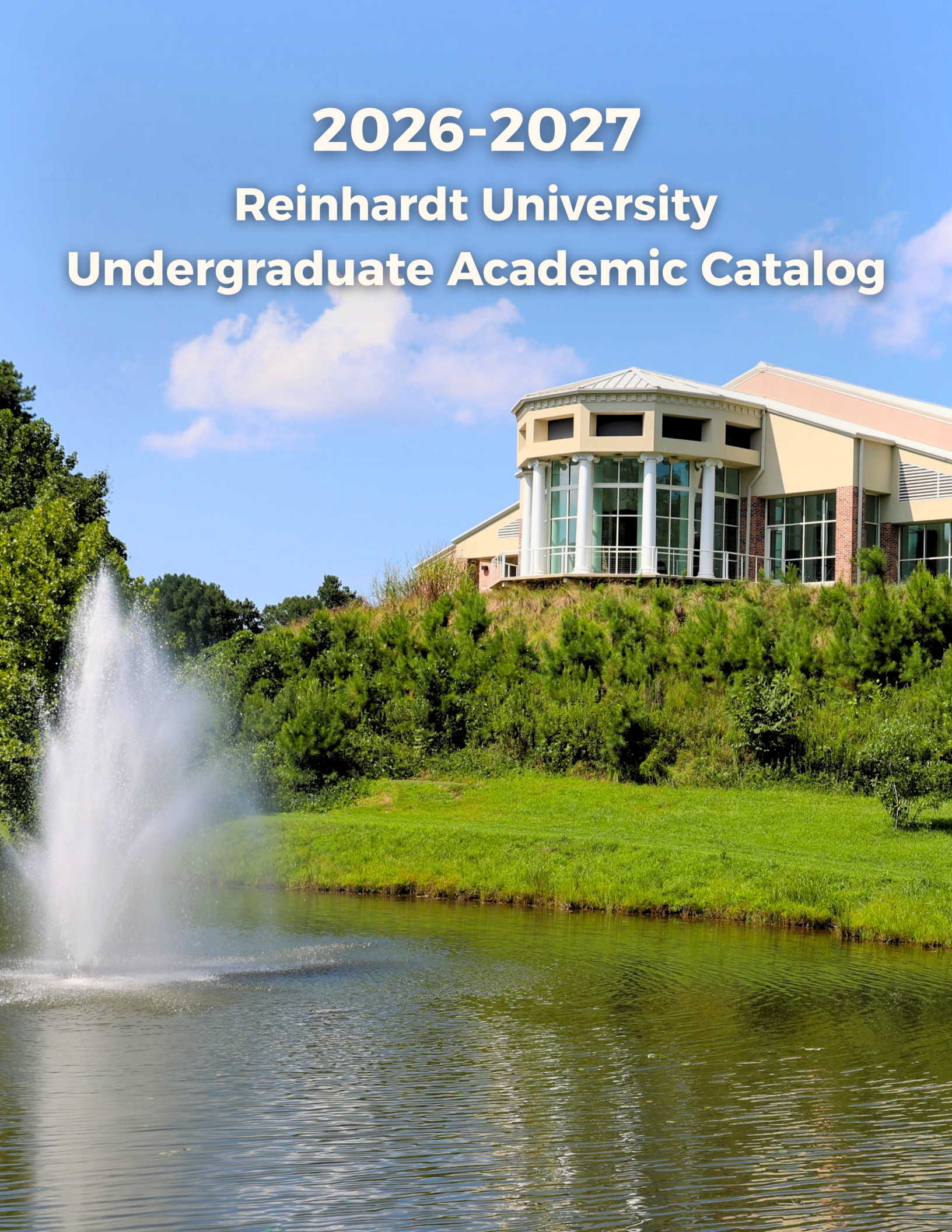
2026-2027

Reinhardt University

Undergraduate Academic Catalog





I am so pleased that you have been accepted into Reinhardt University's learning community and that you are now actively engaged in your studies. Research consistently affirms that a college degree makes a positive impact on the lives of individual students and the communities they serve. The mission of Reinhardt has remained consistent for over 140 years: *Educate the whole person with challenge and care*. The faculty and staff take this mission as our top priority. Indeed, Reinhardt is a place where you will live into our enduring values of learning, serving, and leading.

Each year, Reinhardt University's Office of the Registrar publishes the Academic Catalog, a guide to help you navigate the administrative function of the University. In this Catalog, you will find information on the University's admissions policies and procedures, financial aid, academic programs, support services, tuition and fees, and much more. Please contact Reinhardt University when you have questions or need additional information. We are here to assist you as you pursue your educational goals.

Onward!

Mark A Roberts, PhD
President and Professor

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General Information

Introduction to Reinhardt University

Welcome to Reinhardt University, where your journey to academic and personal excellence begins. Since 1883, we have been dedicated to educating the whole person with challenge and care, ensuring that every student thrives in an academically rigorous yet personally supportive environment. Our vision is to create a university where diverse talents grow together, fostering a community rich in perspectives and united in purpose.

Here, learning goes beyond the classroom, extending into vibrant campus life and meaningful community engagements. We believe in serving others and leading by example, nurturing a spirit of compassion and responsibility in every student. Reinhardt's ethos, "To Do the Real Work for the Good Life," encapsulates our commitment to preparing students for lives of purpose and fulfillment.

Join us at Reinhardt University, where your talents will flourish, your leadership will emerge, and your potential will be fully realized. Together, we will embark on a journey of growth, discovery and success.

University Policy and Equal Opportunity Statement

The 2026-2027 Undergraduate Academic Catalog of Reinhardt University provides current information regarding educational programs, class offerings, academic regulations, and procedures. Students are expected to familiarize themselves thoroughly with program and degree requirements pertaining to their majors and with general regulations governing academic work and progress.

Statements in the 2026-2027 Undergraduate Academic Catalog are for informational purposes only and should not be construed as the basis of a contract between a student and the University. While provisions of the 2026-2027 Undergraduate Academic Catalog will ordinarily be applied as stated, Reinhardt University reserves the right to change any provision listed herein, including but not limited to academic requirements for graduation, without notice to individual students. Every effort will be made to keep students advised of any such changes. Information on all changes will be available in the Office of the Registrar.

Reinhardt University is an equal opportunity institution. The University respects the dignity of all individuals and is committed to providing equal access to and support for education and employment opportunities. Reinhardt does not discriminate in any of its policies, programs, or activities on the basis of race, color, age, culture, national origin, socioeconomic status, veteran's status, gender, sexual orientation, genetic information, religious belief, physical (dis)ability, political affiliation, or any other basis protected by federal, state or local laws. All persons involved in the operations of the University are prohibited from engaging in such discrimination. Direct inquiries regarding the equal opportunity and non-discrimination policy to: Director of Human Resources, Reinhardt University, 7300 Reinhardt Circle, Waleska, GA 30183, 770-720-9146, HumanResources@reinhardt.edu.

Information in this catalog is accurate as of the date of publication. Reinhardt University reserves the right to make changes in University policies, procedures, and catalog information in accordance with sound academic and fiscal practice. Please consult the University website at www.reinhardt.edu for recent updates.

Reinhardt University
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Waleska, Georgia 30183-2981
Phone: 770-720-5600
www.reinhardt.edu

Accreditation

Reinhardt University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees.

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

The School of Performing Arts is an accredited member of the National Association of Schools of Music (NASM).

Reinhardt University's Price School of Education is approved by the Georgia Professional Standards Commission to offer programs of certification in early childhood education, middle grades education, English/language arts education, secondary mathematics education, and music education.

The University Senate of the United Methodist Church has approved Reinhardt University to be listed as a United Methodist-affiliated institution.

University History

In the early 1880s, Captain A.M. Reinhardt and his brother-in-law John J.A. Sharp saw the need for an outstanding school in Waleska – one that would give students an opportunity to advance beyond the primary grades. A devout Methodist who cared about the spiritual and intellectual growth of young people, Captain Reinhardt asked the North Georgia Conference of the Methodist Church for help in establishing a school to provide basic instruction in the liberal arts. The Conference chartered the new school in 1883, naming the Reverend James T. Linn as its first teacher and president. In January 1884, the institution started classes for 12 students in an old cabinet and wood shop.

Reinhardt Academy, as the school was then called, provided instruction for all ages and grade levels and a curriculum designed to train teachers and ministers. The academy gradually evolved into a privately supported two-year college and was accredited to offer associate degrees as a Level I institution by the Commission on Colleges of the Southern Association of Colleges and Schools in 1953. In 1994, the Commission on Colleges accredited Reinhardt as a Level II institution, and that same year, the school awarded the first bachelor's degrees in business administration.

Like its founding fathers, Reinhardt continues to respond to the educational needs of North Georgia. On June 1, 2010, Reinhardt College became Reinhardt University. As a comprehensive university firmly grounded in the liberal arts, Reinhardt University offers instruction to men and women in a Christian environment at its main campus in the city of Waleska, Georgia, and in various other locations in the state of Georgia.

The Vision, Mission, and Values of Reinhardt University

Vision:

To be recognized as a regional university Where Diverse Talents Grow Together

Mission:

To Educate the Whole Person with Challenge and Care

Educational Ethos

To Do the Real Work For the Good Life

Verum Opus ad Vitum Bonam

Values

Learning. Serving. Leading.

Statement of Faith

We believe in the freedom to explore and express faith.

We believe that all individuals have inherent worth as given to them from God.

We believe that Jesus Christ taught us to treat one another with grace, forgiveness, and most importantly love.

We believe in supporting an academic community where people from all faiths feel welcomed and accepted.

We believe, as an affiliate of the United Methodist Church, in the value of a cooperative relationship between the academy and the church, whereby both institutions respect and foster higher learning.

We believe that a life-changing faith is guided by the written Word, illumined by tradition, enlightened by personal experience, and confirmed by reason.

We are continually developing an academic community that is just and kind, and walks humbly with our God.

General Education and University Student Learning Outcomes

General Education Mission Statement: The General Education curriculum at Reinhardt University equips students with the foundational literacies, skills, and collaborative experiences for career success and whole-person thriving.

University Learning Outcomes

1. Students will demonstrate intercultural knowledge and competence.
2. Students will demonstrate the skills for locating and evaluating credible information.
3. Students will demonstrate the ability to communicate effectively.
4. Students will demonstrate the ability to practice inquiry-based learning using evidence, logic, reasoning, and calculation.
5. Students will demonstrate engagement with community through collaboration, leadership, and service.

Institutional Commitment

Reinhardt University is an academic, spiritual, and social community of teachers, learners, and supporters. It exists, within an environment of Christian caring, to educate students as whole persons and to serve the community. As a Christian university, it endeavors, both formally and informally, to focus the attention of students on Christian values as exemplified in the life and teachings of Jesus Christ.

Reinhardt University is committed to providing both academic challenge and academic support to all types of learners. Requirements include a foundation of academic skills, core curriculum, and a major area of concentration for all graduates. Majors are offered in professional, pre-professional, and interdisciplinary and traditional fields.

The University contributes to the larger community as a vital and responsible member. It offers continuing education and community services that further learning and contribute to the greater good.

University Community

Within its commitment to the United Methodist Church, the University provides an ecumenical environment. Christian values are the basis for treating all members as unique, worthy individuals who care for one another because they have dignity in the sight of God. These same values undergird the educational program's focus on the whole person.

The University strives to develop a sense of community through individual service and contributions to the greater good. Members are encouraged to develop and exemplify the values of honesty, integrity, personal responsibility, civic responsibility, and service. By offering opportunities to grow and develop, the University encourages the fullest realization of individual potential; by sharing in the governance of the University, all are able to contribute.

Reinhardt University is a community open to the infinite possibilities the world offers. It responds to them based on its United Methodist affiliation, historic identity, institutional strengths, and ability to excel. The University strives to incorporate the work, wisdom, and wealth of individuals, groups, and organizations into activities that will ultimately benefit it and its students. In all endeavors, it is committed to continuous assessment and quality improvement.

Facilities

The Waleska Campus

The Reinhardt Main Campus in Waleska, Georgia, incorporates academic facilities, playing fields, and residence halls with Lake Mullenix, a small spring-fed setting for relaxation and instruction; an arboretum, one of the finest and most varied collections of plants on the Eastern seaboard; and an historic preservation complex. Most of the campus's 525 acres remain in their natural state. The city of Waleska is located just 45 miles northwest of downtown Atlanta and within easy driving distance of the metro area's many educational, cultural, and recreational resources.

Academic and Administrative Facilities

The George M. Lawson Academic Center contains classrooms, offices for the Office of the Vice President of Academic Affairs, the humanities faculty, the McCamish School of Business, two computer classrooms, and a student lounge.

The William W. Fincher Jr. and Eunice L. Fincher Visual Arts Center, a beautiful Italian Renaissance-designed building, houses the Herbert I. and Lilla W. Gordy Department of Art, and contains studios for photography, drawing, sculpture, painting, printmaking, and computer animation, as well as gallery space and offices for the art faculty. The Randolph W. Thrower Plaza is the area sometimes used for receptions and gatherings and faces Lake Mullenix and the Falany Performing Arts Center. A small ceramics studio completes the institution's facilities dedicated to the study of fine art.

The renovated Samuel C. Dobbs Science Hall is the oldest academic building on campus. Constructed of locally quarried stone, it contains lecture rooms, teaching laboratories, and offices for math and science faculty. The Science Center, which is connected to Dobbs Hall, opened in fall 2013. Classrooms and laboratories have scientific equipment and instructional technology to ensure that students have the best instruction with experiences to prepare them for future study of science or for entry into the contemporary scientific workplace.

The Burgess Administration Building houses the Hoke O'Kelley Auditorium and offices for the President, Registrar, Financial Aid, Business Office, Finance and Administration, Human Resources, Support Services, Information Technology, and the Office of Institutional Research and Effectiveness.

Prospective undergraduate students are welcomed by the Admissions staff and the homey atmosphere of the Admissions House, located at the corner of Baxter Avenue and Reinhardt College Parkway. Built in the early 1900s, it is the oldest nonacademic building on campus and was the original Reinhardt President's Home. It was also the site of the first telephone in Waleska in 1904.

The Hill Freeman Library and Spruill Learning Center houses a collection of 42,000 books, periodicals, and media. Our online catalog provides access to over 500,000 electronic books, and our web site provides access to over 150 databases and 35,000 digital full-text periodicals.

Library staff provides a full range of services including reference and research assistance, circulation assistance, and instruction in information technology and information literacy. The Library also provides Interlibrary Loan, a service for our users where we can borrow books or journal articles from academic, public, or private libraries throughout the U.S. and the world.

Originally dedicated in 1969, the Library was expanded, renovated and rededicated as the Hill Freeman Library and Spruill Learning Center in November 2003. Additional renovations were completed during the summer of 2017 to expand learning spaces for student engagement and success. The renovated facility features a well-equipped information commons, quiet study areas, group study rooms, a large meeting room, a classroom, and the very popular 24/7 afterhours library.

In addition to the general collection, other collections of interest include the Triplett Memorial Military History Collection, the music library, the children's books collection, the University Archives, and the leisure reading collection

The Library also houses the Tutoring Center and Academic Support Office (ASO). The Tutoring Center provides tutoring, assistance in goal setting, time management, organizational skills, and study skills. Tutoring Center sponsored study groups meet at various times during each week. The Academic Support Office is also the Disabilities Services Department.

The Floyd A. and Fay W. Falany Performing Arts Center contains Flint Hall, a state-of-the-art concert venue, with adjustable acoustical components, a thrust stage, a green room, dressing rooms, and a balcony area, as well as the C. Kenneth White '61 Atrium. The building houses the School of the Arts, including the Eulene Holmes Murray Department of Music, the Galt Family Instrumental Rehearsal Hall, the R. Stevens and Virginia Horne Tumlin Choral Room, classrooms, choral and instrumental rehearsal halls, studios, and soundproof practice rooms for music instruction. The Ken White Music Center added practice rooms, faculty studios, and a classroom, and doubled the space available for the performing arts.

The McCamish Media Arts Center, on the communication wing in the Falany Performing Arts Center, includes Communication and Media Studies faculty offices and classrooms, as well as media production studios and labs for recording, editing, producing, and disseminating projects using television, audio, still photography, web design, and digital graphic media.

The Reinhardt University Theater includes a flexible 300-seat black box performance space including state-of-the art technology; the Joan U. McFather Studio – a teaching studio/classroom; a dance studio; a green room; and faculty offices, plus all the amenities students need to prepare and preform shows. Reinhardt University Theater also is home to a stunning Conservatory overlooking Lake Mullenix, a space that is available for campus and community events.

The Fred H. and Mozelle Bates Tarpley Education Center, connected to the George M. Lawson Academic Center, includes classrooms, the Moore Chapel, and the Moore Plaza. It also houses offices for Humanities faculty in the College of Humanities, Sciences and Technology. A collection of the honor code plaques signed by the last four entering classes hangs in the middle floor atrium.

The Price School of Education faculty offices are on the main level of Paul W. Jones Hall. Education classrooms and a lounge occupy the lower level, and residential rooms for students are on the top floor.

The offices for Advancement and Alumni are in the University's new Welcome Center across from the Hagan Chapel. This building also houses offices for marketing and communications.

Athletic and Recreational Facilities

The John Rollins Wellness Complex encompasses all the athletic facilities on campus. Renovations to the James and Sis Brown Athletic Center expanded the main gymnasium, doubling its seating capacity to 1,000. The Brown Center, together with the Joseph W. Baxter Recreation Center, includes locker rooms, physical education classrooms, coaches' and athletic staff offices, a large training room, and concession stand. The Northside Hospital Cherokee Fitness Center includes cardio machines and workout equipment. Additionally, the Jack S. Davidson Wellness Center features our wrestling locker room, coaches' offices, training room, and practice area. The space also includes storage for the marching band. Outdoor facilities include four lighted tennis courts and an intramural field.

The Jim and Syble Boring Sports Complex features the lighted Ken White Baseball and Softball Fields. The J. Thomas and Bettye Jo Isherwood Field House opened in September 2012 with a large weight room, coaches' offices, and locker rooms for football, baseball, softball, and men's and women's soccer. The entire building is outfitted with multiple projectors and televisions for film review.

The Ken White Athletic Field at the University Stadium, an artificial turf field, includes bleacher seating for 1,000, and is the home of soccer, lacrosse, and football. The Ken White Indoor Athletic Facility was added between the field house and softball fields during the summer of 2014. An eagle statue was added to the area during 2015.

Reinhardt Athletics also uses off campus facilities to fulfill practice needs of the tennis, golf, track and field, and cross-country programs. These facilities include the Bridgemill Tennis Complex, Callahan Golf Links, Cherokee High School Track, and Boling Park.

Additional facilities related to recreation include a sand volleyball court, a Frisbee golf course, hiking and biking trails, and several camp sites.

Student Activities, Student Health Services, and Public Safety Facilities

The William “Billy” G. Hasty, Jr. ’67, Linda Nichols Hasty ’90, and Hazel Wyatt Hasty Student Life Center in the heart of the Reinhardt University campus opened in May 2007. The facility includes the Jewell Wyatt Bannister Glasshouse, a popular space for campus events and studying between classes, or meeting friends. Adjacent to the Bannister Glasshouse is the Steve and Judy McClure Fire Pit which features a stone patio, fire pit, and furnishings for students to gather, relax, and study while enjoying the scenery overlooking Lake Mullenix. The Center also houses the campus bookstore, the Talon Rec Room, and Reinhardt Central, which provides games, sporting equipment for checkout, as well as offices for residence life, student activities, career services, prevention and awareness as well as campus ministries. The building is connected to the W. Frank and Evelyn J. Gordy Center.

The Student Health Center and a food pantry are located in Smith Johnston Hall. The Student Health Center offers services to support each student’s pursuit of a healthy life. A nurse is available for regular appointments to treat minor illnesses and injuries and to provide assessment, referral, and preventive care, as well as to share health-related educational materials.

The Office of Public Safety is located in the lower level of the East Apartments. This office provides student ID cards, campus parking permits and keys. Public Safety officers are on duty on a 24 hour/7 day a week basis to answer calls for service and patrol the campus.

Religious Facilities

The Blanche Hagan Chapel, a lovely Georgian house of worship, serves as the chapel for the Reinhardt community and the home of the Waleska United Methodist Church.

The Moore Prayer Chapel in Tarpley Education Center provides a quiet place for prayer, worship, fellowship, and study.

Reynolds Wayside Chapel is a picturesque outdoor chapel nestled just off the walking path in the center of campus and is a place to stop along the way, to reflect and pray.

Worship services are also often held in the Bannister Glasshouse in the Hasty Student Life Center.

Dining and Meeting Facilities

The W. Frank and Evelyn J. Gordy Center, originally opened in 1984, was completely renovated and the dining hall was expanded by more than two-thirds its former size during the Summer of 2018.

Residence Halls

The university’s residence halls can provide living accommodations for over 800 students. These residence halls include: Herbert I. and Lilla W. Gordy Hall; Smith Johnston Hall; Roberts Hall; two apartment-style residence halls (East Hall and West Hall); Glen and Marjorie Humphrey Hubbard Blue and Gold Halls; and the most recent addition, Eagles View Residence Hall.

Roberts Hall houses students in varied sized suites; each suite has a living room.

Smith Johnston Hall houses students in two-room suites with connecting baths. It has a large lounge and laundry facilities.

Herbert I. and Lilla W. Gordy Hall houses students in a mixture of four-bedroom suites, with a limited number of single rooms available.

East and West Apartments accommodate students in two- and four- bedroom units are fully furnished and come equipped with a common area and full kitchen.

Glenn and Marjorie Humphrey Hubbard Blue and Gold Halls offer double occupancy rooms with private restrooms, and each two rooms share a study area.

Eagles View Hall houses students in double occupancy rooms with private restrooms, and a shared study area.

Other University Facilities and Points of Interest

The Evelyn Gordy Hospitality House was first constructed on Piedmont Road in Atlanta. Purchased by Reinhardt alumnus Frank Gordy in 1940, the home was moved to the Reinhardt campus in the early 1990s by Gordy’s wife, Evelyn, a Reinhardt alumna. The historical home, with its generously proportioned rooms, teak floors, and stunning wall coverings, provides a welcoming setting for special functions, events, and overnight visits.

The F. James and Florrie G. Funk Heritage Center is a unique learning, teaching, and study attraction for North Georgia. Since it opened in late 1999, the Center has attracted more than 149,000 visitors to the Reinhardt Campus for school tours, exhibits, and educational programming. The John H. Bennett Sr. and Ethel C. Bennett History Museum, a component of the Center, contains the Clarence and Margaret Rogers Contemporary American Indian Art Exhibit; Southeastern Indian artifacts unearthed in Cherokee County and other sites; the Herbert L. Buffington'41 Gallery, which features changing exhibits; the Sellars Antique Hand Tool Collection with thousands of historic hand tools; the 70-seat Estelle Bennett Hughes Theater; a Museum gift shop; and the Bennett Family history display. Other parts of the Center include an Appalachian Settlement with historic log cabins, a syrup mill, and a blacksmith shop. The Lou Reeta Barton Northcutt Walking Trail, with its wonderful array of native plants, connects the Museum to the Appalachian Settlement. The Georgia State Legislature has designated the Center as "Georgia's Official Frontier and Southeastern Indian Interpretive Center." It was certified as a National Park Service "Trail of Tears" interpretive site in 2013. The Center was a recipient of the Governor's Awards in the Humanities in 2010. It is open to the public, faculty, staff, and students Tuesday through Sunday.

The Reinhardt campus also includes the Hal B. Wansley President's Home, which provides living and meeting accommodations for the Reinhardt president and his or her family; and the Bratton Carillon, which chimes on the hour and broadcasts messages during emergencies. Dedicated to the memory of Dr. W.M. Bratton, Reinhardt president from 1927-1944, and Lucy, his wife, the memorial also contains the bell which hung near the former Witham Hall from 1912-1950 and replicas of the columns given to Reinhardt by the Class of '34.

The Norman W. Paschall Plaza in front of the Burgess Administration Building was named for a longtime trustee and past trustee chair. The Donor Plaza includes the names of Reinhardt supporters and is a popular place for campus concerts. The Randall Porter Storage Building and the Upchurch Maintenance Facility provide much needed storage, work, and office space for the University.

The Burgess Echo Garden, the unique sound garden between the library and student life center, was built in 1970 to honor former Reinhardt President Dr. J. Rowland Burgess, Jr. The garden features a circular seat from which one can speak and hear an echo in response. The Burgess Arboretum, which encompasses the entire campus, includes thousands of individually labeled tree and shrub species, and celebrated a grand opening in 2009. Many of plants were tagged by Dr. Burgess. The Arboretum's index map is housed in the Hill Freeman Library and Spruill Learning Center. Lake Mullenix is a three and one-half acre, spring-fed lake and is a beautiful addition to the Waleska campus. The George W. McClure Water Treatment Facility greatly enhances the University's opportunity for expansion.

Policy Statements

Title IV

Reinhardt University subscribes to the 1964 Civil Rights Act, which states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Title IX

It is the policy of Reinhardt University to comply with Title IX of the Education Amendments of 1972, which prohibits discrimination (including sexual harassment and sexual violence) based on sex in the College's educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. Reinhardt University has designated Kristy DeBord, Title IX Coordinator, kristy.debord@reinahrdt.edu or 770-720-9146, to coordinate Reinhardt's compliance with and response to inquiries concerning Title IX. A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting the U.S. Department of Education's website or calling 1-800-421-3481.

Section 504 of the Rehabilitation Act of 1973

Reinhardt University complies with Section 504 of the Rehabilitation Act of 1973. No qualified applicant, student, or employee will be discriminated against on the basis of a disability.

Not all facilities are equipped for handicapped access. Class locations will be changed to provide access for handicapped students.

All sidewalks are handicapped accessible. Special parking is provided at all buildings, and handicapped students can receive special permits.

All newer construction provides handicapped access. All remodeling and future construction will provide access for the handicapped.

Reinhardt offers educational support services for students with diagnosed learning disabilities.

Code of Conduct

Students are expected to conduct themselves in keeping with the Reinhardt University Code of Conduct and the basic philosophy of the University as set forth in the Purpose Statement and are subject to rules and regulations as presented in the Student Handbook. Any student whose behavior is judged to be in violation of the University's standards will be disciplined.

Honor Pledge

Reinhardt University is a community of learners committed to the integration of faith and learning in the education of the whole person. As a partnership of students, faculty, and staff, we are dedicated to intellectual inquiry, academic freedom, and moral development. We are devoted to the principles of integrity, honesty, and individual responsibility. Therefore, in all our personal and academic endeavors, we will strive to represent our institution with integrity, purpose, and pride; demonstrate honest behavior and expect honesty from others; and accept responsibility for our own words and actions.

Access to Student Information

Family Educational Rights and Privacy Act (FERPA)

Under provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, students have the right of access to official records maintained on them by Reinhardt University. A student may inspect and review their educational records by contacting the Office of the Registrar. Although access may be normally obtained without undue delay, officials are permitted a 45-day period within which to respond to any request.

Directory Information

The Family Educational Rights and Privacy Act of 1974, as amended, also provides that the following categories of information may be released by the university as public unless the student chooses to have the information withheld. Such information may be released routinely to certain inquirers and the news media unless the student requests in writing the fall semester of each year that either all or any part of this list be withheld.

1. Name.
2. Address, including:
    a. Home.
    b. Residence hall and room number.
    c. Local off-campus address.
3. Current telephone listing.
4. Place of birth.
5. Major field of study.
6. Participation in officially recognized activities and sports.
7. Weight and height, if a member of an athletic team.
8. Dates of attendance, including current classification and year, matriculation, and withdrawal dates.
9. Degrees, awards, and honors received, including dates granted.
10. The most recent previous educational agency or institution attended.

Release of Information

Without the student's written consent, Reinhardt University does not release confidential information to anyone other than:

- Reinhardt University personnel requiring information for the proper performance of their duties;
- Organizations conducting studies for educational and governmental agencies; accrediting agencies;
- Appropriate persons in case of health or safety emergencies;

- Agencies or offices in connection with the student's application for or receipt of financial aid; governmental officials, as identified in Public Law 93-380;
- Parents of dependent children as defined in the Internal Revenue code of 1954;
- An appropriate official in response to a court order.

Students who wish to release routine grade reports or other official correspondence to parents or guardians must complete a signed authorization form through SoftDocs Etrieve. The authorized parties must be able to provide photo ID and meet with the Registrar in-person or by virtual meeting to confirm their identity before any information will be shared.

FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expanded the circumstances under which your education records and personally identifiable information (PII) contained in such records – including your Social Security Number, grades, or other private information – may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal of State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities must obtain certain use -restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share your PII without your consent from your education records. They may also track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Academic Calendar

Academic Calendar Responsibility

It is the student's responsibility to check the Academic Catalog and the Academic Calendar to stay on track throughout the year.

The Academic Calendar lists:

- Term Start and End dates
- Drop / Add deadlines
- Final Exam dates
- Grades: mid-terms and finals
- Withdrawal dates
- Advising dates
- Spring Break
- Graduation Application deadlines
- Commencement
- Holidays and breaks

Students can access the current Academic Catalog by visiting https://www.reinhardt.edu/academics/academic-calendars/

Admission Policies and Procedures

Reinhardt University strives to support and grow a diverse student population. The University believes in educating the whole person with challenge and care. In determining admission, consideration is given to all students who have a willingness to put in the work, invest in their peers, and become a vital part of the Reinhardt community.

The Office of Admissions informs potential students about educational programs and learning opportunities available at Reinhardt University. It also functions to attract prospective students, receive and evaluate applications and credentials for eligibility, make admission decisions, and notify students of those decisions. For more information visit: http://www.reinhardt.edu/admissions.

Types of Admission

Regular Admission

Regular admission is awarded when an applicant meets all admissions criteria set by the Office of Admission, Reinhardt University and/or Admissions Committee.

Provisional Admission

Provisional Admission is awarded to students who have not submitted all official final documents for the initial enrollment process. Students are admitted with the provision that the required documents are received by the Office of Admission by the end of the student's first term. Students who fail to submit final documents will have a registration hold placed on their account. Students accepted under provisional admission will not receive institutional, federal, or state funded financial aid until the final required documents are received and approved.

Application Procedures

All admission documents should be sent to the following address:

Office of Admissions
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183

admissions@reinhardt.edu
770-720-5526
1-87-REINHARDT

The application procedure requires these steps:

1. Complete Reinhardt University's online application through the application portal at https://www.reinhardt.edu/admissions-aid/how-to-apply/ or through the Common App.
    - Each applicant will create a user account to complete the application for admission.
    - Submission of an SAT or ACT score report is optional and may be reviewed for potential merit or scholarship offerings.
2. Submit all official final transcripts from each previously attended post-secondary institution.
    - Official transcripts may be sent to the Office of Admissions electronically through a professional, approved transcript service used by the institution sending the transcript. Official transcripts can also be sent by mail or delivered in person in a sealed envelope from the previous institution.
3. Submit an official high school transcript for a standard or honors distinction high school diploma to the Office of Admissions. Prior to high school graduation, students must submit a transcript showing the most current version of this document. A high school transcript is not required for transfer students with:
    - 30 semester credit hours of transferable credit OR
    - 45 quarter credit hours of transferable credit.
4. A final official high school transcript reflecting a date of high school graduation from a standard or honors distinction high school diploma must be sent to the Office of Admissions prior to the end of Reinhardt semester/term add/drop period. Federal, state, and institutional financial aid will not be disbursed without receipt of the final high school transcript.
5. Home schooled students must submit official transcripts from a home school program. A student who has not graduated from an accredited high school or a home school program is required to submit an official General Equivalency Diploma (GED) passing score.
6. An applicant who has attended an institution (other than Reinhardt) as a dual enrollment student should submit the official transcript(s) upon application. Once the applicant has completed dual enrollment course work, the final official transcript must be sent to the Office of Admissions prior to the end of Reinhardt semester/term add/drop period.
7. Applicants who do not meet minimum requirements for admission will be required

to submit additional documentation including letters of recommendation and a personal statement regarding educational interest and planning for future educational success. Once completed, the entire file will reviewed by the Admissions Committee
8. Applicants who have been charged with or convicted of a crime may be asked to provide additional documentation and/or interview with university personnel or administrators.
9. Upon acceptance, all traditional undergraduate students must pay a $200 tuition deposit to secure enrollment for the term reflected on the application. The amount and the date by which this payment is due will be specified in messaging sent to the student.
10. In situations where a degree-seeking applicant is unable to submit official transcripts in sufficient time for evaluation before the beginning of the initial term of enrollment, that applicant will be allowed to enroll by submitting a Provisional Enrollment Agreement. A student may only enroll for one term under stipulations of this agreement

Completed applications are reviewed as soon as all required documents are collected. Once a completed application is reviewed and a final admission decision has been determined, a letter is sent notifying the applicant of their admission status. If an applicant is accepted, they will be sent an informal acceptance email for immediate notification. The official acceptance letter is mailed to all students.

Once an applicant has been accepted, students are notified of the next steps in the enrollment process, including registration, through voice and messaging contact. If an applicant does not meet minimum admissions requirements, or is not aligned with admissions policies, applicants might be denied admittance or an appeal process can be enacted by the Office of Admissions, in which case the applicant's admission might be deemed "deferred status." All admission appeals will be reviewed by the Admissions Committee comprised of academic and enrollment staff members alongside admissions representatives. Final appeal decisions, if necessary, are made by the Office of the Provost.

Reinhardt University reserves the right to deny any applicant who provided inaccurate information, fails to disclose any and all relevant admissions or enrollment information or makes false statements in any information provided through the application or enrollment processes or documents. This includes disclosure of all previously attended institutions as well as academic or student conduct issues that resulted in the applicant being not in good standing at a previous institution.

Reinhardt University Office of Admissions does not discriminate in any of its admissions policies, programs or activities on the basis of race, color, age, culture, national origin, socioeconomic status, gender, religious belief, sexual orientation, physical (dis)ability or genetic information. Admission to Reinhardt University does not guarantee admission into a specific degree programs, such as teacher education or nursing.

Students with Disabilities

Students with disabilities are accommodated through the Academic Support office, ASO, which is located on the third floor of the Hill Freeman Library. The Academic Support Office assists the University in fulfilling its commitment in educating and supporting students with documented disabilities who qualify for admission. According to ADA (1990), students with documented disabilities must self-identify. Therefore, students requiring academic accommodation should contact the Academic support Office. They should complete the disability disclosure form which is available on the Academic Support Office website.

Freshman Applicants

To be considered for standard admission to Reinhardt University, a student must have a minimum grade point average of 2.5 or higher in academic subjects (listed below). The admission decision is based on a calculation of high school grades in these subjects and might require a personal interview by university personnel.

Freshman applicants who have taken dual enrollment credit at must also have a cumulative 2.0 (on a 4.0 scale) college GPA. The academic subjects and number of units listed here are required for admission:

- English: four units
- Math: four units
- Social Studies: three units
- Natural Science: four units
- Foreign Language: preferred
- Advanced Fine Arts: preferred

Dual Enrollment

Reinhardt University offers a dual enrollment program for high school students and participates in the State of Georgia's Dual Enrollment program as non-degree seeking students. This pathway allows an academically exceptional student to concurrently enroll at Reinhardt University while enrolled in high school.

1. All courses must have approval of the high school counselor and state dual enrollment program.
2. Students must apply for financial support through https://www.gafutures.org/.
3. Dual enrollment applicants must submit an official high school transcript indicating a 3.50 grade point average in academic subjects listed above. Students with a grade point average in these subjects of 3.25-3.49 must submit additional documentation as directed by the Office of Admission, including an ACT or SAT score.
4. Dual enrollment students may not live in university residence halls.
5. Dual enrollment student must submit a form of ID to confirm Georgia residency.
6. The Georgia dual enrollment funding cap is 30 semester or 45 quarter hours.
7. To qualify for dual enrollment funding through the state of Georgia the student must meet the following:
    i. Student must be enrolled in and physically attending a participating eligible public or private high school in Georgia or an eligible participating home study program in Georgia.
    ii. Student must meet U.S. citizenship or non-citizen requirements.
    iii. Be in compliance with the Georgia Drug Free Postsecondary Education Act of 1990.
    iv. Student and student's parent/guardian must complete the Student Participation Agreement (SPA)
    v. Student must maintain Satisfactory Academic Progress
    vi. Post secondary coursework must be completed prior to high school graduation.
    vii. Student must meet federal selective service requirements per Georgia law.
    viii. Student must be a Georgia Resident immediately prior to the first day of classes in which finding is sought.

Dual enrollment students at Reinhardt University may elect to take additional courses outside of the state approved course listing:

1. Students are charged the same rate as the state approved courses and the student is financially liable for payment of tuition and fees associated with these courses.
2. The student is academically responsible in meeting university requirements for successful completion of these additional courses.
3. These courses are outside of the state approved program and may not be associated with high school graduation requirements. For coursework approval, or questions on the program, see your dual enrollment high school counselor.

International Applicants

Reinhardt University values the presence of international students and welcomes applications from international students. International students must submit the required documentation listed below to meet regular admission criteria to the University.

Reinhardt University is approved by the U.S. Citizenship and Immigration Services to issue Form I-20A-B for nonimmigrant (F-1) student status. SEVIS requirements are subject to change based on new or amended policies set by the Department of Homeland Security. For more information on these policies, please go to www.ice.gov/SEVIS.

Students who need the initial Form I-20A-B to apply for an F-1 visa must complete the application process listed below, submit all official materials and gain acceptance into the university. Reinhardt will send the proper documentation to the applicant to begin the visa approval process in the home country.

Transfer international students who are transferring from a domestic postsecondary institution must request a transfer of the current I-20 to Reinhardt University upon acceptance to the university. Students will need to contact the designated school official from the current institution to send the transfer through the SEVIS portal to Reinhardt.

International Students must follow these steps:

1. Complete the Application Procedures 1- 10
2. If the applicant has attended high school and/or college(s) outside of the United States, the student is required to submit an English translation of any transcript documenting completion of a secondary high school curriculum with a course by course evaluation.
    - The secondary high school transcript must also be evaluated by a credit evaluation service such as World Education Services (wes.org) or Josef Silney (jsilney.com)
    - Student athletes who participate on an NAIA team(s) at Reinhardt must have a course-by-course credit evaluation completed by InCred (incred.org) and sent to the Office of Admissions.
3. If English is not the student's native language, the student must demonstrate proficiency in the English language by submitting scores from of these approved assessments:
    - Test of English as a Foreign Language (TOEFL)- Internet-based minimum score of 75 must be presented or a paper score minimum of 500, or computer score minimum of 173 .
    - Duolingo score of 90 or above.
    - IELTS score of 6 or above.
4. Complete the Financial Guarantee Statement form (sent to student by the DSO) with all relevant and accurate information and signed by relevant parties.
5. Submit a certified bank statement in English and in U.S. dollars verifying financial responsibility of at least $52,072 U.S. dollars. The amount of financial responsibility includes tuition, fees, room and board, and personal expenses. The amount may be adjusted based on institutional and outside scholarships. Approval of the bank statement is determined by a designated school official.
6. F-1 students must arrive to Reinhardt no later than the semester start date listed on the I-20. Students must remain through the end of each semester. Students must arrange travel plans to include being present on these dates.
7. SEVIS rules state students can enter the US no more than 30 days before the program start date.
8. SEVIS rules state students must be enrolled full-time each semester to maintain correct status and make satisfactory progression toward the degree program

International Student Application and Acceptance Deadlines

The application deadline is 6 weeks prior to the start date of the applicant's requested semester. Application completion and acceptance deadline for international students is 4 weeks prior to the start of the applicant's requested semester.

- **Fall 2026 Application Deadline**: June 15, 2026
- **Completed Admissions File Deadline**: July 15, 2026
- **Spring 2026 Application Deadline**: November 27, 2026
- **Completed Admissions File Deadline**: December 11, 2026

Transfer Students

Applicants who have previously attended colleges or universities must submit official transcripts from all schools attended whether credit was earned or not. Students may not disregard their records from other institutions of higher education. Failure to report previous college attendance is sufficient cause for cancellation of a student's admission or registration and of any semester credits earned at Reinhardt University.

