constitutional statutory laws. There is a focus on the school-based decision-making process at the local school level.

EDL 851. Organizational Contexts of Teaching and Learning
(Personnel and Facilities) 3 hours
Understanding the characteristics of school organizations and their reactions to change is critical to success in educational reform and leadership. This course explores organizational processes in finance and personnel as they relate to the economic, demographic, political, legal and social contexts of teaching, learning and leading. Theoretical exploration is combined with practical analysis and application. Emphasis is placed on different strategies employed to secure needed revenue and personnel and to control the resources required to accomplish the aims of the school organization. Processes for evaluating and monitoring results are examined.
EDL 852. Monitoring and Evaluating School Practices  
(Policy, Governance and Financing of Educational Organizations)  
3 hours  
The quality of school improvement planning is heavily influenced by the school’s commitment and capacity for effective monitoring and evaluation of governance and facilities. This course is designed to provide teachers and school leaders with information relative to the design and use of monitoring processes in the school environment. The course explores processes in governance, resources, and space as they relate to the economic, demographic, political, legal and social contexts of teaching, learning, and leading. Emphasis is placed on strategies needed to implement a continuous organizational improvement approach to benefit students, parents, and the community.

Area II .................................................................................................................... 21 hours
EDD 831. Curriculum Evaluation for School Improvement in the K-12 Environment
EDD 830. Philosophical Views in Education
EDD 847. Learning and Cognition: Theory to Implementation
EDD 841. Organizing Content for Differentiated Instruction
EDD 856. Collaborative Communities: Teaching and Leading in a Multicultural Environment
EDD 862. Educational Law and Policy
EDD 843. Creativity and Critical Thinking in the Education Environment

Course Descriptions
EDD 831. Curriculum Evaluation for School Improvement in the K-12 Environment  
3 hours  
The purpose of this course is the study of school curriculum. To possess a strong understanding of curriculum, it is important to be well grounded in the character of curriculum, its history, and the theories associated with curriculum and the processes for developing, implementing and evaluating curriculum. It is also necessary to understand the impact of curriculum on student learning and its relationship to student assessment. Curriculum decision-making is a process, which is not only academic but also social and political, and a thorough understanding of the process is essential to successful curriculum construction.

EDD 830. Philosophical Views in Education  
3 hours  
The purpose of this course is the study of the Philosophy of Education. The emphasis of this course is to broaden each candidate’s perspective and understanding of the philosophical foundations of education and their relevance to educational issues. The refinement of each candidate’s philosophical orientation and the epistemological foundation of subject content that the candidate teaches will be examined and evaluated. As educators it is essential that self-assessment and examination of one’s teaching become the dominant basis for positive change. The understanding of philosophical foundations will enable each candidate to more fully understand his or her teaching style and how to adjust one’s modus operandi to become increasingly more effective.

EDD 847. Learning and Cognition: Theory to Implementation  
3 hours  
Provides an analysis of learning theory through a critical inspection of foundational and current research as they relate to contemporary issues in cognition and learning. Candidate will reflect on historical and philosophical orientations of learning and cognition to current day practice. Advanced theory, research, and applications in human learning, memory, and cognitive processes, with particular emphasis on classroom instruction, form the basis for this course.
EDD 841. Organizing Content for Differentiated Instruction 3 hours
Organizing for instruction in a learning community is a multifaceted charge that requires teachers to reflect on their beliefs about learning and to make adjustments over time. Truly knowing one’s students and organizing instruction based on that knowledge is key to success in today’s classroom. This course will focus on the principles, theories and practices, which will lead candidates to an understanding of ways to develop dynamic and flexible strategies for classroom planning and instruction.

EDD 843 Creativity and Critical Thinking in the Education Environment 3 hours
This course explores the theoretical underpinnings of the creative process and the possible uses of that process in the field of teaching and learning. It presents evidence that the expansion of the creative potential within all of us is necessary for the professional development of educators and in the socio-intellectual preparation of the 21st Century learners. Participants will be invited to investigate the connections between Creative and Critical Thinking, Problem Identification and Problem Solving, and place importance upon translating what is learned during the course into strategies, materials, and interventions for use in the participant’s own educational and professional settings.

EDD 856. Collaborative Communities: Teaching and Leading in a Multicultural Environment 3 hours
Essential to effective schools is attention to the establishment and maintenance of communities that value, understand, and strive for appropriate responses to diversity. Collaborative communities require leaders who embrace multiculturalism in order to create positive social change and who examine their own context with regard to race, sex, religion and cultural ethnicity. By reflecting on one’s own experiences, beliefs and roles in the multicultural environment, candidates will explore ways to build positive relationships and communities of learners in a rapidly changing and diverse world and specifically in school environments.

EDD 862. Educational Law and Policy 3 hours
This course promotes understanding of constitutional, statutory, and judicial provisions as a basis for the legal operation of public schools. It addresses traditional and emerging issues of school case law and litigation as they pertain to school/student safety; student/teacher relationships; instructional issues; administrative authority/oversight; taxation; religious practices; and other relevant issues. A graduate of this course should be confident in planning for and responding to legal and ethical issues in the educational environment and confident in his/her abilities to deal confidently, effectively, and appropriately with legal issues. AREA III (minimum 9 hours)

Candidates may complete the dissertation process in 9 semester hours in the EDD 901, 904 and 907 courses (minimum requirement of 9 semester hours). Candidates may require up to 13 semester hours to complete the dissertation process (EDD 901-3 hours, 902-1 hour, 903-1 hour, 904-3 hours, 905-1 hour, 906-1 hour, and 907-3 hours).

EDD 901. Applied Dissertation I: Prospectus 3 hours 
(Requires Committee Approval)
EDD 902. Prospectus II 1 hour
EDD 903. Prospectus III 1 hour
EDD 904. Applied Dissertation 3 hours
EDD 905. Applied Dissertation 1 hour
EDD 906. Applied Dissertation 1 hour
EDD 907. Applied Dissertation 3 hours
EDD 909. Non-credit Summer Dissertation Research 0 hour
Course Descriptions

EDD 901. Applied Dissertation I: Prospectus (Requires Committee Approval)  3 hours
This course will deal with the requirements and format of the doctoral dissertation. Upon topic approval, the candidate will begin to develop Chapters I and II of the prospectus. The research questions and topic development is completed in conjunction with the candidates doctoral committee. Requirements for successful completion of the course include the full development of Chapters I and II which will be necessary for completion of EDD 904.

EDD 902. Prospectus II  1 hour
This course allows the doctoral candidate to continue to develop Chapters I and II of the prospectus.

EDD 903. Prospectus III  1 hour
This course allows the doctoral candidate to continue to develop Chapters I and II of the prospectus.

EDD 904. Applied Dissertation and Prospectus Defense  3 hours
The first step in successful completion of this course is the development of Chapter III of the prospectus defense. Additionally, before moving forward in the course, the candidate will successfully defend the prospectus before the doctoral committee. After the successful defense, the doctoral candidate will begin to collect and analyze data to test the proposed hypotheses and answer the developed research questions. Findings will be discussed and conclusions will be drawn. The formal document, usually exceeding 150 pages, will be completed according to the established guidelines. If this portion of the dissertation is completed, the candidate will proceed to EDD 907.

EDD 905. Applied Dissertation  1 hour
If not completed in the EDD 904 course, the doctoral candidate will continue to collect and analyze data and develop research findings and conclusions. If this portion of the dissertation is completed, the candidate will proceed to EDD 907.

EDD 906. Applied Dissertation  1 hour
If not completed during the EDD 904 and EDD 905 courses, the doctoral candidate will complete data collection and analysis and develop research findings and conclusions.

EDD 907. Applied Dissertation  3 hours
This course requires the doctoral candidate to complete the dissertation process, which includes the successful defense of the dissertation.

EDD 909 Non-credit Summer Dissertation Lab  0 hour
This is a non-credit course to be taken during the summer and allows doctoral students access to college wide services while working on the dissertation. The student may retake EDD 909 any number of times but no more than one time per summer semester. There is no fee for a non-credit course.