Transfer requirements are:

1. Minimum cumulative 2.0 grade point average.

2. Transfer students should be eligible to return to the last institution attended.
3. Applicants who do not meet minimum requirements for admission will be required to submit additional documentation including letters of recommendation and a personal statement. Once completed, the entire file will be reviewed by the Admissions Committee.
4. Transfer applicants with less than 30 transferrable semester hours or 45 quarter hours must also submit official, final high school transcripts. Admission will be based on the high school GPA for students who have less than 30 transferrable credit hours.

Transfer Credit Policies

Credit earned at other post-secondary institutions will be evaluated considering the following policies:

- Only official transcripts will be evaluated.
- Only credits from institutional accrediting agencies approved by the U.S. Department of Education will be evaluated for transfer.
- Transferred credits will be equated to directly equivalent courses offered by Reinhardt, when possible. If a direct equivalent is not offered by Reinhardt, the credits will be evaluated by the respective School Dean to determine use toward meeting degree requirements for a major.
- Students will be required to meet all credit hour and degree requirements as stated in the Reinhardt Academic Catalog for degree completion.
- A total of 90 semester hours of credit may be applied toward a Reinhardt baccalaureate degree; a total of 40 semester hours may be applied toward a Reinhardt associate degree.

  Note: Students may transfer in up to 90 semester hours for a bachelor's degree; however, a minimum of 50% of required major credits must be completed at Reinhardt University.

- No grades of *D* will be accepted.
- No transfer credit will be accepted for a course previously attempted and failed at Reinhardt University.
- Credit earned at a non-regionally accredited institution will be evaluated individually to determine acceptance. The collegiate nature of the course content and the credentials of the instructor must be documented for evaluation by Reinhardt. Contact the Office of the Registrar for additional information.

Transfer credit will not be accepted for the following courses:

- Remedial English and remedial mathematics.
- Courses basically of a secondary school or pre- college level.
- Vocational, technical and occupational courses (unless specified in an articulated agreement with another post-secondary institution).
- Courses with nonacademic content.
- Institutional credit courses.
- Credits transferred into one Reinhardt University program may not necessarily apply to another Reinhardt program.
- Credit posted by another college or university based on CLEP, Advanced Placement, and International Baccalaureate tests will be evaluated subject to Reinhardt's score requirements. Official score reports must be sent to Reinhardt University's Office of Admissions
- Reinhardt University reserves the right to test the proficiency of any student in course work transferred from other institutions and the right to disallow transfer credit in such course work in cases in which the student cannot demonstrate acceptable proficiency.
- Under certain conditions, a Reinhardt student may enroll in another accredited institution as a transient student to earn credits to transfer to Reinhardt University. To ensure credit for such work is applicable to a degree at Reinhardt, approval by the Office of the Registrar should be obtained in advance.

Transient Students

A transient student is one who is seeking a degree at another institution and wishes to temporarily enroll at Reinhardt. Admission as a transient student is granted on a term-byterm basis. Successful completion of course work as a transient student does not ensure admission as a degree-seeking student. Any student who is initially accepted as a transient student and later decides to transfer to Reinhardt University must reapply to the Office of Admission to be considered for transfer student admission.

Transient students must complete these steps

1. The transient student must submit the application for admission noting transient status.
2. A Letter of Good Standing showing the course approval from the home institution is required for each term. An official transcript from the home institution of the applicant indicating that the student is in good academic standing may substitute for a Letter of Good Standing but proof of course approval is still required.

Readmission to Reinhardt

If a student does not enroll at Reinhardt for one or more consecutive term or semesters, excluding the summer term (traditional students only), the former student is required to apply for readmission.

A student who completed the University withdrawal process with Reinhardt will also be required to complete a re-admit application.

If the student has attended another institution as a transfer student (not transient) since enrollment at Reinhardt University, the student is now considered a transfer student to Reinhardt rather than a readmit. All official transcripts from other colleges and universities must be submitted for evaluation. Readmit students must be academically, financially, and judicially eligible to return to Reinhardt.

Former students who left Reinhardt with a GPA of 2.0 or below a 2.0 GPA or who left on Academic Suspension in a semester not immediately preceding the readmit semester (excluding summer for traditional students) will have their file reviewed by the Vice President for Enrollment Management, the Director of Admissions and the Registrar.

Non-Degree Seeking Students

Applicants who do not wish to earn a degree from Reinhardt and wish to enroll for audit, enrichment, or similar purposes will be considered for admission as a non-degree candidate.

- To be considered in this category, the applicant should have previously earned college level credit.
- A student may register as a nondegree student in any course for which they have the necessary prerequisites.
- No more than 15 semester hours can be completed for credit as a nondegree seeking student.
- Non-degree seeking students are not eligible to receive financial aid.

Audit

An applicant who is looking to take a course but not receive academic credit for the course would be considered an Auditor. Fees for auditing a course are listed under Special Program Charges in the Tuition and Fees section of this catalog.

Procedures for New Students

Orientation

All entering Waleska Campus freshmen and transfer students attend an orientation session. The Student Orientation program at Reinhardt provides information about University objectives, traditions, academic programs, and extracurricular activities. It also provides an excellent opportunity for new students to meet and make friends. Personal development, special events, and entertainment combine to make a meaningful, enjoyable experience. To continue the orientation process, all freshmen and transfer students will enroll in FYS 101, a two-credit-hour orientation course.

Placement Testing

English and Mathematics

All entering freshmen students and all transfer students who do not present evidence of successful completion of ENG 101 (Composition), or MAT 102 (College Algebra) or higher are evaluated for placement purposes. Course

placement results are not a recommendation, but a requirement.

Requirements for ENG 101: A score of 970 or higher on the Critical Reading + Writing portions of the SAT (taken prior to March 2016), or a score of 530 or higher on the Evidence Based Reading and Writing portion of the Redesigned SAT (taken March 2016 or later), or an ACT English + Reading score of 40 or higher. Students scoring below these thresholds will be placed in ENG 100

Requirements for MAT 231: A score of 580 or higher on the Math portion of the SAT (taken prior to March 2016), or a score of 580 or higher on the Math portion of the Redesigned SAT (taken March 2016 or later), or an ACT Math score of 25 or higher. The Mathematics program may have additional requirements for higher level courses.

Requirements for Math courses numbered MAT 102, MAT 103, MAT 121, MAT 210, MAT 211, MAT 215, or MAT 220: A score of 520-570 on the Math portion of the SAT (taken prior to March 2016), or a score of 540-570 on the Math portion of the Redesigned SAT (taken March 2016 or later), or an ACT Math score of 22-24. Students scoring below these thresholds will be reviewed, in combination with their high school math grades, for placement in MAT 100.

Tuition and Fees

Expenses

Fall 2026 - Summer 2027 Undergraduate Tuition and Expenses

All charges are subject to change.

Tuition: Waleska Campus

Part time Tuition:
(1 - 11 credit hours per semester)
per credit hour: $1,061

Full time Tuition
(12 to 18 credit hours per semester)
per semester: $15641

(18+ credit hours) per credit hour: $894

Room and Board Rates Include Meals*:

Apartments
East and West ..... $7,640 per semester

Suites
Eagles View Standard ..... $6,812 per semester
Eagles View Premium ..... $7,121 per semester
Hubbard ..... $7,121 per semester

Doubles
Gordy ..... $5,994 per semester
Roberts ..... $5,994 per semester
Smith Johnston Standard ..... $5,994 per semester
Blue, Gold ..... $6,812 per semester

Smith Johnston Premium ..... $7,357 per semester
Gordy - Private (Shared Bath) ..... $7,357 per semester
Private Room (Single) ..... $7,872 per semester

**Commuter Meal Plans are available through the Business Office*

Adult Learners - Advantage, Extended Campus, and On-Line Programs:

Tuition per credit hour: $470

Special Program Charges:

- Academic Support Services Program (per course): $1,125
- Undergraduate Private Music Lessons-non music major (per credit hour): $100
- Directed Study (per credit hour): $90
- Music Major Fee (per semester): $390
- Nursing Program Fees (per semester): $2,000
- High School Dual/Joint Enrollment (per credit hour): $250

Per Hour Tuition--% Discount:

- Audit Course Fee (course not taken for credit): 50%
- Audit Senior Citizen (age 55 and older): 75%
- Experiential Learning Credit: 50%

Miscellaneous Charges and Fees:

- Undergraduate Graduation Fee (nonrefundable) paid by deadline based on anticipated term of Graduation: $100
- Late Undergraduate Graduation Fee: $125
- Graduate Level Graduation Fee (non-refundable) paid by deadline based on anticipated term of Graduation: $125
- Late Graduate Level Graduation Fee: $150
- MFA Graduation Fee: $250
- Late MFA Graduation Fee: $275
- Replacement Diploma: $75
- Returned Check Charge: $30
- Student Activities Fee (per semester): $125
- Athletic Insurance Fee (athletes only; annually): $600
- Campus Fee (per semester): $500
- Orientation Fee: $175
- Nursing Orientation Fee: $125
- Public Safety Fee (per semester): $250
- Program Fee (per semester): $300
- School of Nursing Pinning Ceremony Fee: $125
- Health Fee (per semester): $125
- Technology Fee (per semester): $300
- International Student Fee (per year): $2,500

First-Year Residence Policy

Reinhardt University requires all first-year students to live on campus unless exempt. Students receiving 50% or more of their tuition expenses from Reinhardt Institutional Aid are required to reside on campus.

To be exempt from living on campus, students must meet one of the following criteria:

- Living exclusively with parents or legal guardians in their/her/his primary residence within a 30-mile driving distance of Reinhardt University as measured by Google Maps
- Married and/or live with dependents/ children
- 24 years or age or older

All students who live off campus must submit the commuter application Student should log into their EagleWeb area of the student portal to access the form.

Payments

Tuition, residence hall, and meal plan fees are charged by the semester. Specific due dates vary and may be found in the Academic Calendar. Checks or money orders should be made payable to Reinhardt University.

No student is permitted to attend class before completing financial arrangements for the semester.

Nelnet Enterprise

Reinhardt University has contracted with Nelnet Enterprise to allow students to spread the payment of tuition (less financial aid) for Fall and Spring semesters (not available for summer semester tuition). The payments are made directly to Nelnet. While no interest is charged for this service, Nelnet does charge a fee of $50 per semester to enroll. Please contact the Business Office for information. You may contact Nelnet at 1-800-609-8056 or at mycollegepaymentplan.com/reinhardt/

Delinquent Student Accounts

Each student is responsible for their account balance. Regardless of any problems with the source of funds (Direct Loans, Pell Grant, State funds, etc.), should all awards received not satisfy the balance of a student's account it is the student's responsibility to pay tuition and fees by the scheduled due date.

A student with outstanding financial obligations may be prevented from registering for the subsequent semester by having a hold placed on their student record. Transcripts and diplomas will also be held until all financial obligations are satisfied. Financial obligations include all outstanding charges on a student's account. Failure to satisfy financial obligations to the University may result in the delinquent account being assigned to a collection agency.

Tuition Deposits

Each new student accepted by Reinhardt must pay a $200 deposit. This deposit serves as a

tuition deposit toward the student's first semester charges. The tuition deposit is nonrefundable.

Housing Deposits

Each resident student must pay a $200 deposit. The housing deposit is returned to the student after his or her final semester living on campus and after a satisfactory and complete check-out with a residence life staff member. A housing deposit automatically rolls to the next year if a student is signed up to continue to live in the residence halls for the next year. If a student owes any charges for cleaning, damage, repairs, or other specific changes, these amounts will be deducted from the refund amount.

Reinhardt University Refund Policies

Tuition Refund Policy

Any student who officially withdraws from all classes will receive a refund based upon the Reinhardt University Refund Policy listed below.

Tuition Refund period: Percentage of institutional charges refunded
Total withdrawal during the official drop/add period: 100%
Withdrawal after the drop/add period of the semester: 0%

There will be no refund of tuition or required fees if a class or classes are dropped after the last date of drop/add each semester or session.

Refunds will be made only for students who completely withdraw from the University. These refunds will be made according to the Federal and institutional refund policies currently in effect.

Refund Checks

The Business Office disburses refund checks to the student once the student has attended class through the appropriate certification period and funds have been received. The student refund checks are disbursed electronically through the student's Reinhardt email. Whenever a school credits Federal Student Aid (FSA) program funds to a student's account and those funds exceed the student's allowable charges, a FSA credit balance occurs. A school must pay the excess FSA program funds (the credit balance) directly to the student as soon as possible, but no later than 14 days after actual FSA funds are received.

A written request must be submitted to the Business Office should a student wish to leave a credit balance for future use. Requests will not be honored when requesting to hold funds from one financial aid award year to another.

Residence Hall and Meal Plan Refund Policy

A residential student who moves out of the residence hall within the first two weeks of class will receive a prorated refund based upon the policy listed below. Withdrawal date:

- First week of class: 93%
- Second week of class: 85%
- After second week of class: 0%

Refunds and Disciplinary Action

Students suspended or expelled for disciplinary reasons are not entitled to a refund of any of any portion of any deposits, tuition, or fees paid. Students who must vacate their residence hall rooms as a result of disciplinary action but are permitted to continue attending classes are not eligible for a refund of that semester's room charge. Meal plans may continue to be used in on campus dining facilities only if the student remains authorized to be on University property. Students who are suspended, expelled, trespassed, or otherwise prohibited from University property may not access the dining facilities or use their meal plan on campus.

Credit Balance Refund Policy

Credit Balance Refund Policy

Financial Aid programs will be credited on student accounts in the following order each semester, if eligible:

1. Federal PELL Grant.
2. Federal Supplemental Education Opportunity Grant (FSEOG).
3. Georgia Tuition Equalization Grant (GTEG).
4. HOPE Scholarship
5. Institutional (Reinhardt University) Scholarships.
6. Direct Federal Loans (student and parent)

7. Non-federal or non-state Scholarships.

Credits involving institutional and noninstitutional scholarships are treated differently because the amount of institutional aid is capped for each student.

Institutional Scholarship Recipients: If an institutional scholarship creates a credit balance on your account, the amount of your institutional scholarship will be reduced to cover only the amount you owe as outlined in your Reinhardt University Institutional Aid Agreement. The total amount of institutional scholarships may not exceed the cost of tuition and on-campus room and board when added to any other institutional scholarship or grant the student may be eligible to receive. This excludes loans or work-study.

Non-federal or non-state Scholarship Recipients: If a non-federal or non-state scholarship creates a credit balance on your account, you can receive a refund from that scholarship of up to the amount of the scholarship after you have received all your financial aid and your tuition has been paid. Any remaining excess funds (after you have received your refund) will be deducted from your institutional (Reinhardt University) scholarship awards.

Return of Title IV Funds

If a recipient of Title IV aid withdraws during a payment period (or a period of enrollment), the institution must calculate the amount of Title IV aid the student did not earn. Unearned Title IV funds must be returned to the Title IV programs. The Return of Title IV Funds policy applies through 60% of enrollment period.

The Title IV funds earned is calculated by the number of calendar days completed, divided by the number of calendar days in a period. The result is the percentage completed (earned).

Title IV funds will be returned in the following order:

1. Federal PLUS Loan
2. Subsidized Federal Stafford Loan
3. Unsubsidized Federal Stafford Loan
4. Federal Pell
5. FSEOG
6. Other Title IV

Students with questions about refund policies should contact the Office of Student Financial Aid.

Educational Assistance for Veterans

Veterans may be eligible to receive educational assistance through the Veterans Administration while enrolled at Reinhardt University and pursuing an approved program of study. The Financial Aid Office provides enrollment certification to the Veterans Administration for eligible students. Veterans must provide a certified copy of their DD214 or NOBE form to the Financial Aid Office and complete the appropriate application for benefits. Physical education credit is awarded on the basis of one semester credit for each year of active duty completed.

Title 38 United States Code Section 3679(e) School Compliance

NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

- Reinhardt University's policy permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates
    1. The date on which payment from VA is made to the institution.
    2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Reinhardt University's policy ensures that our educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual

borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

In addition, Reinhardt University requires the covered individual to take the following additional actions:

1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
2. Submit a written request to use such entitlement.
3. Provide additional information necessary to the proper certification of enrollment by the educational institution.
4. Reinhardt University's policy requires additional payment or impose a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

Yellow Ribbon

Reinhardt University participates in the Yellow Ribbon Program for students eligible for US Department of Veteran's Administration (VA) Chapter 33 Post 9/11 GI Bill benefits.

Student must meet the VA's qualifying standards as outlined on the website: https://www.va.gov/education/about-gi-bill-benefits/post-9-11/yellow-ribbon-program/

Refunds for Military Service Personnel Called to Active Duty

Students who are members of the Georgia National Guard or other reserve components of the armed forces who receive emergency orders to active military duty are entitled to a full refund of tuition paid for that semester, in accordance with federal and state guidelines.

Military personnel on active duty in the armed forces who, before the end of their present station assignment, receive emergency orders for a temporary or permanent change of duty location are entitled to a full refund of tuition paid for that semester, in accordance with federal and state guidelines.

Withdrawal from Reinhardt University

It is the obligation of the student to initiate and complete withdrawal paperwork in a timely manner and in accordance to university policy. Untimely or incomplete withdrawal may adversely affect a student's balance with Reinhardt University, or his or her financial aid eligibility at other institutions. A third party (parent, guardian, relative, friend, coach, significant other, etc.) *may not initiate or complete a withdrawal* on behalf of the student.

If a main campus student wishes to withdraw from all courses before the end of the semester, he or she must:

- Submit a Withdrawal Form via **Softdocs Etrieve** to the Registrar's Office for processing. The Business Office, the Office of Financial Aid, the Office of Student Affairs, Public Safety, the Athletic Dept, and Res Life will be notified as soon as the withdrawal is processed by Registrar. Please allow 2-5 days for processing. *Paper withdrawal forms are no longer accepted.*
- Refunds due to a withdrawal from Reinhardt University are processed according to the submission date and the refund policies listed in this catalog.
- Students who complete the appropriate paperwork and withdraw before midterm of the respective term or sub-term of a course will receive a grade of W.
- Students who cease attending the university without completing the appropriate paperwork or who initiate a withdrawal after the published deadline for the last date to withdraw without penalty will receive a grade of F.

If a student in an online program wishes to withdraw from all courses before the end of the semester, he or she must:

- Notify his or her advisor that he or she wishes to withdraw
- Contact the Office of Financial Aid to determine how withdrawing will impact his or her financial aid.

- Submit a Withdrawal Form via **Softdocs Etrieve** to the Registrar's Office for processing. The Business Office and the Office of Financial Aid will be notified as soon as your withdrawal is processed by the Registrar. Please allow 2-5 days for processing. *Paper withdrawal forms are no longer accepted*.
- Online students can also be withdrawn from the university due to lack of participation in their program. Attention should be given to the course syllabus for course attendance expectations. Students who have not completed initial course activities during the first week of the term will be administratively withdrawn. An administrative withdrawal may negatively impact a student's financial aid or balance with the university.

If a student wishes to withdraw from the University after the semester has ended, he or she must:

- Submit a Withdrawal Form via **Softdocs Etrieve** to the Registrar's Office for processing. The Business Office and the Office of Financial Aid will be notified as soon as your withdrawal is processed by the Registrar. Please allow 2-5 days for processing. *Paper withdrawal forms are no longer accepted*.
- Students are obligated to settle all financial obligations to the University
- Students who decide to return after a withdrawal is processed must go through the readmission process through the Office of Admissions.

Academic transcripts are not automatically issued to withdrawing students; withdrawing students who wish to request a transcript must do so in the process outlined under the Academic Policies and Procedures section of this catalog. For more information on how withdrawing from the university may affect a student's balance with the University, including withdrawal refund policies, please see the Reinhardt University Refund Policies earlier in this section of the catalog.

Student Financial Aid

Office of Student Financial Aid

Student Financial Aid Policy

Reinhardt University's Office of Student Financial Aid is committed to assisting students in maximizing eligible resources to attend the University through Federal, State, and Institutional Aid.

Contact Information

Office of Student Financial Aid
Burgess Administration Building
Reinhardt University
7300 Reinhardt Circle
Waleska, GA 30183

phone: 770-720-5667
fax: 770-720-9126
email: financialaid@reinhardt.edu

Procedures for Applying for Financial Aid

Eligibility for Federal and State Aid

Many types of aid can be awarded only to students who are classified as full-time. The federal and state definition of a full-time student is one who is taking 12 credit hours per semester.

To receive all eligible federal aid, a student must also be in class for the entire semester. For financial aid purposes, session classes within one semester are counted together to determine eligibility for financial aid. Note that students who are only partially enrolled within sessions per semester will not be eligible to receive any federal aid.

Applicants for all federal and state programs must meet these criteria:

1. Students must be U.S. citizens or eligible noncitizens enrolled in a degree program.
2. Students must maintain satisfactory academic progress as defined in this catalog to be eligible for financial assistance.
3. Students may not be in default on a student loan or obligated to pay a refund on a previous federal or state grant program.
4. Students must establish financial need by filing the Free Application for Federal Student Aid (FAFSA) to receive Pell Grants or loans.
5. Male students must be registered with Selective Service to receive State Financial Aid
6. Students must maintain enrollment through the entire semester. Students who withdraw or cease attendance will be subject to having their aid prorated or canceled.

General Financial Aid Procedures

1. New students must be accepted to the University.
2. Complete the Free Application for Federal Student Aid (FAFSA). The FAFSA may be obtained online at http://www.studentaid.gov. Please read the instructions carefully before completing the form. Be sure to include the Title IV code for Reinhardt University (001589) on the application. Returning students will need to complete the FAFSA each October using the prior year's federal tax forms.
3. The state of Georgia requires all male students to be registered with the Selective Services in compliance with federal regulations. Students can register with Selective Service online at www.sss.gov.
4. Once a new student has been accepted, they will begin receiving communication from the Office of Student Financial Aid via e-mail. This may be an Estimated Award Letter and/or Award Letter via e-mail. Each time a student's package changes, the student will receive a new Letter and can view his or her information on EagleWeb.

Primary Sources of Student Financial Assistance

Types of Federal Aid

The primary sources of student financial assistance include **federal**, **state**, and **institutional aid**.

Federal Grants, Work Study, and Direct Loans

To determine eligibility for federal student aid, a student must first establish financial need. Need is established by completing the FAFSA. Federal need-based aid includes the Federal Pell Grant; the Federal Supplemental Educational Opportunity Grant; the Federal Subsidized Direct Loan, and the Federal Work Study Program.

The student and the University are notified by the Student Aid Report and Institutional Student Information Record (ISIR) if the student is eligible for the Federal Pell Grant. The amount of the grant is determined by a calculation by the department of education and the student's enrollment status.

After Pell Grant eligibility is established, eligibility for other federal grants, Federal Work Study, and loans are determined. Financial need, classification, and dependency status determine the type(s) of loan(s) a student can receive.

Reinhardt University participates in the Federal Direct Loan Program. Eligible students can qualify for subsidized and unsubsidized direct loans

- **Subsidized loans**: No interest or payments are due until six months after the student ceases to be enrolled, graduates, or drops below half-time status.
- **Unsubsidized loans**: Interest is due while in school or can accrue.
- The loan amount available is based on the student's class level and other eligible aid received.
- To apply for student and/or parent loans, please visit our website: https://www.reinhardt.edu/admissions-aid/financial-aid/financial-aid-checklist/

Non-Need-Based Assistance

Non-need-based aid is awarded through the same process as described. If the student does not have un-met financial need, the student may be offered an Unsubsidized Federal Direct Loan and/or the Federal Parent Loan for Undergraduate Students (PLUS Loan). All students and parents are eligible to apply for these loans, regardless of financial need or income level.

The low-interest-rate Parent Loan for Undergraduate Students (PLUS) loans assist parents with educational expenses for a dependent child. Normal standards of creditworthiness are used to determine if a parent is accepted for the loan.

Loan Entrance/Exit Counseling for Borrowers

All first-time borrowers are required by the U.S. Department of Education to complete an "entrance loan counseling session" prior to receiving any loan funds. After completing loan entrance counseling, borrowers will have a better understanding of loan consolidation, repayment options, responsibilities of a borrower, and borrower rights.

Student loan borrowers are also required to complete an "exit loan counseling session" any time they are not enrolling for the next semester. Both of these loan counseling sessions can be completed online at: https://studentaid.gov.

Work Study Program

Participation in the work study program provides valuable work experience in various areas within the University.

- Work Study supervisors around campus hire student workers to assist them. Work Study students receive either Federal Work Study or Reinhardt Work Study depending on their Federal Financial Aid eligibility
- Timesheets are submitted to the Office of Student Financial Aid according to published deadlines.
- Students are paid twice per month and cannot work more than 15 hours per week (unless adjusted due to budgetary constraints) or 30 hours per pay period (unless adjusted due to budgetary constraints).
- Students are only allowed to work outside of scheduled class times, including lab and exam times. Students may not work during a scheduled class time when the class is cancelled.

More information regarding the work-study program can be found on the work-study link at www.reinhardt.edu/financialaid.

State Aid Programs

The State of Georgia has several financial assistance programs available to students who have resided in the state for 24 months before the beginning of the term for which they are applying for aid, maintaining Satisfactory Academic Progress, are not in default on previous student loans, or owe a refund to the state. These programs are:

- Georgia Tuition Equalization Grant (GTEG).

To be eligible to receive the Georgia Tuition Equalization Grant, a student must be enrolled for at least twelve credit hours within a semester and maintaining Satisfactory Academic Progress (SAP).

- **Georgia HOPE Scholarship**: Initial HOPE Scholarship eligibility is determined by the state based on high school transcripts. To be eligible to receive the HOPE Scholarship out of high school, students must have a 3.0 HOPE GPA in core classes and meet the academic rigor requirements. Students must maintain a 3.0 college GPA for continued eligibility for the HOPE scholarship. For information about gaining eligibility for HOPE scholarship, please contact the Financial Aid Office. HOPE Scholarship eligibility generally expires 7-10 years after completion of high school and once the student reaches 127 attempted hours.
- **Zell Miller Scholarship**: To be eligible to receive Zell Miller Scholarship you must have a 3.7 final HOPE GPA, 1200 SAT/26 ACT at a single test date and have graduated high school after 2007. The state determines Zell Miller eligibility at high school completion. Student must maintain a 3.3 HOPE GPA for continued eligibility. Students cannot gain eligibility for the Zell Miller Scholarship.

Eligibility for Zell Miller expires 7-10 years after high school completion, or once the student attempts 127 credit hours.

For information on any of these programs, contact the Reinhardt Financial Aid Office or visit www.gafutures.org.

Institutional Aid Programs for Main Campus Students

The scholarship and grant programs administered by Reinhardt University are designed to assist a wide range of students from varying backgrounds and situations. Funds are awarded each year to qualified students who excel in academics, leadership, the arts and/or athletics and to students who have demonstrated an enthusiasm for learning and need financial assistance.

A brief list of these programs includes:

- Reinhardt Academic Scholarships
- Reinhardt Transfer Scholarships
- Athletic Scholarships
- Cherokee County Grant
- Diverse Talents Scholarship
- Hagan United Methodist Scholarships
- Performing Arts Scholarships
- Pickens County Grant
- Sharp Scholarship
- Presidential Scholarship

Students receiving 50% or more of their tuition expenses directly from Reinhardt Institutional Scholarships are required to reside on campus unless they are eligible through one of the following exemptions:

- Living with parents (parent signature required).
- Married or living with children (verification required).
- 24 years of age or older (verification required). For a complete listing of Reinhardt-administered scholarships and grants with descriptions and application procedures, contact the Office of Student Financial Aid or see www.reinhardt.edu/financialaid.

External Sources of Financial Aid

Financial aid can also be provided by private foundations, corporations, service organizations, and business associations. The process of applying for these funds is as varied as the types of organizations offering them. The first step of applying is to find these sources and make contact with them. Search safely. The best place to begin this search is on the Internet. Several scholarship search programs can be found on the Internet; many are free.

Financial Aid Satisfactory Academic Progress (SAP) Criteria

The Higher Education Act of 1965, as amended, requires colleges and universities to define and enforce standards of Satisfactory Academic Progress (SAP) for all students receiving federal assistance. The financial aid definition of Satisfactory Academic Progress differs somewhat from standards for academics as stated in this catalog.

All full and part-time students receiving federal financial aid must be in good academic standing and making satisfactory progress. These standards, defined below, must also be met for students to receive state aid. Satisfactory Academic Progress will be evaluated at the end of each semester by the Registrar and Director of Student Financial Aid. At the end of each semester, students will be evaluated and notified if they are not meeting SAP requirements. The first semester a student does not meet SAP requirements they are placed on Financial Aid Warning. At the end of the following semester if a student is still not meeting SAP requirements they are then placed on Financial Aid Suspension

Students on Financial Aid Suspension are not eligible for any financial aid until they meet SAP requirements or an appeal is approved. SAP appeals are reviewed and decided by the Appeals Committee. Students whose appeal is approved will then be placed on Financial Aid Probation.

To be eligible to continue to receive federal and state aid, a student must maintain these grade point averages (GPA):

Hours attempted	Minimum GPA
0-15	1.5
16-30	1.6
31-45	1.7
46+	2.0

*Transfer grades are calculated for students who are identified with a possible negative SAP status.

A student receiving financial aid must demonstrate measurable progress toward the completion of his or her degree program by maintaining an overall rate of progress of 67 percent. This applies to both full time and part time financial aid recipients. The rate of progress is calculated using the following formula: hours earned, divided by hours attempted.

The maximum time for completion of degree requirements for students receiving aid is 150% of the credit hours required to complete their degree. Baccalaureate programs must be completed within twelve semesters. Associate degree programs must be completed within six semesters.

A student who does not meet these criteria will not be allowed to receive further federal or state aid until the student's cumulative performance at Reinhardt meets or exceeds these standards when reviewed at the end of the following semester checkpoint.

Financial Aid Eligibility Appeal Procedure

A student may appeal the loss of financial aid if he or she feels that mitigating circumstances have occurred. The appeal must be submitted in writing to the Director of Financial Aid and must contain documentation of the mitigating circumstances. The appeal will be reviewed by the Appeals Committee. The student will be notified of the Committee's decision in writing. The decision of the Appeals Committee is final.

Renewal of Financial Aid Awards

Financial aid is an annual process. Students must apply for grants, loans, and scholarships every spring for the following school year. Students must meet eligibility requirements and file the appropriate applications for each program. This consists of completing the Free Application for Federal Student Aid (FAFSA). The priority deadline for receipt of a completed financial aid file is June 1. Applicants whose files become complete after this time will be considered based upon availability of funds.

Reinhardt University Return to Title IV Funds Policy

Financial aid is awarded with the expectation that the student will successfully complete the courses and remain in attendance through the end of the semester that the aid is awarded for. If a recipient of federal aid (Title IV funding) withdraws or stops attending during a semester, the institution must use the federal Return to Title IV (R2T4) calculation to determine the amount of federal aid the student did not earn. Unearned federal funds must be returned to the federal programs. The Return of Title IV Funds policy applies through 60% of enrollment period. The Title IV funds earned is calculated by the number of calendar days completed, divided by the number of calendar days in a period. The result is the percentage completed (earned). Title IV funds will be returned in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal PLUS Loan
4. Federal Pell
5. FSEOG
6. Other Title IV

Students who are considering withdrawal are strongly encouraged to speak with the Office of Student Financial Aid first to determine the impact the withdrawal will have on their financial assistance. If the FAO is required to return any portion of federal funding, the student would then owe that amount to the university.

Student Services

Reinhardt University seeks to educate the whole person with challenge and care. To support that mission, Reinhardt provides an array of student services and resources to ensure that Reinhardt student thrive both inside and outside the classroom.

The Division of Student Affairs

The Division of Student Affairs supports student life and services. The offices within this division include Vocation & Career Services, Student Activities, Housing & Residential Education, Campus Ministries & Service, Prevention & Awareness, and the Student Health Center. Student development at Reinhardt is guided by the philosophy that views varied experiences and interactions of the maturing student within the University environment as necessary challenges for growth. While students develop potential in unique ways, the fabric of each person's life includes both predictable tasks to be confronted and resources upon which to draw. For the young adult entering the University, some of those challenges and transitions include formulating values to guide behavior, making choices and plans about career endeavors, forming relationships with peers, and becoming independent and responsible. While coursework emphasizes the academic and intellectual sphere, the community of students, faculty, and staff also recognizes the importance of personal, social, spiritual, career, and physical development. The professionals within the Division of Student Affairs help with the many aspects of student life and student development. The staff is dedicated to helping each student have an enjoyable and meaningful experience at Reinhardt University.

Office of the Dean of Students

The Office of the Dean of Students is dedicated to being a resource to students through support, advocacy, involvement, and accountability, with a goal of helping our students reach their fullest potential both in and out of the classroom. We serve as a support for students facing challenges to their success as students and assist with the interpretation of university policy and regulations. Our staff are ready to assist students, staff, faculty, family members, and community members with student questions, issues, and concerns. Our office can also serve as a referral resource to other areas within the University and/or in the community.

Orientation

The Division of Student Affairs, in collaboration with the Division of Enrollment Services, the Division of Academic Affairs, and various other units of the University provide orientation programs (New Student Orientation, or NSO) for all new students and their parents or legal guardians. New students entering the Main Campus classified as freshmen, first-time-in college, or transfer are required to attend an orientation prior to registering for classes their first semester. Exceptions to the orientation requirement include: active -duty military, nondegree seeking students, and students accepted into the Online Only, adult, and/or Graduate programs.

The Main Campus orientation program for new students (freshmen and transfers) entering in Fall semesters is a three-step process. The first step is called SOAR sessions which are scheduled throughout the summer and feature a one-day agenda including academic advising and information on important policies and procedures as well as campus life and resources. The second step of NSO is Eagle Essentials which is an online virtual course within Canvas which highlights campus life and resources. The third step of NSO is Eagle Bound and takes place the weekend before the start of the Fall semester. Eagle Bound features community building activities and events that provide new students with additional opportunities to build relationships with other new students, engage in campus activities, learn about campus traditions, and other topics critical to their success as students at Reinhardt.

An abbreviated orientation is offered in December and January for new students entering in Spring terms. Students admitted to the adult degree or graduate degree programs will receive information pertaining to course registration directly from their respective programs of study.

First Year Seminar: Thriving in College

First Year Seminar: Thriving in College (FYS 101) assists new students in making a successful transition academically, socially, and psychologically to Reinhardt University. This course introduces students to the collegiate experience. FYS 101 aims to foster:

- an engagement in deep learning,
- application and growth of academic determination,
- positivism and confidence in the student's present and future life,
- a sense of belonging and connectedness,
- an involvement in the curricular and cocurricular life of the university, and
- a commitment to make a difference in the community.

This course also articulates the benefits of higher education and the expectations and values of Reinhardt University. FYS 101 supports students in the transitions to college and encourages their university journey as one in which students more than survive a four-year academic course; rather, they thrive.

Housing and Residential Education

The Housing and Residential Education staff serve residential students by fostering a vibrant living community dedicated to personalized attention that embraces diversity, promotes leadership, cultivates individual development, and enhances the educational experience of each resident. To find out more about Housing and Residential Education visit https://www.reinhardt.edu/student-life/living-on-campus/.

The goals of the residential program are:

- to provide an environment conducive to academic achievement, good scholarship, and maximum intellectual stimulation.
- to help each student develop a sense of individual responsibility and self-discipline.
- to provide integrated religious, social, cultural, and intellectual activities in order to enrich leisure time.
- to provide an atmosphere of warmth, high morale, and loyalty toward the living unit, the residence hall, and the University.

Resident students will have many opportunities for growth through our residential curriculum model. The tools provided to our residential students will empower them to survive and thrive at Reinhardt. The University has Resident Assistants (RA), who can assist residential students in their academic and social integration at Reinhardt.

Tutoring Services

The Tutoring Center

The Tutoring Center, located on the top floor of the Hill Freeman Library and Spruill Learning Center, is a tutoring service available free of charge to all students. The Center provides peer and professor tutorial services in the areas of writing, mathematics, and reading comprehension. Tutorials in specific content areas may be arranged by appointment. Additionally, the Center works with students who have difficulty reading, studying, taking notes, or budgeting their time. In the Center, tutors will work with students in a relaxed atmosphere where they will set goals and work towards those ends. The Center is staffed with professors, adjunct professors, and select students who have been trained to tutor. The Center will accept walk-ins but would prefer to work by appointment, and these appointments can be made online. Tutoring has proven to be an effective means of improving grades.

Academic Support Office

Reinhardt University is committed to providing an accessible environment for students with documented disabilities based on the principle of universal design. Therefore, since 1982 Reinhardt's Academic Support Office has provided support to students with disabilities. This highly successful program supports approximately 120 students per year. The Academic Support Office is responsible for coordinating accommodation that ensures qualified students receive access to their educational goals**.** The Academic Support Office (ASO) at Reinhardt University provides academic services to address the needs of students with documented disabilities by:

- **C**oordinating the process for determining eligibility
- **A**ssisting students in obtaining appropriate accommodation
- **A**dvocating on behalf of students with disabilities by educating faculty, staff, and students
- **S**upporting students to serve as their own personal advocates

ASO is located on the third floor of Hill Freeman Library

Information Services

Information Technology operates a variety of technology services on campus. These services include administration and staff computing systems, wireless Internet, Reinhardt issued email accounts, and classroom technologies. For information regarding technology services visit: https://www.reinhardt.edu/current-students/ and expand the Information Technology link.

Reinhardt also provides students with open access computer labs equipped with computers and a wide range of applications for student academic use. All computers in the labs are attached to the campus network and have Internet access. Current Lab location:

- Hill Freeman Library and Spruill Learning (open area on the top floor)

Additional computers are located in classrooms and are available when buildings are open and when classes are not in session. These classrooms are in:

- Lawson 204
- Lawson 207
- Tarpley 111
- Library 306

Students are responsible for their devices as the Reinhardt insurance carrier will not allow the IT staff to handle personal devices.

Office of Prevention & Awareness

The Office of Prevention and Awareness Services (OPA) seeks to create a safer and healthier campus by providing prevention and awareness programs, events, and activities as well as outreach and advocacy for all Reinhardt students. OPA engages students and campus partners to implement initiatives to cultivate a culture where students engage in positive, protective health and well-being behaviors. OPA also ensures that the victims of crime at Reinhardt University are educated on the rights and services available are refer to the appropriate office and/or organization. OPA collaborates with certain offices and organizations on and off campus. Each year, the various offices that make up the Division of Student Affairs at Reinhardt University collaborate to implement a variety of awareness programs and events on campus. The office's external community partners are to: Cherokee Family Violence Center, Cherokee District Attorney's Office, LiveSafe Resources, Cherokee County Sheriff's Office, and Kennesaw State University's SAFE Center. This office provides students with the opportunity to learn about RespectEDU, Mental Health Awareness, Domestic Violence Awareness, AlcoholEDU, Hazing Awareness, and Bystander Prevention, as well as education surrounding interpersonal violence relationships.

Student Health Center

The Student Health Center is located in the Smith Johnston Hall. A food pantry and a self-care area are located in the lobby beside the Student Health Center door. A Registered Nurse is available during Student Health Center hours to give a general assessment of the student. If a more complete assessment is needed, the student is referred to a Primary Care Physician, Urgent Care, Health Department, or the Emergency Department.

Resources are available within the community to address specific problems. Counseling Services help Reinhardt students learn more about themselves and their relationships with others, as well as ways to deal with development issues. Counseling Services emphasize the struggles that develop when a "healthy" personality grows and changes. Through a partnership with *Uwill*, the leading student mental health and wellness solution, students receive free immediate access to teletherapy, crisis support, wellness, and telehealth.

Vocation and Career Services

The Office of Vocation and Career Services provides career development programs and education to Reinhardt students and alumni. Individual personality and interest assessments help verify the person's choice of major. Early

resume creation aids in obtaining internships and part time jobs. State-of-the-art, interactive interviewing sessions polish the student's ability to sell him or herself, as do videotaped interviews. Strategy sessions assist students in developing overall career strategies, in addition to providing options for a tight economy. Enhancing negotiating skills will provide a better financial outcome to the job search process.

Reinhardt University's online Career Services website provides valuable information on resumes, cover letters, networking, job listings, company research, interviewing skills, scheduled career fairs, and internships. Career Services establishes and maintains good relationships with the business community. Career Services is also involved in supporting campus professional groups and assisting with graduate school preparation. Preparing students for job and internship placement is the bottom-line goal of Career Services as well as assisting students, along with the rest of Reinhardt University, in finding the career where they will be the most fulfilled and best contribute their talents to society. To find out more visit www.reinhardt.edu/careerservices.

Student Activities

Reinhardt University realizes that co-curricular and extracurricular activities enrich the educational experience of University students because students who participate in campus activities can socialize, experience positive group interaction, and cultivate leadership skills. The Dudley L. Moore Jr. Office of Student Activities sponsors campus entertainment and multicultural programs through the Student Activities Council. The Office of Student Activities also has oversight of all clubs and student organizations as well as Fraternity & Sorority Life. Moreover, the Office of Student Activities coordinates Campus Recreation which includes Reinhardt Outdoors, Reinhardt Central, Intramural Sports, and Club Sports. Campus recreation strives to create an inclusive community where students can engage in physical activity, connect over shared interests, and enhance their overall wellness. Reinhardt students are encouraged to contribute to their quality of life on campus by becoming involved in at least one of these program areas. For a complete description of campus life as well as a list of activities and programs, see the Student Handbook, which is distributed by the Division of Student Affairs at the beginning of each academic year or visit https://www.reinhardt.edu/student-life/.

Campus Ministries

Tethered to Wesleyan educational tradition, the Normal W. Paschall Office of Campus Ministries honors and cherishes people and as such provides religious and spiritual services to the entire campus community. As a United Methodist Church-affiliated University, the Christian faith is at the core of religious life on campus. That includes a command to love everyone, including those practicing different religious traditions. We endorse the rights of all people to practice their faith (or no faith at all) on campus, free from unjustified or unnecessary restraints. Campus Ministries offers vibrant spiritual opportunities including Common Ground worship, small groups, local service projects, and mission trips. Campus Ministries also provide pastoral care and foster an inclusive environment that respects all religious expressions. Whether through worship, leadership roles, or community service, Campus Ministries invites students, staff, and faculty to join in revealing God's presence and purpose on campus and beyond. To find out more visit https://www.reinhardt.edu/student-life/spiritual-life-leadership-and-service/.

Athletics

Intercollegiate Sports

Reinhardt is a member of the Appalachian Athletic Conference (AAC) within the National Association of Intercollegiate Athletics (NAIA) and offers athletic scholarships to prospective student-athletes in 21 sports. Reinhardt offers intercollegiate competition in baseball, football, men's and women's basketball, men's and women's cross country, men's and women's golf, men's and women's soccer, men's and women's lacrosse, men's and women's indoor and outdoor track and field, men's and women's volleyball, men's wrestling, and softball. Co-ed cheerleading is a club sport.

Other Services

Bookstore

Reinhardt University has partnered with eCampus.com to offer students an online bookstore to provide convenience, affordability and improved accessibility. Students will be able to order their textbooks and course materials online at https://reinhardt.ecampus.com/ with the option to ship to their home or to Reinhardt University's main campus.

The Office of Public Safety

The Reinhardt University Department of Public Safety is staffed 24 hours a day, 365 days a year. Public Safety personnel provide immediate response to emergencies, perform security patrols, monitor the campus to provide law enforcement services to the community, and support the University's mission by providing ongoing educational and awareness programming. The Department maintains closeworking relationships with all county, state, and federal law enforcement agencies, as well as other emergency services providers as they relate to campus security.

The Department is staffed with certified law enforcement officers who have completed the Georgia Peace Officer Standards and Training Council's (POST) mandated training. Officers maintain their certification through on-going annual training requirements set-forth by POST.

Public Safety officers patrol the campus in marked vehicles, golf carts, bikes, and walking patrols to prevent illegal activities, enforce University policies, check for suspicious individuals, and assist the greater campus community.

The Public Safety Office is located on the bottom floor of the East Apartments and can be reached by phone at 770-720-5789. For emergencies, officers can be reached by cell phone at 770-7205911, or by dialing 911.

Academic Policies and Procedures

The Office of Academic Affairs is committed to the pursuit of excellence in all of the University's academic activities. As chief academic officer of the University, the Vice President of Academic Affairs, seeks to attract and retain the best faculty and to assist them in offering an outstanding education for Reinhardt students.

Introduction

Each student is responsible for satisfying requirements for graduation as listed for university, school, and major field requirements. If a student has questions concerning the proper satisfaction of specific requirements, he or she should consult with the school dean, major advisor, or the Registrar.

Academic Integrity

The Honor System

Honor is the moral cornerstone of Reinhardt University. Honor provides the common thread woven through the many aspects of the institution and creates a community of trust and respect fundamentally affecting the relationships of all its members. The centrality of honor at Reinhardt is contained in its Honor System which is embodied in the Reinhardt University Honor Pledge. The Honor System is a collaborative effort between the Student Government Association, the Office of Academic Affairs, and the Office of Student Affairs.

Academic Integrity Policy

Academic integrity falls under the jurisdiction of the Office of Academic Affairs. Reinhardt University provides an environment that encourages all students (undergraduate and graduate) to learn, create, and share knowledge responsibly. As society entrusts our students and faculty to pursue knowledge and report their discoveries truthfully, any deliberate falsehood or misrepresentation undermines the stature of the University. The following policies and procedures pertaining to academic integrity are deemed necessary for fulfilling the University's mission.

Forms of Academic Dishonesty

The following are recognized as unacceptable forms of academic behavior at Reinhardt University:

1. Plagiarizing: Plagiarism is the act of presenting words and ideas of others as your own. It is tantamount to intellectual theft. The words of others must be enclosed in quotation marks and documented. The source of the distinctive ideas must also be acknowledged through appropriate documentation.
2. Submitting a paper written by another student or another person as if it were your own.
3. Submitting a paper containing sentences, paragraphs, or sections lifted from another student's work or other publication; there must be written documentation.
4. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
5. Fabricating evidence or statistics that supposedly represent your original research.
6. Cheating of any sort on tests, papers, projects, reports, etc.
7. Using the Internet inappropriately as a resource.

Student Responsibilities

Most students are honest in producing and submitting their own work to be evaluated. Honest students can help to reduce opportunities for those who are dishonest in several ways. They can also reduce the possibility of suspicion. Students should:

1. Carefully guard notes and papers.
2. Keep computer records confidential with a password and keep files closed when not attended.
3. Erase any drafts from a campus computer hard drive when it will not be attended.
4. Keep copies of drafts and papers to prove ownership.
5. Consult the instructor before the work is due about any documentation questions.
6. During an exam, avoid looking at other students' work, even casually.

Faculty Responsibilities

Faculty members can encourage an atmosphere of academic honesty in several ways. Faculty members are encouraged to:

1. Carefully guard test questions and student papers.
2. Regularly change assignments, test questions, and, if possible, course readings.
3. Keep computer records confidential with a password and keep files closed when not attended.
4. On the syllabus, state the policy for the academic honesty clearly, spelling out possible violations and possible sanctions.
5. On the syllabus, state the policy for submitting work duplicated or revised from a previous course or for a concurrent course.
6. On the syllabus, state the policy for group work and group study for individual exams.

Sanctions for Academic Dishonesty

Although the traditional sanction in academia for documented dishonesty is expulsion from the University, an instructor may propose a lesser sanction according to the instructor's assessment of the evidence, the severity of the infraction, and any extenuating circumstances. Because each case is unique, it is the instructor's professional responsibility to devise a fair sanction. A range of possible sanctions is as follows:

1. Recommending expulsion from the University. If the instructor or the School Dean recommends expulsion, the case must be sent to the Vice President of Academic Affairs, who alone is authorized to make this decision. In the event that a student is expelled for academic dishonesty, the regular refund policy described in the Reinhardt University Academic Catalog shall not apply.
2. Assigning a grade of F in the course. If a student repeats the course, both the sanctioned F and the repeat grade will be computed in the grade-point average, so that the normal repeat policy does not apply
3. Assigning a grade of F or a score of 0 on the paper, project, or exam without the opportunity for resubmission. This grade will become part of the student's course average; that is, if a professor regularly drops the lowest grade for the course average, it cannot be the sanctioned grade.
4. Assigning a grade of F or a score of 0 on the paper, project, or exam, but allowing resubmission with the same or a different topic, resulting in a possible maximum combined grade of C.

Procedure for Suspected Academic Dishonesty

In the event of suspected academic dishonesty, according to the definitions stated above and whatever additional definitions a faculty member has published in a class syllabus, the following procedures will apply.

LEVEL I: Faculty member meets with student:

The instructor will meet with the student within ten (10) working days after the accusation to discuss the suspicion and the evidence. If, after this conference, the instructor determines that a violation has not occurred, the matter will be resolved by the instructor dropping the allegation.

However, if the instructor decides that a violation of academic integrity has occurred and that the instructor has sufficient evidence, the instructor may directly propose a sanction.

If both the faculty member and student agree on a resolution, the instructor must submit a signed, written agreement to School Dean and the Vice President of Academic Affairs within ten (10) working days.

In all cases in which an instructor is persuaded of academic dishonesty and proposes a sanction of any kind, the instructor will include a brief report of the evidence, the sanction, and the reasons for the sanction along with the signed agreement. Violations that are purely technical in nature, without any perceived intent to achieve academic advantage, and which only require redoing the assignment without a grade sanction, may or may not be reported at the instructor's discretion.

If the faculty member and student do not agree on culpability or the sanction, the student has ten (10) working days after the meeting with the faculty member to file a written appeal with the School Dean. The case will then move on to Level II.

LEVEL II: Hearing with the School Dean:

1. A student who appeals the case should submit his or her own written interpretation of the incident to the School Dean of the faculty member with a copy to the faculty member. Upon receipt of this appeal by the School Dean, the student's grade for the assignment or the course becomes an I (incomplete) until the case is resolved.
2. The School Dean, acting as arbitrator, decides whether academic integrity was violated and the appropriate sanction, if necessary. For a sanction less than expulsion, there should be substantial evidence (adequate to support a conclusion). For expulsion, there should be clear and convincing evidence (leading to a firm belief or conviction in the allegation).
3. Within ten (10) working days of the date of receiving the School Dean's decision, either the faculty member or the student may file a written request for appeal with the Vice President of Academic Affairs. The case will then move on to Level III.

LEVEL III: Vice President for Academic Affairs

Upon receipt of a written request for appeal, the Vice President of Academic Affairs shall decide whether the processes listed above have been met satisfactorily. If not, the Vice President of Academic Affairs shall state a curative course of action.

Academic Honors and Awards

President's List

The President's List is compiled at the end of the Fall and Spring semesters to recognize undergraduate students who have earned a grade point average of 4.0 (all A's) on a load of 12 semester hours or more during Fall or Spring, provided they have no grade of Incomplete (I) or Not Passing (NP) for the term. Courses taken for pass/fail credit will not be used in computing the minimum academic load. However, a grade of NP will disqualify a student from the President's List.

Dean's List

The Dean's List is compiled at the end of the Fall and Spring semesters to recognize undergraduate students who have completed 12 or more lettergraded units at Reinhardt during the semester with a 3.5 grade point average or

better for that term, with no grade less than a B. Grades of Incomplete (I) and/or Not Passing (NP) will disqualify a student from the Dean's List.

Recognition of Academic Honors

Students may be honored for excellence in scholastic achievement by being placed on the President's list or the Dean's list, by being named to receive special certificates and awards, or by being selected for honor societies. The President's list and the Dean's List are prepared by the Office of the Registrar and distributed to hometown media by the Office of Marketing and Communications after the Fall and Spring semesters.

Each year the faculty designates two graduating seniors as "most outstanding" — one traditional and one non-traditional student. Special awards are given for excellence in various academic subject areas. Students on non-academic probation are not eligible for academic awards.

Honors Day is held during Spring Semester to acknowledge students who have demonstrated exceptional scholastic achievement or significant service in campus activities. Specific awards are identified through the Office of the Vice President of Academic Affairs

Honor Societies

Honor societies on campus include:

- **Alpha Chi -** *General Academics (Green and Blue):* A national, coeducational interdisciplinary academic honor society founded in 1922 whose purpose is to promote academic excellence and exemplary character among college students, and to honor those who achieve such distinction. Active membership is restricted to the top ten percent of members of the junior and senior classes with provision that a student may qualify for membership at the time of graduation with the baccalaureate degree.
- **Beta Beta Beta (TriBeta) -** *Biology (Green and Red):* A society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study. Since its founding in 1922, more than 175,000 persons have been accepted into lifetime membership, and more than 430 chapters have been established throughout the United States and Puerto Rico. The requirements for full membership include a 3.0 biology GPA and at least 3 hours of upper division biology credit the semester that you pledge TriBeta, as well as major in biology.
- **Phi Alpha Theta** - *History (Red and Light Blue):* Phi Alpha Theta is an American honor society for undergraduate and graduate students and professors of history. The society has over 400,000 members, with some 9,000 new members joining each year through 970 chapters nationwide. Phi Alpha Theta was established on March 17, 1921, at the University of Arkansas by Professor Nels Cleven. Cleven had become convinced in his time at the university that a fraternity of scholars (which would accept men or women) was important for the study of history. He invited students to a meeting to form the society (then called the "University Historical Society") on March 14, and the society was officially recognized on the 17th. In April, the decision was made for the society to be known by the Greek letters Phi Alpha Theta. Undergraduate students must have a 3.0 overall grade point average, at least a 3.0 average in their history courses and have completed 12 credits of history classes. Students need not be majoring in history but must have taken at least four history courses at the university level.
- **Phi Mu Epsilon** - *Mathematics (Violet, Lavender, and Gold):* Pi Mu Epsilon is an honor society whose purpose is the promotion and recognition of scholarly activity in the mathematical sciences among students at the academic institutions that have been chartered as Chapters of the Society. Pi Mu Epsilon accomplishes its goals by promoting and recognizing scholarly activity among students through active, vibrant Chapters that: Elect Members on an honorary basis according to their proficiency in mathematics; Engage in activities designed to promote the mathematical and scholarly development of its members A person meeting any one of the following four sets of qualifications may be elected to membership by a chapter:
    1. Undergraduate students who have completed at least the equivalent of two semesters of calculus and two additional courses in mathematics, at or above the calculus level, all of which led to the fulfillment of the requirements for a major in the mathematical sciences.

        - In addition, such students must have maintained a grade point average of at least 3.0, both for all courses that lead to the fulfillment of requirements for a major in the mathematical sciences and for all courses that lead to the fulfillment of requirements for an undergraduate degree.
    2. Graduate students whose mathematical work is at least equivalent to that required of qualified undergraduates, and who have maintained at least a B average in mathematics during their last school year prior to their election.
    3. Members of the faculty in mathematics or related subjects.
    4. Any persons who have achieved distinction in mathematical science.

- **Sigma Tau Delta**: *English, Red and Black*
  The international English honor society whose focus is on conferring distinction upon students of the English language and literature in undergraduate, graduate, and professional studies. The society's goals are to encourage cultural stimulation, to further interest in English language and literature, to foster good reading and writing practices, to promote exemplary character and good fellowship among members, to exhibit high standards of academic excellence, and to serve society by fostering literacy. Candidates for undergraduate membership must have completed a minimum of two college courses in English language or literature beyond the usual requirements in freshman English. The candidate must have a minimum of a B or equivalent average in English and in general scholarship, must rank* at least in the highest thirty-five percent of his/her class, and must have completed at least three semesters or five quarters of college course work. (Local chapters may raise, but not lower, these criteria.) *This requirement may also be interpreted as "have an overall B average in general scholarship." (e.g., 3.0 GPA on a 4.0 scale).

Assessment Testing and Surveying

Reinhardt University's commitment to its mission and goals requires conducting regular evaluations of progress toward achieving those goals. Testing and surveying of students at matriculation, during studies, and after completion of studies are essential parts of this evaluation process. Students may expect to be asked to cooperate in various surveys, interviews, focus groups, and other datacollection efforts.

Since the goals of Reinhardt University are directed to the education of the whole person, achievements are measured by evidence concerning the whole person. To protect confidentiality of data, the University does not release personal information about individuals and, whenever possible, avoids attaching names to personal data during analysis.

Students with Disabilities

Students with disabilities are accommodated through the Academic Support office, ASO, which is located on the third floor of the Hill Freeman Library. The Academic Support Office assists the University in fulfilling its commitment in educating and supporting students with documented disabilities who qualify for admission. According to ADA (1990), students with documented disabilities must self-identify. Therefore, students requiring academic accommodation should contact the Academic support Office. They should complete the disability disclosure form which is available on the Academic Support Office website.

Academic Support Office

The Academic Support Office (ASO) assists the University in fulfilling its commitment to educating and supporting students with documented disabilities. Our mission is to promote equal educational opportunities and a welcoming academic, physical and social environment for students with disabilities.

What accommodation can be provided?

A variety of services are provided based on each student's individual needs. Most services are provided at no additional cost to students. Support services and accommodation may include, but are not limited to:

- Extended test time
- Designated note takers
- Alternative format materials, such as E-text, braille, enlarged prints, scribe or reader
- Adjustable tables and seating
- Explanatory letters to instructors
- Assistive technology
- Regular meetings to discuss academic progress
- Consultation with faculty and/or staff to advocate for the student
- Disability counseling services
- Classroom accessibility
- ESA/SA
- Housing Accommodation (Single room/ ADA room)
- Dietary Accommodation
- Information and referrals to campus and community support services

Support Programs:

- Building Opportunities for Students with Learning Disabilities B.O.L.D (see the ASO website for information about the application process)
- Strategic Education for Students with Autism Spectrum Disorders S.E.A.D (see the ASO website for more information)
- Academic Coaching
- ASO Tutorial: Paid tutorial for students enrolled with ASO (see the ASO website for more information)

What do I do to receive services?

It is the student's responsibility to:

- Contact the Academic Support Office and request an appointment to discuss the process for voluntarily self-disclosing a disability and for requesting accommodation.
- Submit professional documentation, by appointment, to ASO staff person. Allow time to review the documentation, to explain the accommodation that is desired, and to complete a confidentiality agreement.
- Permit ASO staff to determine eligibility and appropriate accommodation.
- Work with ASO, faculty and staff to complete the steps required to arrange accommodation. (Accommodation is individualized, flexible and confidential, based on the nature of disability, the functional limitation, and the academic environment.)

What is professional documentation?

Professional documentation is provided by someone who is licensed to diagnose a particular disability

Professional documentation verifying disability and explaining limitations must not be more than three years old and must be provided initially to help determine eligibility for ASO

Additional documentation may be required during the eligibility process and/or periodically during the student's time at Reinhardt University

Definition of Academic Credit

In defining a credit hour, Reinhardt University adopts the Federal Definition of a Credit Hour (described in 34 CFR 600.2, effective July 1, 2011) as follows:

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad.

Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be in online, a hybrid of face-to-face contact with some content delivered electronically, or one delivered in lecture or seminar format. Similarly, the expectation of contact time inside the classroom and student effort outside the classroom is the same for regular semesters and shortened sessions (i.e., Spring I or Spring II Sessions).

Courses that have less structured classroom schedules, such as research seminars, independent studies, directed studies, internships, practica, studio work, as well as courses offered in shortened sessions or in online or hybrid formats, at a minimum, should state clearly expected learning outcomes and workload expectations that meet the standards set forth above.

Academic Credit Statement; 3 Credit Hour Class (Online)

Over 8 weeks, students will spend a variable number of minutes per week in online lectures, class discussions, and in preparation of class projects and research papers. Instructional time includes a 3-hour final exam. Out-of-class work includes homework and preparation for exams and quizzes and is a variable number of minutes per week (6750 minutes for the semester).

Alternate Ways of Earning Credit

For the baccalaureate degree, Reinhardt University will accept a maximum of 30 semester credits of validated college-level learning from any combination of formal skill testing and/or experiential learning (see Experiential Learning Credit).

For the associate degree, the University will accept a maximum of 15 semester credits of validated college-level learning from any combination of formal skill testing and/or experiential learning.

Credit by examination may be granted for any combination of the following: the Advanced Placement Program Examination (AP), the College-Level Examination Program (CLEP) subject tests, the Proficiency Examination Program (PEP), and the subject tests of the American College Testing Service (ACT).

Advanced Placement (AP) Examinations

High school students who participate in the Advanced Placement Program may be eligible to earn college credit. Generally, the required cut-off score to earn college credit for AP work is a three (3) on an Advanced Placement exam. A student should check with the Office of the Registrar for acceptable scores and the specific courses they replace.

College-Level Examination Program (CLEP)

Acceptable scores on one or more of the general or subject-area examinations of the College Entrance Examination Board College-Level Examination Program (CLEP) entitle students to earn semester credits in areas where Reinhardt University offers courses. The required score to earn credit from a CLEP test is 50.

The Educational Testing Service administers CLEP exams at its various testing centers. An enrolled student should contact the Office of the Registrar regarding testing.

Proficiency Examination Program

A student who feels that he or she knows the material for a particular course may request to take a comprehensive final examination to earn credit for that course. The student must secure the approval of the appropriate School Dean and the faculty member who teaches the course. Before taking the final exam, the student must pay a test fee equivalent to the charge for one semester credit. The student must earn a grade of C or better on the final exam to earn credit for the course. The course will be noted on the transcript as having been passed by examination; however, the exam grade will not be calculated in the grade point average. If the student fails the

final exam, he or she will not be allowed to repeat it for credit in that particular course. A student may earn a maximum of 15 semester credits through the proficiency examination program.

Directed Study

A Directed study is an alternative method of learning course material that is appropriate only when a student cannot take the course in the usual manner. Under the direction of a faculty member, the student must meet the same learning outcomes as required in a regularly scheduled course. A GPA of 3.0 or higher is strongly recommended to pursue a Directed Study. Directed Studies should not be used for core classes. Regulations and directed study applications can be obtained from the Office of the Registrar. There is an additional charge of $90 per credit hour.

Independent Study

An Independent Study is a carefully organized learning activity with specific objectives and methods of evaluation developed by a student in consultation with a supervising faculty member. It is an inquiry into an area not covered by a regular course or intensive study beyond the scope of regular classroom work. Such inquiry may occur in the library or a laboratory, or through reading, research, or experimentation. The purpose of Independent Study is to encourage a high level of individual academic achievement and to stimulate and orient students toward advanced work. Independent Study courses are available in nearly every subject area and are numbered 299 (sophomore level) or 499 (junior or senior level). Regulations and Independent Study applications can be obtained from the Office of the Registrar. Only two courses taken by Independent Study may apply toward fulfilling graduation requirements and only one independent study may be taken in a term. There is an additional charge of $90 per credit hour.

Special Topics

Each discipline has a special topics designation for courses that faculty members want to offer on a onetime or experimental basis. Each discipline has a special topics number at the sophomore level (298) and at the junior or senior level (498).

Experiential Learning Credit

Reinhardt follows the recommendations of the American Council of Education and the Council for the Advancement of Experiential Learning in awarding experiential learning credit. Credit is awarded on a course-by-course basis.

Experience alone is inadequate; learning is the key component for earning credit. Experiential learning considered for credit must be related to the course work in the general education curriculum, major program of study, or elective courses of the student's chosen academic program. The experiential learning must relate to the learning objectives of the Reinhardt course for which the student is seeking credit. The student will demonstrate competencies that would be acquired through the Reinhardt course for which credit is being requested. Students in the School of Professional Studies may be awarded lower division semester credit hours for certified technical and professional training. See the School of Professional Studies section of the catalog for more information.

Procedure for Experiential Learning Credit

1. Student meets with the appropriate School Dean. The Dean ascertains the course(s) for which the student believes he or she has college level learning experience.
2. The Dean assigns a faculty member to supervise the project.
3. The faculty member provides course objectives for courses in which the student believes he or she has college level experiential learning.
4. The student meets with the supervising faculty member to discuss proposal content.
5. The student submits completed Experiential Learning Credit Proposal(s) to the supervising faculty member, who notifies the appropriate dean that the proposal has been submitted.
6. The supervising faculty member responds to the student within 15 school days.
7. The student begins work on portfolio, a fiveto eight-page narrative describing his or her learning and the relationship of that learning to the Reinhardt University course objectives. In addition to the narrative, the portfolio will contain documentation of learning such as seminar syllabi, examples of the student's work, letters attesting to the student's learning, certificates, newspaper or

magazine articles concerning the student's achievements, or any other appropriate forms of learning documentation.
8. The student submits 2 copies of the completed portfolio to the supervising faculty member.
9. The supervising faculty member notifies the Dean of the school that the portfolio has been delivered.
10. The faculty supervisor evaluates the portfolio within 30 days and returns the portfolio to the Dean of the School.
11. If the evaluator denies credit, he or she will indicate which objective has not been met and provide suggestions for the student to meet those objectives.
12. If the evaluator recommends that credit be granted, the dean will obtain signatures from the student's advisor and the Dean of the University.
13. Finally, the portfolio will be signed by the Registrar who will record E credit on the student's transcript and notify the business office to bill the student for the appropriate tuition.
14. The Dean will place one copy of the portfolio in the library and return the other copy to the student.

International Study Opportunities

Reinhardt students have the opportunity to enrich their knowledge and expand their own cultural identities by studying abroad. The International Studies program at Reinhardt University provides students with lifetransforming educational experiences outside of the borders of their own society. These programs expand upon the high-quality liberal arts, professional, and science education they obtain at Reinhardt as students learn to interact more effectively in a world that is becoming more interdependent and more global. Students may register for summer school group courses led by Reinhardt faculty program directors in which the classroom is global. In recent years, faculty-led programs have explored Spain, Ghana, France, Greece, Italy, Germany, Austria, the Czech Republic, Hungary, Great Britain, Cuba, Ecuador, and Ireland.

Alternately, or in addition, students may work on an individual basis with the Director of International Studies and their major advisors to find a summer-, semester-, or year-long study abroad program that fits their geographical, academic, and financial needs and interests. These may be classroom programs, internships, field or service learning programs, or a combination. Each program will have its own selection criteria; each applicant must meet the standards set by that particular program. Students work with their advisors to assure that their choice of a program will reinforce and supplement their major curriculum. In recent years, Reinhardt students have lived and studied in Denmark, Ireland, Australia, Spain, Great Britain, and Peru.

Federal and state financial aid - including HOPE and Georgia Tuition Equalization Grants - may be used to fund study abroad opportunities. Consult the Office of Student Financial Aid to determine eligibility. Students who study abroad through a consortium agreement with another institution remain matriculated as Reinhardt students through payment of a study abroad fee. Reinhardt students also participate each year in the Campus Ministry's mission trip programs, which are sometimes international in focus but do not offer academic credit. These programs are coordinated by the Norman W. Paschall Office of Campus Ministry and are usually offered during Spring Break.

International studies opportunities provide excellent support for students in any major and such programs deeply enrich our students and our University community.

Study at Another Institution

A currently enrolled student in good academic standing who is not on Academic Warning or Probation and who desires to take course work on a transient basis at another accredited institution must obtain prior written permission from the student's advisor, School Dean, and the Registrar at Reinhardt University. Failure to obtain this permission may result in the denial of credit. Transient request forms are available online through **SoftDocs Etrieve**.

On-line coursework must be identified as such and must receive approval from the Dean of the appropriate academic school. Students wishing to continue their study elsewhere for a second semester must seek and receive permission in advance. This extension, if approved, is good for only one semester. Courses that a student has previously failed at Reinhardt may not be retaken for credit at another institution. Transfer policies regarding minimum grades and collegiate-level classes also apply to transient work.

Academic Load

During the regular fall and spring semesters, the normal academic load is 15 credits. The minimum load for full-time status is 12 credits. A full-time student may take up to 18 credits hours without special approval. A student with a cumulative 3.00 or better grade-point average may take additional credits with the approval of the School Dean.

Class Standing

Class standing is based upon the number of semester credits successfully completed:

Credits	Standing
0 - 29	Freshman
30 - 59	Sophomore
60 - 89	Junior
90+	Senior

Academic Performance

Academic Warning

A student who fails to meet the cumulative grade-point averages designated below will be placed on Academic Warning for the following semester:

Semester Credits Attempted	Cumulative Grade-Point Average
0-30	1.8
31-60	1.9
60+	2.0

Students are removed from Academic Warning by attaining the required cumulative grade-point averages in the following semester. Failure to meet this requirement will result in Academic Probation.

Academic Probation

A student on Academic Warning who does not attain the required cumulative grade-point average by the end of the following semester is placed on Academic Probation. If at the end of the probationary semester the student still has not attained the required cumulative GPA, he or she will be suspended.

A student may remain on Academic Probation for one additional semester with the written permission of the Vice President of Academic Affairs, provided his or her GPA shows definite improvement by the end of the first probationary semester.

A student on Academic Probation is expected to focus on improving his or her GPA. Therefore, the student must adhere to the following requirements or he or she will be barred from university activities outside of his or her degree requirements, including athletics.

Plan for Academic Student Success (PASS)

Requirements for Students on Academic Probation:

1. The student is required to have his or her course schedules reviewed and approved with his or her advisor before the end of the drop/add period for the semester. In addition, the advisor will be responsible for monitoring the midterm progress of the student, based on the midterm evaluation process.
2. The student is required to meet with a staff member in the Office of Student Success at the beginning of the semester to create an individual academic success plan. The Office of Student Success will assign an Academic Success Coach (ASC) who will work with the student on tools that will allow him or her to stay on track with the academic success plan. Copies of the Plan for Academic Student Success (PASS) will be provided to the student's assigned ASC, the academic advisor, and the Athletic Director, if he or she participates in student athletics.
3. The student is required to meet with his or her ASC throughout the semester on a weekly basis to monitor the student's progress and to learn tools that will enhance his or her academic success. The ASC is responsible for communicating the results of these meetings to the Academic Support Office on a weekly basis. The Academic Support Office will maintain a file monitoring the student's progress until he or she acquires satisfactory academic standing. If the student fails to meet for the required coaching sessions more than twice, he or she will then be referred to the Vice President of Academic Affairs.

4. The Director of Athletics will provide the student's Plan for Academic Student Success to the student's athletic coach. Due to the potential effects on athletic eligibility, students that participate in athletics are required to meet with the athletic coach of the sport in which he or she participates to discuss his or her academic standing and review his or her Plan for Academic Student Success.

Academic Suspension

A student may be academically suspended for failing to meet the requirements listed under Academic Probation, for receiving all Fs in academic courses during a single semester, or for failing to make reasonable progress toward graduation.

A student who has been suspended for scholastic deficiencies may apply for readmission after an absence of one semester (excluding Summer Semester for traditional students) or, may file an immediate appeal to be reinstated for one additional semester.

The Vice President for Academic Affairs reviews the appeals for immediate reinstatement. A letter of explanation from the student must accompany the appeal. Each appeal is evaluated considering institutional purpose and the wellbeing of the student involved

A student readmitted after academic suspension will be placed on academic probation, thereby subject to the requirements of academic probation. The student is required to meet all the obligations for academic probation, in addition to any other conditions that may also be imposed at the time of readmission.

A student who has been academically suspended and who has not attended Reinhardt for one or more semesters (excluding the summer semester for traditional students), must reapply for admission to the university through the admissions process. In addition to the readmission application, a letter of explanation from the student is required. Additional information or documentation may be requested to accompany the letter. For students who were not academically suspended during the most recent past semester, the readmission review and decision will be made by the VP for Enrollment Management, the Registrar, and the Director of Admissions.

Academic Dismissal

A student reinstated after Academic Suspension who fails to meet the requirements imposed at the time of readmission will be permanently dismissed from Reinhardt University, and will be ineligible to apply for readmission.

Academic Transcripts

Official Transcripts

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, transcripts are issued only at the formal request of the student, former student, or alumnus (hereafter referred to as the "requestor"). Requestors can use our secure electronic transcript service at: https://www.studentclearinghouse.org to order an official copy of their transcript.

Each official transcript requires a fee, which varies depending on the chosen delivery method. Requestors should request transcripts well in advance of their need for them to allow time for mailed transcripts to reach their destination.

Transcripts will not be issued for those who are delinquent in their financial obligations to the University. Transcripts will be released for all semesters in which a student received federal grants, loans or work-study funds and paid off the entire balance owed to the school. For any semester in which the student received funds and still owes a balance, the transcript information will be redacted until such time as the student pays the balance or sets up a payment plan, pays the first payment and the payment clears. This policy is in line with the current federal regulations regarding the release of transcripts. If a financial hold is placed on a requestor's transcript order, it is the responsibility of the requestor to contact the University's Business Office at BusinessOffice@reinhardt.edu or 770-720-5520 to settle the hold or make such arrangements (as mentioned previously) and notify the Office of the Registrar before the transcript order can be processed.

Unofficial Transcripts

Unofficial transcripts are available to print/download for free on EagleWeb, on the "My Academic Information" page and under the "My Grades" section. Any student, both current and

former, that no longer has access to EagleWeb, may request a copy of their unofficial transcript free of charge. These requests must be submitted via email to registrar@reinhardt.edu. If the student is communicating through a personal email address, it must be the email associated with the student's record. To update a student's personal email address, contact the Office of the Registrar at registrar@reinhardt.edu.

Class Attendance

Regular attendance at scheduled classes, laboratories, and exams is each student's obligation. A student must account to the instructor for absences and make up all work missed.

Excused Absences

Excuses for illness may be secured from student health services only if a student has been checked by the nurse or is under the care of a physician.

Absences due to participation in officially sponsored University student activities or field trips are excused. It is the responsibility of the student to have the excuse approved before the absence and to complete all assignments. Faculty members who are planning field trips must have these trips certified in advance by the Vice President of Academic Affairs of the University.

Emergency absences are excused only under extraordinary circumstances (i.e., death or critical illness in a student's immediate family). Such absences are excused at the discretion of the instructor and only if the student makes her or his situation known immediately upon returning to class. Complications arising from transportation problems, ordinary business, or legal transactions are not considered emergencies.

Drop/Add Policy

Once registration is complete, the Office of the Registrar handles deletions or additions to a student's class schedule during the drop/add period. A student requesting a scheduling change after registration must complete an Add Course form or Drop Course form on **Softdocs Etrieve**.

Students may not add classes after the published drop/add period. Each term's deadline is printed in the Academic Calendar. It is the student's responsibility to check the Academic Calendar for deadlines that apply to the drop/add period and withdrawal from classes.

Any student who is receiving financial aid and wishes to withdraw from a class after the end of the drop/add period must first consult the Office of Student Financial Aid.

Drop/Add Procedures

1. The drop/add period is listed in the Academic Calendar. A student may drop a course and add another during the drop/add period. No course may be added beyond this time.
2. During the drop/add period, a student may add or drop courses by completing the Drop Course Form or Add Course Form through **Softdocs Etrieve**, or by online registration.
3. After the drop/add period, a student may withdraw from a course up to the academic withdrawal date of the respective course, as designated on the Academic Calendar, by completing the Drop Course Form through **Softdocs Etrieve**. Tuition will be charged for course withdrawals after the drop/add period. Students withdrawing after the drop/add period and prior to the academic withdrawal date of the term will receive a W. After the academic withdrawal date, students who initiate a withdrawal receive an F for the class. Students who do not follow this procedure will receive an F.
4. Any student who is unable to continue attendance in class should either drop the course, withdraw from the University, or make appropriate arrangements with the instructor to take an incomplete grade for the course.
5. Instructors have the authority to drop students who do not contact them or attend the first week of class. Instructors do not, however, automatically drop students who miss these classes. In all cases, students who do not intend to remain in a course must drop the course before the end of the official drop/add period.
6. Instructors may dismiss a student from a class when absences or other classroom behavior is detrimental to the student's

academic standing or to the success of the class as a whole. The same grading procedure and timeline apply to instructor-initiated dismissals as to student-initiated withdrawals.

Grading Policies

Grades and Notations

Levels of performance are indicated by the following grades, which are used, except as noted, in computing the semester and cumulative grade-point average (GPA). Grades are recorded on each student's permanent record:

Grade	Meaning	Grade points per semester credit
A	Excellent	4.0
B	Good	3.0
C	Average (minimum required grade points per semester credit for certain courses, as specified elsewhere in the catalog)	2.0
D	Poor (while giving credit hours, grade points per semester credit does not apply toward the degree in courses requiring a C or better)	1.0
F	Failure	None
P	Passing	None
NP	Not passing	None
AU	Audit	None
I	Incomplete (Given only in the case that a deficiency exists in a relatively small portion of the course, an incomplete means that a student was performing satisfactorily but for nonacademic reasons beyond his or her control was unable to meet full course requirements. The required work must be completed by the end of the following semester, otherwise the instructor will submit a change of grade form authorizing finalizing the Incomplete grade as an F.)	
W	Withdrew without penalty.	None
NR	Not reported - no effect on grade points: an administrative notation in the absence of a grade.	

Calculating Grade-Point Averages

The cumulative Reinhardt grade-point average is calculated by dividing the total number of grade points earned in academic courses at Reinhardt University by the total number of academic credits attempted at Reinhardt University. For example:

Quality Points divided by Credit Hours = GPA

Class	Credits	Grade	Quality Points
ENG 101	3	A	12
CHE 180	4	C	8
SPA 101	3	B	9
PED 100	2	A	8
TOTAL	12		37

37 Quality Points divided by 12 Credit Hours = 3.08 GPA

Mid-term Grading Policy

At the mid-point of each academic term, a midterm grade for each student will be assigned by the instructor. An A-F grading system will be used.Students can access their midterm grades through EagleWeb after grades are posted, and academic advisors will discuss mid-term grades with their advisees prior to or during advisement meetings.

Repeating Courses

Reinhardt University allows students to repeat courses. The higher grade earned stands as the official grade. Only the higher grade will be calculated in the GPA, although all attempts will be listed on the transcript. Repeated courses will be denoted by * and R, indicating the lower grade and higher grade, respectively, following the grade. If a student fails a course at Reinhardt, he or she may not repeat the course at another institution for credit.

Repeated courses will be regulated as follows:

1. Students are allowed to repeat a course a total of two times.
2. Any student who wishes to repeat a course a second time must meet with the Academic Advisor in order to determine if the student is adequately prepared from a historical standpoint to be successful in the course or if there are other conditions for which the student is responsible. A written form discussing the outcome of this interview will be signed by the Advisor and the student and placed in the student's permanent file.
3. Courses that are not being repeated for the purpose of securing a passing grade (a D in the case of a general education

requirement, or a C in the case of a major- or minor-required course) are not eligible for financial aid.

Scholastic Standing

Determination of scholastic standing is generally based upon the cumulative Reinhardt gradepoint average, which appears on each student's permanent record.

Grade Changes and Incomplete Course Work

Except for a grade of I, (incomplete) a final grade cannot be changed unless there has been a clerical or mathematical error in how the grade was determined. The error must be documented and the correction approved by the Dean of the school in which the course is offered. All grade changes must be submitted on the appropriate grade change form.

Students who receive a grade of I in a course must complete the course with the same instructor or an instructor approved by the respective School Dean in order to remove the I. All work must be finished within the next semester whether or not the student is in attendance. Failure to complete course requirements within the next semester will result in the instructor assigning a grade of F for the course.

Final Examinations

Final exams are given at the discretion of the instructor. They are held at the end of each semester in accordance with a definite schedule issued by the Office of the Registrar based upon the scheduled time of the course. Students should not be required to take more than two final exams on the same day. If a student has more than two final exams in a single day, he or she may reschedule one of them through the appropriate School Dean.

Instructors are discouraged from giving a final exam either to the class or to individuals at times other than the exam period scheduled.

Instructors should promptly return written tests and reports to students for review. Unless final exams are returned to students, instructors should keep exams on file for at least one year and allow each student to review his or her paper upon request.

Auditing a Course

A regularly admitted student desiring to audit a class may do so with the approval of the instructor. Auditors do not receive credit for the course; however, they may participate in class discussion with the instructor's approval. The audit fee is listed in the Tuition and Fees section of this catalog.

Auditors are not permitted to change audit status after the drop/add period ends. Auditors who decide to change their status before the end of the drop/add period must pay the balance of the course tuition fee.