In addition to the coursework outlined above, candidates will also complete the following requirements to earn the Ed.D. degree:

- Completed application for graduation
- Documentation of meeting Ed.S. and Doctoral Candidate Learning Outcomes (SPCLO Log, Teaching and Learning Interactive Display Guidelines, Doctoral Candidate Learning Outcomes Assessment Log)
• Written and Oral Comprehensive Examinations (Comprehensive Examinations Guidelines)
• Residency Requirements of four continuous semesters must be satisfied
• Dissertation Prospectus Defense with Human Subjects Review of Research Plan (Prospectus Guidelines)
• Dissertation Research and Defense (Dissertation Guidelines)

Specialist Candidate Learning Log
All candidates in Piedmont’s Education Doctoral Program, completing Area I coursework, will complete an entry log that assesses their mastery of the Specialist Program outcomes against content, scholarly work and course experiences. Each course has identified program outcomes which are specific to that course. The SPCLO log allows the candidate to address each course outcome through a triple-entry format that is submitted to the course professor and, at the end of the program, to the 800 Orientation professors. The candidate’s entries will be assessed for:

• Mastery of course outcomes through a triple entry method of recording newly acquired knowledge, the impact of that knowledge, and establishing goals as a teacher leader for using the new knowledge to improve teaching and learning in P-12 schools
  - Quality of writing, research, and reporting
  - Scholarship
  - Intellectual reflection with an emphasis on teacher leadership
  - Application to school and community

Interactive Learning Artifact Display
Doctoral candidates are required to demonstrate mastery of the Doctoral Candidate Learning Outcomes (DCLOs). The Interactive Learning Artifact Display allows candidates to share knowledge gleaned from coursework, faculty, other Piedmont students, and their own research. An exhibition/poster synthesis of their learning provides candidates with an avenue to guide other educators in best practice, connecting theory to practice, model knowledge, skills, and dispositions and to motivate others to action. This culminating event occurs at the end of Area II coursework and is scheduled with the Academic Team Leader for the cohort in conjunction with the major professors in the program. Faculty, community members, the candidate’s colleagues and Piedmont students are invited to attend the event.

Committee Structure
Upon completion of Area I and during Area II courses, candidates will select a doctoral committee which will include a doctoral chair. The doctoral chair and the candidate will work together to form the committee of three or more faculty members who hold graduate faculty status. Candidates are strongly encouraged to select at least one professor from the Ed.D. teaching faculty for their committee. The doctoral committee will serve as a support system and review committee for the candidate. The committee will grant final approval for the candidate’s satisfactory completion of: all program requirements including learning outcomes mastery, oral and written comprehensive examinations, dissertation prospectus, residency requirement, and the writing and defense of the approved dissertation.

Comprehensive Examinations
Candidates will complete both oral and written examinations after completing Area I and Area II coursework and before beginning the dissertation. The doctoral committee will develop questions relevant to the completed coursework. The candidate will sit for the written
exam during an agreed upon time frame and will submit an electronic version of the written responses to the questions to each member of the doctoral committee. With the approval of the major professor, the candidate will schedule the oral examination. The oral examination will consist of a defense of the written responses to the exam questions. The doctoral committee in conjunction with the chair of the department will advise the candidate in writing of the results of both the written and oral examinations within two weeks of the oral defense.

**Dissertation Prospectus**

In order to be admitted to candidacy for the Ed.D. degree, the dissertation prospectus must be approved by the doctoral committee. The prospectus typically consists of the first three chapters of the dissertation. Candidates must present the prospectus in person to the committee in a professional presentation as well as a written format. Candidates will be advised of approval of the prospectus within two weeks of the presentation.

**Dissertation**

The Ed.D. culminates in the preparation and defense of a dissertation. The dissertation is prepared under the supervision of the doctoral committee. The committee receives continuous updates and revisions during the process in order to better facilitate communication of the project. When complete, the major professor and the candidate will schedule a defense of the dissertation.
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B.A., University of Georgia  
M.A.T., Piedmont College

Kaitlin Botts ('09)  
Assistant Professor of Art  
B.A., Meredith College  
M.F.A., Rochester Institute of Technology

Katherine Breithaupt ('10)  
Assistant Professor of Education  
B.A., Berry College  
M.Ed., Ph.D., Clemson University
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<td>Stephen C. Carlson ('06)</td>
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<td>Professor of English</td>
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<td>Ashley M. Cook Cleere ('99)</td>
<td>Associate Professor of Religion</td>
<td>A.B., Hamilton College, M.Div., Union Theological Seminary (NY), D.Min., Columbia Theological Seminary</td>
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<td>Mel Coe ('07)</td>
<td>Associate Professor of Business</td>
<td>B.A., LaGrange College, M.B.A., LaGrange College, Ph.D., Colorado State University</td>
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<td>Assistant Professor of Education</td>
<td>B.S.Ed., M.Ed., Lincoln University of Missouri, Ed.D., University of Georgia</td>
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<td>Hugh Davis ('08)</td>
<td>Assistant Professor of English</td>
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<td>Joseph C. Dawsey ('04)</td>
<td>Cataloging and Acquisitions Librarian</td>
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<td>Michael F. Dillon ('06)</td>
<td>Associate Professor of Spanish</td>
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<td>Debra F. Dooley ('96)</td>
<td>Professor of Earth Science</td>
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<td>Franklin L. Edge ('07)</td>
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<td>Anna Maria Fisk ('02)</td>
<td>Professor of Nursing</td>
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Tony Frye ('08)
Assistant Professor of Political Science
B.A., Ohio State
M.A., University of Akron
Ph.D., Miami University

William Gabelhausen ('06)
Associate Professor of Theatre
B.F.A., Illinois Wesleyan University
M.F.A., Pennsylvania State University

Gwen Gantt ('01)
Associate Professor of Education
B.S., Brenau University
M.Ed., Ed.D., University of Georgia

Mark L. Gardner ('85)
Professor of Economics
A.B., Kenyon College
M.A., Vanderbilt University
M.A., Duke University
Ph.D., Georgia State University

Robert T. Glass ('95)
Director of Library Services
B.A., Delta State College
M.M., Louisiana State University
M.L.S., University of Southern Mississippi

Paul Eugene Greene ('02)
Associate Professor of Education
A.S., South Georgia College
B.S., University of Georgia
M.Ed., Ed.S., West Georgia College
Ph.D., Columbia Pacific University

Humphrey H. Hardy ('04)
Associate Professor of Physics
B.S., Louisiana Tech University
M.S., University of Maryland
Ph.D., University of Houston

Lores M. Hauck ('05)
Assistant Professor of Spanish
B.A., Piedmont College
M.Ed., University of Georgia

Joy Hayner ('05)
Associate Professor of Music
B.A., Bob Jones University
M.M., University of Georgia

Phillip A. Hayner ('03)
Professor of Music
B.A., Bob Jones University
M.M., D.M.A., University of Cincinnati

Shahryar Heydari ('92, '94)
Professor of Mathematics
A.A., Butler County Junior College
B.S., M.S., University of South Carolina
Ph.D., Florida State University

C. Wallace Hinson ('93)
Professor of Music
B.M.E., M.M.E., University of Central Arkansas
D.M.A., University of Illinois

Lisa Hodgens ('88)
Professor of English
A.B., M.A., Samford University
Ph.D., University of Alabama

Danny P. Hollingsworth ('11)
Professor of Business
B.S., M.B.A., Mississippi State University
D.B.A., Memphis State University

Randall J. Hollandsworth ('07)
Assistant Professor of Education
A.S., Virginia Western Community College
B.S., University of North Carolina-Charlotte
M.S., Georgia State University
Ph.D., Virginia Polytechnic Institute and State University

Wilma Hutcheson-Williams ('06)
Assistant Professor of Secondary Education
B.S., M.Ed., University of Georgia
Ed.D., Temple University

J. Henry Johnson ('06)
Associate Professor of Theatre
A.A., Gainesville College
B.A., Brenau University
M.F.A., University of Georgia

Jamie Johnson-Huff ('07)
Assistant Professor of Nursing
B.S.N., Medical College of Georgia
M.S.N., Georgia State University
D.N.P., Medical College of Georgia
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<td>Assistant Professor of Art</td>
<td>B.F.A., Kutztown University</td>
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<td>M.F.A., Maryland Institute of Art</td>
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<td>Joan A. Jordan ('08)</td>
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<td>Assistant Professor of Economics</td>
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<td>Christopher M. Kelly ('08)</td>
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<td>Assistant Professor of Nursing</td>
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<td>Instructor of Education</td>
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<td>Professor of Sociology</td>
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<td>James F. Mellichamp ('82)</td>
<td>Professor of Music</td>
<td>B.M., Huntingdon College</td>
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<td>Diploma in Church Music, Hochschule fuer Musik, Herford, Germany</td>
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<td>B.S., University of Virginia; M.S.N., Emory University</td>
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<td>Professor of Business</td>
<td>B.A., Augustana College; M.B.A., University of Wisconsin; Ph.D., Kent State University</td>
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<td>Professor of Education</td>
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<td>Professor of Mass Communications</td>
<td>B.A., Shaw University; M.A., Northeast Louisiana University; D.A., Clark Atlanta University</td>
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Joshua Roberts ('10)
Assistant Professor of Mathematics
B.S., University of Virginia
M.A., Ph.D., University of Kentucky