Petitions and Academic Appeals

Each student is encouraged to resolve concerns through a dispute resolution process or directly with the individual(s) involved. The Division of Student Affairs offers a number of options and methods for resolving nonacademic issues. Students may use the online Student Grievance Form for **nonacademic issues and complaints.** "Conflict resolution is defined as a positive process whereby individuals resolve issues in an informal or formal atmosphere, or where issues are resolved as part of the ongoing interaction between individuals." More information as well as the Student Grievance Form can be found at https:/www.reinhardt.edu/current-students/student-grievances/

Academic Grievances

Enrollment-Related Appeals

The Appeals Committee reviews concerns regarding matriculation and enrollment issues that are not outlined above or those related to degree completion. For example, the Appeals Committee reviews requests regarding Satisfactory Academic Progress for financial aid purposes, withdrawal from the University subject to academic and/or financial penalty, or drop/add of course work after the deadline to do so. Students wishing to appeal should begin the appeal process by emailing the Office of the Registrar at registrar@reinhardt.edu

Faculty Grievance

A student with a grievance against a faculty member must meet with the instructor involved. If the grievance remains unresolved, the student must discuss the concern with the appropriate School Deal. Failing resolution at that level, the student may seek satisfaction from the Vice President of Academic Affairs of the University.

Grade Grievance

A student may appeal for a grade change within 30 days of the posting of final grades. An appeal form is available in the Office of Academic Affairs. A completed appeal form should be submitted to the appropriate School Dean. More information, as well as the access to the appeal form, can be found at https://www.reinhardt.edu/current-students/student-grievances/

Non-Academic Grievances

All general student grievances concerning the University should be referred to the Office of the Vice President for Student Affairs and Dean of Students for appropriate dissemination. An online form for all Non-Academic Grievances can be found at https:/www.reinhardt.edu/currentstudents/student-grievances/

Campus Safety Grievance

Student grievances concerning issues pertaining to safety on campus should be submitted to the Office of Public Safety.

Freedom of Expression Grievance

Student grievances concerning freedom of expression should refer to the Freedom of Expression policies found in the Student Handbook & Planner. Student grievances concerning their freedom of expression should be submitted to the Office of the Vice President for Student Affairs and Dean of Students.

Handicap Accessibility Conditions Grievance

Student grievances concerning persons with handicap conditions should refer to the related policies found in the Student Handbook & Planner. No qualified applicant, student, or employee shall be discriminated against on the basis of handicap at Reinhardt University. Inquiries regarding compliance with Section 504, Rehabilitation Act of 1973, may be directed to the Executive Director for Physical Plant Operations Reinhardt University, 7300 Reinhardt Circle, Waleska, Georgia, 30183 or to the Director of the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C. Disabled students are accommodated on an individual basis. Students requiring an academic or instructional accommodation should contact the Office of Academic Affairs. Students who require a physical accommodation should contact the Division of Student Affairs. Students with specific learning disabilities and/or attention deficit disorder should consult the Academic Catalog for information about the Academic Support Office.

Hazing Grievance

Complaints or information concerning an alleged violation of the hazing policy should be reported to the Assistant Dean of Students or Director of Athletics. All reports will be taken seriously. Staff will investigate all complaints and take appropriate action upon confirmation of a violation.

Parking Violation Grievance

The Office of Public Safety issues parking permits to all faculty, staff, and students. The parking lots are monitored for parking violations. The parking rules and regulations are strictly enforced and any vehicle in violation will receive a citation. If students or other members or the college community wish to report a parking violation, they should contact the Office of Public Safety. Students wishing to appeal a parking violation ticket must submit the required Ticket Appeals form to the Office of Public Safety within 7 calendar days of receipt of the ticket. Information regarding the ticket appeals process may be found outside the Office of Public Safety.

Residence Life Grievance

Student grievances concerning the Office of Residence Life should be submitted to the Director of Residence Life. The Office of Residence Life appeal, grievance, and complaint resolution procedure is available to any resident for resolution of any disagreement or concern arising from the Residential Life policies or procedures. The resident must initiate the appeal, grievance, or complaint by discussing the problem or disagreement with the Office of Residence Life.

Sexual Harassment Student Grievance

Student grievances concerning sexual harassment should refer to the related policies found in the Student Handbook & Planner. Grievances concerning harassment or discrimination should be submitted to the Division of Student Affairs for review. If the grievance involves a faculty and/or staff member, the Office will forward the matter to the Office of Human Resources.

Student Services Grievance

Student grievances concerning any department within the Division of Student Affairs should be submitted to the Office of the Vice President for Student Affairs and Dean of Students.

NC-SARA Student Grievance Information

In-State Students: click here to access the GNPEC Student Grievance Information: https://gnpec.georgia.gov/student-resources/complaints-against-institution/gnpec-complaint-form

Out-of-State Students: Students click here to access the NC-SARA Student Grievance Information: https://nc-sara.org/sara-student-complaints-0

The Online Student Grievance Form

The online Student Grievance Form for Nonacademic Issues should state and specify the following information:

- the type of grievance
- by whom and for what reason the grievance is sought
- date or dates, names, and addresses (if applicable) of any witnesses
- what remedy and/or solution is being sought

The grievance must be filed within 30 business days of the alleged incident and/or grievance. The University will determine on a case-by-case basis whether complaints filed after this deadline will be considered. The Office of the Vice President for Student Affairs and Dean of Students will follow its concept of "reasonable fairness" in seeking to resolve the matter.

All parties involved with the grievance will be notified of the complaint and/or grievance, may know the source of the complaint, and will be allowed to provide pertinent information in addressing the grievance.

In some instances, such as cases regarding disciplinary action, personal records, sexual harassment and discrimination, an investigation may be appropriate and conducted by the Vice President for Student Affairs and Dean of Students or his designee.

A written determination as to the validity of the grievance and a description of the resolution, if any, will be issued by the Vice President and Dean of Students and a copy forwarded to the student with the complaint and/or grievance.

The Vice President and Dean of Students will review the grievance and notify the student with the complaint and/or grievance of the resulting determination in writing within 15 business days. A possible solution may involve mediation.

The right of a student to a prompt and equitable resolution of the complaint filed will not be delayed by the student's pursuit of other remedies, such as filing a complaint with the responsible state/federal department or agency.

If, after exhausting the Reinhardt University internal grievance procedure, Reinhardt University has not responded to a student's satisfaction, or a satisfactory remedy has not been found, it is the right of the student to contact GA-SARA for further investigation into the issue.

Student complaints can be filed with the Georgia Non-Public Postsecondary Education Commission, https://gnpec.georgia.gov. In order for GA-SARA to initiate an investigation, a student must exhaust all available grievance procedures established by Reinhardt University.

Each student is encouraged to resolve concerns through a dispute resolution process or directly with the individual(s) involved. The Office of Student Affairs offers a number of options and methods for resolving nonacademic issues.

Withdrawal from Reinhardt University

It is the obligation of the student to initiate and complete withdrawal paperwork in a timely manner and in accordance to university policy. Untimely or incomplete withdrawal may adversely affect a student's balance with Reinhardt University, or his or her financial aid eligibility at other institutions. A third party (parent, guardian, relative, friend, coach, significant other, etc.) *may not initiate or complete a withdrawal* on behalf of the student.

If a main campus student wishes to withdraw from all courses before the end of the semester, he or she must:

- Submit a Withdrawal Form via **Softdocs Etrieve** to the Registrar's Office for processing. The Business Office, the Office of Financial Aid, the Office of Student Affairs, Public Safety, the Athletic Dept, and Res Life will be notified as soon as the withdrawal is processed by Registrar. Please allow 2-5 days for processing. *Paper withdrawal forms are no longer accepted*.
- Refunds due to a withdrawal from Reinhardt University are processed according to the submission date and the refund policies listed in this catalog.
- Students who complete the appropriate paperwork and withdraw before midterm of the respective term or sub-term of a course will receive a grade of W.
- Students who cease attending the university without completing the appropriate paperwork or who initiate a withdrawal after the published deadline for the last date to withdraw without penalty will receive a grade of F.

If a student in an online program wishes to withdraw from all courses before the end of the semester, he or she must:

- Notify his or her advisor that he or she wishes to withdraw
- Contact the Office of Financial Aid to determine how withdrawing will impact his or her financial aid.
- Submit a Withdrawal Form via **Softdocs Etrieve** to the Registrar's Office for processing. The Business Office and the Office of Financial Aid will be notified as soon as your withdrawal is processed by the Registrar. Please allow 2-5 days for processing. *Paper withdrawal forms are no longer accepted*.
- Online students can also be withdrawn from the university due to lack of participation in their program. Attention should be given to the course syllabus for course attendance expectations. Students who have not completed initial course activities during the first week of the term will be administratively withdrawn. An administrative withdrawal may negatively impact a student's financial aid or balance with the university.

If a student wishes to withdraw from the University after the semester has ended, he or she must:

- Submit a Withdrawal Form via **Softdocs Etrieve** to the Registrar's Office for processing. The Business Office and the Office of Financial Aid will be notified as soon as your withdrawal is processed by the Registrar. Please allow 2-5 days for processing. *Paper withdrawal forms are no longer accepted*.
- Students are obligated to settle all financial obligations to the University
- Students who decide to return after a withdrawal is processed must go through the readmission process through the Office of Admissions.

Academic transcripts are not automatically issued to withdrawing students; withdrawing students who wish to request a transcript must do so in the process outlined under the Academic Policies and Procedures section of this catalog. For more information on how withdrawing from the university may affect a student's balance with the University, including withdrawal refund policies, please see the Reinhardt University Refund Policies earlier in this section of the catalog.

Academic Advising

Purpose of Academic Advising

Academic advising at Reinhardt University is an intentional and respectful relationship between each student and a faculty advisor. Advisors mentor students as they formulate meaningful and workable academic pathways to graduation and develop the confidence to meet 21st century challenges and opportunities while they explore their strengths, interests, and aspirations. Academic advising encourages students to think critically, solve problems, act independently, and embrace lifelong learning.

Indications of effective advising include:

Faculty advisors who:

a. Schedule and hold regular and timely advising meetings that address multiple areas of a student's academic experience.
b. Guide students through appropriate course selection to meet degree requirements.
c. Encourage students to connect with available resources as needed.
d. Serve as a sounding board as students explore and consider career and graduate study options.
e. Remain knowledgeable and aware of curricular policies and avail themselves of advising resources provided by the University

Students who:

a. Meet regularly with their faculty advisors to develop an ongoing relationship.
b. Familiarize themselves with academic catalog policies and degree requirements.
c. Take responsibility for working with their faculty advisors to develop an academic pathway and to select/register for appropriate courses each semester.
d. Seek out available resources recommended by their faculty advisors.
e. Engage their faculty advisors as they explore and consider options for career or graduate study.

A University that:

a. Values and promotes the faculty-student advising relationship.
b. Provides adequate training, tools and resources for effective advising.
c. Continually monitors and assesses the advising process to ensure that the University's mission is fulfilled.

Academic Advisement

All new students will be advised as a part of New Student Orientation by the School Dean of the intended major. Students who have not selected a major are advised by Dr. Melissa Hickman, Dean of Student Success.

All students are assigned an advisor with whom they will meet periodically to discuss their academic programs, progress towards degree completion, career goals, and personal goals. At least once each semester, students are expected to schedule an appointment with their advisors to discuss and select classes for the following semester.

Change of Advisor

A request for a change of advisor is subject to review by the respective School Dean.

Change of Major or Minor

Students wishing to initiate a change of their major or minor should meet with their current advisor or School Dean. When complete, the student submits a Major Declaration Form or Minor Declaration Form located on **SoftDocs Etrieve.**

Graduation Requirements

Student Responsibility

Faculty advisors and the Office of the Registrar make every effort to assist and advise the student so that he or she may successfully complete university work in a reasonable time period. The ultimate responsibility for meeting

graduation requirements rests with the individual student The University will not assume responsibility for ensuring that the right courses are taken at the right time.

Each student is responsible for following the guidelines in the Academic Catalog in force at the time of initial enrollment and for being aware of information pertaining to his or her course of study. It is also the student's responsibility to check the Academic Calendar for important deadlines that apply to drop/add periods, withdrawal from classes, and graduation application.

To earn a degree from Reinhardt University, students must meet the following requirements:

1. Completion of a minimum of 120 semester credits with a Reinhardt cumulative grade point average of 2.0 or higher for the baccalaureate degree. For an associate degree, completion of a minimum of 60 semester credits with a Reinhardt cumulative grade-point average of 2.0 or higher is required.
2. For the baccalaureate degree, at least 30 of the last 45 semester hours prior to graduation must be earned from Reinhardt University. At least 50% of upper-level major required courses must be completed at Reinhardt University. Program-specific exceptions may apply.
3. For the associate degree, completion of the last 20 semester credits must be earned at Reinhardt University, immediately preceding graduation. At least 50% of major required courses must be completed at Reinhardt University. Program-specific exceptions may apply.
4. Satisfaction of general education requirements and major field requirements.
5. Demonstration of basic computer competency as defined by the respective major.
6. Attainment of a grade of C or better in all courses required for the major.
7. Submission of an application for graduation to the Office of the Registrar by the deadline specified in the Academic Calendar.
8. Satisfaction of all financial and other obligations to the University and payment of a graduation fee.
9. Formal faculty approval for graduation.

Application for Degree

Application for Degree

A student who has achieved 85 earned semester hours may request a graduation audit from the Office of the Registrar by submitting an Application for Graduation on **SoftDocs Etrieve**.

A prospective graduate must submit the completed application for degree, along with a completed advisement grid from the advisor, to the Office of the Registrar no later than the deadline posted in the Academic Calendar for the anticipated graduation date. The processing fee of $100 is due upon submission of the application.

Forms submitted after this date are subject to a late graduation fee of $125. The early application timeframe enables the Office of the Registrar to compare the prospective graduate's transcript to the requirements of his or her degree program. Any problems noted during this transcript audit are brought to the student's attention. It is the student's responsibility to correct irregularities and deficiencies by providing missing transcripts, obtaining course substitutions, and making schedule changes needed to successfully complete the course of study.

Calculation of Final GPA

The cumulative Reinhardt grade-point average is calculated by dividing the total number of grade points earned in academic courses at Reinhardt University by the total number of academic credits attempted at Reinhardt University.

Quality Points ***divided by*** Credit Hours = GPA

Calculation of Final GPA for students who have transfer credit:

Credit earned at other post-secondary institutions will be evaluated and included in the student's final GPA calculation for the purpose of

awarding honors and final GPA documentation. This will include courses/credit not accepted towards the student's degree at Reinhardt.

Total of Quality Points from all schools including Reinhardt

divided by

Total of all Credit Hours from all schools including Reinhardt = GPA

Grades of P and NP are not calculated into a grade-point average.

Students majoring in education should see the criteria for completion of all Bachelor of Science in Education programs in this catalog.

A second major or a minor requires no minimum number of additional credit hours, only completion of any additional required courses. A course may be counted as meeting more than one requirement, except that a course required for a major or a minor may not also be counted as meeting a general education requirement unless no alternative exists.

A student who earns a first bachelor's degree from Reinhardt University may also earn a second degree from Reinhardt in a different program by completing the required courses for that major. A minimum of 32 additional semester credit hours in residence is required. If the candidate has earned a first baccalaureate degree from another regionally accredited college or university, a second bachelor's degree to be earned at Reinhardt requires a minimum of 32 semester credit hours in residence.

Graduation Honors

Reinhardt University awards Latin honors in baccalaureate degree programs for overall gradepoint averages, including all transfer credit. For Commencement announcements, honors are determined according to cumulative GPAs at the end of the Spring Session I.

Honor	GPA
Cum Laude	3.30 - 3.59
Magna Cum Laude	3.60 - 3.89
Summa Cum Laude	3.90 - 4.00

Participation in Commencement

One commencement ceremony is held at the end of Spring Semester for all anticipated Fall, Spring, and Summer graduates in the current academic year.

To participate in Spring Commencement, all degree requirements, including satisfaction of student financial obligations to the University, must be met at the end of Spring semester. Or, if course work is to be completed during Summer semester, a petition to participate in Commencement activities may be approved. This form is available in the Office of the Registrar. Attendance at this ceremony is expected of all students.

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Randell Trammell '03 '09, Cartersville

Angie B. Ulm '90, Waleska

Stacey Williams '12 '14, Jasper

Course Information

Undergraduate Course Level Descriptions for Reinhardt University

The university's undergraduate course numbering system is as follows:

- 100-200 level – freshman- and sophomorelevel courses
- 300-400 level – junior- and senior-level courses

Courses at the 100-200 level are primarily taken by freshmen and sophomores, but remain open to all students; they are introductory in nature, requiring little or no disciplinary preparation in terms of skill or knowledge. Completion of 100 – 200 level courses builds foundational academic skills and ensures that students are broadly educated and prepared for success in upper-level courses in their major.

Courses at the 300-400 level are primarily, but not exclusively, designed for juniors and seniors. These courses are more advanced, usually requiring prerequisite disciplinary competence or skill preparation for student success. They may include courses with various methodologies, extensive disciplinary breadth or depth, directed and independent studies, and both study abroad and internship opportunities. While the intention is to develop advanced skills and deepen specialized knowledge, courses may also focus on how knowledge is produced and utilized.

Responsibility for determining appropriate course levels and methodologies rests with faculty in the discipline or major. Faculty in the school housing the major or discipline will serve as a secondary level of review before proposed courses are sent to the Curriculum Committee, Faculty Senate, or included in the University Catalog.

Curriculum Abbreviations

Abbreviation	Program
ART	Art
BBA	Business Administration
BIO	Biology
BUS	Business Administration
CHE	Chemistry
CJS	Criminal Justice/Sociology
CNV	Canvas
COH	Community Health
COM	Communications
CRJ	Criminal Justice
CSS	Computer Science
DAN	Dance
EDU	Education
ENG	English
FRE	French
FYS	First Year Seminar
GEO	Geology
HCA	Healthcare Administration
HTH	Healthcare
HUS	Human Services
HIS	History
HON	Honors
IDS	Interdisciplinary Studies
LDR	Leadership Seminar
MAT	Mathematics
MIT	Math and Information Technology
MSE	Music Education
MST	Museum Studies
MUA	Applied Music
MUE	Music Ensemble
MUS	Music
MUT	Music Theater
NUR	Nursing
OML	Organizational Management and Leadership
PHI	Philosophy
PED	Physical Education
PCS	Physics
POL	Political Science
PSY	Psychology
REL	Religion
RHU	Reinhardt Success Courses
SCI	Sciences
SOC	Sociology
SPA	Spanish
SSC	Social Science
SSP	Sport Studies
THE	Theatre
WLC	World Languages and Cultures

College and School Information

College of Humanities, Sciences and Technology

Dean: Zachary Felix, Ph.D.,
Office: Dobbs 208
Phone: 770-720-5936
Email: ZIF@reinhardt.edu

Degree Programs

The College of Humanities, Sciences and Technology offers degree programs in the following disciplines:

Humanities

- Creative Writing
- English (BA)
- History (BA)
- Interdisciplinary Studies (BA)
- Religion (BA)

Mathematics and Sciences

- Biology (BS)
- Cyber Security (BS)
- Mathematics (BS)
- Political Science (BS)
- Psychology (BS)
- Sociology (BS)

Price School of Education

- Elementary Education (BS) + Dyslexia Endorsement + Reading Endorsement
- Middle Grades Education (BS)
- Secondary English ELA (BS)

- Secondary Social Sciences (BS)
- Secondary Biology (BS)
- Secondary Mathematics (BS)

Minors and Certificate Programs

The College also offers minors in most of these fields along with two certificate programs and an Associate of Arts (AA) degree, including,

- Certificate of Museum Studies

Graduate Programs

The College of Humanities, Sciences and Technology houses two graduate programs:

- Master of Fine Arts (MFA) in Creative Writing
- Master of Arts in Teaching (MAT) in Elementary Education

College of Humanities, Sciences and Technology - Price School of Education

Dean: Zachary Felix, Ph.D.
Office: Dobbs 208
Phone: 770-720-5936
Email: ZIF@reinhardt.edu

Director of Teacher Education:
Tami Smith, Ed.S.
Office: Paul Jones 101
Phone: 770-720-5659
E-mail: TJS@reinhardt.edu

Website: https://www.reinhardt.edu/schools-programs/price-school-of-education/

Mission

The mission of all teacher preparation programs at Reinhardt University is to produce reflective, problem-solving teachers who respond to the diversity of student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment. Degree Programs The Price School of Education (PSOE) offers Bachelor of Science (B.S.) degrees in the following education programs:

- Elementary Education (EE)
- Middle Grades Education (MGE)
- Secondary Education – Biology (BIO)
- Secondary Education – English/Language Arts (ELA)
- Secondary Education – History Education (HIS)
- Secondary Education – Mathematics (MAT) A Bachelor of Music Education (B.M.E.) is offered in the following area:
- Music Education (P-12)

Note: The Music Education program leads to a Bachelor of Music Education. The degree program is offered collaboratively with the School of Performing Arts and requires separate admission to the School of Performing Arts. Persons choosing to teach in elementary, middle, or high schools elect to major in Elementary Education leading to Pre-Kindergarten through Grade Five (P-5) certification; Middle Grades Education leading to Grades Four through Eight (4-8) certification; or Secondary Education leading to Grades Six through Twelve (6-12) certification in either Biology, English/Language Arts, History, or Mathematics. Music Education leads to certification in Pre-Kindergarten through Grade Twelve (P-12).

Conceptual Framework

The PSOE teacher education conceptual framework establishes the shared vision in preparing educators to work in Pre-Kindergarten through Grade 12 schools and provides direction for all programs, courses, teaching, teacher candidate performance, scholarship, service, and unit accountability. The conceptual framework is built upon three basic beliefs about teaching:

1. Student differences are understood, appreciated, and built upon through respectful, meaningful work in a collaborative, nurturing classroom environment;
2. Student growth and success are developed through the process of ongoing assessment and adjusted instruction; and
3. Teachers who are extremely knowledgeable about their subject matter, a variety of wise and flexible instructional practices, and multiple options for student assessment are better equipped to adjust the essential curriculum content, their own instructional practices, and student assessment options to address learner differences within their classrooms.

The purpose of all PSOE teacher preparation programs is to prepare educators who can create

a learning community of care and challenge. This purpose is realized through the Differentiated Approaches to Teaching Assessment (DATA) Instructional Model that describes different approaches for teaching and assessment. The PSOE conceptual framework represents a strong commitment to the preparation of effective teachers who adapt instruction to support students' diverse learning needs and to maximize student learning.

Teacher Candidate Student Learning Outcomes

To best facilitate the Differentiated Instruction Model, the faculty of the PSOE has established the following domains and PSOE Student Learning Outcomes for all teacher education programs:

Planning for Differentiated Instruction and Assessment

Student Learning Outcome 1: The teacher candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.

Providing Differentiated Instruction and Assessment

Student Learning Outcome 2: The teacher candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.

Impacting Student Learning

Student Learning Outcome 3: The teacher candidate uses systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.

Professional Responsibilities in Support of Differentiated Instruction and Assessment

Student Learning Outcome 4: The teacher candidate displays a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

PSOE Admission Requirements

The PSOE has established three admission points throughout its teacher preparation programs where evidence of candidate content, pedagogical and professional knowledge, skills, and dispositions will be reviewed, and decisions made regarding eligibility for the next stage of candidate development. During each stage, candidates will demonstrate proficiency acquisition through a structure of courses that will be common to all candidates in each program.

Prior to Stage I initial admittance to the PSOE, teacher candidates will acquire basic knowledge and understanding of PSOE conceptual framework based on the elements of differentiated instruction. After Stage I admission, coursework will be designed to assist candidates in integrating essential content as well as pedagogical and professional knowledge to plan and implement instruction that will support students' diverse learning needs. Stage I courses will highlight the PSOE DATA Model for Instruction as a teacher's response to the needs of academically diverse learners.

Following Stage II admission, candidates will receive scaffolded assistance as they apply the PSOE Student Learning Outcomes in a local classroom practicum setting. After Stage III admission, candidates will independently apply the PSOE Student Learning Outcomes through implementation of the DATA Model during 16 weeks of fulltime teaching in a local school setting.

For **Stage I** Initial Admittance to the PSOE, all PSOE Candidates must:

- Complete a minimum of 36 semester credit hours with a grade point average of 2.75.
- Complete the following courses with a *C* or higher: EDU 225, EDU 230, ENG/WRR 101, ENG/WRR 102 or ENG 103, and PSY 101.
- Complete the GACE Georgia Educator Ethics Program Exit Assessment: Test 360.
- Submit a background check to ensure a demonstration of consistent ethical behavior.
- Provide documentation of at least 15 hours of classroom field experience.
- Demonstrate a professional disposition during general education coursework and field experience.
- Demonstrate knowledge and understanding of the PSOE conceptual framework addressing differentiated instruction and assessment.
- Submit an application for initial admittance to the PSOE.

- Complete a successful interview with the PSOE Teacher Education Admissions Committee.

NOTE: Secondary Biology, English/Language Arts, Mathematics, and Music Education students must also complete all program content area courses with a C or higher. Students should see their program coordinator for the specific rubric criteria. In addition to the above criteria, Music Education students must pass the Piano Proficiency Exam in order to be formally admitted to Music Education.

For **Stage II** Admittance to Clinical Practice, ECE, MGE, and Secondary Education Candidates must:

- Possess an overall GPA of at least 2.75 with grades of C or higher in all Major Field, Teaching Field, Affiliated Teaching Field, and Professional Education Courses.
- Provide documentation of at least 30 additional hours of field experience.
- Demonstrate a professional disposition during Stage I coursework.
- Submit an application for Stage II admittance to Clinical Practice Courses. Stage II applications may be obtained from and returned to the Clinical Practice Coordinator of the PSOE.

NOTE: Admission to Clinical Practice is not a requirement for Music Education candidates.

Music Education (P-12)

Students must be admitted to the School of Performing Arts and the Price School of Education and meet all specific graduation requirements from both schools. The P-12 program in Music Education leads to a B.M.E. degree. The Music Education degree is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

PSOE Advisement

Once the program is identified as a major, the Office of the Registrar will notify the Dean's Office of the Price School of Education, who will assign a permanent advisor. It is extremely important that the advisory relationship be maintained throughout the program as the scheduling of proper courses and sequences and the arranging of internships need to be coordinated.

Academic Integrity

Items 1-6 below are recognized as unacceptable forms of academic behavior at Reinhardt University. Items 7-9 represent additional forms of academic dishonesty established by the Price School of Education.

1. Plagiarizing: Presenting words or ideas not your own as if they were your own. Three or more words taken directly from another author must be enclosed in quotation marks and documented.
2. Submitting a paper written by another student or another person as if it were your own.
3. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics that supposedly represent your original research.
5. Cheating of any sort on tests, papers, projects, reports, etc.
6. Unauthorized use of the password or account number of another student or a faculty member to gain access to computers, data files, or computer output.
7. Aiding or otherwise enabling another student to engage in any form of academic dishonesty.
8. Failure to report suspected or obvious incidences of academic dishonesty to the course instructor.
9. Any other behaviors that violate the spirit of ethical and professional behavior.

Penalties for Academic Dishonesty

In the event of academic dishonesty, according to the definitions (1-9) stated above and whatever additional definition an instructor has indicated in a course syllabus to his or her students, the instructor may do one of the following things, based on his or her assessment of the severity of the infraction and any extenuating circumstances:

1. Assign a grade of F or 0 on the paper, project, or exam but allow resubmission, resulting in a maximum possible combined grade of C.
2. Assign a grade of F or 0 on the paper, project, or exam without the opportunity for resubmission.
3. Assign a grade of F in the course.

Students taking classes in the PSOE and teacher education candidates must understand that academic dishonesty in any form may have consequences beyond the boundaries of one class and may result in denial of admission or dismissal from the PSOE. A student appeals process is available to address grade appeals, denial of admission to the PSOE, and dismissal from the PSOE.

In all cases, the instructor will forward evidence of dishonesty to the Dean of the Price School of Education for review and action. The Dean shall forward evidence of dishonesty and a summary of any action taken to the Vice President of Academic Affairs.

PSOE Grade Appeals

A candidate has the right to appeal a grade or evaluation assigned in a course, a field experience, or Clinical Residency only if there is evidence of a capricious change in grading standards or criteria stated in the course syllabus. A student shall receive a decision within a reasonable period of time.

PSOE Grade Appeals Procedures

1. A candidate who is seriously dissatisfied with a grade should consult with the instructor of the course or the supervisor of field experience/Clinical Residency and ask for clarification. The candidate may also ask his or her advisor for direction.
2. If the issue is not resolved, the candidate may consult with his or her advisor and may subsequently file an appeal in writing with the Dean of the PSOE. The Dean will then consult with the candidate, the faculty member, and appropriate personnel. (If the appeal is for field experience or Clinical Residency, the Director of Field Experience would be an intermediate step in the process before the Dean.)
3. The candidate may request a hearing with the faculty member or supervisor, the candidate's advisor, and the Dean.
4. If there is still no resolution, the candidate has the option to appeal to the VPAA. The faculty member has the option to appeal to the Faculty Appeals Committee.

PSOE Appeals of Admission/Retention Decisions

A candidate may appeal admission and retention decisions if there has been an irregularity in adhering to the established criteria. These decisions are made by structured faculty committees by following specific guidelines and procedures and are accompanied by specific reasons for denial of admission or retention.

Appeal Procedures

1. An appeal of an admission or retention decision must be made in writing and received by the Dean within two days of the original decision.
2. The Dean may elect to make a decision, return the decision to the original faculty committee with recommendations, or may refer it to the Candidate Appeals Committee. The Candidate Appeals Committee will consist of two representatives from the PSOE not involved in the original decision, if possible; two faculty outside the PSOE; and two student candidates. The Dean of the PSOE will appoint the members of this committee.
3. The candidate may appeal the Candidate Appeals Committee or Dean's decision to the VPAA for final consideration.

Cauble School of Nursing and Health Sciences

Dean: Kimberlin Zelinsky, DNP

Office: Lawson Lower Level 10-H
Telephone: 770-720-9177
E-mail: kgz@reinhardt.edu

Website: https://www.reinhardt.edu/schools-programs/cauble-school-of-nursing-health-sciences/

Program Mission

The mission of the Cauble School of Nursing and Health Sciences is to prepare students to be competent, caring, professional, generalist nurses who are lifelong learners and thrive in providing competent, safe, ethically responsible, culturally-sensitive, patient and family centered care in the ever-changing healthcare landscape.

Program Vision

The Reinhardt School of Nursing will utilize established and innovative educational practices to produce the next generation of nurses grounded in the roles of leaders, innovators, collaborators, educators, researchers, and practice experts in providing compassionate, safe, quality-focused nursing care.

Program Values

Cauble School of Nursing and Health Sciences values build upon Reinhardt University values of faith, learning, and leading and include:

- Integrity
- Accountability
- Responsibility
- Respect
- Caring
- Diversity
- Excellence
- Vision

Cauble School of Nursing Program Goals

1. Provide baccalaureate nursing education within a liberal arts framework with a focus on the art and science of nursing, recognizing the need to address all human needs biologically, psychologically, socially/culturally, and
spiritually as entry into practice and the basis for pursuing graduate education.
2. Graduate prepared B.S.N. students who meet criteria for licensure and are able to enter practice and function as a generalist novice nurse.
3. Prepare graduates to be flexible and have the ability to adapt in the ever-changing healthcare landscape.
4. Prepare graduates to be leaders that can impact patient care, the healthcare environment, and the communities they serve.

McCamish School of Business and Professions

Dean: Joseph W Mullins, Ph.D.,
Office: Gym 213
Phone: 770-720-5946 Fax: 770-720-5602
Email : JWM@reinhardt.edu

Website : http://www.reinhardt.edu/mccamish

Reinhardt Public Safety Institute: Jeff Black, Executive Director
Phone: 770-720-5927
Email: JKB@reinhardt.edu

Mission

The McCamish School of Business endeavors to provide a comprehensive business education to students in a variety of business programs, in accordance with the established objectives of Reinhardt University. An appreciation of learning and serving others is fostered in the McCamish School of Business, as students are prepared for a diverse world in which they may join large multinational corporations, manage and/or own a small business, or pursue graduate education. Emphasis is placed upon professional preparation within the context of the liberal arts tradition of preparing the whole person for a diversity of roles in life.

Special Features and Activities

Reinhardt University Business Club (RUBC):

- The mission of the Business Club is to create an inclusive and engaging community that prepares students for successful careers in business by fostering professional development, ethical leadership, experiential learning, innovation, networking, and meaningful collaboration with industry leaders, business professionals, alumni, and peers.
- The club regularly hosts accomplished guest speakers and offers professional development workshops focused on résumé writing, LinkedIn optimization, Excel and business technology skills, interviewing, and career readiness. A signature experience of the club is an annual corporate visit program featuring organizations such as The Coca-Cola Company and Chick-fil-A, where students gain valuable insight from

corporate leaders and recent graduates successfully navigating today's business environment.
- The Business Club is open to all students, and there are no dues or membership fees to join.

Degree Programs

The McCamish School of Business offers the Bachelor of Science (B.S.) degree in Business Administration on the Main Campus only, with the following concentrations (see page P-6):

- Accounting
- Artificial Intelligence
- Certified Financial Planner
- Digital Marketing
- Finance
- General Business
- Healthcare Administration
- Human Resource Management
- Management
- Marketing
- Professional Selling
- Project Management
- Supply Chain Management

The McCamish School of Business offers the Bachelor of Science (B.S.) degree in Sports Studies and the Bachelor of Science (B.S.) degree in Sport Media on the Main Campus only.

Admissions

See the Admissions Procedures.

Adult and Online Degree Programs

The McCamish School of Business and the Professions offers bachelor's degree programs in the following areas:

- Bachelor of Business Administration (B.B.A)
- Bachelor of Criminal Justice (B.C.J.)

An associates of science degree is offered in:

- Business Administration (A.B.A)
- Criminal Justice (A.S.C.J.)

School of the Arts

Dean: Fredrick Tarrant, PH.D., Dean
Office: Falany Performing Arts Center Room 105
Phone: 770-720-9221
Email: FKT@reinhardt.edu
Website: http://www.reinhardt.edu/academics/music/index.html

Mission

The School of the Arts unites Reinhardt's Art, Communications, Music and Theatre divisions. Our mission is to train artists in a variety of fields, teaching and mentoring them to become highly skilled visual and performing artists, media producers and teachers. The School provides enrichment opportunities for the entire university as well as the wider community by providing opportunities to experience art and media exhibits, as well as numerous performing arts events throughout the academic year.

Degree Programs

The School of the Arts offers the following degrees:

- Art and Design (BFA)
  - Digital Media Arts (BFA)
  - Graphic Design (BFA)
  - Studio Art (BFA)
- Communication and Media Studies (BA)
  - Film and TV Production (BA)
- Bachelor of Arts in Music (BA)
  - Church Music Concentration
  - Performance
- Bachelor of Arts in Theatre (BA)
  - Acting Track
  - Technical Track
- Bachelor of Fine Arts in Musical Theatre (BFA)
- Bachelor of Music Education, K-12 (BME)
- Bachelor of Music (BM) in:
  - Performance

Music and Theatre Programs

General Information

Performing Arts students must successfully complete all university-wide general education requirements and meet the specific core requirements of the curricula they select in the School of Performing Arts. Some degree plans have specific requirements for General Education courses that must be taken in selected domains. (See General Education Courses Required in the Major for each degree.)

It is possible for all students working toward degrees in the School of Performing Arts to complete their programs in eight semesters, but students who enter with deficiencies may require extra semesters.

Musical Theatre (BFA) majors must complete, at a minimum, a 25-minute senior showcase. BM in performance majors must complete, at a minimum, a junior (25-minute) and a senior (50-minute) recital in the major performance area. Students pursuing all other degrees in music, except the BA (Church Music Concentration), must complete, at a minimum, a 25-minute senior recital. Showcases and recitals must meet the minimum standards for performance excellence as established by the theatre and music faculties.

All candidates for the BM, BME, and BA degrees in music must demonstrate piano proficiency. The required skills are built into a four-semester class piano sequence to be taken during the freshman and sophomore years. Students completing the four semester hours of Class Piano with a grade of C or better will have demonstrated the appropriate proficiency. Musical Theatre majors demonstrate keyboard proficiency by completing a two-semester class piano sequence during the sophomore year.

Hill Freeman Library houses most of the collections for the music and theatre divisions, including scores, recordings, composers' collected works, monographs, scripts, etc. Piano pedagogy library materials are housed in the Class Keyboard Lab in FPAC 204. Four computer stations and study spaces are available in FPAC 136 for student use.

BM and BME majors must participate in a major performance ensemble each semester they are enrolled as full-time students in residence. BFA majors must be enrolled in a major ensemble for a total of 4 semesters. Music minors must be enrolled in a major ensemble for at least 4 semesters. All students whose major areas are wind, brass, or percussion will enroll in Wind Ensemble each semester, and they must enroll in Marching Band and Pep Band during their freshman and sophomore years. Students whose performance area is voice will enroll in the Concert Choir. Piano performance majors will enroll in a major instrumental or choral ensemble. Applied guitar majors will enroll in the Guitar Ensemble.

Students majoring in music must earn a grade of C or better in all music courses. Music courses with a grade lower than C must be repeated until a grade of C is achieved.

All first-time freshmen are required to attend Performing Arts Orientation sessions. See the Music Student Handbook and the Theatre Student Contract for details.

General Education

General Education Requirements

Mission

The General Education curriculum at Reinhardt University equips students with the foundational literacies, skills, and collaborative experiences for career success and whole-person thriving.

Student Learning Outcomes

1. Students will demonstrate Intercultural Knowledge and Competence.
2. Students will demonstrate the skills for locating and evaluating credible information
3. Students will demonstrate the ability to communicate effectively.
4. Students will demonstrate the ability to practice inquiry-based learning using evidence, logic, reasoning, and calculation.
5. Students will demonstrate engagement with community through collaboration, leadership, and service.

General Education Curriculum (32 Hours)

Degree Type
General Education Requirements

Requirements

The General Education curriculum for attending courses in person will consist of 32 hours.

Each student will choose two pathways for their General Education requirements. The Pathway options are:

- Nature and Humanity
- Technology and Humanity
- Leaders and Leadership
- Global Studies

Students will take four courses in the two pathways they've chosen (8 courses total).

Within these eight courses, students are required to complete:

- FYS 101
- RHU 200
- WRR 101
- WRR 102
- A Math *or* Science course
- A Behavioral Science course
- A Humanities course
- A 2-hour fitness/movement course (PED 100 or advisor-approved substitution)

Students may need one additional class to reach the required 32 hours, and this can be chosen with guidance from their advisor.

Each student will also be required to choose a minor, which can be 12-18 hours.

Required Courses for all Students

Course Code	Title	Credits
FYS 101	THRIVING IN COLLEGE	2
PED 100	FITNESS FOR COLLEGE AND LIFE	2
RHU 200	LEADERSHIP EXPERIENCE	1
WRR 101	WRITING, READING, RESEARCH I: ANALYTICAL WRITING	3
WRR 102	WRITING, READING, & RESEARCH II: RESEARCH WORKSHOP	3
	Sub-Total Credits	**5**

Pathway 1

Choose 4 classes from one of the following pathways:

Global Studies: These courses will provide opportunities for students to learn about and appreciate diverse cultures worldwide.

Leaders and Leadership: These courses will provide opportunities for students to reflect upon the characteristics of great leaders and to develop their own leadership skills.

Technology and Humanity: These courses will provide opportunities for students to explore the impact of technology on our lives and the ethical dilemmas presented by emerging technologies.

Nature and Humanity: These courses will provide opportunities for students to study the natural world, the impact of humans on nature, and the ethical and spiritual dimensions of the human relationship with nature.

	Sub-Total Credits	**12**

Pathway 2

Choose 4 classes from one of the following pathways:

Global Studies: These courses will provide opportunities for students to learn about and appreciate diverse cultures worldwide.

Leaders and Leadership: These courses will provide opportunities for students to reflect upon the characteristics of great leaders and to develop their own leadership skills.

Technology and Humanity: These courses will provide opportunities for students to explore the impact of technology on our lives and the ethical dilemmas presented by emerging technologies.

Nature and Humanity: These courses will provide opportunities for students to study the natural world, the impact of humans on nature, and the ethical and spiritual dimensions of the human relationship with nature.

	Sub-Total Credits	**12**

Additional Course (if needed)

Any additional course approved by advisor; if needed to reach 32 hours.

Sub-Total Credits	**3**

Global Studies Pathway

These courses will provide opportunities for students to reflect upon the characteristics of great leaders and to develop their own leadership skills.