Elizabeth C. Rogers ('89)
Professor of Mathematics
B.S., M.S., University of Mississippi
Ed.D., University of Georgia

Julia M. Schmitz ('11)
Assistant Professor of Biology
B.S., Sweet Briar College
Ph.D., University of Alabama

Monika Schulte ('11)
Assistant Professor of German
B.A., Universitaet Osnabrueck
M.A., Georgia State University

Linda Scott ('06)
Professor of Nursing
B.A., Stephens College
M.S.N., University of Florida
Ph.D., University of South Florida

Teresa Secules ('00)
Associate Professor of Education
B.A., Antioch College
M.A., Ph.D., Emory University

Patricia S. Sherrer ('02)
Associate Professor of Business
B.S., Georgia State University
M.S.Ed., Georgia State University
Ph.D., Georgia State University

J. Michael Shirley ('10)
Associate Professor of Education
A.A., Truett-McConnell College
B.A., Piedmont College
M.Ed., University of Georgia
Ph.D., Georgia State University

Ralph B. Singer, Jr. ('72)
Callaway Professor of History
B.A., Millersville University of Pennsylvania
M.A., University of Delaware
Ph.D., University of Georgia

H. Hilton Smith ('95)
Professor of Education
B.A., M.Ed., Emory University
Ph.D., Georgia State University

Susan C. Smith-Patrick ('02)
Associate Professor of Education
B.S., West Georgia College
M.Ed., North Georgia College
Ed.S., University of Georgia

Candice Southall ('11)
Assistant Professor of Education
B.S., M.A., Ph. D., University of Georgia

John Spiegel ('09)
Assistant Professor of Theatre
B.A., Davidson College
M.F.A., University of North Carolina

Laura Starrett ('05)
Associate Professor of Nursing
B.S.N., Brenau University
M.S.N., Georgia State University

Russell H. Studevan ('01)
Associate Professor of Education
B.A., Cheyney State University
M.A., Ed.S., Ed.D., Clark Atlanta University

Barbara Brown Taylor ('98)
Butman Professor of Philosophy and Religion
B.A., Emory University
M.Div., Yale Divinity School
D.Div., Piedmont College, Honoris Causa

Edward C. Taylor ('99)
Professor of Business
B.S., M.B.A., Morehead State University
Ph.D., University of Kentucky

Dale Van Cantfort ('02)
Professor of Mass Communications
B.B.A., Stetson University
M.B.A., Georgia College & State University
Ph.D., University of Georgia
Cynthia L. Vance ('93)
Professor of Psychology
B.S., University of Oregon
M.S., Ph.D., University of Wisconsin-Milwaukee

Robert H. Wainberg ('88)
Professor of Biology
B.S., University of Toronto
M.S., Ohio University
Ph.D., University of Tennessee

J. Kerry Waller ('11)
Assistant Professor of Economics
B.A., Dickinson College
Ph.D., Clemson University

James B. Welsh ('04)
Professor of Education
A.A., Columbus College
B.A., M.Ed., Ed.S., Ed.D., University of Georgia

Max E. White ('89)
Professor of Anthropology
A.B., M.A., University of Georgia
M.A., Ph.D., Indiana University

Stephen R. Whited ('93)
Professor of English
B.A., M.A., Georgia State University
Ph.D., University of Kentucky

Janet L. Williams ('07)
Coordinator for On-Campus Library User Services
B.S., Troy State University/Dothan
M.L.I.S., Florida State University

Antoinette Willsea ('02)
Associate Professor of Nursing
B.S.N., Harding University
M.S.N., University of Central Arkansas

FACULTY EMERITI
Curtis D. Bradford ('89)
Professor Emeritus of French
B.A., Texas Tech University
M.A., Ph.D., University of Wisconsin-Madison

David L. Greene ('70)
Professor Emeritus of English
B.A., University of South Florida
M.A., Ph.D., University of Pennsylvania

A. Jane McFerrin ('81)
Professor Emerita of Education
B.Ed., Kent State University
M.Ed., Georgia State University
Ed.D., University of Georgia

ADMINISTRATIVE OFFICERS
Dan P. Hollingsworth
President
B.S., M.B.A., Mississippi State University
D.B.A., Memphis State University

James F. Mellichamp
Provost and Vice President for Academic Affairs
B.Mus., Huntingdon College
Diploma in Church Music, Hochschule fuer Musik, Herford, Germany
D.Mus., Indiana University

Margie F. Means
Assistant Vice President for Finance and Human Resources
B.A., Piedmont College

Parks Miller, III
Assistant Vice President for Administrative Services
B.S., University of South Florida
M.P.A., Piedmont College

A. Melton Palmer, Jr.
Vice President for the Athens Campus
B.S., Berry College
M.Ed., Ed.S., Ed.D., University of Georgia

ADMINISTRATION AND STAFF
Jody Anderson
Assistant Director of Financial Aid
B.A., Piedmont College
M.Div., Mercer University
<table>
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<td>Kathleen Anderson</td>
<td>Cohort Administrator</td>
<td>School of Education, B.S., M.A., Hood College</td>
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<td>Leesa P. Anderson</td>
<td>Compliance and Treasury Officer</td>
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<td>Stephen E. Andrew</td>
<td>Head Women’s Soccer Coach</td>
<td>B.A., M.B.A., Piedmont College</td>
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<tr>
<td>Brandy B. Aycock</td>
<td>Associate Director of Institutional Advancement</td>
<td>B.B.A., Mercer University, M.B.A., Piedmont College</td>
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<tr>
<td>Dylan Ballard</td>
<td>Admissions Advisor</td>
<td>Athens Campus</td>
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<tr>
<td>Margaret Ballard</td>
<td>Mailroom and Accounting Assistant</td>
<td>B.A., Georgia State University</td>
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<tr>
<td>Soleyman Barin</td>
<td>Network Systems &amp; Computer Systems Administrator</td>
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<td>Alicia A. Barton</td>
<td>Administrative Assistant</td>
<td>School of Arts and Sciences</td>
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<td>Kay P. Beavers</td>
<td>Student Services and Faculty Support Coordinator</td>
<td>School of Education, B.S., Georgia Southern University</td>
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<tr>
<td>Marilyn Berrong</td>
<td>Dean of Graduate Studies</td>
<td>B.A., Piedmont College, M.Ed., Ed.D., University of Georgia</td>
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<td>Brenda Boonstra</td>
<td>Admissions Advisor</td>
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<td>Administrative Assistant to the School of Education</td>
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<td>John S. Brooks</td>
<td>Assistant Network Systems Administrator</td>
<td>B.A., Piedmont College</td>
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<td>Lisa Brookshire</td>
<td>Faculty Services and Budget Manager</td>
<td>School of Education, B.A., M.P.A., Piedmont College</td>
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<td>Kenny Brown</td>
<td>Interlibrary Loan/Public Services Assistant</td>
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<td>Elizabeth E. Butikofer</td>
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<td>A.A., Keystone Junior College</td>
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<td>M.S., Austin Peay State University</td>
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<td>Kristi Castellaw</td>
<td>Assistant Athletic Trainer</td>
<td>B.S., University Northern Colorado, M.A., Sonoma State University</td>
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<td>Ashley M. Cleere</td>
<td>Chaplain</td>
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<td>Katy Coker</td>
<td>Administrative Assistant</td>
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<td>Anthony J. Cox</td>
<td>Director of Graduate Admissions</td>
<td>B.A., M.P.A., Piedmont College</td>
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<td>Natalie E. Crawford</td>
<td>Director of Fine Arts Marketing and Audience Development</td>
<td>B.A., Piedmont College</td>
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<td>J. Robert Cummings, II</td>
<td>Dean, School of Education</td>
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<td>A.A., Clayton State College, B.S., M.F.A., Ed.D., University of Georgia</td>
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<td>Kel Lee Cutrell</td>
<td>Director of Counseling and Career Services</td>
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<tr>
<td>Head Cheerleading Coach</td>
<td>B.S., M.S., Georgia College</td>
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<td>Psy. D., Southern California University</td>
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Stephen Dague
Network Systems Administrator
Demorest Campus