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 105	ART APPRECIATION	3
ART 120	TWO-DIMENSIONAL DESIGN	3
ART 121	THREE-DIMENSIONAL DESIGN	3
	BIO 104/105	4
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
BUS 135	ISSUES IN PERSONAL FINANCIAL MGT	3
BUS 204	SURVEY OF ECONOMICS	3
BUS 205	PRIN ECON-MICRO	3
BUS 206	PRIN ECON-MACRO	3
BUS 290	LEGAL & ETHICAL ENVIORNMENTS IN BUSINESS	3
CJS 300	COMPARATIVE CRIM JUSTICE SYSTEMS	3
COM 202	MEDIA & CULTURE	3
ENG 236	AFRICAN-AMERICAN LITERATURE SURVEY	3
ENG 271	WORLD LITERATURE I	3
ENG 272	WORLD LITERATURE II	3
ENG 298	SPECIAL TOPICS IN ENGLISH	3
ENG 335	MULTI CULTURAL AMERICAN LITERATURE	3
ENV 210	RELIGION AND THE NATURAL WORLD	3
HIS 120	WORLD HISTORY I	3
HIS 121	WORLD HISTORY II: 1500-PRESENT	3
HIS 210	WORLD GEOGRAPHY	3
HIS 300	HISTORY OF CHRISTIANITY	3
HIS 312	RELIGION AND HIS OF JUDAISM & ISLAM	3
HIS 346	HISTORY OF AFRICA	3
MAT 102	COLLEGE ALGEBRA	3
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
MUE 100	CONCERT CHOIR	0-1
MUE 103	REINHARDT WIND ENSEMBLE	0-1
MUE 117	AFRICAN DRUMMING & DANCE ENSEMBLE	0-1
MUS 105	MUSIC APPRECIATION	3
MUS 325	WORLD MUSIC	3
PCS 112	ASTRONOMY II: STELLAR	4
PHI 104	INTRODUCTION TO PHILOSOPHY	3
POL 101	AMERICAN GOVERNMENT	3
POL 301	INTERNATIONAL POLITICS	3
POL 306	CLASSICAL POLITICAL THOUGHT	3
POL 308	MODERN POLITICAL THOUGHT	3
POL 311	COMPARATIVE POLITICS	3
POL 368	INTEREST GROUPS & PUBLIC POLICY	3
POL 381	CRIMINAL LAW AND PROCEDURE	3
POL 385	CONSTITUTIONAL LAW	3
POL 472	MEDIA & POLITICS	3
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
PSY 200	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3
PSY 260	COMMUNITY PSYCHOLOGY	3
PSY 350	SOCIAL PSYCHOLOGY	3

PSY 498	SPECIAL TOPICS IN PSYCHOLOGY	3
REL 104	INTRODUCTION TO RELIGION	3
REL 204	OLD TESTAMENT	3
REL 205	NEW TESTAMENT	3
REL 210	RELIGION & THE NATURAL WORLD	3
REL 213	RACE, ETHNICITY AND RELIGION	3
REL 217	SOCIAL JUSTICE AND RELIGION	3
REL 300	HIST OF CHRISTIANITY	3
REL 319	SEXUAL ETHICS & RELIGION	3
REL 321	VIOLENCE AND THE BIBLE	3
SOC 105	INTRODUCTION TO SOCIOLOGY	3
SOC 298	SPECIAL TOPICS IN SOCIOLOGY	3
SOC 300	GLOBAL SOCIAL PROBLEMS	3
SOC 310	SOCL INEQUALITY: CLASS,RACE,GENDER	3
SOC 320	RACE AND ETHNIC RELATIONS	3
SOC 330	GENDER AND SOCIETY	3
SSC 198	SPECIAL TOPICS IN SOCIAL SCIENCE	3
SSC 298	SPECIAL TOPICS	3
SSC 319	HUMAN SEXUALITIES	3
SSC 495	DIVERSE PEOPLE	3
WRR 101	WRITING, READING, RESEARCH I: ANALYTICAL WRITING	3
WRR 102	WRITING, READING, & RESEARCH II: RESEARCH WORKSHOP	3
	Sub-Total Credits	**205-208**

Leaders and Leadership Pathway

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 105	ART APPRECIATION	3
ART 120	TWO-DIMENSIONAL DESIGN	3
ART 121	THREE-DIMENSIONAL DESIGN	3
	BIO 104/105	4
BUS 135	ISSUES IN PERSONAL FINANCIAL MGT	3
BUS 204	SURVEY OF ECONOMICS	3
BUS 205	PRIN ECON-MICRO	3
BUS 206	PRIN ECON-MACRO	3
BUS 290	LEGAL & ETHICAL ENVIORNMENTS IN BUSINESS	3
CJS 340	FORENSICS: CRIME SOLVING 101	3
ENG 298	SPECIAL TOPICS IN ENGLISH	3
ENG 303	SHAKESPEARE	3
ENG 378	THE RISE OF THE WOMAN WRITER	3
ENG 498	SPECIAL TOPICS IN ENGLISH	3
ENV 210	RELIGION AND THE NATURAL WORLD	3
ENV 215	LEADERSHIP IN ENVIRONMENTAL STUDIES	3
HIS 252	AMERICAN HISTORY SINCE 1865	3
HIS 328	HISTORY OF GERMANY	3
HIS 336	HISTORY OF THE HOLOCAUST	3
HIS 354	THE CIVIL WAR AND RECONSTRUCTION	3
HIS 358	AMERICA SINCE 1945	3
HIS 377	AMERICAN FEMINISM	3
HIS 380	RELIGION IN AMERICA	3
MAT 102	COLLEGE ALGEBRA	3
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
MUE 100	CONCERT CHOIR	0-1
MUE 103	REINHARDT WIND ENSEMBLE	0-1
MUE 117	AFRICAN DRUMMING & DANCE ENSEMBLE	0-1
MUS 105	MUSIC APPRECIATION	3
PED 100	FITNESS FOR COLLEGE AND LIFE	2
POL 101	AMERICAN GOVERNMENT	3
POL 301	INTERNATIONAL POLITICS	3
POL 306	CLASSICAL POLITICAL THOUGHT	3
POL 308	MODERN POLITICAL THOUGHT	3
POL 311	COMPARATIVE POLITICS	3
POL 368	INTEREST GROUPS & PUBLIC POLICY	3
POL 380	JUDICIAL PROCESS & BEHAVIOR	3
POL 381	CRIMINAL LAW AND PROCEDURE	3
POL 385	CONSTITUTIONAL LAW	3
POL 472	MEDIA & POLITICS	3
REL 104	INTRODUCTION TO RELIGION	3
REL 105	MORAL RESPONSIBILITY IN 21ST CENT	3
REL 204	OLD TESTAMENT	3
REL 205	NEW TESTAMENT	3
REL 210	RELIGION & THE NATURAL WORLD	3
REL 211	INTERFAITH COOP IN MULTIFAITH WORLD	3
REL 213	RACE, ETHNICITY AND RELIGION	3
REL 217	SOCIAL JUSTICE AND RELIGION	3
REL 319	SEXUAL ETHICS & RELIGION	3

REL 321	VIOLENCE AND THE BIBLE	3
SOC 305	ADULTING	3
SOC 315	GEAR & GLORY: SPORTS IN OUR LIVES	3
SSC 105	INTRO TO INTERNATIONAL RELATIONS	3
SSC 321	QUALITATIVE RESEARCH METHODS	3
SSC 450	LEADERSHIP	3
THE 105	THEATRE APPRECIATION	3
WRR 101	WRITING, READING, RESEARCH I: ANALYTICAL WRITING	3
WRR 102	WRITING, READING, & RESEARCH II: RESEARCH WORKSHOP	3
	Sub-Total Credits	**172-175**

Technology and Humanity Pathway

Course Code	Title	Credits
ART 261	INTRODUCTION TO DIGITAL PHOTOGRAPHY	3
	ART/COM 308	3
BIO 104	BIOLOGY ESSENTIALS	3
BUS 135	ISSUES IN PERSONAL FINANCIAL MGT	3
BUS 204	SURVEY OF ECONOMICS	3
BUS 205	PRIN ECON-MICRO	3
BUS 206	PRIN ECON-MACRO	3
BUS 290	LEGAL & ETHICAL ENVIORNMENTS IN BUSINESS	3
	CHE 180/181	4
CJS 340	FORENSICS: CRIME SOLVING 101	3
CJS 405	MURDER AROUND THE WORLD	3
COM 104	INTRO TO DIGITAL PRODUCTION	3
COM 108	COMMUNICATING EFFECTIVELY	3
COM 250	BASIC DIGITAL MEDIA PRODUCTION	3
CYS 100	INTRODUCTION TO CYBERSECURITY	3
ENG 238	SCIENCE FICTION LITERATURE SURVEY	3
ENG 298	SPECIAL TOPICS IN ENGLISH	3
ENG 343	INTRO TO LANGUAGE & LINGUISTICS	3
ENG 345	HISTORY OF THE ENGLISH LANGUAGE	3
ENG 376	MODERNISM	3
ITM 101	INTRO TO INFORMATION TECHNOLOGY	3
HIS 111	WESTERN CIVILIZATION TO 1650	3
HIS 112	WESTERN CIVILIZATION SINCE 1650	3
HIS 274	HISTORY OF GEORGIA	3
HIS 306	RENAISSANCE AND REFORMATION	3
HIS 320	19TH CENTURY EUROPE	3
MAT 102	COLLEGE ALGEBRA	3
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
MST 230	INTRODUCTION TO MUSEUM STUDIES	3
MST 331	MATERIAL CULTURE AND COLLECTIONS	3
PED 100	FITNESS FOR COLLEGE AND LIFE	2
POL 101	AMERICAN GOVERNMENT	3
POL 301	INTERNATIONAL POLITICS	3
POL 311	COMPARATIVE POLITICS	3
POL 380	JUDICIAL PROCESS & BEHAVIOR	3
POL 381	CRIMINAL LAW AND PROCEDURE	3
POL 385	CONSTITUTIONAL LAW	3
POL 472	MEDIA & POLITICS	3
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
PSY 103	PROFESSIONAL DEVELOPMENT IN PSYCH	1
PSY 345	DRUG USE AND ADDICTION	3
PSY 360	BEHAVIOR ANALYSIS	3
PSY 365	PSYCHOLOGICAL TESTING & ASSESSMENT	3
PSY 370	ENVIRONMENTAL PSYCHOLOGY	3
REL 205	NEW TESTAMENT	3
REL 215	NEW TESTAMENT IN LIT, ART AND FILM	3
SCI 305	INTRO TO GEOGRAPHIC INFO SYSTEMS	3
SCI 395	FIELD METHODOLOGY	1
SOC 105	INTRODUCTION TO SOCIOLOGY	3
SOC 350	DEVIANT BEHAVIOR AND SOCIAL CONTROL	3

SOC 360	INTR TO CRIMINAL JUSTICE/CRIMINOLOG	3
SSC 105	INTRO TO INTERNATIONAL RELATIONS	3
SSC 203	RESEARCH METHODS IN SOCIAL SCIENCES	3
SSC 325	SURVEY DESIGN & ANALYSIS	3
SSC 340	PROG EVALUATION & NEEDS ASSESSMENT	3
SSC 495	DIVERSE PEOPLE	3
WRR 101	WRITING, READING, RESEARCH I: ANALYTICAL WRITING	3
WRR 102	WRITING, READING, & RESEARCH II: RESEARCH WORKSHOP	3
	Sub-Total Credits	**174**

Nature and Humanity Pathway

Course Code	Title	Credits
	BIO 104/105	4
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
BIO 330	BIOLOGY OF THE BRAIN	3
BUS 205	PRIN ECON-MICRO	3
BUS 290	LEGAL & ETHICAL ENVIORNMENTS IN BUSINESS	3
CHE 130	CHEMISTRY FOR HEALTH SCIENCES	4
CJS 305	JUVENILE DELINQUENCY	3
CJS 355	VICTIMOLOGY: THEORY TO APPLICATION	3
ENG 203	BRITISH LITERATURE I	3
ENG 204	BRITISH LITERATURE II	3
ENG 240	INTRO TO CRITICAL ANALYSIS	3
ENG 280	INTRODUCTION TO CREATIVE WRITING	3
ENG 300	MEDIEVAL BRITISH LITERATURE	3
ENG 301	CHAUCER	3
ENG 303	SHAKESPEARE	3
ENG 310	JANE AUSTEN	3
ENG 321	AMERICAN POETRY	3
ENG 387	CREATIVE NONFICTION	3
ENG 498	SPECIAL TOPICS IN ENGLISH	3
ENV 205	FOREST LORE	3
ENV 210	RELIGION AND THE NATURAL WORLD	3
ENV 215	LEADERSHIP IN ENVIRONMENTAL STUDIES	3
ENV 305	BARTRAM, ECOLOGY, AND MEMORY	3
ENV 310	SCIENCE & FOLKWAYS OF APPALACHIAN PLANTS	3
HIS 251	AMERICAN HISTORY TO 1865	3
HIS 338	HISTORY OF SCIENCE	3
HIS 350	COLONIAL AND REVOLUTIONARY AMERICA	3
HIS 362	PUBLIC HISTORY	3
HIS 370	HISTORY OF NATIVE AMERICANS	3
IDS 298	SPECIAL TOPICS IN INTERDISC STUDIES	3
MAT 102	COLLEGE ALGEBRA	3
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
PCS 120	COLLEGE PHYSICS I	4
PCS 122	COLLEGE PHYSICS II	4
PCS 220	PHYSICS FOR LIFE	4
PCS 230	PHYSICS WITH CALCULUS I	4
PCS 232	PHYSICS WITH CALCULUS II	4
PED 100	FITNESS FOR COLLEGE AND LIFE	2
POL 101	AMERICAN GOVERNMENT	3
POL 306	CLASSICAL POLITICAL THOUGHT	3
POL 308	MODERN POLITICAL THOUGHT	3
POL 368	INTEREST GROUPS & PUBLIC POLICY	3
POL 472	MEDIA & POLITICS	3
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
PSY 200	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3
PSY 260	COMMUNITY PSYCHOLOGY	3
PSY 310	ABNORMAL PSYCHOLOGY	3
PSY 330	PHYSIOLOGICAL PSYCHOLOGY	3
PSY 350	SOCIAL PSYCHOLOGY	3
PSY 370	ENVIRONMENTAL PSYCHOLOGY	3

REL 209	GENESIS: SERPENTS, SIBLINGS & SAC	3
REL 210	RELIGION & THE NATURAL WORLD	3
SOC 105	INTRODUCTION TO SOCIOLOGY	3
SOC 298	SPECIAL TOPICS IN SOCIOLOGY	3
SOC 320	RACE AND ETHNIC RELATIONS	3
SOC 330	GENDER AND SOCIETY	3
SOC 340	MARRIAGES AND FAMILIES	3
SOC 345	PARENTING ROLES: MOTHERING & FATHER	3
SOC 380	FAMILY VIOLENCE	3
SOC 498	SPECIAL TOPICS IN SOCIOLOGY	3
SSC 319	HUMAN SEXUALITIES	3
WRR 101	WRITING, READING, RESEARCH I: ANALYTICAL WRITING	3
WRR 102	WRITING, READING, & RESEARCH II: RESEARCH WORKSHOP	3
	Sub-Total Credits	**203**
	Total Credits	32

Online General Education Requirements (30 hours)

Degree Type
General Education Requirements

These General Education Requirements are available to Professional Studies (Online) programs only

Required Courses

Introduction to Online Studies

Course Code	Title	Credits
RHU 101	ONLINE LEARNING SEMINAR	3
	Sub-Total Credits	**3**

Arts and Humanities

Student will take a total of five (5) courses in this requirement

Course Code	Title	Credits
WRR 101	WRITING, READING, RESEARCH I: ANALYTICAL WRITING	3
WRR 102	WRITING, READING, & RESEARCH II: RESEARCH WORKSHOP	3
	HISTORY COURSE	
	RELIGION COURSE	
	ARTS EXPERIENCE COURSE	
	Sub-Total Credits	**15**

Science, Technology, and Math

Students will take a total of four (4) courses for this requirement

Course Code	Title	Credits
	TWO SOCIAL SCIENCE COURSES	
MAT 103	INTRODUCTION TO STATISTICS	3
BUS 150	BASIC COMPUTER APPS	3
	Sub-Total Credits	**12**
	Total Credits	30

Degrees

Art and Design

Mission

The Bachelor of Fine Arts in Studio Art seeks to produce graduates who have the ability to think critically about their work and to speak and write clearly about the relationship between the formal and conceptual aspects of visual communication. The faculty in the art program seek, through courses in art history and studio work, to enhance the student's appreciation of works of art and to develop skills in a variety of media. Studio courses stress concentration and self-discipline leading to eventual self-expression. At the same time, these courses provide an in-depth understanding of art and its traditional and contemporary principles and theories.

The Bachelor of Fine Arts in Graphic Design seeks to prepare students for the expanding career fields in Digital Media. The program objectives include producing graduates who have a broad and in-depth understanding of current digital tools and who also grasp the foundational and conceptual aspects of art and design. Studio courses will encourage the students in creative problem solving and production of both personal and commercial artwork. Majors will expand their technical base in web design, print media, and image sequencing while maintaining an emphasis on cross-discipline work.

Student Learning Outcomes

Students in the Bachelor of Fine Arts (B.F.A.) program will:

1. Develop skills necessary to write and verbalize their understanding of the conceptual and formal aspects of visual art.
2. Develop a wide variety of skills in a diverse variety of media.
3. Develop an understanding and deeper appreciation of the history of Western and non- Western art.
4. Develop the ability to think critically about their artwork and the artwork of others.
5. Develop self-discipline and self-expression in capstone courses and will create a professional portfolio for submission to graduate programs or employment opportunities.

Special Features and Activities

- Guest artist speakers and demonstrations
- Student art exhibits
- Juried art exhibits
- Field trips to local art museums and exhibitions
- Foreign travel to countries such as Italy, France, and Greece
- Kappa Pi Honor Society

Digital Media Arts

Degree Type
Bachelor of Fine Arts

Major Required Courses

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 120	TWO-DIMENSIONAL DESIGN	3
ART 121	THREE-DIMENSIONAL DESIGN	3
ART 215	ART & ARCHITECTURE FROM PREHISTORC TO RENAISSANCE	3
ART 216	ART & ARCHITECTURE FROM RENAISSANCE TO MODERN	3
COM 202	MEDIA & CULTURE	3
COM 250	BASIC DIGITAL MEDIA PRODUCTION	3
COM 403	MEDIA AND VISUAL CULTURE	3
COM 407	COMMUNICATION INTERNSHIP	3
	Sub-Total Credits	**30**

ART Electives

Choose Three Courses

Course Code	Title	Credits
ART 201	ADVANCED DRAWING	3
ART 220	INTRO TO PAINTING IN WATER MEDIA	3
ART 261	INTRODUCTION TO DIGITAL PHOTOGRAPHY	3
ART 308	DIGITAL ART I	3
ART 309	DIGITAL ART II	3
ART 320	INTRO TO PAINTING: OIL MEDIA	3
ART 321	ACRYLIC PAINTING	3
ART 365	ALTERNATIVE PHOTOGRAPHY & MIXED MEDIA	3
ART 410	DIGITAL ARTS III	3
	Sub-Total Credits	**9**

COM Electives

Choose Three Courses

Course Code	Title	Credits
COM 210	PRINCIPLES OF PROFESSIONAL PHOTOGRAPHY	3
COM 220	BASIC AUDIO PRODUCTION	3
COM 251	CINEMATOGRAPHY LIGHTS & LENSES	3
COM 306	ON CAMERA PRACTICUM	3
COM 310	DIGITAL MEDIA EDITING	3
COM 325	INTERACTIVE MEDIA DESIGN	3
COM 326	INTERACTIVE MEDIA DESIGN II	3
COM 350	EXPLORING PRODUCTION IN THE NARRATIVE FILM	4
COM 415	DIRECTING AND PRODUCING	4
	Sub-Total Credits	**9**

Capstone Experience

In the last semester of their junior year, students will decide upon a 2-course creative capstone direction.

The final capstone courses will be completed in the final year (one course in each semester of final year) and can be taken in either ART or COM depending on the specific needs of the student and the choice of thesis supervisor.

	Sub-Total Credits	**6**

ART Capstone

Course Code	Title	Credits
ART 491	CONCENTRATION SEMINAR	3
ART 492	THESIS EXHIBITION & PORTFOLIO	3
	Sub-Total Credits	**6**

COM Capstone

Course Code	Title	Credits
COM 450	THESIS PROJECT	3
COM 490	SENIOR SEMINAR	3
	Sub-Total Credits	**6**

General Electives

	Sub-Total Credits	**22**

Required Minor of Student's Choosing

	Sub-Total Credits	**12-18**

	General Education Curriculum	**32**
	Total Credits	120

Graphic Design

Degree Type
Bachelor of Fine Arts

Major Required Courses

Art and Design Foundation

Note: ART 100, ART 120, and ART 121 should be completed before the end of the sophomore year.

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 120	TWO-DIMENSIONAL DESIGN	3
ART 121	THREE-DIMENSIONAL DESIGN	3
ART 215	ART & ARCHITECTURE FROM PREHISTORC TO RENAISSANCE	3
ART 216	ART & ARCHITECTURE FROM RENAISSANCE TO MODERN	3
	ART 220 or ART 320 or ART 321	3
	Sub-Total Credits	**18**

Graphic Design Core

Course Code	Title	Credits
ART 261	INTRODUCTION TO DIGITAL PHOTOGRAPHY	3
ART 262	DIGITAL PHOTOGRAPHY II	3
ART 298	SPECIAL TOPICS	3
ART 308	DIGITAL ART I	3
ART 309	DIGITAL ART II	3
ART 410	DIGITAL ARTS III	3
COM 250	BASIC DIGITAL MEDIA PRODUCTION	3
	Sub-Total Credits	**21**

Capstone Experience

ART Capstone

Course Code	Title	Credits
ART 491	CONCENTRATION SEMINAR	3
ART 492	THESIS EXHIBITION & PORTFOLIO	3
	Sub-Total Credits	**6**

General Electives

	Sub-Total Credits	**31**

Required Minor of Student's Choice

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Studio Art

Degree Type
Bachelor of Fine Arts

Major Required Courses

Art and Design Foundation

Note: ART 100, ART 120, ART 121, and ART 201 should be completed before the end of the sophomore year.

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 120	TWO-DIMENSIONAL DESIGN	3
ART 121	THREE-DIMENSIONAL DESIGN	3
ART 215	ART & ARCHITECTURE FROM PREHISTORC TO RENAISSANCE	3
ART 216	ART & ARCHITECTURE FROM RENAISSANCE TO MODERN	3
	ART 220 or ART 320 or ART 321	3
	Sub-Total Credits	**18**

Studio Art Core

Course Code	Title	Credits
ART 201	ADVANCED DRAWING	3
	ART 220 or ART 320 or ART 321	3
ART 231	PRINTMAKING FUNDAMENTALS	3
ART 261	INTRODUCTION TO DIGITAL PHOTOGRAPHY	3
ART 298	SPECIAL TOPICS	3
ART 310	FIGURE I	3
	ART 365 or ART 362	3
	Sub-Total Credits	**21**

Capstone Experience

ART Capstone

Taken only during Senior Year

Course Code	Title	Credits
ART 491	CONCENTRATION SEMINAR	3
ART 492	THESIS EXHIBITION & PORTFOLIO	3
	Sub-Total Credits	**6**

General Electives

	Sub-Total Credits	**31**

Required Minor of Student's Choice

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Art History

Degree Type
Minor

Course Code	Title	Credits
ART 215	ART & ARCHITECTURE FROM PREHISTORC TO RENAISSANCE	3
ART 216	ART & ARCHITECTURE FROM RENAISSANCE TO MODERN	3
ART 316	SURVEY INDIGENOUS ARTS OF THE AMERICA	3
ART 317	SURVEY OF AMERICAN ART	3
ART 318	SURVEY OF MODERN ART	3
ART 319	SURVEY OF FOLK/OUTSIDER ART	3
ART 499	INDEPENDENT STUDY	3
	Total Credits	18

Digital Media Arts

Degree Type
Minor

Select three courses from the following:

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 120	TWO-DIMENSIONAL DESIGN	3
ART 121	THREE-DIMENSIONAL DESIGN	3
ART 201	ADVANCED DRAWING	3
ART 215	ART & ARCHITECTURE FROM PREHISTORC TO RENAISSANCE	3
ART 216	ART & ARCHITECTURE FROM RENAISSANCE TO MODERN	3
ART 260	PHOTOGRAPHY: INTRO BLACK & WHITE	3
ART 261	INTRODUCTION TO DIGITAL PHOTOGRAPHY	3
ART 308	DIGITAL ART I	3
ART 309	DIGITAL ART II	3
ART 262	DIGITAL PHOTOGRAPHY II	3
COM 202	MEDIA & CULTURE	3
COM 306	ON CAMERA PRACTICUM	3
	Sub-Total Credits	**9**

Select two courses from the following:

Course Code	Title	Credits
COM 250	BASIC DIGITAL MEDIA PRODUCTION	3
COM 251	CINEMATOGRAPHY LIGHTS & LENSES	3
COM 306	ON CAMERA PRACTICUM	3
COM 325	INTERACTIVE MEDIA DESIGN	3
COM 326	INTERACTIVE MEDIA DESIGN II	3
COM 350	EXPLORING PRODUCTION IN THE NARRATIVE FILM	4
COM 403	MEDIA AND VISUAL CULTURE	3
COM 490	SENIOR SEMINAR	3
	Sub-Total Credits	**6**
	Total Credits	15

Graphic Design

Degree Type
Minor

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 120	TWO-DIMENSIONAL DESIGN	3
ART 308	DIGITAL ART I	3
ART 309	DIGITAL ART II	3
	Sub-Total Credits	**12**

Students may select 9 hours from the following courses

Six hours must be from 300-level courses.

Course Code	Title	Credits
ART 231	PRINTMAKING FUNDAMENTALS	3
ART 260	PHOTOGRAPHY: INTRO BLACK & WHITE	3
ART 261	INTRODUCTION TO DIGITAL PHOTOGRAPHY	3
ART 262	DIGITAL PHOTOGRAPHY II	3
ART 365	ALTERNATIVE PHOTOGRAPHY & MIXED MEDIA	3
COM 310	DIGITAL MEDIA EDITING	3
COM 325	INTERACTIVE MEDIA DESIGN	3
COM 326	INTERACTIVE MEDIA DESIGN II	3
	Sub-Total Credits	**9**
	Total Credits	21

Studio Art

Degree Type
Minor
*These courses are prerequisites for the other courses taken in minor.

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 120	TWO-DIMENSIONAL DESIGN	3
	Sub-Total Credits	**6**

Students may select 15 hours from the following courses.

Six hours must be from 300-level courses.

Course Code	Title	Credits
ART 220	INTRO TO PAINTING IN WATER MEDIA	3
ART 231	PRINTMAKING FUNDAMENTALS	3
ART 260	PHOTOGRAPHY: INTRO BLACK & WHITE	3
ART 261	INTRODUCTION TO DIGITAL PHOTOGRAPHY	3
ART 310	FIGURE I	3
ART 320	INTRO TO PAINTING: OIL MEDIA	3
ART 321	ACRYLIC PAINTING	3
ART 365	ALTERNATIVE PHOTOGRAPHY & MIXED MEDIA	3
	Sub-Total Credits	**15**
	Total Credits	21

Biology

Mission

The Reinhardt University Biology Program works to link patterns of divergence and adaptation found in nature to the evolutionary processes responsible for these patterns by making use of the broad research expertise of the faculty. The strong organismal component of the curriculum provides Reinhardt students with an understanding of patterns of nature, which are complemented by process-oriented courses such as Genetics, Ecology, and Evolutionary Biology.

Due to the small class sizes at Reinhardt, we are able to cater instruction and provide a great deal of guidance to each student. This intimate classroom instruction and extensive extracurricular interaction of professors and students allow for an educational experience that is highly personal, while the rigorous assignments in each course challenge Reinhardt students to maximize their educational experience.

Student Learning Outcomes

Students who complete the Bachelor of Science (B.S.) in Biology program will be able to:

1. Apply the scientific method to questions in biology by formulating testable hypotheses, gathering and analyzing data, and presenting work orally and in written formats that are used by practicing scientists.
2. Access the primary literature, identify relevant works for a particular topic, evaluate the scientific content of these works, and synthesize critical summaries and/or analyses of these works.
3. Identify the major groups of organisms, classify them within a phylogenetic framework, and compare and contrast the characteristics of taxonomic groupings.
4. Use basic principles of heredity to predict patterns of inheritance of genetic traits and understanding the central dogma of molecular biology.
5. Use the theory of evolution to explain how descent with modification has shaped organismal morphology, physiology, and life history.
6. Explicate the ecological interconnectedness of life on earth by tracing energy and nutrient flows through the environment and relate the physical features of the environment to the structure of populations, communities, and ecosystems.

Students who complete the Bachelor of Arts (B.A.) in Biology program will be able to:

1. Apply the scientific method by formulating testable hypotheses, gathering and analyzing data, and presenting their work orally and in writing.
2. Access the primary literature, identify relevant works for a particular topic, evaluate the scientific content of these works and synthesize critical summaries and/or analyses of these works.
3. Demonstrate proficiency in using basic principles of heredity to predict patterns of inheritance of genetic traits and to demonstrate an understanding of the central dogma of molecular biology.
4. Explain the ecological interconnectedness of life by tracing energy and nutrient flows through the environment and relate these changes to the theory of evolution by natural selection and other means.

Teacher candidates who complete the Bachelor of Science (B.S) in Biology Education program will:

1. Use knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.
2. Utilize a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. Use systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. Display a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

Special Features and Activities

Biology students are offered the opportunity to participate in the following:

1. ββββ, an honorary society in Biology.
2. Field and laboratory experiences providing hands-on education in developing techniques and technology.
3. Student research activities.
4. Guest lectures in current biological topics.
5. Individual and small group instruction.
6. Support for articles published in the Georgia local and regional journals.

Biology (No Concentration)

Degree Type
Bachelor of Arts (B.A.)

This is a flexible program designed for students who want a solid biology education and who don't require the same rigor in the associated fields of math and chemistry compared to the B.S. in Biology. With fewer required major courses, students have more choice in elective courses, allowing them to earn a minor or take courses that would help them with employment or admission to professional schools. This program is recommended for students interested in physical therapy, technician level jobs in biotechnology or environmental sciences, or education.

Major Required Courses

Course Code	Title	Credits
BIO 120	INTRO CELL & MOLECULAR BIOLOGY	4
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
BIO 320	GENETICS	4
BIO 360	PRINCIPLES OF ECOLOGY	4
	Sub-Total Credits	**16**

Select one (1) of the following:

Course Code	Title	Credits
BIO 300	BIOLOGY SEMINAR	1
BIO 395	VOCATION EXPLORATION FOR BIO MAJORS	1
	Sub-Total Credits	**1**

Select two (2) of the following:

Course Code	Title	Credits
BIO 260	INTRO MICROBIOLOGY	4
BIO 280	GENERAL ZOOLOGY	4
BIO 202	INTRODUCTION TO PLANT BIOLOGY	4
	Sub-Total Credits	**8**

Major Electives

(Select 4)

BIO 450, BIO 490, BIO 499 can only make up two (2) of the four (4) Major Elective Credits

Course Code	Title	Credits
BIO 220	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 222	HUMAN ANATOMY & PHYSIOLOGY II	4
BIO 308	INVERTEBRATE ZOOLOGY	4
BIO 310	VERTEBRATE ZOOLOGY	4
BIO 340	CELLULAR BIOLOGY & PHYSIOLOGY	4
BIO 440	BIOCHEMISTRY	3
BIO 450	THESIS PROJECT	3
BIO 490	INTERNSHIP IN BIOLOGY	3
BIO 491	UNDERGRADUATE TEACHING ASSISTANT	3
BIO 499	INDEPENDENT STUDY	4
PCS 122	COLLEGE PHYSICS II	4
	Other BIO courses as offered at the 300+ level	
	Sub-Total Credits	**14-16**

Associate Fields

Course Code	Title	Credits
CHE 180	GENERAL CHEMISTRY I	4
CHE 182	GENERAL CHEMISTRY II	4
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
PCS 120	COLLEGE PHYSICS I	4
	Sub-Total Credits	**19**

General Electives

	Sub-Total Credits	**18-21**

Required Minor of Student's Choosing

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Biology (No Concentration)

Degree Type
Bachelor of Science (B.S.)

The Bachelor of Science program in biology prepares students for medical school, dental school, veterinary school, pharmacy school, and a variety of graduate programs (both Masters and Doctoral programs) in the biological sciences. It also prepares students for a multitude of technical positions in government, education, military, private industry, or other areas in the private sector. In addition, the Division of Math and Science offers all courses required to prepare students to enter the following programs at the third-year level: engineering, mathematics, respiratory therapy, x- ray technician, physician assistant, medical technology, health information management, and others.

Major Required Courses

Course Code	Title	Credits
BIO 120	INTRO CELL & MOLECULAR BIOLOGY	4
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
BIO 300	BIOLOGY SEMINAR	1
BIO 320	GENETICS	4
BIO 360	PRINCIPLES OF ECOLOGY	4
	Sub-Total Credits	**17**

Biology Core

Choose two (2) of the following courses:

If all three (3) courses are taken, one (1) course will count towards the Major Electives

Course Code	Title	Credits
BIO 202	INTRODUCTION TO PLANT BIOLOGY	4
BIO 260	INTRO MICROBIOLOGY	4
BIO 280	GENERAL ZOOLOGY	4
	Sub-Total Credits	**8**

Major Electives

(Select 4)

The following courses can only make up two (2) of the Major Electives:

- BIO 450
- BIO 490
- BIO 491
- BIO 499
- PCS 122
- CHE 382

Course Code	Title	Credits
BIO 220	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 222	HUMAN ANATOMY & PHYSIOLOGY II	4
BIO 308	INVERTEBRATE ZOOLOGY	4
BIO 310	VERTEBRATE ZOOLOGY	4
BIO 340	CELLULAR BIOLOGY & PHYSIOLOGY	4
BIO 370	FLORAL & FAUNAL RECONNAISSANCE	4
BIO 372	FIELD BIOLOGY	3
BIO 440	BIOCHEMISTRY	3
BIO 450	THESIS PROJECT	3
BIO 490	INTERNSHIP IN BIOLOGY	3
BIO 491	UNDERGRADUATE TEACHING ASSISTANT	3
BIO 499	INDEPENDENT STUDY	4
PCS 122	COLLEGE PHYSICS II	4
CHE 382	ORGANIC CHEMISTRY II	4
	Sub-Total Credits	**14-16**

Required Associate Fields

Course Code	Title	Credits
CHE 180	GENERAL CHEMISTRY I	4
CHE 182	GENERAL CHEMISTRY II	4
CHE 380	ORGANIC CHEMISTRY I	4
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
	MAT 221 or PCS 120/121	4
	Sub-Total Credits	**23**

General Electives

	Sub-Total Credits	**14**

Required Minor of Student's Choice

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Biology - Pre-Field Biology Concentration

Degree Type
Bachelor of Science (B.S.)

Preparation for graduate work in field biology includes field identification of plants and a basic understanding of geology.

Major Required Courses

Course Code	Title	Credits
BIO 120	INTRO CELL & MOLECULAR BIOLOGY	4
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
BIO 300	BIOLOGY SEMINAR	1
BIO 320	GENETICS	4
BIO 360	PRINCIPLES OF ECOLOGY	4
	Sub-Total Credits	**17**

Organismal Courses

Choose two (2) of the following:

Course Code	Title	Credits
BIO 202	INTRODUCTION TO PLANT BIOLOGY	4
BIO 260	INTRO MICROBIOLOGY	4
BIO 280	GENERAL ZOOLOGY	4
	Sub-Total Credits	**8**

Major Electives (recommended)

Choose four (4) of the following:

Course Code	Title	Credits
BIO 308	INVERTEBRATE ZOOLOGY	4
BIO 310	VERTEBRATE ZOOLOGY	4
BIO 370	FLORAL & FAUNAL RECONNAISSANCE	4
BIO 490	INTERNSHIP IN BIOLOGY	3
BIO 499	INDEPENDENT STUDY	4
	THIRD "ORGANISMAL" COURSE	4
	Sub-Total Credits	**15-16**

Required Associate Fields

Course Code	Title	Credits
CHE 180	GENERAL CHEMISTRY I	4
CHE 182	GENERAL CHEMISTRY II	4
CHE 380	ORGANIC CHEMISTRY I	4
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
	MAT 221 or PCS 120/121	4
	Sub-Total Credits	**23**

General Electives

	Sub-Total Credits	**10**
	General Education Curriculum	**50**
	Total Credits	120

Biology - Pre-Medical, Pre-Dental, and Pre-Pharmacy Concentration

Degree Type
Bachelor of Science (B.S.)

Preparation for medical, dental, and pharmacy schools is slanted toward molecular biology.

Additional math (MAT 321 Calculus II), psychology, sociology, and microeconomics are also useful.

Major Required Courses

Course Code	Title	Credits
BIO 120	INTRO CELL & MOLECULAR BIOLOGY	4
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
BIO 300	BIOLOGY SEMINAR	1
BIO 320	GENETICS	4
BIO 360	PRINCIPLES OF ECOLOGY	4
	Sub-Total Credits	**17**

Choose two (2) of the following:

Course Code	Title	Credits
BIO 202	INTRODUCTION TO PLANT BIOLOGY	4
BIO 260	INTRO MICROBIOLOGY	4
BIO 280	GENERAL ZOOLOGY	4
	Sub-Total Credits	**8**

Major Electives (recommended)

Choose four (4) of the following:

Course Code	Title	Credits
BIO 340	CELLULAR BIOLOGY & PHYSIOLOGY	4
BIO 440	BIOCHEMISTRY	3
BIO 490	INTERNSHIP IN BIOLOGY	3
BIO 498	SPECIAL TOPICS	4
PCS 122	COLLEGE PHYSICS II	4
CHE 382	ORGANIC CHEMISTRY II	4
	Sub-Total Credits	**12-16**

Associate Fields

Course Code	Title	Credits
CHE 180	GENERAL CHEMISTRY I	4
CHE 182	GENERAL CHEMISTRY II	4
CHE 380	ORGANIC CHEMISTRY I	4
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
	MAT 221 or PCS 120/121	4
	Sub-Total Credits	**23**

General Electives

	Sub-Total Credits	**11**
	General Education Curriculum	**50**
	Total Credits	120

Biology - Pre-Physical Therapy Concentration

Degree Type
Bachelor of Science (B.S.)

Preparation for graduate work in physical therapy includes a two-unit sequence in Human Anatomy and Physiology (BIO 220, BIO 222) and a second course in Physics in the major electives.

Major Required Courses

Course Code	Title	Credits
BIO 120	INTRO CELL & MOLECULAR BIOLOGY	4
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
BIO 300	BIOLOGY SEMINAR	1
BIO 320	GENETICS	4
BIO 360	PRINCIPLES OF ECOLOGY	4
	Sub-Total Credits	**17**

Choose two (2) of the following:

Course Code	Title	Credits
BIO 202	INTRODUCTION TO PLANT BIOLOGY	4
BIO 260	INTRO MICROBIOLOGY	4
BIO 280	GENERAL ZOOLOGY	4
	Sub-Total Credits	**8**

Major Electives (recommended)

Course Code	Title	Credits
BIO 220	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 222	HUMAN ANATOMY & PHYSIOLOGY II	4
BIO 340	CELLULAR BIOLOGY & PHYSIOLOGY	4
PCS 122	COLLEGE PHYSICS II	4
	Sub-Total Credits	**16**

Required Associate Fields

Course Code	Title	Credits
CHE 180	GENERAL CHEMISTRY I	4
CHE 182	GENERAL CHEMISTRY II	4
CHE 380	ORGANIC CHEMISTRY I	4
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
	MAT 221 or PCS 120/121	4
	Sub-Total Credits	**23**

General Electives

	Sub-Total Credits	**10**
	General Education Curriculum	**50**

	Total Credits	120

Biology - Pre-Veterinary Concentration

Degree Type
Bachelor of Science (B.S.)

Preparation for veterinary school is slanted toward molecular biology and biochemistry. Additional physics and math enhance candidate credentials.