Andrew B. Davis
Dean of Student Affairs
B.A., M.P.A., Piedmont College

Larry Davis
Maintenance Assistant
Athens Campus

Joseph C. Dawsey
Cataloging and Acquisitions Librarian
A.F.A., Brevard College
B.Mus., University of Georgia
M.L.I.S., University of South Carolina

Chanda M. DeFoore
Assistant Registrar
B.A., Piedmont College

Richard L. Dombrowsky
Head Junior Varsity Baseball Coach
B.S., Methodist College
M.B.A., Piedmont College

Linda Duling
Financial Aid Compliance Auditor
B.A., Piedmont College

John L. Dzik
Director of Athletics
B.S., West Chester State College

Carla Edenfield
Senior Financial Analyst
B.A., M. B.A., Piedmont College

Chris Falck
Maintenance Assistant
Demorest Campus

Sidney H. Feldman
Women’s Head Volleyball Coach
B.S., Oneonta SUNY
M.Ed., University of Georgia

Candice J. Felice
Program Coordinator, WPPR
A.A., Gainesville State College
B.A., Piedmont College

Shane Free
Campus Security Officer
Demorest Campus

Robert T. Glass
Director of Library Services
B.A., Delta State University
M.Mus., Louisiana State University
M.L.S., University of Southern Mississippi

Jocelyn S. Glenn
Head Athletic Trainer
A.A., Young Harris College
B.S., University of Georgia

Lee H. Glenn
Head Men’s Basketball Coach and
Director of Golf
B.S., Methodist College

Kristen Gray
Assistant to the President
B.A., University of Georgia

Misty L. Gunn
Assistant to the Registrar
A.A., Gainesville College
B.A., Piedmont College

Buddy Hamilton
Janitorial Assistant
Demorest Campus

Kay Hamilton
Janitorial Assistant
Demorest Campus

Mark C. Harmon
Human Resources Specialist
B.S., Piedmont College

Amber Harmon
Publications Specialist

Judy A. Haygood
Accounts Payable and Contract
Accountant
B.A., Piedmont College

Mitzi Heck
Administrative Assistant to the Vice
President of Athens Operations
A.S., Henry Ford Community College
Vicki D. Herron  
Accounting Assistant  
A.B., Truett-McConnell College  

Shahryar Heydari  
Director of Information Technology  
A.A., Butler County Junior College  
B.S., M.S., University of South Carolina  
Ph.D., Florida State University  

Katie P. Holcomb  
Bursar  
B.S., North Georgia College and State University  
M.B.A., Piedmont College  

Amanda Hunter  
Financial Aid Advisor  
B.A., Piedmont College  

Patsy Keef  
Administrative Assistant to the Assistant. V.P. of Administrative Services  

Jeff F. Kelly  
Undergraduate Admissions Advisor  
B.A., Piedmont College  
M.F.A., Virginia Commonwealth University  

Kammie Leathers  
Administrative Assistant  
Athens Campus  

Penny Loggins  
Assistant Director of Graduate Admissions  
B.A., Piedmont College  

Kimberly Lovell  
Director of Institutional Research  
B.A. Piedmont College  
M.B.A. Brenau College  

Brooke A. Lowe  
Assistant Director of Undergraduate Admissions  
A.A., Truett-McConnell College  
B.A., University of Georgia  

Peter Manderano  
Head Men’s Lacrosse Coach  
B.S. Kennesaw State University  

Ashley L. Martin  
Office Manager  
Undergraduate Admissions  
B.A., Piedmont College  

Casey A. Martin  
Admissions Advisor  
B.A., M.B.A., Piedmont College  

Richard D. Martin  
Campus Police Chief  
Demorest Campus  

Terry Martin  
Head Softball Coach  
B.S., Nyack College  
M.S., United States Sports Academy  

Timothy McCormack  
Sports Information Director  
B.A. Huntingdon College  
M.A.T. Piedmont College  

David R. McMillion  
Director of Financial Aid  
B.A., M.B.A., Piedmont College  

Kenneth E. Melichar  
Associate Vice President for Academic Affairs - Planning  
B.A., University of Montana  
M.A., University of Wyoming  
M.A., New York University  
M.A., Ed.S., University of Georgia  
Ph.D., New York University  

Timothy Miesmer  
Assistant Athletic Trainer  
B.S., University of Central Florida  
M.Ed., Valdosta State University  

Cathy Miller  
Archivist  

Miller Katie  
Assistant Bursar  
A.B.A., Pennsylvania State University  
B.S.B.A., Kutztown University  

William Miller  
Assistant Vice President for Administrative Services  
B.S., University of South Florida  
M.P.A., Piedmont College
Susan Mills
Donor Records and Grants Coordinator
B.A., Westfield State College

John Misner (’09)
Dean, Walker School of Business
B.A. Augustana College
M.B.A., University of Wisconsin
Ph.D., Kent State University

G. Andy Monk
Maintenance Assistant
Demorest Campus

E. Gay Neighbors
Administrative Assistant
Athens Campus

Steven D. Nimmo
Dean, School of Arts and Sciences
B.A., Monmouth College
M.S., Ph.D., Iowa State University

Nathan O’Brien
Admissions Advisor
B.A., Truett-McConnell

Pamela J. Owen
Maintenance Assistant
Demorest Campus
B.S., Western Carolina University

Julie R. Palmour
Associate Dean, School of Education
B.S., Georgia State University
M.S.Ed., Butler University
Ph.D., Bowling Green State University

Susan Papanicolaou
Administrative Assistant for School of Business in Athens
B.A., University of Georgia

James A. Peeples
Head Baseball Coach
Assistant Athletic Director
B.A., Westminster College
M.Ed., Slippery Rock University

Kathy Perry
Payroll Specialist
Human Resources Assistant

Cynthia L. Peterson
Director of Undergraduate Admissions
B.S., James Madison University
M.Ed., Auburn University

Evan Poole
Senior Aid Advisor
B.A., Piedmont College

David E. Price
Director of Public Relations
B.A., University of Georgia
B.S., Piedmont College

Pritchett Tamara
Administrative Assistant to the School of Nursing - Athens
A.B., University of Georgia

Jamie Purdy
Head Women’s Basketball Coach
B.A., Piedmont College
M.S., Georgia Southern University

Justin M. Scali
Associate Director of Institutional Advancement
B.S., Methodist University
M.B.A., Piedmont College

Linda Scott
Dean, R.H. Daniel School of Nursing
B.A., Stephens College
M.S.N., University of Florida
Ph.D., University of South Florida

Casey Sellars
Maintenance Assistant

David Shirley
Maintenance Director
Demorest Campus

Nikki Smith
Athens Campus Librarian
B.A., University of Georgia
M.L.S., University of Kentucky

Donna S. Speed
Graduate Admissions Coordinator
B.A., Piedmont College

Wendy L. Stanley
Regional Admissions Coordinator
B.A., M.B.A., Wesleyan College
James W. Stephens III
Head Men’s Soccer Coach
B.A., Piedmont College

Chambrike M. Teasley
Assistant to the Registrar
B.A., M.A.T., Piedmont College

Danny R. Still
Maintenance Assistant
Demorest Campus

Emily Thomas
head Women’s Lacrosse Coach
B.S., College of New Jersey
M.S., American University

Pam Stow
Assistant to the Dean of Student Affairs

Vickie Turner
Assistant to Provost for Academic Affairs
B.A., M.P.A., Piedmont College

Terry Strickland
Director of Campus Security for the
Athens Campus

Joyce M. Webb
Administrative Assistant for the Walker
School of Business

B.S., Valdosta State University
M.P.A., Columbus State University

Sandi Suda
Special Projects Coordinator Institutional Advancement
B.A., M.B.A. Piedmont College

Libby Willis
Administrative and Teacher Induction Coordinator
B.A., Rockford College
B.F.A., M.A., University of Georgia

Ann Sutton
Assistant to the Provost and VP for Academic Affairs
A.A., Gainesville State College
B.A., Piedmont College

Linda J. Wofford
Registrar
B.A., M.P.A., Piedmont College

Rhonda Sutton
Administrative Services Coordinator

Shane Wood
Head Men’s and Women’s Tennis Coach
B.A., University of Georgia
M.P.A. Piedmont College

Debra K. Taylor
Assistant to Provost for Institutional Effectiveness
B.A., M.A.T., Piedmont College

Debbie Zimmerman
Executive Secretary to the Board of Trustees and Secretary to the President
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