Major Required Courses

Course Code	Title	Credits
BIO 120	INTRO CELL & MOLECULAR BIOLOGY	4
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
BIO 300	BIOLOGY SEMINAR	1
BIO 320	GENETICS	4
BIO 360	PRINCIPLES OF ECOLOGY	4
	Sub-Total Credits	**17**

Choose two (2) of the following:

Course Code	Title	Credits
BIO 202	INTRODUCTION TO PLANT BIOLOGY	4
BIO 260	INTRO MICROBIOLOGY	4
BIO 280	GENERAL ZOOLOGY	4
	Sub-Total Credits	**8**

Major Electives (recommended)

Choose four (4) of the following:

Course Code	Title	Credits
BIO 310	VERTEBRATE ZOOLOGY	4
BIO 340	CELLULAR BIOLOGY & PHYSIOLOGY	4
BIO 440	BIOCHEMISTRY	3
BIO 490	INTERNSHIP IN BIOLOGY	3
BIO 498	SPECIAL TOPICS	4
CHE 382	ORGANIC CHEMISTRY II	4
	Sub-Total Credits	**14-16**

Required Associate Fields

Course Code	Title	Credits
CHE 180	GENERAL CHEMISTRY I	4
CHE 182	GENERAL CHEMISTRY II	4
CHE 380	ORGANIC CHEMISTRY I	4
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
	MAT 221 or PCS 120/121	4
	Sub-Total Credits	**23**

General Electives

	Sub-Total Credits	**11**
	General Education Curriculum	**50**
	Total Credits	120

Secondary (6-12) Biology Education

Degree Type
Bachelor of Science (B.S.)

The Secondary Education programs in Biology, English/Language Arts, History, and Mathematics lead to the Bachelor of Science (B.S.) degree. Each program is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Each program of study is developed from the program major with a strong integration of professional education studies emphasizing differentiated instruction and assessment as its approach to preparing secondary and P-12 teachers for today's schools. A broad range of field experiences in area public school systems are found throughout each program. These experiences are designed to provide a real context where secondary and P-12 candidates learn how to work effectively with young adolescents and their diverse needs in classroom learning environments. Each program of study has two major opportunities where candidates have in-depth classroom experiences. The Clinical Practice courses and Clinical Residency provide a rich opportunity where secondary and music education candidates are supervised by an experienced collaborating teacher from the public schools to guide their development as teachers. Each program is completed with a semester of Clinical Residency, a fulltime supervised experience in an area public school classroom.

Biology Education Curriculum

Major Field Courses

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
	Sub-Total Credits	**12**

Teaching Field Courses

Course Code	Title	Credits
	BIO 120/121	4
	BIO 280/281	4
	BIO 320/321	4
	BIO 260/261	4
	BIO 360/361	4
	Sub-Total Credits	**20**

Affiliated Teaching Field Courses

Course Code	Title	Credits
	CHE 180/181	4
	CHE 182/183	4
MAT 103	INTRODUCTION TO STATISTICS	3
	PCS 220/221	4
GEO 125	PHYSICAL GEOLOGY	4
	Approved Elective Course	3-4
BUS 204	SURVEY OF ECONOMICS	3
	Sub-Total Credits	**25-26**

Professional Sequence Courses

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 399	CP: READING/WRITING IN CONTENT AREAS	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 471	CP: BIOLOGY	3
EDU 495	CLINICAL RESIDENCY: BIOLOGY EDUCATION	12
	Sub-Total Credits	**30**
	General Education Curriculum	**32**
	Total Credits	120

Biology

Degree Type
Minor

The biology minor is open to all students who complete BIO 120 and/or BIO 122 for the General Education requirements and enrich it with the Biology Seminar Course (BIO 300) and the following courses within Biology. Students will complete at least 12 credit hours in Biology courses beyond the general education curriculum.

Minor Required Courses

Course Code	Title	Credits
BIO 120	INTRO CELL & MOLECULAR BIOLOGY	4
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
	Sub-Total Credits	**8**

Minor Electives

Select at least two (2):

Course Code	Title	Credits
BIO 202	INTRODUCTION TO PLANT BIOLOGY	4
BIO 220	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 222	HUMAN ANATOMY & PHYSIOLOGY II	4
BIO 260	INTRO MICROBIOLOGY	4
BIO 280	GENERAL ZOOLOGY	4
BIO 320	GENETICS	4
BIO 360	PRINCIPLES OF ECOLOGY	4
BIO 406	EVOLUTIONARY BIOLOGY	4
	Sub-Total Credits	**8**
	Total Credits	16

Business Administration

Concentrations

The McCamish School of Business offers the Bachelor of Science (B.S.) degree in Business Administration on the Main Campus only, with the following concentrations:

- Accounting
- Artificial Intelligence
- Business Analytics
- Certified Financial Planner
- Digital Marketing
- Finance
- General Business
- Healthcare Administration
- Human Resource Management
- Management
- Marketing
- Professional Selling
- Project Management
- Supply Chain Management

The McCamish School of Business offers the Bachelor of Science (B.S.) degree in Sports Studies and the Bachelor of Science (B.S.) degree in Sport Media on the Main Campus only.

Student Learning Outcomes

Students who complete the Bachelor of Science (B.S.) in Business Administration program will be able to:

1. Analyze business situations using information and logic to make recommendations for problem-solving and decision-making (Critical Thinking, Analytical, and Problem-Solving Skills).
2. Use team building and collaborative behaviors in the accomplishment of group tasks and communicate effectively problem alternatives considered, recommend a solution, and an implementation strategy in oral, written, and electronic form (Interpersonal, Teamwork, Leadership, and Communication Skills).

3. Recognize and analyze ethical dilemmas and propose resolutions for practical business situations (Ethical Issues and Responsibilities).
4. Apply best practices, established theories, and managerial skills to business situations and problems (Business Skills and Knowledge).
5. Develop awareness of and analyze global and multicultural issues as they relate to business (Awareness of Global and Multicultural Issues).

Business Administration

Degree Type
Bachelor of Science (B.S.)

All listed concentrations are available as minors to non-Business Administration majors.

Business Core Classes

Course Code	Title	Credits
BUS 101	INTRO TO BUSINESS & ENTREPRENEURSHIP	3
BUS 104	INTRODUCTION TO DATA ANALYSIS	3
BUS 201	PRINCIPLES OF ACCOUNTING I	3
BUS 202	PRINCIPLES OF ACCOUNTING II	3
BUS 204	SURVEY OF ECONOMICS	3
BUS 290	LEGAL & ETHICAL ENVIORNMENTS IN BUSINESS	3
BUS 300	BUSINESS COMMUNICATION	3
BUS 301	PRINCIPLES OF MANAGEMENT	3
BUS 302	PRINCIPLES OF MARKETING	3
BUS 303	PRINCIPLES OF FINANCE	3
BUS 330	STATSTICS FOR BUSINESS PROBLEM SOLVING	3
BUS 331	ADVANCED DATA ANALYSIS & VISUALIZATION	3
BUS 460	STRATEGIC MANAGEMENT	3
	Sub-Total Credits	**39**

Select One (1) Concentration:

Students should speak to a McCamish School of Business Advisor if they are interested in more than one concentration.

Accounting Concentration

The Accounting concentration provides the conceptual foundation and basic skills to begin a career in an accounting practice. Accounting provides the information necessary to help business owners, managers, and employees interpret operating results, take appropriate action from an operating perspective, and plan for the future.

Course Code	Title	Credits
BUS 350	GOVERNMENTAL/NOT FOR PROFIT ACCOUNTING	3
BUS 371	FINANCIAL ACCOUNTING I	3
BUS 372	FINANCIAL ACCOUNTING II	3
BUS 374	PRINCIPLES OF FRAUD EXAMINATION	3
BUS 378	ACCOUNTING INFORMATION SYSTEMS	3
BUS 471	COST ACCOUNTING	3
BUS 473	FUNDAMENTALS OF TAXATION	3
BUS 477	AUDITING	3
	Sub-Total Credits	**24**

Artificial Intelligence (AI) Concentration

The Artificial Intelligence (AI) Concentration is designed to be accessible to everyone and does not require any coding experience or AI background. It prepares students to become informed leaders, policymakers, and citizens in an AI-infused future. By fostering an understanding of AI's capabilities, limitations, and impact, we empower students to navigate the challenges and opportunities presented by AI technology in their respective fields.

Course Code	Title	Credits
BUS 125	AI FOR EVERYONE	3
BUS 225	AI FOR DECISION MAKING	3
BUS 226	AI FOR CREATIVITY AND DESIGN	3
BUS 227	AI ETHICS	3
	Sub-Total Credits	**12**

Business Analytics

The Business Analytics concentration equips students with essential data analysis skills, including proficiency in SQL and Tableau. Through the use of low-code business analytics tools like spreadsheets and dashboards, students can tackle a wide range of business challenges.

Course Code	Title	Credits
BUS 106	FOUNDATIONS OF DATA ANALYTICS I	3
BUS 107	FOUNDATIONS OF DATA ANALYTICS 2	3
BUS 246	BUSINESS ANALYTICS I	3
BUS 248	BUSINESS ANALYTICS 2	3
BUS 311	BUSINESS ANALYTICS PRACTICUM	3
BUS 453	BUSINESS RESEARCH	3
	Sub-Total Credits	**18**

Certified Financial Planner Concentration

The Certified Financial Planner concentration prepares students for a career as a Financial Planner or Advisor by fulfilling the educational requirements needed prior to taking the CFP Board exam. Students will study investing, saving, and money management to help guide future clients through some of the biggest moments of their lives.

Course Code	Title	Credits
BUS 361	GENERAL PRINCIPLES OF FINANCIAL PLANNING	3
BUS 362	RISK MANAGEMENT AND INSURANCE PLANNING	3
BUS 363	INVESTMENT PLANNING	3
BUS 364	TAX PLANNING	3
BUS 366	ESTATE PLANNING	3
BUS 367	RETIREMENT SAVINGS & INCOME PLAN	3
BUS 368	FINANCIAL PLAN DEVELOPMENT	3
	Sub-Total Credits	**21**

Digital Marketing Concentration

The Digital Marketing concentration integrates with existing business and marketing courses to provide students with the key digital skills most needed by marketing coordinators and managers. Students study growth hacking; design and implement digital campaigns; expand brand awareness; and optimize for key returns on investment metrics.

Course Code	Title	Credits
BUS 155	INTRODUCTION TO DIGITAL MARKETING	3
BUS 255	CAREER EXPLORATION & EXPERIENCE IN DIGITAL MARKETING	3
BUS 355	SOCIAL MEDIA MARKETING, BRAND AWARENESS, AND ENGAGEMENT	3
BUS 356	LIFECYCLE AND EMAIL MARKETING	3
BUS 357	DIGITAL MARKETING ANALYTICS & ENGAGEMENT	3
BUS 456	GROWTH MARKETING AND MULTI-CHANNEL DIGITAL MARKETING	3
	Sub-Total Credits	**18**

Finance Concentration

The Finance concentration demonstrates why finance is the backbone of every organization, guiding decisions that shape growth, investment, and long-term sustainability. Finance professionals are critical in helping companies allocate resources, manage risk, and plan for the future, skills are increasingly vital across all industries.

Course Code	Title	Credits
BUS 244	EXCEL FOR BUSINESS	3
BUS 257	CAREER NAVIGATION AND EXPLORATION IN FINANCE	3
BUS 318	FINANCIAL MODELING AND VALUATION	3
BUS 319	FINANCIAL MARKETS AND INSTITUTIONS	3
BUS 369	CORPORATE FINANCE	3
BUS 385	INVESTMENTS	3
	Sub-Total Credits	**18**

General Business Concentration

The General Business concentration provides students with a broad curriculum in accounting, economics, finance, information systems, management, and marketing. Students have the flexibility to tailor their study to a specific area of interest.

Credit by experiential learning can be used with approval of a McCamish School of Business Advisor.

Course Code	Title	Credits
	Six (6) Reinhardt BUS courses and/or six (6) courses transferred from other post-secondary institutions	

Healthcare Administration Concentration

The Healthcare Administration concentration provides a comprehensive understanding of the healthcare delivery system in the United States, examines the special characteristics and requirements of organizations providing healthcare services, and addresses the skills and knowledge required in order to function as a professional manager in the field

Course Code	Title	Credits
HCA 110	INSIDE U.S. HEALTHCARE POLICY	3
HCA 205	CAREER NAVIGATION & EXPLORATION IN HEALTHCARE ADMINISTRATION	3
HCA 210	HEALTHCARE JUSTICE, LAW & ETHICS	3
HCA 310	STRATEGIC HEALTHCARE OPERATIONS	3
HCA 315	HEALTHCARE FINANCE	3
HCA 320	DATA DRIVEN HEALTHCARE: ANALYTICS	3
HCA 415	HEALTHCARE INNOVATION	3
	Sub-Total Credits	**21**

Human Resource Management

The Human Resource Management concentration prepares students with a focused skillset most requested by HR employers. Students study the challenges of remote working, build robust training initiatives, and learn the technologies that power how we work in the modern workplace.

Course Code	Title	Credits
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 345	TOTAL COMPENSATION MANAGEMENT	3
BUS 421	TRAINING AND DEVELOPMENT	3
BUS 422	HUMAN RESOURCE MANAGEMENT	3
BUS 423	EMPLOYMENT AND LABOR LAW	3
BUS 426	HUMAN RESOURCE RISK MANAGEMENT	3
	Sub-Total Credits	**18**

Management Concentration

The Management concentration equips students to communicate successfully, think creatively, and adapt to the uncertainties of business fluctuations to meet the challenges of a complex and global business environment. Students study how organizations and people interact; how to lead, motivate, and manage a company's organizational resources; and how to make sound management decisions.

Course Code	Title	Credits
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 309	ORGANIZATIONAL CHANGE	3
BUS 407	INTERNATIONAL BUSINESS	3
BUS 422	HUMAN RESOURCE MANAGEMENT	3
BUS 441	PRODUCTION & OPERATIONS MANAGEMENT	3
BUS 453	BUSINESS RESEARCH	3
	Sub-Total Credits	**18**

Marketing Concentration

The Marketing concentration prepares students for careers as sales and marketing professionals. Students study domestic and global demand patterns, pricing, promotions, consumer and market research, professional selling, electronic marketing methods, and marketing strategy.

Course Code	Title	Credits
BUS 445	SALES MANAGEMENT	3
BUS 451	MARKETING MANAGEMENT	3
BUS 452	BUYER BEHAVIOR	3
BUS 453	BUSINESS RESEARCH	3
	Choose two (2) of the following BUS courses:	
	Sub-Total Credits	**12**

Professional Selling Concentration

The Professional Selling concertation provides students with the skill demanded by commercial sales teams and builds a foundational familiarity with a broad range of selling techniques. Students also develop practical, practiced skills like negotiation and relationship management that can be immediately applied to any future sales role.

Course Code	Title	Credits
BUS 220	RELATIONSHIP DRIVEN SELLING	3
BUS 221	NEGOTIATION IN BUSINESS AND SALES	3
BUS 349	SALES LEADERSHIP	3
BUS 445	SALES MANAGEMENT	3
BUS 446	PERSONAL SELLING	3
BUS 449	ADVANCED RELATIONSHIP SELLING	3
	Sub-Total Credits	**18**

Project Management Concentration

The Project Management concentration integrates with existing business management courses to provide students with valuable skills which they can use on a variety of project and program management within the modern organization. Students study project planning, team management, risk assessment, and a variety of project management strategies using project-based learning and group assignments.

Course Code	Title	Credits
BUS 109	PROJECT MANAGEMENT FUNDAMENTALS	3
BUS 231	PREDICTIVE PROJECT PLANNING	3
BUS 352	PROJECT EXECUTION, MONITORING & CONTROL	3
BUS 353	MANAGING RISK & UNCERTAINTY	3
BUS 354	AGILE FRAMEWORKS & METHODOLOGIES	3
BUS 412	FULL-CYCLE PROJECT MANAGEMENT	3
	Sub-Total Credits	**18**

Supply Chain Management Concentration

The Supply Chain management concentration integrates with existing business management courses to provide students with polished skills that allow them to contribute to the operations and logistics of their organization. Students study forecasting, operations, and technologies, which allows them to complete the concentration by creating a "Supply Chain Playbook" that solves a real-world company challenge.

Course Code	Title	Credits
BUS 241	FORECASTING AND LOGISTICS	3
BUS 242	SOURCING AND OPERATIONS	3
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 341	SUPPLY CHAIN IN ACTION	3
BUS 342	SUPPLY CHAIN MANAGMENT TECHNOLOGIES	3
BUS 443	SUPPLY CHAIN CAPSTONE	3
	Sub-Total Credits	**18**

General Electives

All General Electives must be approved by a McCamish School of Business advisor.

	Sub-Total Credits	**13**

Required Minor of the Student's Choosing

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Accounting

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Accounting minor provides the conceptual foundation and basic skills to begin a career in an accounting practice. Accounting provides the information necessary to help business owners, managers, and employees interpret operating results, take appropriate action from an operating perspective, and plan for the future.

Required Courses

Course Code	Title	Credits
BUS 201	PRINCIPLES OF ACCOUNTING I	3
BUS 202	PRINCIPLES OF ACCOUNTING II	3
BUS 371	FINANCIAL ACCOUNTING I	3
BUS 372	FINANCIAL ACCOUNTING II	3
	Select two additional courses from the Accounting Concentration	6
	Total Credits	18

Artificial Intelligence (AI)

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Artificial Intelligence (AI) minor is designed to be accessible to everyone and does not require any coding experience or AI background. It prepares students to become informed leaders, policymakers, and citizens in an AI-infused future. By fostering an understanding of AI's capabilities, limitations, and impact, we empower students to navigate the challenges and opportunities presented by AI technology in their respective fields.

Course Code	Title	Credits
BUS 125	AI FOR EVERYONE	3
BUS 225	AI FOR DECISION MAKING	3
BUS 226	AI FOR CREATIVITY AND DESIGN	3
BUS 227	AI ETHICS	3
	Total Credits	12

Business Analytics

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Business Analytics minor equips students with essential data analysis skills, including proficiency in SQL and Tableau. Through the use of low-code business analytics tools like spreadsheets and dashboards, students can tackle a wide range of business challenges.

Required Courses

Course Code	Title	Credits
BUS 106	FOUNDATIONS OF DATA ANALYTICS I	3
BUS 107	FOUNDATIONS OF DATA ANALYTICS 2	3
BUS 246	BUSINESS ANALYTICS I	3
BUS 248	BUSINESS ANALYTICS 2	3
BUS 311	BUSINESS ANALYTICS PRACTICUM	3
BUS 453	BUSINESS RESEARCH	3
	Total Credits	18

Certified Financial Planner

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Certified Financial Planner minor
prepares students for a career as a Financial Planner or Advisor by fulfilling the educational requirements needed prior to taking the CFP Board exam. Students will study investing, saving, and money management to help guide future clients through some of the biggest moments of their lives.

Required Courses

Course Code	Title	Credits
BUS 361	GENERAL PRINCIPLES OF FINANCIAL PLANNING	3
BUS 362	RISK MANAGEMENT AND INSURANCE PLANNING	3
BUS 363	INVESTMENT PLANNING	3
BUS 364	TAX PLANNING	3
BUS 366	ESTATE PLANNING	3
BUS 367	RETIREMENT SAVINGS & INCOME PLAN	3
BUS 368	FINANCIAL PLAN DEVELOPMENT	3
	Total Credits	21

Digital Marketing

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Digital Marketing minor integrates with existing business and marketing courses to provide students with the key digital skills most needed by marketing coordinators and managers. Students study growth hacking, design and implement digital campaigns, expand brand awareness and optimize for key return on investment metrics.

Required Courses

Course Code	Title	Credits
BUS 155	INTRODUCTION TO DIGITAL MARKETING	3
BUS 255	CAREER EXPLORATION & EXPERIENCE IN DIGITAL MARKETING	3
BUS 355	SOCIAL MEDIA MARKETING, BRAND AWARENESS, AND ENGAGEMENT	3
BUS 356	LIFECYCLE AND EMAIL MARKETING	3
BUS 357	DIGITAL MARKETING ANALYTICS & ENGAGEMENT	3
BUS 456	GROWTH MARKETING AND MULTI-CHANNEL DIGITAL MARKETING	3
	Total Credits	18

Finance

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Finance minor demonstrates why finance is the backbone of every organization, guiding decisions that shape growth, investment, and long-term sustainability. Finance professionals are critical in helping companies allocate resources, manage risk, and plan for the future, skills are increasingly vital across all industries.

Required Courses

Course Code	Title	Credits
BUS 257	CAREER NAVIGATION AND EXPLORATION IN FINANCE	3
BUS 244	EXCEL FOR BUSINESS	3
BUS 369	CORPORATE FINANCE	3
BUS 318	FINANCIAL MODELING AND VALUATION	3
BUS 319	FINANCIAL MARKETS AND INSTITUTIONS	3
BUS 385	INVESTMENTS	3
	Sub-Total Credits	**18**

Electives

These electives are recommended, but not required, courses for students who want a more in-depth study of finance

Course Code	Title	Credits
BUS 457	FUTURE OF FINANCE	3
BUS 461	STRATEGIC FINANCIAL ANALYSIS CAPSTONE	3
BUS 469	ADVANCED CORPORATE FINANCE	3
BUS 476	PORTFOLIO MANAGEMENT	3
	Sub-Total Credits	**12**
	Total Credits	18

General Business

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The General Business minor provides students with a broad curriculum in accounting, economics, finance, information systems, management, and marketing. Students have the flexibility to tailor their study to a specific area of interest.

Required Courses

Course Code	Title	Credits
BUS 101	INTRO TO BUSINESS & ENTREPRENEURSHIP	3
BUS 201	PRINCIPLES OF ACCOUNTING I	3
BUS 204	SURVEY OF ECONOMICS	3
BUS 301	PRINCIPLES OF MANAGEMENT	3
BUS 302	PRINCIPLES OF MARKETING	3
	Total Credits	15

Healthcare Administration

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Healthcare Administration concentration provides a comprehensive understanding of the healthcare delivery system in the United States, examine the special characteristics and requirements of organizations providing healthcare services, and address the skills and knowledge required in order to function as a professional manager in the field.

Course Code	Title	Credits
HCA 110	INSIDE U.S. HEALTHCARE POLICY	3
HCA 205	CAREER NAVIGATION & EXPLORATION IN HEALTHCARE ADMINISTRATION	3
HCA 210	HEALTHCARE JUSTICE, LAW & ETHICS	3
HCA 310	STRATEGIC HEALTHCARE OPERATIONS	3
HCA 315	HEALTHCARE FINANCE	3
HCA 320	DATA DRIVEN HEALTHCARE: ANALYTICS	3
HCA 415	HEALTHCARE INNOVATION	3
	Total Credits	21

Human Resource Management

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Human Resource Management minor prepares students with a focused skillset most requested by HR employers. Students study the challenges of remote working, how to build robust training initiatives, and learn the technologies that power how we work in the modern workplace.

Required Courses

Course Code	Title	Credits
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 345	TOTAL COMPENSATION MANAGEMENT	3
BUS 421	TRAINING AND DEVELOPMENT	3
BUS 422	HUMAN RESOURCE MANAGEMENT	3
BUS 423	EMPLOYMENT AND LABOR LAW	3
BUS 426	HUMAN RESOURCE RISK MANAGEMENT	3
	Total Credits	18

Management

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Management minor equips students to communicate successfully, think creatively, and adapt to the uncertainties of business fluctuations to meet the challenges of a complex and global business environment. Students study how organizations and people interact; how to lead, motivate, and manage a company's organizational resources; and how to make sound management decisions.

Required Courses

Course Code	Title	Credits
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 309	ORGANIZATIONAL CHANGE	3
BUS 422	HUMAN RESOURCE MANAGEMENT	3
BUS 441	PRODUCTION & OPERATIONS MANAGEMENT	3
BUS 460	STRATEGIC MANAGEMENT	3
	Total Credits	15

Marketing

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Marketing minor prepares students for careers as sales and marketing professionals. Students study domestic and global demand patterns, pricing, promotions, consumer and market research, professional selling, electronic marketing methods, and marketing strategy

Required Courses

.

Course Code	Title	Credits
BUS 302	PRINCIPLES OF MARKETING	3
	Sub-Total Credits	**3**

Electives

Select two (2) courses from the following list:

Course Code	Title	Credits
BUS 400	eCOMMERCE	3
BUS 451	MARKETING MANAGEMENT	3
BUS 452	BUYER BEHAVIOR	3
BUS 453	BUSINESS RESEARCH	3
	Sub-Total Credits	**6**

Select two (2) courses from the following list:

Course Code	Title	Credits
BUS 407	INTERNATIONAL BUSINESS	3
BUS 441	PRODUCTION & OPERATIONS MANAGEMENT	3
BUS 445	SALES MANAGEMENT	3
BUS 446	PERSONAL SELLING	3
BUS 447	SERVICES MARKETING	3
	Sub-Total Credits	**6**
	Total Credits	15

Professional Selling

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Professional Selling minor provides students with the skill demanded by commercial sales teams and builds a foundational familiarity with a broad range of selling techniques. Students also develop practical, practiced skills like negotiation and relationship management that can be immediately applied to any future sales role.

Required Courses

Course Code	Title	Credits
BUS 220	RELATIONSHIP DRIVEN SELLING	3
BUS 221	NEGOTIATION IN BUSINESS AND SALES	3
BUS 349	SALES LEADERSHIP	3
BUS 445	SALES MANAGEMENT	3
BUS 446	PERSONAL SELLING	3
BUS 449	ADVANCED RELATIONSHIP SELLING	3
	Total Credits	18

Project Management

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Project Management minor integrates with existing business management courses to provide students with valuable skills which they can use on a variety of project and program management within the modern organization. Students study project planning, team management, risk assessment, and a variety of project management strategies using project-based learning and group assignments.

Required Courses

Course Code	Title	Credits
BUS 109	PROJECT MANAGEMENT FUNDAMENTALS	3
BUS 231	PREDICTIVE PROJECT PLANNING	3
BUS 352	PROJECT EXECUTION, MONITORING & CONTROL	3
BUS 353	MANAGING RISK & UNCERTAINTY	3
BUS 354	AGILE FRAMEWORKS & METHODOLOGIES	3
BUS 412	FULL-CYCLE PROJECT MANAGEMENT	3
	Total Credits	18

Supply Chain Management

Degree Type
Minor

This minor is available to Business Administration majors as a concentration.

The Supply Chain management minor integrates with existing business management courses to provide students with polished skills that allow them to contribute to the operations and logistics of their organization. Students study forecasting, operations, and technologies, which allows them to complete the concentration by creating a "Supply Chain Playbook" that solves a real-world company challenge.

Required Courses

Course Code	Title	Credits
BUS 241	FORECASTING AND LOGISTICS	3
BUS 242	SOURCING AND OPERATIONS	3
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 341	SUPPLY CHAIN IN ACTION	3
BUS 342	SUPPLY CHAIN MANAGMENT TECHNOLOGIES	3
BUS 443	SUPPLY CHAIN CAPSTONE	3
	Total Credits	18

Communication and Media Studies

The major in Communication and Media Studies, with a special emphasis on multimedia storytelling and global cultures, offers students several options to develop the skills and knowledge for both creative and leadership careers in media and visual culture. Our dynamic program with optional concentrations provides students with opportunities to gain practical, hands-on experience in storytelling across digital media as they develop their intellectual curiosity and understanding of the world.

The CMS program emphasizes

- creativity
- critical thinking
- oral, written, and visual communication skills
- interpersonal skills
- theory

Students integrate theory and practice as they develop their understandings of the role of media in a democratic society and of their own responsibilities as well-informed citizens and future communication professionals.

This degree program includes:

B.A. in Communication and Media Studies, with a concentration in TV & Film Production.

B. F. A. in Digital Media Arts (an interdisciplinary degree program with the Art faculty)

Communication and Media Studies Student Learning Outcomes:
Communication & Media Studies students will:

1. Develop and enrich their critical thinking skills and communication skills (USLO 1, 2, 4)
2. Demonstrate creativity and a variety of research methods in their communication classes and civic work (USLO 1, 3)
3. Use technology to enhance communication projects and course assignments (USLO 3)
4. Demonstrate respect for individual and cultural differences (USLO 5, 6, 7, 8, 9)
5. Demonstrate understanding of the historical, informational and organizational aspects of the communication environment (USLO 5, 9)

General Information

Communication and Media Studies majors learn to think critically, research thoroughly, write and speak clearly and eloquently, and work collaboratively to produce high-quality storytelling projects effectively across multiple platforms.

In a society where an understanding of culture and communication is of central importance, our majors develop the intercultural skills that employers require in today's globalized workplace. A Communication and Media Studies degree offers an opening into careers associated with both creative (media-related) and interpersonal (people-centered) lifework.

Graduates are likely to excel at careers in:

- Media writing
- Directing
- Production
- Content Creation
- Post Production and Graphic Design

- Teaching, Training, and Adult Education
- Sports Broadcasting
- Live Event Production
- Information Design
- Media Management
- Management and Design
- Brand Content Creation
- Community Education and Arts Administration
- Higher Education Administration
- Creative Services Production
- Streaming Production
- Sideline Reporting
- Production Assistance
- Production Coordination
- Production Management
- Sports Camera Operation
- Internal Communication

Communication and Media Studies graduates often attend graduate schools in a variety of academic or professional fields, such as

- Media Production or Studies
- Communication
- Integrated Marketing Communication
- Content Strategy
- Talent Media Coordination
- Professional Writing
- Commercial Production
- Photography

An advanced graduate degree can lead to careers in administration and management, teaching and research at the university level, and higher education administration.

Assessment

Success in achieving the objectives in the Communication and Media Studies major is measured in the following ways, all of which are requirements for graduation:

- Completion of each course in the major with a grade of *C* or better.
- An internship in the field at an approved site, under faculty supervision.
- Successful completion of a professional résumé and an online portfolio.
- Successful completion of a capstone storytelling project in COM 490 (or the equivalent in Art as an option for Digital Media Arts majors).

Teaching Philosophy and Classroom Expectation

The Communication and Media Studies program offers very personalized instruction in a small- group classroom setting. Our classes are generally highly collaborative and interactive, which means that students can expect to participate actively in class discussions, in-class activities, and group projects. Whether in a traditional classroom or working with cameras and computers in our studio and edit lab, students obtain hands-on training and experience.

Strong writing skills are essential for Communication and Media Studies majors. In addition to designated writing classes, we also emphasize writing skills across the curriculum. All of our courses encourage students to learn and practice their integrated communication skills in addition to strong writing:

- Oral presentations
- Visual design
- Effective use of technologies
- Teamwork in group projects
- Interpersonal and intercultural skills.

Prospective Communication and Media Studies majors may take 100- and 200-level Communication (COM) courses. However, prior to taking 300-level courses or above, a sophomore or transfer student should consult with his or her advisor so they can together assess the student's major interests, strengths, and skill levels in order to determine the student's readiness to proceed to upper-level COM course.

Special Activities

- Internships.
- Study abroad opportunities.
- Experiential learning opportunities.
- Membership in Lambda Pi Eta Honor Society of the National Communication Association.
- Opportunities to present work at the Robert L. Driscoll Convocation of Artists and Scholars.

Communication and Media Studies - Concentration in Film and TV Production

Degree Type
Bachelor of Arts (B.A.)

The Communication and Media Studies degree program offers a comprehensive overview of the contemporary global media landscape, covering subjects such as intercultural communication, film and television studies, graphic design, and digital media production.

Students will hone their skills in various forms of storytelling and visual communication, while also developing critical thinking, research, and leadership capabilities. The curriculum includes a capstone experience through either a professional internship or a transmedia storytelling project, providing students with hands-on opportunities to apply their knowledge in real-world settings.

Major Required Courses

Communication and Media Studies Core

Course Code	Title	Credits
COM 104	INTRO TO DIGITAL PRODUCTION	3
COM 210	PRINCIPLES OF PROFESSIONAL PHOTOGRAPHY	3
COM 220	BASIC AUDIO PRODUCTION	3
COM 250	BASIC DIGITAL MEDIA PRODUCTION	3
COM 490	SENIOR SEMINAR	3
	Sub-Total Credits	**15**

Media Writing (pick one)

Course Code	Title	Credits
COM 207	SCRIPT DEVELOPMENT FOR TV AND FILM	3
ENG 383	LITERARY EDITING & PUBLISHING	3
ENG 351	LITERATURE AND FILM	3
ENG 390	TV WRITING	3
	Sub-Total Credits	**3**

Professional Preparation- choose 2

Course Code	Title	Credits
COM 304	ADVANCED STUDIO/FIELD PRODUCTION	3
COM 310	DIGITAL MEDIA EDITING	3
COM 415	DIRECTING AND PRODUCING	4
COM 306	ON CAMERA SPORTS ANNOUNCING	3
COM 251	CINEMATOGRAPHY LIGHTS & LENSES	3
	Sub-Total Credits	**6**

Major Electives (choose 4)

Course Code	Title	Credits
COM 298	SPECIAL TOPICS	3
COM 350	EXPLORING PRODUCTION IN THE NARRATIVE FILM	4
COM 352	GENRES AND STYLES OF DIGITAL MEDIA	3
COM 403	MEDIA AND VISUAL CULTURE	3
COM 406	SPECIAL PROJECT	1
COM 407	COMMUNICATION INTERNSHIP	3
ENG 388	SCRIPTWRITING	3
THE 232	STAGE MANAGEMENT	3
THE 230	STAGECRAFT	3
	ART/COM 308	3
	Sub-Total Credits	**12-13**

Required Minor of Student's Choice

	Sub-Total Credits	**12-18**

General Electives

	Sub-Total Credits	**33-40**
	General Education Curriculum	**32**
	Total Credits	120

Digital Media Arts

Degree Type
Bachelor of Fine Arts

Major Required Courses

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 120	TWO-DIMENSIONAL DESIGN	3
ART 121	THREE-DIMENSIONAL DESIGN	3
ART 215	ART & ARCHITECTURE FROM PREHISTORC TO RENAISSANCE	3
ART 216	ART & ARCHITECTURE FROM RENAISSANCE TO MODERN	3
COM 202	MEDIA & CULTURE	3
COM 250	BASIC DIGITAL MEDIA PRODUCTION	3
COM 403	MEDIA AND VISUAL CULTURE	3
COM 407	COMMUNICATION INTERNSHIP	3
	Sub-Total Credits	**30**

ART Electives

Choose Three Courses

Course Code	Title	Credits
ART 201	ADVANCED DRAWING	3
ART 220	INTRO TO PAINTING IN WATER MEDIA	3
ART 261	INTRODUCTION TO DIGITAL PHOTOGRAPHY	3
ART 308	DIGITAL ART I	3
ART 309	DIGITAL ART II	3
ART 320	INTRO TO PAINTING: OIL MEDIA	3
ART 321	ACRYLIC PAINTING	3
ART 365	ALTERNATIVE PHOTOGRAPHY & MIXED MEDIA	3
ART 410	DIGITAL ARTS III	3
	Sub-Total Credits	**9**

COM Electives

Choose Three Courses

Course Code	Title	Credits
COM 210	PRINCIPLES OF PROFESSIONAL PHOTOGRAPHY	3
COM 220	BASIC AUDIO PRODUCTION	3
COM 251	CINEMATOGRAPHY LIGHTS & LENSES	3
COM 306	ON CAMERA PRACTICUM	3
COM 310	DIGITAL MEDIA EDITING	3
COM 325	INTERACTIVE MEDIA DESIGN	3
COM 326	INTERACTIVE MEDIA DESIGN II	3
COM 350	EXPLORING PRODUCTION IN THE NARRATIVE FILM	4
COM 415	DIRECTING AND PRODUCING	4
	Sub-Total Credits	**9**

Capstone Experience

In the last semester of their junior year, students will decide upon a 2-course creative capstone direction.

The final capstone courses will be completed in the final year (one course in each semester of final year) and can be taken in either ART or COM depending on the specific needs of the student and the choice of thesis supervisor.

	Sub-Total Credits	**6**

ART Capstone

Course Code	Title	Credits
ART 491	CONCENTRATION SEMINAR	3
ART 492	THESIS EXHIBITION & PORTFOLIO	3
	Sub-Total Credits	**6**

COM Capstone

Course Code	Title	Credits
COM 450	THESIS PROJECT	3
COM 490	SENIOR SEMINAR	3
	Sub-Total Credits	**6**

General Electives

	Sub-Total Credits	**22**

Required Minor of Student's Choosing

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Film and TV Production

Degree Type
Minor

Course Code	Title	Credits
COM 202	MEDIA & CULTURE	3
COM 207	SCRIPT DEVELOPMENT FOR TV AND FILM	3
COM 250	BASIC DIGITAL MEDIA PRODUCTION	3
	One 400-level COM course	3
	Sub-Total Credits	**12**

Select from

Course Code	Title	Credits
COM 220	BASIC AUDIO PRODUCTION	3
COM 251	CINEMATOGRAPHY LIGHTS & LENSES	3
	Sub-Total Credits	**3**
	Total Credits	15

Creative Writing

Mission

The Bachelor of Fine Arts in Creative Writing develops skills in creative writing through the study of literature and the practice of writing a variety of genres. The student who majors in creative writing at Reinhardt University is prepared to embark on a career as a professional creative writer or enter a field such as education, publishing, advertising, or journalism. Students will also be prepared to pursue further education in graduate or professional studies, if they so choose. The creative writing program at Reinhardt requires an internship where majors will work with a literary journal or other media outlets to gain valuable experience to enhance their ability to find jobs after graduation.

Student Learning Outcomes

Students who complete the Bachelor of Fine Arts (B.F.A.) in Creative Writing will be able to:

1. Use a variety of rhetorical and literary techniques to enhance the reader's experience of a written work.
2. Engage in the writing process—plan, draft, revise, edit, and polish—in order to create a piece of writing ready for publication.
3. Analyze literature and other writers' works in order to understand how genre, structure, use of language, imagery, voice, point of view, and other techniques effectively or ineffectively engage a reader.
4. Write constructive, editorial commentary on the works of fellow students.
5. Read and categorize contemporary writing and one's own creative works within the context of traditional and experimental literary movements.

Special Features and Activities

English students are offered the opportunity to do the following:

- Join the English Honor Society, Sigma Tau Delta
- Assist with tutoring in the Tutoring Center
- Contribute articles and selections to the Reinhardt writer’s publication, Sanctuary
- Attend local dramatic productions
- Hear and discuss issues with respected and well-known local and national authors and academics
- Present their creative writing at the Robert L. Driscoll Convocation of Artists and Scholars

Creative Writing

Degree Type
Bachelor of Fine Arts

All candidates for the BFA in Creative Writing must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

Major Required Courses

History of the English Language

Course Code	Title	Credits
ENG 345	HISTORY OF THE ENGLISH LANGUAGE	3
	Sub-Total Credits	**3**

Creative Writing Courses

Course Code	Title	Credits
ENG 280	INTRODUCTION TO CREATIVE WRITING	3
	Sub-Total Credits	**3**

Literature Courses

Take any five literature classes at the 300-level

	Sub-Total Credits	**15**

Select four (4) from these courses

Course Code	Title	Credits
ENG 383	LITERARY EDITING & PUBLISHING	3
ENG 386	POETRY WRITING	3
ENG 387	CREATIVE NONFICTION	3
ENG 388	SCRIPTWRITING	3
ENG 389	FICTION WRITING	3
ENG 390	TV WRITING	3
ENG 391	PLAYWRITING	3
	Sub-Total Credits	**12**

Select 2-3 Additional Advanced Writing Courses (Single Genre)

(May be repeated twice – that is, taken up to 3 times)

Advanced courses will be cross-listed and taught at the same time as the 300-level courses. Each 300-level course is a prerequisite for the 400-level course of that genre and must be completed before a student can enroll in 400-level class. Writing workshops (i.e. Poetry Writing and Fiction Writing) are typically taken multiple times in a creative writing program.

Course Code	Title	Credits
ENG 483	LITERARY EDITING & PUBLISHING	3
ENG 486	ADVANCED POETRY WRITING	3
ENG 487	ADVANCED CREATIVE NONFICTION	3
ENG 488	ADVANCED SCRIPTWRITING	3
ENG 489	ADVANCED FICTION WRITING	3
ENG 490	ADVANCED WRITING FOR TV	3
ENG 491	ADVANCED PLAYWRITING	3
	Sub-Total Credits	**9**

Capstone Courses

Course Code	Title	Credits
ENG 408	CREATIVE WRITING INTERNSHIP	3
ENG 450	SENIOR THESIS	3
ENG 480	SENIOR SEMINAR IN CREATIVE WRITING	3
	Sub-Total Credits	**9**

Required Minor

	Sub-Total Credits	**12-18**

General Electives

	Sub-Total Credits	**21-25**
	General Education Curriculum	**32**
	Total Credits	120

Creative Writing

Degree Type
Minor

Students must select five courses (15 credit hours) from the following list

Course Code	Title	Credits
ENG 280	INTRODUCTION TO CREATIVE WRITING	3
ENG 386	POETRY WRITING	3
ENG 387	CREATIVE NONFICTION	3
ENG 388	SCRIPTWRITING	3
ENG 389	FICTION WRITING	3
ENG 450	SENIOR THESIS	3
	Total Credits	15

Criminal Justice

Criminal Justice - Sociology

Degree Type
Bachelor of Science (B.S.)

Major Required

Criminal Justice Core

Course Code	Title	Credits
SOC 360	INTR TO CRIMINAL JUSTICE/CRIMINOLOG	3
	Sub-Total Credits	**3**

Professional Development Courses

Section 1

Course Code	Title	Credits
SSC 203	RESEARCH METHODS IN SOCIAL SCIENCES	3
SSC 321	QUALITATIVE RESEARCH METHODS	3
	Sub-Total Credits	**6**

Select one of the following

Course Code	Title	Credits
SCI 305	INTRO TO GEOGRAPHIC INFO SYSTEMS	3
SSC 315	STATS FOR SOCIAL & BEHAVOR SCIENCES	3
SSC 325	SURVEY DESIGN & ANALYSIS	3
SSC 340	PROG EVALUATION & NEEDS ASSESSMENT	3
	Sub-Total Credits	**3**

Section 2

One selection from below is required

Course Code	Title	Credits
SSC 470	INDEPENDENT RESEARCH PROJECT	3
SSC 490	SOCIAL SCIENCE INTERNSHIP	3
CJS	CRIMINAL JUSTICE STUDY ABROAD PROGRAM	
	Sub-Total Credits	**6**

Section 3

Required

Course Code	Title	Credits
CJS 410	ETHICAL ISSUES IN CRIMINAL JUSTICE	3
	Sub-Total Credits	**3**

Theoretical Foundations

Choose one of the following:

Course Code	Title	Credits
CRJ 350	CURRENT TRENDS IN LAW ENFORCEMENT	3
SOC 350	DEVIANT BEHAVIOR AND SOCIAL CONTROL	3
	Sub-Total Credits	**3**

Content Courses

Course Code	Title	Credits
	CJS 340 or CJS 355	
POL 381	CRIMINAL LAW AND PROCEDURE	3
POL 385	CONSTITUTIONAL LAW	3
PSY 310	ABNORMAL PSYCHOLOGY	3
	SOC 310 or SSC 495	
	SOC 380 or CJS 305	3
	Sub-Total Credits	**18**

Elective Courses

Select two

Course Code	Title	Credits
CJS 300	COMPARATIVE CRIM JUSTICE SYSTEMS	3
CJS 305	JUVENILE DELINQUENCY	3
CJS 355	VICTIMOLOGY: THEORY TO APPLICATION	3
CJS 340	FORENSICS: CRIME SOLVING 101	3
CJS 350	CRIMINOLOGICAL THEORY	3
CJS 405	MURDER AROUND THE WORLD	3
POL 380	JUDICIAL PROCESS & BEHAVIOR	3
PSY 260	COMMUNITY PSYCHOLOGY	3
SOC 300	GLOBAL SOCIAL PROBLEMS	3
SOC 320	RACE AND ETHNIC RELATIONS	3
SOC 330	GENDER AND SOCIETY	3
SOC 350	DEVIANT BEHAVIOR AND SOCIAL CONTROL	3
SOC 380	FAMILY VIOLENCE	3
SOC 498	SPECIAL TOPICS IN SOCIOLOGY	3
SSC 450	LEADERSHIP	3
	Sub-Total Credits	**6**

General Electives

	Sub-Total Credits	**29**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Criminal Justice

Degree Type
Minor

Minor Required Courses

Course Code	Title	Credits
SOC 360	INTR TO CRIMINAL JUSTICE/CRIMINOLOG	3
	SSC 321, SSC 315, SSC 325 or SSC 340	3
	Sub-Total Credits	**6**

Minor Elective Courses

Select 4 courses from the list below from at least 2 different areas

Course Code	Title	Credits
CJS 300	COMPARATIVE CRIM JUSTICE SYSTEMS	3
CJS 305	JUVENILE DELINQUENCY	3
CJS 340	FORENSICS: CRIME SOLVING 101	3
CJS 350	CRIMINOLOGICAL THEORY	3
CJS 355	VICTIMOLOGY: THEORY TO APPLICATION	3
CJS 405	MURDER AROUND THE WORLD	3
POL 380	JUDICIAL PROCESS & BEHAVIOR	3
POL 381	CRIMINAL LAW AND PROCEDURE	3
POL 385	CONSTITUTIONAL LAW	3
PSY 260	COMMUNITY PSYCHOLOGY	3
PSY 310	ABNORMAL PSYCHOLOGY	3
SCI 305	INTRO TO GEOGRAPHIC INFO SYSTEMS	3
SOC 300	GLOBAL SOCIAL PROBLEMS	3
SOC 310	SOCL INEQUALITY: CLASS,RACE,GENDER	3
SOC 320	RACE AND ETHNIC RELATIONS	3
SOC 330	GENDER AND SOCIETY	3
SOC 350	DEVIANT BEHAVIOR AND SOCIAL CONTROL	3
SOC 380	FAMILY VIOLENCE	3
SOC 450	LEADERSHIP	3
SOC 498	SPECIAL TOPICS IN SOCIOLOGY	3
SOC 498	SPECIAL TOPICS IN SOCIOLOGY	3
	Sub-Total Credits	**12**
	Total Credits	18

Cybersecurity, IT, Computer Science

In an increasingly technological world, the demand for information technology has grown tremendously. The Computer Sciences Program provides students with the mathematical background necessary for careers in a variety of fields, including operations research, computer science, and cybersecurity.

The small class size at Reinhardt enables the program to cater instruction and extracurricular interaction of professors and students to provide a highly personal educational experience. The rigorous assignments in each course challenge Reinhardt students to maximize their educational experience.

Mission, Vision, and Values

The Computer Sciences Program continuously adjusts its academic catalog to job market needs, while keeping a rigorous classic core of Information Technology courses that will support its alumni's endeavors in graduate degrees programs.

The Computer Sciences Program aims at involving students in research and professional experiences before graduation, to set graduates on the right steps toward the job market or graduate schools.

The Computer Sciences Program cares about students' personal and professional growth, through differentiated instruction, while keeping academic rigorousness.

Student Learning Outcomes

Taking a course offered by the Computer Sciences Program, students will be able to:

1. Solve a problem by consulting various resources, applying appropriate technological tools, and using adequate approximations.
2. Analyze how information technology affects ethical and legal issues.
3. Synthesize appropriate solutions to organizations' problems.

Assessment

The Computer Sciences Program measures student learning outcomes by means of pre-post testing, course examinations, hands-on projects, and post-graduation placement of alumni in the workforce or in graduate programs.

Special Features and Activities

Computer Sciences students are offered the opportunity to participate in the following:

- Experiences with computer software packages to supplement classroom instruction.
- Participation in regional undergraduate conferences, such as the Southeastern MAA.
- Join *Pi Mu Epsilon*, the honorary national mathematics society.
- Internships.
- Individual and small group instruction.

Computer Science

Degree Type
Bachelor of Science (B.S.)

General Education Courses Required in the Major

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
	MAT 215 OR CSC 110	3-4
	Sub-Total Credits	**6-7**

Major Required Courses

Mathematics Core Courses

Course Code	Title	Credits
MAT 231	INTRODUCTION TO LOGIC & SET THEORY	3
MAT 330	DISCRETE MATHEMATICS	3
	Sub-Total Credits	**6**

Computer Science Core Courses

Course Code	Title	Credits
CSC 105	INTRODUCTIONS TO COMPUTER SCIENCE	3
CSC 115	PROGRAMMING FOR EVERYONE II	3
CSC 205	WEB DEVELOPMENT	3
CSC 220	DATA STRUCTURES	3
CSC 300	APPLICATION DEVELOPMENT I: BACKEND	3
CSC 310	APPLICATION DEVELOPMENT II	3
CSC 320	MODERN TECHNOLOGIES	3
CSC 325	ALGORITHMS	3
CSC 330	SOFTWARE DEVELOPMENT	3
CSC 400	COMPUTER SYSTEMS	3
CSC 425	COMPUTER SCIENCE CAPSTONE	3
	Sub-Total Credits	**33**

General Electives or Minor

	Sub-Total Credits	**32-33**
	General Education Curriculum	**32**
	Total Credits	120

Cybersecurity

Degree Type
Bachelor of Science (B.S.)

The Bachelor of Science in Cybersecurity prepares cybersecurity professionals capable of applying technical skills and the knowledge of security management to protect computerized information systems from a wide variety of threats, and to manage the risks associated with modern information technology usage. Graduates in this field often pursue careers as technical specialist or as analyst-level information security in businesses, government, and the military; as business intelligence developers; as data technicians; or as management analysts.

General Education Courses Required in the Major:

Course Code	Title	Credits
ENG 103	COMPOSITION, RHETORIC & RESEARCH	3
MAT 103	INTRODUCTION TO STATISTICS	3
	Sub-Total Credits	**6**

Major Required Courses

Mathematics Core Courses

Any MAT course higher than MAT 121 is also acceptable to fulfill this requirement

Course Code	Title	Credits
MAT 121	PRE-CALCULUS	4
	Sub-Total Credits	**4**

Cybersecurity Core Courses

Course Code	Title	Credits
CYS 100	INTRODUCTION TO CYBERSECURITY	3
CYS 200	CYBERCRIME AND GOVERNANCE	3
CYS 240	NETWORK AND SYSTEM SECURITY	3
CYS 330	SECURITY OPERATIONS	3
CYS 340	ETHICAL HACKING	3
CYS 410	THE FUTURE OF CYBERSECURITY	3
CYS 420	CYBERSECURITY CAPSTONE	3
CYS 480	CYBERSECURITY INTERNSHIP	1-4
	Sub-Total Credits	**22-25**

Information Technology Core Courses

Course Code	Title	Credits
ITM 101	INTRO TO INFORMATION TECHNOLOGY	3
ITM 201	NETWORKING TECH AND TELECOMMUNICATI	3
ITM 202	GOOGLE CLOUD COMPUTING FOUNDATIONS	3
ITM 301	OPERATING SYSTEMS & ARCHITECTURE	3
	Sub-Total Credits	**12**

Allied Core Courses

Course Code	Title	Credits
	MAT 215 OR CSC 110	3-4
CSC 115	PROGRAMMING FOR EVERYONE II	3
	Sub-Total Credits	**6-7**

General Electives or Minor

	Sub-Total Credits	**23-28**
	General Education Curriculum	**32**
	Total Credits	120

Information Technology

Degree Type
Bachelor of Science (B.S.)

This program covers the common technical skills such as web development, database management, operating system knowledge, programming, technical writing, and hardware deployment. Further, this

program includes in-demand courses in cloud computing and information security. To boost career readiness, students can opt to prepare for CompTIA certification exams, Fortinet Systems certification, or others.

General Education Courses Required in the Major:

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
	MAT 215 OR CSC 110	3-4
	Sub-Total Credits	**6-7**

Major Required Courses

Mathematics Core Courses

MAT 121 Pre-Calculus (4) or higher required to fulfill this requirement

	Sub-Total Credits	**4**

Information Technology Core Courses

Course Code	Title	Credits
ITM 101	INTRO TO INFORMATION TECHNOLOGY	3
ITM 201	NETWORKING TECH AND TELECOMMUNICATI	3
ITM 202	GOOGLE CLOUD COMPUTING FOUNDATIONS	3
ITM 301	OPERATING SYSTEMS & ARCHITECTURE	3
ITM 302	PostgreSQL	3
ITM 401	INFO SECURITY & DATA PROTECTION	3
	ITM 402 OR ITM 404	1-4
	Sub-Total Credits	**19-22**

Allied Core Courses

Course Code	Title	Credits
	CSC 105 or CYS 100	3
CSC 115	PROGRAMMING FOR EVERYONE II	3
CSC 205	WEB DEVELOPMENT	3
BUS 109	PROJECT MANAGEMENT FUNDAMENTALS	3
BUS 300	BUSINESS COMMUNICATION	3
BUS 307	ORGANIZATIONAL BEHAVIOR	3
	Sub-Total Credits	**15-18**

Focus Area (optional)

Choose one set of two courses (6 credit hours total)

Course Code	Title	Credits
	CSC 300 and CSC 310	
	BUS 109 and BUS 231	
	Sub-Total Credits	**6**

General Electives or Minor

	Sub-Total Credits	**43-50**
	General Education Curriculum	**32**
	Total Credits	120

Computer Science

Degree Type
Minor

The minor in Computer Science primarily focuses on Python and application development, but also includes elements of HTML, cybrse, JS, and web development. It is designed to educate students in skills in computer science that are increasingly fundamental in today's economy, and also provides students with a firm foundation to pursue additional interest in programming, software development, game development, blockchain engineering, cybersecurity, and more.

Mathematics Required Courses

Can use MAT 103 Introduction to Statistics if not used for General Education

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 231	INTRODUCTION TO LOGIC & SET THEORY	3
	Sub-Total Credits	**6**

Minor Required Courses

Course Code	Title	Credits
CSC 105	INTRODUCTIONS TO COMPUTER SCIENCE	3
CSC 110	PROGRAMMING FOR EVERYONE I	3
CSC 115	PROGRAMMING FOR EVERYONE II	3
CSC 205	WEB DEVELOPMENT	3
CSC 300	APPLICATION DEVELOPMENT I: BACKEND	3
	Sub-Total Credits	**15-16**

Minor Electives

Choose two (6 credits total):

Course Code	Title	Credits
CSC 220	DATA STRUCTURES	3
CSC 310	APPLICATION DEVELOPMENT II	3
CSC 320	MODERN TECHNOLOGIES	3
CSC 325	ALGORITHMS	3
CSC 330	SOFTWARE DEVELOPMENT	3
CSC 400	COMPUTER SYSTEMS	3
	Sub-Total Credits	**6**
	Total Credits	24-27

Cybersecurity

Degree Type
Minor

By completing this minor, a student will acquire familiarity and reinforcement of the skills needed to apply technical skills and the knowledge of security management to protect computerized information systems from a wide variety of threats. The student will become familiar with the risks associated with modern information technology usage and how to manage them.

Mathematics Required Courses

(If not used for the General Education Curriculum)

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
	MAT 215 OR CSC 110	3-4

Cybersecurity Required Courses

Course Code	Title	Credits
CYS 100	INTRODUCTION TO CYBERSECURITY	3
CYS 200	CYBERCRIME AND GOVERNANCE	3
CYS 240	NETWORK AND SYSTEM SECURITY	3
CYS 330	SECURITY OPERATIONS	3
ITM 201	NETWORKING TECH AND TELECOMMUNICATI	3
	Sub-Total Credits	**15**
	Total Credits	15-22

Information Technology

Degree Type
Minor

Required Mathematics

(If not used for General Education)

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
	Sub-Total Credits	**3**

Computer Science Required Courses

Course Code	Title	Credits
CSC 105	INTRODUCTIONS TO COMPUTER SCIENCE	3
CSC 110	PROGRAMMING FOR EVERYONE I	3
CSC 115	PROGRAMMING FOR EVERYONE II	3
	Sub-Total Credits	**10**

Information Technology Required Courses

Course Code	Title	Credits
ITM 101	INTRO TO INFORMATION TECHNOLOGY	3
ITM 201	NETWORKING TECH AND TELECOMMUNICATI	3
ITM 202	GOOGLE CLOUD COMPUTING FOUNDATIONS	3
	Sub-Total Credits	**9**
	Total Credits	19-22

Mathematics Minors in Cyber Attacks or Computer Forensics

Degree Type
Minor

By completing one of these two minors, a student will acquire familiarity and reinforcement of the skills needed to apply ethical, legal, and policy issues to Information Technology and to create IT solutions to solve organizational problems.

Mathematics Required

(if not used for General Education Curriculum)

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 215	COMPUTER PROGRAMMING	4
MAT 330	DISCRETE MATHEMATICS	3
	Sub-Total Credits	**10**

IT Required

Course Code	Title	Credits
MIT 245	INTRODUCTION TO NETWORK TECHNOLOGY	3
MIT 265	SYSTEMS ADMINISTRATION	3
MIT 285	NETWORK ARCHITECTURE	3
	Sub-Total Credits	**9**

IT Elective

Course Code	Title	Credits
MIT 335	ORG SECURITY & CYBER ATTACKS	3
MIT 336	SYSTEM ASSURANCE SECURITY	3
	Sub-Total Credits	**6**
	Total Credits	15

Dance

Mission:

The dance program's desire is to train students to be technically proficient, while also allowing them autonomous creative voice in the classroom. Students will be challenged to develop their technique and artistry with equal effort. Within this dance program, artistry is not only physical, but intellectual. Graduates of this program will be prepared to take on roles as performers, choreographers, artistic directors, interdisciplinary collaborators, and more.

Student Learning Objectives:

Students who complete a BA in Dance will:

1. Understand terminology across multiple genres of dance technique.
2. Learn how to approach auditions, interviews, and collaborative processes professionally.
3. Demonstrate critical thinking in written work, as well as creatively.
4. Demonstrate general understanding of dance history and our place within it.

Dance

Degree Type
Bachelor of Arts (B.A.)

Major Requirements

Course Code	Title	Credits
DAN 120	DANCE PROFESSIONALISM	3
DAN 125	IMPROVISATION	2
DAN 249	DANCE PERFORMANCE LAB	2
DAN 350	CHOREOGRAPHY & COMPOSITION	3
DAN 420	DANCE KINESIOLOGY	3
DAN 430	DANCE PEDAGOGY	3
DAN 450	DANCE IN SOCIETY	3
	Sub-Total Credits	**21-25**

Technique

Students must take one course each semester or eight two-credit courses. More can be complete as electives.

Dance Technique courses are 2-credit hours each and may be taken twice for credit.

Course Code	Title	Credits
DAN 144	BALLET I	2
DAN 244	BALLET II	2
DAN 344	BALLET III (POINTE)	2
DAN 128	JAZZ I	2
DAN 228	JAZZ II	2
DAN 126	TAP DANCE	2
DAN 270	CONTEMPORARY	2
	DAN Elective	2
	Sub-Total Credits	**16**

Optional DAN Electives

Students are encouraged to take 300- and 400-level DAN elective courses if Dance is their only major.

Course Code	Title	Credits
DAN 352	CHOREOGRAPHY II	3
DAN 370	DANCE PEDAGOGY II	3
DAN 450	DANCE IN SOCIETY	3
	Sub-Total Credits	**9**

Required Minor

Students will select a minor of their choosing to complete concurrently with their major.

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Dance

Degree Type
Minor

Eight credit hours from the following courses (each may be repeated for credit):

Course Code	Title	Credits
DAN 140	DANCE TECHNIQUE 1	1
DAN 240	DANCE TECHNIQUE 2	1
DAN 340	DANCE TECHNIQUE 3	1
DAN 440	DANCE TECHNIQUE 4	1
	Sub-Total Credits	**8**

Select nine credit hours from the following courses

Course Code	Title	Credits
DAN 250	DANCE AUDITION TECHNIQUE	3
DAN 350	CHOREOGRAPHY & COMPOSITION	3
DAN 430	DANCE PEDAGOGY	3
DAN 450	DANCE IN SOCIETY	3
	Sub-Total Credits	**9**
	Total Credits	17

Education

Mission:

At the Price School of Education, we believe great teachers change lives—one student, one classroom, and one community at a time. Guided by Reinhardt University's Ethos, "**To Do the Real Work for the Good Life**," we prepare reflective, caring, and innovative educators who lead with both heart and purpose. Rooted in faith, service, and academic excellence, our candidates embrace the diverse needs of every learner through differentiated instruction, meaningful assessment, and a nurturing classroom environment where every child is valued. When our graduates leave Reinhardt, they carry with them not only the knowledge and skills to teach, but also the compassion, integrity, and servant leadership to help every student flourish, and every community grow stronger.

PSOE Learning Outcomes

1. The teacher candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.
2. The teacher candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. The teacher candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. The teacher candidate displays a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

Music Education- Choral Concentration

Degree Type
Bachelor of Music Education (B.M.E.)

General Education Courses Required in the Major

Course Code	Title	Credits
MUS 325	WORLD MUSIC	3
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
	Sub-Total Credits	**6**

Major Required Courses

Course Code	Title	Credits
MUS 130	FUNDAMENTALS OF CONDUCTING	1
MUS 143	MUSIC THEORY I	3
MUS 144	MUSIC THEORY II	3
MUS 153	AURAL SKILLS I	1
MUS 154	AURAL SKILLS II	1
MUS 216	MUSIC THEORY III	3
MUS 217	MUSIC THEORY IV	3
MUS 226	AURAL SKILLS III	1
MUS 227	AURAL SKILLS IV	1
MUS 302	ADVANCED CONDUCTING	2
MUS 321	MUSIC HISTORY I	3
MUS 322	MUSIC HISTORY II	3
MUS 411	ORCHESTRATION & ARRANGING	2
	Sub-Total Credits	**27**

Music Education Required Courses

Course Code	Title	Credits
MSE 150	FOUNDATIONS IN MUSIC EDUCATION	2
MSE 220	EDUC MEDIA & TECHNOLOGY IN MUSIC	1
MSE 320	INSTRUMENTAL METHODS AND MATERIALS FOR CHORAL STUDENTS	1
MSE 323	ELEMENTARY METHODS	3
MSE 324	SECONDARY METHODS - INSTRUMENTAL	2
MSE 325	SECONDARY METHODS - CHORAL	2
MSE 356	GUITAR METHODS AND MATERIALS	1
MSE 450	CLINICAL RESIDENCY SEMINAR	1
MSE 465	VOCAL PEDAGOGY	2
MSE 490	CANDIDATE TEACHING MUSIC EDUCATION	12
	Sub-Total Credits	**26**

Professional Education Required Courses

Course Code	Title	Credits
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
	Sub-Total Credits	**9**

Applied Major (7 semesters)

Students must enroll concurrently in MUS 151 Studio Class and private applied lessons.

Senior Recital Required

Course Code	Title	Credits
MUA	APPLIED MAJOR INSTRUMENT	
MUS 151	STUDIO CLASS	
	Sub-Total Credits	**14**

Class Piano

Students may exempt Class Piano I - IV by audition

Piano primary students may exempt Class Piano V with permission of the instructor

Piano Proficiency Exam Required

Course Code	Title	Credits
MUA 113	CLASS PIANO I	1
MUA 114	CLASS PIANO II	1
MUA 213	CLASS PIANO III	1
MUA 214	CLASS PIANO IV	1
MUA 313	CLASS PIANO V	1
	Sub-Total Credits	**5**

Music Ensemble Requirement

Student will take 7 Semesters of MUE 100

Course Code	Title	Credits
MUE 100	CONCERT CHOIR	0-1
	General Education Curriculum	**32**
	Total Credits	120

Music Education- Instrumental Concentration

Degree Type
Bachelor of Music Education (B.M.E.)

General Education Courses Required in the Major

These courses will be taken with the student's General Education courses for a total of 48 credit hours.

Course Code	Title	Credits
MUS 325	WORLD MUSIC	3
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
	Sub-Total Credits	**6**

Major Required Courses

Course Code	Title	Credits
MUS 130	FUNDAMENTALS OF CONDUCTING	1
MUS 143	MUSIC THEORY I	3
MUS 144	MUSIC THEORY II	3
MUS 153	AURAL SKILLS I	1
MUS 154	AURAL SKILLS II	1
MUS 216	MUSIC THEORY III	3
MUS 217	MUSIC THEORY IV	3
MUS 226	AURAL SKILLS III	1
MUS 227	AURAL SKILLS IV	1
MUS 302	ADVANCED CONDUCTING	2
MUS 321	MUSIC HISTORY I	3
MUS 322	MUSIC HISTORY II	3
MUS 411	ORCHESTRATION & ARRANGING	2
	Sub-Total Credits	**27**

Music Education Required Courses

Course Code	Title	Credits
MSE 150	FOUNDATIONS IN MUSIC EDUCATION	2
MSE 220	EDUC MEDIA & TECHNOLOGY IN MUSIC	1
MSE 323	ELEMENTARY METHODS	3
MSE 324	SECONDARY METHODS - INSTRUMENTAL	2
MSE 325	SECONDARY METHODS - CHORAL	2
MSE 330	MARCHING BAND METHODS & MATERIALS	1
MSE 351	WOODWIND METHODS & MATERIALS	1
MSE 352	BRASS METHODS & MATERIALS	1
MSE 353	PERCUSSION METHODS & MATERIALS	1
MSE 354	STRING METHODS & MATERIALS	1
MSE 355	VOCAL TECHNIQUES & MATERIALS	1
MSE 356	GUITAR METHODS AND MATERIALS	1
MSE 450	CLINICAL RESIDENCY SEMINAR	1
MSE 490	CANDIDATE TEACHING MUSIC EDUCATION	12
	Sub-Total Credits	**29**

Professional Education Required Courses

Course Code	Title	Credits
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
	Sub-Total Credits	**9**

Applied Major (7 semesters)

Student **must** enroll concurrently in MUS 151 Studio Class and private applied lessons

Senior Recital Required

Course Code	Title	Credits
MUA	APPLIED MAJOR INSTRUMENT	
MUS 151	STUDIO CLASS	
	Sub-Total Credits	**14**

Class Piano

Students may exempt Class Piano I-II by audition

Piano Proficiency Exam Required

	Sub-Total Credits	**2**

Music Ensemble Requirement

Students will take Semesters of Wind Ensemble & Athletic Bands

	General Education Curriculum	**32**
	Total Credits	120

Elementary Education

Degree Type
Bachelor of Science (B.S.)

Overview

The PSOE Elementary Education (EE) program will lead to the Bachelor of Science (B.S.) degree and will prepare teachers for certification in Pre-Kindergarten (PK) through grade five. Graduates of the Elementary Education degree program will complete a broad range of courses in the liberal arts through the general education curriculum, develop an understanding of the growth and development of young children with diverse academic needs, and develop expertise in the craft of differentiated instruction and assessment through extensive study and over 800 hours of field experience in professional education courses.

Stages

In order to incorporate extensive opportunities for elementary classroom experience in every component of the candidates' preparation, the EE program will begin early to provide focused and well-structured field experience activities for candidates to understand, develop, and demonstrate principles of differentiated teaching.

- **Stage I** courses will offer opportunities for candidates to observe, assist, and interview elementary teachers who are planning and implementing differentiated instruction and assessment.
- **Stage II** Clinical Practice Courses, candidates will participate in an 16- week practicum in an elementary school setting.

- **Stage III** Clinical Residency, candidates will spend 16 weeks in a local elementary classroom. These experiences will foster the development of candidates who can work effectively over time with young children of diverse ages, with children with diverse abilities, and with children reflecting culturally and linguistically diverse family systems.

There is no minor required for this degree

PSOE Elementary Education Curriculum

Major Field Courses

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
EDU 344	INTRODUCTION TO READING	3
	Sub-Total Credits	**15**

Teaching Field Courses

Course Code	Title	Credits
BUS 204	SURVEY OF ECONOMICS	3
	HIS 120 or HIS 121	3
HIS 210	WORLD GEOGRAPHY	3
HIS 274	HISTORY OF GEORGIA	3
POL 101	AMERICAN GOVERNMENT	3
MAT 211	MATH CONCEPTS/CONNECTIONS II	3
	PCS 220/221	4
GEO 125	PHYSICAL GEOLOGY	4
SSP 230	HLTH & PHY ACT FOR EDUCATION MAJORS	3
ENG 280	INTRODUCTION TO CREATIVE WRITING	3
EDU 355	READING DIAGNOSIS	3
EDU 366	LITERACY INSTRUCTION & ESOL	3
	Sub-Total Credits	**38**

Professional Sequence Courses

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 450	CP: MATH & PROB SOLVING (ECE)	3
EDU 451	CP: INQUIRY BASED SCI (ECE)	3
EDU 452	CP: SOCIAL STUDIES & FINE ARTS	3
EDU 453	CP: LANG ARTS INTEGRATION ECE	3
EDU 479	CLINICAL RESIDENCY:ECE	12
	Sub-Total Credits	**36**
	General Education Curriculum	**32**

Total Credits	120

Middle Grades Education

Degree Type
Bachelor of Science (B.S.)

The PSOE Middle Grades Education (MGE) program leads to the Bachelor of Science (B.S.) degree and prepares teachers for certification in grades four through eight. Graduates of the Middle Grades Education degree program will complete a broad range of courses in the liberal arts through the general education curriculum, develop depth of knowledge in two subject concentration areas, acquire an understanding of the growth and development of young adolescents and their diverse academic needs, and develop expertise in the craft of differentiated instruction and assessment through extensive study and over 800 hours of field experience in professional education courses.

In order to deepen candidate understanding and application of developmentally responsive practices to foster adolescent development and learning, the MGE preparation program will begin early to provide focused and well- structured field experience activities. Stage I courses will provide opportunities for candidates to observe, assist and interview middle grades classroom teachers who are planning and implementing differentiated instruction and assessment. During the Stage II Clinical Practice semester, each MGE candidate will be assigned to a middle level team of teachers while participating in an 16-week practicum. For Stage III Clinical Residency, candidates will spend 16 weeks in a local middle grade classroom. These experiences will foster the development of candidates who can work effectively over time with young adolescents of diverse ages, with students with diverse abilities, and with students reflecting culturally and linguistically diverse family systems.

Middle Grades Education Curriculum

Major Field Courses

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
	Sub-Total Credits	**12**

Teaching Field Courses

Choose two (2) concentrations:

Students will earn a minor in the concentrations they choose without any additional coursework

English/ Language Arts (ELA)

Course Code	Title	Credits
	ENG 203, ENG 204, ENG 223, ENG 224, ENG 271 or ENG 272	3
	ENG 335 or ENG 336	3
ENG 341	LITERARY GENRES & CRITICIAL APPROAC	3
	ENG 340 or ENG 342	3
	ENG 343 or ENG 345	3
	ENG 340, ENG 342, ENG 343, or ENG 386	3
	Sub-Total Credits	**18**

Math Concentration

Course Code	Title	Credits
MAT 121	PRE-CALCULUS	4
MAT 200	INTRODUCTION TO STATISTICS	3
MAT 211	MATH CONCEPTS/CONNECTIONS II	3
MAT 221	CALCULUS I	4
MAT 300	COLLEGE GEOMETRY	3
	MATH ELECTIVE (300 Level or higher)	3-4
	Sub-Total Credits	**20-21**

Science Concentration

Course Code	Title	Credits
	BIO 120/121	4
	BIO 122/123	4
	CHE 180/181	4
GEO 125	PHYSICAL GEOLOGY	4
	PCS 220/221	4
	Sub-Total Credits	**20**

Social Studies Concentration

Course Code	Title	Credits
POL 101	AMERICAN GOVERNMENT	3
BUS 204	SURVEY OF ECONOMICS	3
	HIS 120 or HIS 121	3
HIS 210	WORLD GEOGRAPHY	3
	HIS 251 or HIS 252	3
HIS 274	HISTORY OF GEORGIA	3
	HIS Elective (300-level or higher)	3
	HIS Elective (300-level or higher)	3
	Sub-Total Credits	**24**

Professional Sequence Courses:

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 399	CP: READING/WRITING IN CONTENT AREAS	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 461	CP: INQUIRY BASED SCI (MGE)	3
EDU 463	CP: LNG ARTS INTEGRATION (MGE)	3
EDU 484	CLINICAL RESIDENCY:MGE	12
	Sub-Total Credits	**33**
	General Education Curriculum	**32**
	Total Credits	120

Secondary (6-12) Biology Education

Degree Type
Bachelor of Science (B.S.)

The Secondary Education programs in Biology, English/Language Arts, History, and Mathematics lead to the Bachelor of Science (B.S.) degree. Each program is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Each program of study is developed from the program major with a strong integration of professional education studies emphasizing differentiated instruction and assessment as its approach to preparing secondary and P-12 teachers for today's schools. A broad range of field experiences in area public school systems are found throughout each program. These experiences are designed to provide a real context where secondary and P-12 candidates learn how to work effectively with young adolescents and their diverse needs in classroom learning environments. Each program of study has two major opportunities where candidates have in-depth classroom experiences. The Clinical Practice courses and Clinical Residency provide a rich opportunity where secondary and music education candidates are supervised by an experienced collaborating teacher from the public schools to guide their development as teachers. Each program is completed with a semester of Clinical Residency, a fulltime supervised experience in an area public school classroom.

Biology Education Curriculum

Major Field Courses

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
	Sub-Total Credits	**12**

Teaching Field Courses

Course Code	Title	Credits
	BIO 120/121	4
	BIO 280/281	4
	BIO 320/321	4
	BIO 260/261	4
	BIO 360/361	4
	Sub-Total Credits	**20**

Affiliated Teaching Field Courses

Course Code	Title	Credits
	CHE 180/181	4
	CHE 182/183	4
MAT 103	INTRODUCTION TO STATISTICS	3
	PCS 220/221	4
GEO 125	PHYSICAL GEOLOGY	4
	Approved Elective Course	3-4
BUS 204	SURVEY OF ECONOMICS	3
	Sub-Total Credits	**25-26**

Professional Sequence Courses

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 399	CP: READING/WRITING IN CONTENT AREAS	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 471	CP: BIOLOGY	3
EDU 495	CLINICAL RESIDENCY: BIOLOGY EDUCATION	12
	Sub-Total Credits	**30**
	General Education Curriculum	**32**
	Total Credits	120

Secondary (6-12) English/Language Arts (ELA) Education

Degree Type
Bachelor of Science (B.S.)

The Secondary Education programs in Biology, English/Language Arts, History, and Mathematics lead to the Bachelor of Science (B.S.) degree. Each program is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Each program of study is developed from the program major with a strong integration of professional education studies emphasizing differentiated instruction and assessment as its approach to preparing secondary and P-12 teachers for today's schools. A broad range of field experiences in area public school systems are found throughout each program. These experiences are designed to provide a real context where secondary and P-12 candidates learn how to work effectively with young adolescents and their diverse needs in classroom learning environments. Each program of study has two major opportunities where candidates have in-depth classroom experiences. The Clinical Practice courses and Clinical

Residency provide a rich opportunity where secondary and music education candidates are supervised by an experienced collaborating teacher from the public schools to guide their development as teachers. Each program is completed with a semester of Clinical Residency, a fulltime supervised experience in an area public school classroom.

ELA Education Curriculum

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
	Sub-Total Credits	**12**

Teaching Field Courses

Course Code	Title	Credits
EDU 344	INTRODUCTION TO READING	3
EDU 355	READING DIAGNOSIS	3
	ENG 203 or ENG 204	3
	ENG 223 or ENG 224	3
ENG 240	INTRO TO CRITICAL ANALYSIS	3
	ENG 271 or ENG 272	3
ENG 280	INTRODUCTION TO CREATIVE WRITING	3
	ENG 335, ENG 336, or ENG 371	3
	ENG 340 or ENG 342	3
	ENG 341, ENG 498, or any other 400-level critical analysis course	3
ENG 386	POETRY WRITING	3
	Any ENG 300 or 400-level course	3
IDS 498	SPECIAL TOPICS: INTERDISC STUDIES	3
	Sub-Total Credits	**39**

Professional Sequence Courses:

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 350	STRAT READING SEC CLASSROOM	3
EDU 366	LITERACY INSTRUCTION & ESOL	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 399	CP: READING/WRITING IN CONTENT AREAS	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 470	CP: ENGLISH LANGUAGE ARTS	3
EDU 494	CLINICAL RESIDENCY; SECONDARY ELA	12
	Sub-Total Credits	**36**
	General Education Curriculum	**32**
	Total Credits	120

Secondary (6-12) History Education

Degree Type
Bachelor of Science (B.S.)

The Secondary Education programs in Biology, English/Language Arts, History, and Mathematics lead to the Bachelor of Science (B.S.) degree. Each program is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Each program of study is developed from the program major with a strong integration of professional education studies emphasizing differentiated instruction and assessment as its approach to preparing secondary and P-12 teachers for today's schools. A broad range of field experiences in area public school systems are found throughout each program. These experiences are designed to provide a real context where secondary and P-12 candidates learn how to work effectively with young adolescents and their diverse needs in classroom learning environments. Each program of study has two major opportunities where candidates have in-depth classroom experiences. The Clinical Practice courses and Clinical Residency provide a rich opportunity where secondary and music education candidates are supervised by an experienced collaborating teacher from the public schools to guide their development as teachers. Each program is completed with a semester of Clinical Residency, a fulltime supervised experience in an area public school classroom.

History Education Curriculum

Major Field Courses

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
	Sub-Total Credits	**12**

Teaching Field Courses

Course Code	Title	Credits
HIS 210	WORLD GEOGRAPHY	3
HIS 274	HISTORY OF GEORGIA	3
HIS 251	AMERICAN HISTORY TO 1865	3
HIS 252	AMERICAN HISTORY SINCE 1865	3
BUS 204	SURVEY OF ECONOMICS	3
POL 101	AMERICAN GOVERNMENT	3
	Sub-Total Credits	**30**

Choose four (4) U.S. History Courses

Course Code	Title	Credits
HIS 350	COLONIAL AND REVOLUTIONARY AMERICA	3
HIS 354	THE CIVIL WAR AND RECONSTRUCTION	3
HIS 356	AMERICA FROM 1900 TO 1945	3
HIS 358	AMERICA SINCE 1945	3
HIS 360	HISTORY OF AMERICAN BUSINESS	3
HIS 362	PUBLIC HISTORY	3
HIS 370	HISTORY OF NATIVE AMERICANS	3
HIS 372	THE AMERICAN SOUTH	3
HIS 377	AMERICAN FEMINISM	3
HIS 380	RELIGION IN AMERICA	3
HIS 498	SPECIAL TOPICS IN HISTORY	3
	Sub-Total Credits	**12**

Choose five (5) European or World History Courses

Course Code	Title	Credits
HIS 302	ANCIENT CIVILIZATIONS	3
HIS 304	MEDIEVAL EUROPE	3
HIS 306	RENAISSANCE AND REFORMATION	3
HIS 310	TASTE & TUMULT IN 18th CENT EUROPE	3
HIS 320	19TH CENTURY EUROPE	3
HIS 324	EUROPE 20TH CENTURY: 1914 TO PRSNT	3
HIS 328	HISTORY OF GERMANY	3
HIS 334	HISTORY OF EASTERN EUROPE	3
HIS 336	HISTORY OF THE HOLOCAUST	3
HIS 338	HISTORY OF SCIENCE	3
HIS 392	CHILDREN & CHILDHOOD	3
HIS 300	HISTORY OF CHRISTIANITY	3
HIS 302	ANCIENT CIVILIZATIONS	3
HIS 312	RELIGION AND HIS OF JUDAISM & ISLAM	3
HIS 340	HISTORY AND RELIGION OF SOUTH ASIA	3
HIS 342	HISTORY OF EAST ASIA	3
HIS 346	HISTORY OF AFRICA	3
HIS 347	COLONIAL LATIN AMERICA	3
HIS 390	TOPICS IN WOMEN'S HISTORY	3
	Sub-Total Credits	**15**

Professional Sequence Courses:

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 399	CP: READING/WRITING IN CONTENT AREAS	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 473	CLINICAL PRACTICE: HISTORY	3
EDU 493	CLINICAL RESIDENCY: HISTORY	12
	Sub-Total Credits	**30**
	General Education Curriculum	**32**
	Total Credits	120

Secondary (6-12) Mathematics Education

Degree Type
Bachelor of Science (B.S.)

The Secondary Education programs in Biology, English/Language Arts, History, and Mathematics lead to the Bachelor of Science (B.S.) degree. Each program is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Each program of study is developed from the program major with a strong integration of professional education studies emphasizing differentiated instruction and assessment as its approach to preparing secondary and P-12 teachers for today's schools. A broad range of field experiences in area public school systems are found throughout each program. These experiences are designed to provide a real context where secondary and P-12 candidates learn how to work effectively with young adolescents and their diverse needs in classroom learning environments. Each program of study has two major opportunities where candidates have in-depth classroom experiences. The Clinical Practice courses and Clinical Residency provide a rich opportunity where secondary and music education candidates are supervised by an experienced collaborating teacher from the public schools to guide their development as teachers. Each program is completed with a semester of Clinical Residency, a fulltime supervised experience in an area public school classroom.

Mathematics Education Curriculum

Major Field Courses

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
	Sub-Total Credits	**12**

Teaching Field Courses

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
MAT 220	COLLEGE GEOMETRY	3
MAT 221	CALCULUS I	4
MAT 231	INTRODUCTION TO LOGIC & SET THEORY	3
MAT 321	CALCULUS II	4
MAT 330	DISCRETE MATHEMATICS	3
BUS 204	SURVEY OF ECONOMICS	3
	Sub-Total Credits	**27**

Choose six (6) of the following courses

At least one (1) 400 level MAT course is required

Course Code	Title	Credits
MAT 298	SPECIAL TOPICS IN MATHEMATICS	3
MAT 299	INDEPENDENT STUDY IN MATHEMATICS	3
MAT 310	ABSTRACT ALGEBRA	3
MAT 320	LINEAR ALGEBRA	3
MAT 320	LINEAR ALGEBRA	3
MAT 410	REAL ANALYSIS	3
MAT 420	DIFFERENTIAL EQUATIONS	3
MAT 421	CALCULUS III	4
MAT 430	NUMERICAL ANALYSIS	3
MAT 480	MATHEMATICS INTERNSHIP	3
MAT 498	SPECIAL TOPICS IN MATHEMATICS	3
MAT 499	INDEPENDENT STUDY IN MATHEMATICS	3
	Sub-Total Credits	**18-19**

Professional Sequence Courses

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 399	CP: READING/WRITING IN CONTENT AREAS	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 472	CP: MATHEMATICS	3
EDU 496	CLINICAL RESIDENCY: MATHEMATICS ED	12
	Sub-Total Credits	**30**
	General Education Curriculum	**32**
	Total Credits	120

Dyslexia Endorsement

Degree Type
Endorsement

This endorsement includes three (3) undergraduate courses. 20 hours of Field Experience, a tutoring component and a Capstone Presentation.

GaPSC - Approved Programs Leading to Certification

Required Courses

Course Code	Title	Credits
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 344	INTRODUCTION TO READING	3
EDU 355	READING DIAGNOSIS	3
	Sub-Total Credits	**9**

Field Experience

Sub-Total Credits	**20**

Tutoring

Please speak to a Price School of Education advisor for more information.

Capstone Presentation

Please speak to a Price School of Education advisor for more information.

Total Credits	29

English

Mission

The Bachelor of Arts in English provides students with a rich understanding of literary tradition and with language skills that prepare them for a variety of careers. English majors learn to think, read, and write clearly. They learn to analyze literature through close examination of specific passages and to identify the major periods of literature in Western culture and the major trends in Western thought.

An English major at Reinhardt is prepared to enter a field such as education, publishing, or journalism, or to pursue further education in graduate or professional studies. Indeed, most businesses in today's marketplace are eager to find graduates with the strong writing abilities and analytical skills possessed by English majors. The English program at Reinhardt offers an optional internship, in which students are placed in workplaces such as newspapers, publishing firms, and law offices in order to gain valuable experience that will enhance their ability to find jobs after graduation. The English program encourages students with an interest in writing to combine their major in English with a minor in Media Writing, housed in the Communication and Media Studies program.

Student Learning Outcomes for English

Students who complete the Bachelor of Arts (B.A.) of English will be able to:

1. Demonstrate sound skills in expository writing.
2. Demonstrate sound skills in critical analysis.
3. Demonstrate knowledge of the historical and/or cultural context of literature.
4. Demonstrate the ability to research information from reliable sources and document these sources correctly.

Student Learning Outcomes for the Bachelor of Science in English/Language Arts Education

Teacher candidates who complete the Bachelor of Science (B.S) in English/Language Arts Education program will:

1. Use knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.

2. Utilize a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. Use systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. Display a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

Special Features and Activities

English students are offered the opportunity to do the following:

- Join the English Honor Society, *Sigma Tau Delta*.
- Assist with tutoring in the Tutoring Center.
- Contribute articles and selections to the Reinhardt publication, *Sanctuary*.
- Hear and discuss issues with respected and well-known local and national authors and academics.
- Present their creative writing and research at the Robert L. Driscoll Convocation of Artists and Scholars.

English

Degree Type
Bachelor of Arts (B.A.)

Foundation Course

(to be completed before students attempt any 300- or 400- level English course)

Course Code	Title	Credits
ENG 240	INTRO TO CRITICAL ANALYSIS	3
	Sub-Total Credits	**3**

Common English Core

Select one major author course:

Course Code	Title	Credits
ENG 301	CHAUCER	3
ENG 303	SHAKESPEARE	3
ENG 304	MILTON & THE 17TH CENTURY	3
ENG 310	JANE AUSTEN	3
ENG 325	WILLIAM FAULKNER	3
ENG 328	TENNESSEE WILLIAMS	3
	Sub-Total Credits	**3**

English Electives

21 hours must be English literature courses at the 200, 300 or 400 level; up to 6 hours may be creative writing courses

	Sub-Total Credits	**27**

Capstone Courses (choose one):

Course Code	Title	Credits
ENG 407	ENGLISH INTERNSHIP	3
ENG 450	SENIOR THESIS	3
	Sub-Total Credits	**3**

Interdisciplinary Applications (IDS):

Select two

	Sub-Total Credits	**6**

General Electives:

	Sub-Total Credits	**34**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Secondary (6-12) English/Language Arts (ELA) Education

Degree Type
Bachelor of Science (B.S.)

The Secondary Education programs in Biology, English/Language Arts, History, and Mathematics lead to the Bachelor of Science (B.S.) degree. Each program is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Each program of study is developed from the program major with a strong integration of professional education studies emphasizing differentiated instruction and assessment as its approach to preparing secondary and P-12 teachers for today's schools. A broad range of field experiences in area public school systems are found throughout each program. These experiences are designed to provide a real context where secondary and P-12 candidates learn how to work effectively with young adolescents and their diverse needs in classroom learning environments. Each program of study has two major opportunities where candidates have in-depth classroom experiences. The Clinical Practice courses and Clinical Residency provide a rich opportunity where secondary and music education candidates are supervised by an experienced collaborating teacher from the public schools to guide their development as teachers. Each program is completed with a semester of Clinical Residency, a fulltime supervised experience in an area public school classroom.

ELA Education Curriculum

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
	Sub-Total Credits	**12**

Teaching Field Courses

Course Code	Title	Credits
EDU 344	INTRODUCTION TO READING	3
EDU 355	READING DIAGNOSIS	3
	ENG 203 or ENG 204	3
	ENG 223 or ENG 224	3
ENG 240	INTRO TO CRITICAL ANALYSIS	3
	ENG 271 or ENG 272	3
ENG 280	INTRODUCTION TO CREATIVE WRITING	3
	ENG 335, ENG 336, or ENG 371	3
	ENG 340 or ENG 342	3
	ENG 341, ENG 498, or any other 400-level critical analysis course	3
ENG 386	POETRY WRITING	3
	Any ENG 300 or 400-level course	3
IDS 498	SPECIAL TOPICS: INTERDISC STUDIES	3
	Sub-Total Credits	**39**

Professional Sequence Courses:

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 350	STRAT READING SEC CLASSROOM	3
EDU 366	LITERACY INSTRUCTION & ESOL	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 399	CP: READING/WRITING IN CONTENT AREAS	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 470	CP: ENGLISH LANGUAGE ARTS	3
EDU 494	CLINICAL RESIDENCY; SECONDARY ELA	12
	Sub-Total Credits	**36**
	General Education Curriculum	**32**
	Total Credits	120

English Minor

Degree Type
Minor

The minor in English allows students with another major to pursue their love of literature and to develop strong writing abilities and analytical skills.

In the English minor, students must take a total of 15 credit hours in English:

- ENG 240 Introduction to Critical Analysis
- Four (4) 200, 300, and/or 400-level English courses.

Required Course

Course Code	Title	Credits
ENG 240	INTRO TO CRITICAL ANALYSIS	3
	Sub-Total Credits	**3**

Student's choice of four (4) English Courses

Students must take a combination of 200, 300, and/or 400-level ENG courses to fulfill this requirement.

	Sub-Total Credits	**12**
	Total Credits	15

Environmental Science

The Environmental Science major is an interdisciplinary academic program designed to provide students with a comprehensive understanding of the natural world and the complex interactions between humans and their environment. Drawing on the expertise of faculty from multiple disciplines, the program integrates core concepts and methodologies from biology, chemistry, geology, and ecology. This diverse foundation equips students with the scientific knowledge and analytical skills necessary to explore environmental challenges, assess ecological impacts, and develop sustainable solutions. Through coursework, field experiences, and research opportunities, students gain a well-rounded education that prepares them for careers in environmental policy, conservation, education, research, and beyond.

Student Learning Outcomes

Students with an Environmental Science Degree will:

- Develop technical and analytical skills through training in statistics, field methods, and Geographic Information Systems (GIS), enabling them to collect, interpret, and visualize environmental data.
- Build scientific communication abilities, including reading and evaluating peer-reviewed research, writing scientific reports, and effectively presenting findings to both technical and non-technical audiences.
- Gain a systems-level understanding of Earth's environment, including how the atmosphere, biosphere, hydrosphere, and geosphere interact and respond to natural and human-driven changes.
- Learn to think critically and solve complex problems, using interdisciplinary approaches to evaluate environmental challenges and design evidence-based sustainable solutions.

Graduates of the Environmental Science Program will be well-prepared for careers or graduate study in fields such as environmental consulting, conservation, education, environmental law, public health, and scientific research.

Specific career path options this degree will prepare you for include:

- Environmental Consulting
- Sustainability Coordinator
- Environmental Compliance Monitoring
- Conservation Scientist
- Environmental Planner
- Environmental Scientist
- Wildlife Biologist
- Environmental Educator

Environmental Science

Degree Type
Bachelor of Science (B.S.)

Major Required Courses

Course Code	Title	Credits
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
EVS 220	ENVIRONMAENTAL POLICY AND LAW	3
BIO 240	CONSERVATION BIOLOGY	3
BIO 360	PRINCIPLES OF ECOLOGY	4
EVS 300	ENVIRONMENTAL SCIENCE SEMINAR	4
	Sub-Total Credits	**17**

Additional Required Courses

Course Code	Title	Credits
CHE 180	GENERAL CHEMISTRY I	4
CHE 182	GENERAL CHEMISTRY II	4
SCI 130	BIOSTATISTICS	3
SCI 305	INTRO TO GEOGRAPHIC INFO SYSTEMS	3
GEO 125	PHYSICAL GEOLOGY	4
	Sub-Total Credits	**18**

Major Electives

(Choose 3)

Course Code	Title	Credits
EVS 110	INTRODUCTION TO ENVIRONMENTAL SCIEN	3
BIO 202	INTRODUCTION TO PLANT BIOLOGY	4
BIO 280	GENERAL ZOOLOGY	4
BIO 260	INTRO MICROBIOLOGY	4
BIO 272	FIELD BIOLOGY	4
BIO 308	INVERTEBRATE ZOOLOGY	4
BIO 310	VERTEBRATE ZOOLOGY	4
ENV 210	RELIGION AND THE NATURAL WORLD	3
ENV 310	SCIENCE & FOLKWAYS OF APPALACHIAN PLANTS	3
GEO 126	HISTORICAL GEOLOGY	4
IDS 307	NATURE AND CULTURE	3
PSY 370	ENVIRONMENTAL PSYCHOLOGY	3
	EVS 498 OR EVS 499	3
	Sub-Total Credits	**9-12**

General Electives

	Sub-Total Credits	**23-32**
	General Education Curriculum	**32**
	Total Credits	120

History

Mission

The Bachelor of Arts in History prepares students to examine the decisions and actions of individuals and groups in a variety of cultures and historical eras and to develop skill in close reading and in evaluating competing interpretations of history. It offers students opportunities to express, in writing and in speech, their understanding of historical developments. This degree trains students to think analytically, to assess evidence and encourages understanding of diverse religious, social and political groups. The major in history is not aimed primarily at producing professional historians; rather, the major is aimed at training individuals who can critically evaluate the individuals, events, and movements of the past and present.

A history major is useful for students who are interested in careers in public service, business, finance, education, writing, the ministry, print and broadcast media, library and archival work; a degree in history is excellent preparation for success in law school, entrance into diplomatic or civil service, or teaching on the pre-collegiate level. A major or minor in history also complements the program of those students seeking a broad liberal arts education.

Majors may focus their studies on America, Europe, Global Studies or some combination of areas.

Student Learning Outcomes

Students in the Bachelor of Arts (B.A.) in History program will:

1. Demonstrate increased knowledge about the traditions, issues, and development of Western, World, and American History.
2. Read and evaluate primary sources as windows into the past.
3. Learn to express themselves effectively in writing.
4. Learn to develop methodological competence in using libraries and appropriate technologies.

Special Features and Activities

History students are offered the opportunity to participate in the following activities:

- Join the History Honor Society – *Phi Alpha Theta*.
- Attend showings of historical films and documentaries.
- Develop history-based internship opportunities.
- Participate in cultural and educational trips to foreign countries.
- Attend faculty and student colloquia on academic topics.
- Visit historical museums, archives, and war memorials in the Southeast.
- Present research at the Convocation of Artists and Scholars.

Certificate of Museum Studies

A Certificate of Museum Studies is a professional asset for students who want to pursue a career in museum and curatorial work. Reinhardt University has an active history museum, the Funk Heritage Center. Students gain valuable experience, especially through applied learning in the museum and through internships with area institutions.

Students may apply for a Certificate of Museum Studies after successful completion of six (6) courses, a blend of required of History and Museum Studies courses, with at least a "C" grade. See page L |47 below. All certificate- seeking students must complete the admission process at Reinhardt University prior to beginning courses. Contact the History Program Coordinator for more information.

History

Degree Type
Bachelor of Arts (B.A.)

Major Required Courses:

HIS 251 and HIS 252 may not be used to satisfy core requirements.

Course Code	Title	Credits
HIS 251	AMERICAN HISTORY TO 1865	3
HIS 252	AMERICAN HISTORY SINCE 1865	3
	Two upper-level IDS courses	
	Sub-Total Credits	**12**

History Concentration

	Sub-Total Credits	**15**

American History Concentration

Course Code	Title	Credits
HIS 350	COLONIAL AND REVOLUTIONARY AMERICA	3
HIS 354	THE CIVIL WAR AND RECONSTRUCTION	3
HIS 356	AMERICA FROM 1900 TO 1945	3
HIS 358	AMERICA SINCE 1945	3
HIS 360	HISTORY OF AMERICAN BUSINESS	3
HIS 362	PUBLIC HISTORY	3
HIS 370	HISTORY OF NATIVE AMERICANS	3
HIS 372	THE AMERICAN SOUTH	3
HIS 274	HISTORY OF GEORGIA	3
HIS 377	AMERICAN FEMINISM	3
HIS 380	RELIGION IN AMERICA	3
HIS 450	SENIOR THESIS	3
HIS 490	INTERNSHIP IN HISTORY	3
HIS 498	SPECIAL TOPICS IN HISTORY	3
HIS 499	INDEPENDENT STUDY IN HISTORY	3
	Sub-Total Credits	**15**

European/Western History Concentration

Course Code	Title	Credits
HIS 302	ANCIENT CIVILIZATIONS	3
HIS 304	MEDIEVAL EUROPE	3
HIS 306	RENAISSANCE AND REFORMATION	3
HIS 310	TASTE & TUMULT IN 18th CENT EUROPE	3
HIS 320	19TH CENTURY EUROPE	3
HIS 323	HISTORY OF IRELAND	3
HIS 324	EUROPE 20TH CENTURY: 1914 TO PRSNT	3
HIS 328	HISTORY OF GERMANY	3
HIS 334	HISTORY OF EASTERN EUROPE	3
HIS 336	HISTORY OF THE HOLOCAUST	3
HIS 338	HISTORY OF SCIENCE	3
HIS 390	TOPICS IN WOMEN'S HISTORY	3
HIS 392	CHILDREN & CHILDHOOD	3
HIS 450	SENIOR THESIS	3
HIS 490	INTERNSHIP IN HISTORY	3
HIS 498	SPECIAL TOPICS IN HISTORY	3
HIS 499	INDEPENDENT STUDY IN HISTORY	3
	Sub-Total Credits	**15**

General History (300- or 400-level Concentration)

	Sub-Total Credits	**15**

World/Global History Concentration

Course Code	Title	Credits
HIS 300	HISTORY OF CHRISTIANITY	3
HIS 302	ANCIENT CIVILIZATIONS	3
HIS 312	RELIGION AND HIS OF JUDAISM & ISLAM	3
HIS 340	HISTORY AND RELIGION OF SOUTH ASIA	3
HIS 342	HISTORY OF EAST ASIA	3
HIS 346	HISTORY OF AFRICA	3
HIS 347	COLONIAL LATIN AMERICA	3
HIS 390	TOPICS IN WOMEN'S HISTORY	3
HIS 450	SENIOR THESIS	3
HIS 490	INTERNSHIP IN HISTORY	3
HIS 498	SPECIAL TOPICS IN HISTORY	3
HIS 499	INDEPENDENT STUDY IN HISTORY	3
	Sub-Total Credits	**15**

History Electives (300- or 400-level)

	Sub-Total Credits	**15**

General Electives

	Sub-Total Credits	**34**

All candidates for the Bachelor of Arts degree in the School of Arts and Humanities must present at least 42 credit hours at the 300- or 400-level for graduation. These courses may be taken to satisfy major, minor, general education, and/or elective requirements.

It is strongly suggested that history majors planning to pursue graduate study in history enroll in at least four semesters of foreign language. Which foreign language should be determined by the anticipated historical focus during graduate study. History majors will prepare a portfolio (a notebook) containing a resume and four term papers form 300- or 400-level courses; which will be submitted to their academic advisors for review during hte final semester of the senior year.

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

History and Politics Track

Degree Type
Bachelor of Arts (B.A.)

Major Required Courses:

HIS 251 and HIS 252 may not be used to satisfy core requirements.

Course Code	Title	Credits
HIS 251	AMERICAN HISTORY TO 1865	3
HIS 252	AMERICAN HISTORY SINCE 1865	3
	Two upper-level IDS courses	
	Sub-Total Credits	**12**

History Electives (300- or 400-level)

	Sub-Total Credits	**15**

Political Science Courses

Course Code	Title	Credits
SSC 105	INTRO TO INTERNATIONAL RELATIONS	3
POL 306	CLASSICAL POLITICAL THOUGHT	3
POL 311	COMPARATIVE POLITICS	3
POL 385	CONSTITUTIONAL LAW	3
	One-upper-level POL elective	
	Sub-Total Credits	**15**

General Electives

	Sub-Total Credits	**34**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Secondary (6-12) History Education

Degree Type
Bachelor of Science (B.S.)

The Secondary Education programs in Biology, English/Language Arts, History, and Mathematics lead to the Bachelor of Science (B.S.) degree. Each program is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Each program of study is developed from the program major with a strong integration of professional education studies emphasizing differentiated instruction and assessment as its approach to preparing secondary and P-12 teachers for today's schools. A broad range of field experiences in area public school systems are found throughout each program. These experiences are designed to provide a real context where secondary and P-12 candidates learn how to work effectively with young adolescents and their diverse needs in classroom learning environments. Each program of study has two major opportunities where candidates have in-depth classroom experiences. The Clinical Practice courses and Clinical Residency provide a rich opportunity where secondary and music education candidates are supervised by an experienced collaborating teacher from the public schools to guide their development as teachers. Each program is completed with a semester of Clinical Residency, a fulltime supervised experience in an area public school classroom.

History Education Curriculum

Major Field Courses

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
	Sub-Total Credits	**12**

Teaching Field Courses

Course Code	Title	Credits
HIS 210	WORLD GEOGRAPHY	3
HIS 274	HISTORY OF GEORGIA	3
HIS 251	AMERICAN HISTORY TO 1865	3
HIS 252	AMERICAN HISTORY SINCE 1865	3
BUS 204	SURVEY OF ECONOMICS	3
POL 101	AMERICAN GOVERNMENT	3
	Sub-Total Credits	**30**

Choose four (4) U.S. History Courses

Course Code	Title	Credits
HIS 350	COLONIAL AND REVOLUTIONARY AMERICA	3
HIS 354	THE CIVIL WAR AND RECONSTRUCTION	3
HIS 356	AMERICA FROM 1900 TO 1945	3
HIS 358	AMERICA SINCE 1945	3
HIS 360	HISTORY OF AMERICAN BUSINESS	3
HIS 362	PUBLIC HISTORY	3
HIS 370	HISTORY OF NATIVE AMERICANS	3
HIS 372	THE AMERICAN SOUTH	3
HIS 377	AMERICAN FEMINISM	3
HIS 380	RELIGION IN AMERICA	3
HIS 498	SPECIAL TOPICS IN HISTORY	3
	Sub-Total Credits	**12**

Choose five (5) European or World History Courses

Course Code	Title	Credits
HIS 302	ANCIENT CIVILIZATIONS	3
HIS 304	MEDIEVAL EUROPE	3
HIS 306	RENAISSANCE AND REFORMATION	3
HIS 310	TASTE & TUMULT IN 18th CENT EUROPE	3
HIS 320	19TH CENTURY EUROPE	3
HIS 324	EUROPE 20TH CENTURY: 1914 TO PRSNT	3
HIS 328	HISTORY OF GERMANY	3
HIS 334	HISTORY OF EASTERN EUROPE	3
HIS 336	HISTORY OF THE HOLOCAUST	3
HIS 338	HISTORY OF SCIENCE	3
HIS 392	CHILDREN & CHILDHOOD	3
HIS 300	HISTORY OF CHRISTIANITY	3
HIS 302	ANCIENT CIVILIZATIONS	3
HIS 312	RELIGION AND HIS OF JUDAISM & ISLAM	3
HIS 340	HISTORY AND RELIGION OF SOUTH ASIA	3
HIS 342	HISTORY OF EAST ASIA	3
HIS 346	HISTORY OF AFRICA	3
HIS 347	COLONIAL LATIN AMERICA	3
HIS 390	TOPICS IN WOMEN'S HISTORY	3
	Sub-Total Credits	**15**

Professional Sequence Courses:

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 399	CP: READING/WRITING IN CONTENT AREAS	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 473	CLINICAL PRACTICE: HISTORY	3
EDU 493	CLINICAL RESIDENCY: HISTORY	12
	Sub-Total Credits	**30**
	General Education Curriculum	**32**
	Total Credits	120

Certificate of Museum Studies

Degree Type
Certificate

Course Code	Title	Credits
	HIS 362 or MST 330	3
MST 230	INTRODUCTION TO MUSEUM STUDIES	3
MST 331	MATERIAL CULTURE AND COLLECTIONS	3
BUS 498	SPECIAL TOPICS IN BUSINESS ADMIN	3
MST 332	EXHIBITION AND PROGRAM DESIGN	3
	Sub-Total Credits	**12**

Internship

Students may choose up to two internships [such as HIS 490, IDS 490, COM 407 and other applicable internships] as part of their six courses. If a student chooses two internships, the second internship will stand in place of one of the options in #6 below.

	Sub-Total Credits	**3**

Choose one course

Course Code	Title	Credits
MST 333	FOLKLORE/ORAL HISTORY	3
HIS 362	PUBLIC HISTORY	3
HIS 370	HISTORY OF NATIVE AMERICANS	3
MST 230	INTRODUCTION TO MUSEUM STUDIES	3
IDS 307	NATURE AND CULTURE	3
IDS 317	TOWN & GOWN: LOCAL HIST & CULTURE	3
	IDS 320/HIS 498	3
COM 250	BASIC DIGITAL MEDIA PRODUCTION	3
COM 306	ON CAMERA PRACTICUM	3
COM 325	INTERACTIVE MEDIA DESIGN	3
	Sub-Total Credits	**3**
	Total Credits	18

History Minor

Degree Type
Minor

The minor in History allows students to feed their curiosity about the past and hone their analytical skills while pursuing a different major. In order to complete the Minor in History, a student must pass, with a *C* or better, four courses in History at the 300 or 400 level. These courses are in addition to any History courses taken to fulfill the requirements of the General Education Core.

Western and American History

Select up to three

Course Code	Title	Credits
HIS 300	HISTORY OF CHRISTIANITY	3
HIS 302	ANCIENT CIVILIZATIONS	3
HIS 306	RENAISSANCE AND REFORMATION	3
HIS 310	TASTE & TUMULT IN 18th CENT EUROPE	3
HIS 320	19TH CENTURY EUROPE	3
HIS 323	HISTORY OF IRELAND	3
HIS 324	EUROPE 20TH CENTURY: 1914 TO PRSNT	3
HIS 328	HISTORY OF GERMANY	3
HIS 338	HISTORY OF SCIENCE	3
HIS 350	COLONIAL AND REVOLUTIONARY AMERICA	3
HIS 354	THE CIVIL WAR AND RECONSTRUCTION	3
HIS 356	AMERICA FROM 1900 TO 1945	3
HIS 358	AMERICA SINCE 1945	3
HIS 360	HISTORY OF AMERICAN BUSINESS	3
HIS 362	PUBLIC HISTORY	3
HIS 372	THE AMERICAN SOUTH	3
HIS 274	HISTORY OF GEORGIA	3
HIS 377	AMERICAN FEMINISM	3
HIS 380	RELIGION IN AMERICA	3
HIS 392	CHILDREN & CHILDHOOD	3
HIS 498	SPECIAL TOPICS IN HISTORY	3
	Sub-Total Credits	**9**

Non-Western History

Select one or more

Course Code	Title	Credits
HIS 312	RELIGION AND HIS OF JUDAISM & ISLAM	3
HIS 334	HISTORY OF EASTERN EUROPE	3
HIS 340	HISTORY AND RELIGION OF SOUTH ASIA	3
HIS 342	HISTORY OF EAST ASIA	3
HIS 346	HISTORY OF AFRICA	3
HIS 347	COLONIAL LATIN AMERICA	3
HIS 348	MODERN LATIN AMERICA	3
HIS 370	HISTORY OF NATIVE AMERICANS	3
HIS 390	TOPICS IN WOMEN'S HISTORY	3
HIS 498	SPECIAL TOPICS IN HISTORY	3
	Sub-Total Credits	**3**

Note: A student may not take all four courses with the same professor. A student may count only one History 498 toward fulfilling the requirements for a minor in History

	Total Credits	12

Interdisciplinary Studies

The Interdisciplinary Studies program produces graduates who possess high-level competencies in reading, writing, and speaking. The program develops the ability and the passion of students to become lifelong learners.

Interdisciplinary Studies (IDS) students develop the critical thinking skills of comprehension, application, analysis, synthesis, and application in diverse social, cultural, religious, and political environments.

On a pragmatic level, the IDS degree provides students with the knowledge and skills necessary to be productive employees, conscientious citizens, and fulfilled human beings. The IDS major also allows generous elective credits so that a student may easily complete a minor or concentration in another discipline (sociology, mathematics, business, biology, art), if he or she wants to do so.

A student should begin by enrolling in an IDS 302-320 course, which is an examination of a particular topic with an interdisciplinary approach, to make sure that IDS is what she or he really wants to do. In an optional senior thesis course, IDS 450, the student may apply his or her knowledge and skills by writing a research paper with an interdisciplinary perspective on a topic (selected by the student in consultation with the faculty thesis director – the director's approval is necessary) from one of the following disciplines: English, History, or Religion.

There is an optional internship available, as well; however, the most exciting aspects of the major are the unique IDS 300-level courses and the ability the student has to select courses of personal interest and design his or her own major. Interdisciplinary Studies majors must maintain a portfolio (see instructions below—

NOTE) of junior-senior level work as a requirement for graduation.

The Interdisciplinary Studies major has three tracks: American Studies, Comprehensive, and Humanities.

To pursue the Comprehensive Track a student must meet the following criteria:

1. Have a 2.0 GPA (grade point average).
2. Meet with the Interdisciplinary Studies Coordinator for a transcript review and change of advisor.
3. With the assistance of the IDS Coordinator, obtain written approval from the Dean of the School of Arts and Humanities.

Student Learning Outcomes

Students who complete the Bachelor of Arts (B.A.) in Interdisciplinary Studies will be able to:

1. Demonstrate familiarity with research methods and approaches appropriate for interdisciplinary study, such as the use of library databases, reference books, bibliographies, and academic journals.
2. Demonstrate a high level of competency in written communication – grammar, structure, and punctuation.
3. Write critically and logically, making correct use of evidence.
4. Demonstrate knowledge of Western and non- Western societies, cultures, religions, ethnicities, and political systems.

Special Features and Activities

- Unique and innovative interdisciplinary courses.
- Extensive and diversely trained faculty.
- Optional internship for practical experience.

- Presentation opportunities: Student Colloquia, Robert L. Driscoll Convocation of Artists and Scholars.
- Museum tours, artistic productions, and visits to historical sites.
- Lectures by respected and well-known scholars and authors.

NOTE: Every student majoring in Interdisciplinary Studies will begin to assemble a portfolio of written work during his or her junior year. The portfolio consists of a notebook containing a copy of the student's resume (which can be added near the end of the Senior year) and copies of eight graded papers or projects from courses taken for the major. At least two of the eight papers (short: 4-6 pages, or long: 10-15 pages) must come from IDS 300 level courses.

Students must submit a completed portfolio to the Interdisciplinary Studies Coordinator for review three to four weeks before the end of their final semester at Reinhardt. After reviewing the portfolio, the Coordinator will send a note to the Registrar authorizing graduation.

Interdisciplinary Studies - American Studies Track

Degree Type
Bachelor of Arts (B.A.)

Major Required Courses

Select any three (3) IDS courses

Course Code	Title	Credits
IDS 307	NATURE AND CULTURE	3
IDS 309	EDUCATION IN AMERICA	3
IDS 317	TOWN & GOWN: LOCAL HIST & CULTURE	3
IDS 320	AMERICA'S MEMORIALS, MONUMENTS	3
IDS 321	GREAT AMERICAN BOOKS	3
	Sub-Total Credits	**9**

Select any two (2) additional IDS courses

Course Code	Title	Credits
IDS 302	GREAT BOOKS	3
IDS 303	LITERATURE OF THE BIBLE	3
IDS 304	PEACE & DIPLOMACY	3
IDS 305	CHIVALRY: MEDIEVAL & MODERN	3
IDS 306	MONSTERS & DEMONS	3
IDS 308	THE BAROQUE WORLD	3
IDS 310	THEOLOGY OF MIGRATIONS	3
IDS 311	CONFLICT IN THE TWENTIETH CENTURY	3
IDS 312	WAR & SOCIETY	3
IDS 313	TIBET: ROOFTOP OF THE WORLD	3
IDS 314	VIKINGS: HISTORY, LITERATURE, MYTH	3
IDS 315	GOOD, EVIL & THE FUTURE	3
IDS 316	GLOBALIZATION	3
IDS 318	WEALTH & POVERTY	3
IDS 322	SCROLL TO SCREEN: HIST OF THE BOOK	3
IDS 450	SENIOR THESIS	3
IDS 490	PRACTICUM/INTERNSHIP	3
IDS 498	SPECIAL TOPICS: INTERDISC STUDIES	3
	Sub-Total Credits	**6**

Select any seven (7) courses

Course Code	Title	Credits
ENG 321	AMERICAN POETRY	3
ENG 324	MODERN AMERICAN NOVEL	3
ENG 326	SOUTHERN LITERATURE	3
ENG 328	TENNESSEE WILLIAMS	3
ENG 335	MULTI CULTURAL AMERICAN LITERATURE	3
ENG 336	AFRICAN-AMERCAN LITERATURE	3
HIS 347	COLONIAL LATIN AMERICA	3
HIS 350	COLONIAL AND REVOLUTIONARY AMERICA	3
HIS 354	THE CIVIL WAR AND RECONSTRUCTION	3
HIS 356	AMERICA FROM 1900 TO 1945	3
HIS 358	AMERICA SINCE 1945	3
HIS 360	HISTORY OF AMERICAN BUSINESS	3
HIS 370	HISTORY OF NATIVE AMERICANS	3
HIS 372	THE AMERICAN SOUTH	3
HIS 380	RELIGION IN AMERICA	3
	Sub-Total Credits	**21**

Select any four (4) courses

Course Code	Title	Credits
COM 350	EXPLORING PRODUCTION IN THE NARRATIVE FILM	4
COM 403	MEDIA AND VISUAL CULTURE	3
POL 368	INTEREST GROUPS & PUBLIC POLICY	3
POL 472	MEDIA & POLITICS	3
SOC 310	SOCL INEQUALITY: CLASS,RACE,GENDER	3
SOC 320	RACE AND ETHNIC RELATIONS	3
SOC 340	MARRIAGES AND FAMILIES	3
	Sub-Total Credits	**12**

General Electives

Sub-Total Credits	**40**

Note: It is recommended that majors entering job market after graduation take IDS 490 Internship.
Note: It is recommended that majors going to Graduate School take IDS 450 Senior Thesis/Capstone.
Note: The program requires 48 credit hours at the 300- or 400-level.

General Education Curriculum

General Education Curriculum	**32**
Total Credits	120

Interdisciplinary Studies - Comprehensive Track

Degree Type
Bachelor of Arts (B.A.)

Major Required Courses

Select three IDS courses from the list below

Course Code	Title	Credits
IDS 302	GREAT BOOKS	3
IDS 303	LITERATURE OF THE BIBLE	3
IDS 305	CHIVALRY: MEDIEVAL & MODERN	3
IDS 306	MONSTERS & DEMONS	3
IDS 307	NATURE AND CULTURE	3
IDS 309	EDUCATION IN AMERICA	3
IDS 310	THEOLOGY OF MIGRATIONS	3
IDS 311	CONFLICT IN THE TWENTIETH CENTURY	3
IDS 312	WAR & SOCIETY	3
IDS 313	TIBET: ROOFTOP OF THE WORLD	3
IDS 314	VIKINGS: HISTORY, LITERATURE, MYTH	3
IDS 315	GOOD, EVIL & THE FUTURE	3
IDS 316	GLOBALIZATION	3
IDS 317	TOWN & GOWN: LOCAL HIST & CULTURE	3
IDS 318	WEALTH & POVERTY	3
IDS 320	AMERICA'S MEMORIALS, MONUMENTS	3
IDS 321	GREAT AMERICAN BOOKS	3
IDS 322	SCROLL TO SCREEN: HIST OF THE BOOK	3
IDS 450	SENIOR THESIS	3
IDS 490	PRACTICUM/INTERNSHIP	3
IDS 498	SPECIAL TOPICS: INTERDISC STUDIES	3
	Sub-Total Credits	**9**

First Discipline

Select three (3) 300- or 400-level courses from a single academic discipline.

Sub-Total Credits	**9**

Second Discipline

Select three (3) 300- or 400-level courses from a second academic discipline.

Sub-Total Credits	**9**

Third Discipline

Select three (3) 300- or 400-level courses from a third academic discipline.

Sub-Total Credits	**9**

Fourth Discipline

Select three (3) 300- or 400-level courses from a fourth academic discipline., or three IDS, or three more courses from the first, third, or fourth discipline.

Sub-Total Credits	**9**

General Electives

Select any nine (9) courses

Sub-Total Credits	**43**

Note: It is recommended that majors entering job market after graduation take IDS 490 Internship.
Note: It is recommended that majors going to Graduate School take IDS 450 Senior Thesis/Capstone.
Note: The program requires 48 credit hours at the 300- or 400-level.

General Education Curriculum

General Education Curriculum	**32**
Total Credits	120

Interdisciplinary Studies - Humanities Track

Degree Type
Bachelor of Arts (B.A.)

Major Required Courses

Select four IDS courses from the list below

Course Code	Title	Credits
IDS 302	GREAT BOOKS	3
IDS 303	LITERATURE OF THE BIBLE	3
IDS 305	CHIVALRY: MEDIEVAL & MODERN	3
IDS 306	MONSTERS & DEMONS	3
IDS 307	NATURE AND CULTURE	3
IDS 309	EDUCATION IN AMERICA	3
IDS 310	THEOLOGY OF MIGRATIONS	3
IDS 311	CONFLICT IN THE TWENTIETH CENTURY	3
IDS 312	WAR & SOCIETY	3
IDS 313	TIBET: ROOFTOP OF THE WORLD	3
IDS 314	VIKINGS: HISTORY, LITERATURE, MYTH	3
IDS 315	GOOD, EVIL & THE FUTURE	3
IDS 316	GLOBALIZATION	3
IDS 317	TOWN & GOWN: LOCAL HIST & CULTURE	3
IDS 318	WEALTH & POVERTY	3
IDS 320	AMERICA'S MEMORIALS, MONUMENTS	3
IDS 321	GREAT AMERICAN BOOKS	3
IDS 322	SCROLL TO SCREEN: HIST OF THE BOOK	3
IDS 450	SENIOR THESIS	3
IDS 490	PRACTICUM/INTERNSHIP	3
IDS 498	SPECIAL TOPICS: INTERDISC STUDIES	3
	Sub-Total Credits	**12**

First Discipline

Select six (6) 300- or 400-level courses in English, History, Religion, Political Science, Sociology, or Communication.

	Sub-Total Credits	**18**

Second Discipline

Select three (3) 300- or 400-level courses in a second discipline: Art/Art History, Communication, English, History, Political Science, Religion, or Sociology.

	Sub-Total Credits	**9**

Third Discipline

Select three (3) 300- or 400-level courses in a third discipline: Art/Art History, Communication, English, History, Political Science, Religion, Sociology, or three more courses from you primary or secondary discipline.

	Sub-Total Credits	**9**

General Electives

Select any eight (8) courses in the catalog

	Sub-Total Credits	**40**

Note: It is recommended that majors entering job market after graduation take IDS 490 Internship.
Note: It is recommended that majors going to Graduate School take IDS 450 Senior Thesis/Capstone.
Note: The program requires 48 credit hours at the 300- or 400-level.

General Education Curriculum

	General Education Curriculum	**32**
	Total Credits	120

Interdisciplinary Studies Minor

Degree Type
Minor

The Interdisciplinary Studies Minor permits students who have already selected a Major to pursue an interdisciplinary focus within the Humanities, taking both traditional disciplinary courses and interdisciplinary studies (IDS) courses, which further develop their writing, verbal, and research skills, and their analytical abilities. To complete an Interdisciplinary Studies Minor, students must take, and pass with a *C* or better, two IDS courses (in addition to any IDS courses taken to fulfill the requirements of the student's Major) and three courses from among the English, History, and Religion upper-level offerings (in addition to upper-level courses taken to fulfill the requirements of the student's Major) for a total of five courses or 15 credit hours.

Requirements

Course Code	Title	Credits
	IDS 302 – 321 (any two courses)	
	Interdisciplinary Topics (two courses)	6
	Any three ENG, HIST or REL courses at the 300- or 400-level	9
	Total Credits	15

Liberal Arts

The Liberal Arts associate degree program is designed as a transfer program. It offers the basic academic requirements for specialization in the major fields of economics, English, history, mathematics, philosophy, political science, psychology, religion, sociology, or any other traditional liberal arts major.

For the student who has not decided on a major, this program provides a foundation in the liberal arts.

Students will demonstrate:

1. Effective expression of ideas through writing, speech, and a variety of arts experiences.
2. Integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.
3. Informational, technological, and scientific literacies, and knowledge of research methods.
4. Independent thought and imagination; preparation for lifelong learning.
5. Knowledge of the traditions of Western civilization and their global context.
6. Knowledge of the diversity of societies and cultures; the ability to view themselves and the world from cultural and historical perspectives other than their own.
7. Integrity and ethical responsibility.

8. Understanding of and commitment to physical, emotional, and spiritual wellness.
9. Stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles.

Liberal Arts

Degree Type
Associate of Arts (A.A.)

Major

Students may take electives at the 100-level and above.

General Education Curriculum	**32**
Total Credits	60

Mathematics

In an increasingly technological world, demand for mathematics and information technology has grown tremendously. The Mathematics Program provides students with the mathematical background necessary for careers in a variety of fields, including operations research, finance, statistics, biotechnology, actuarial science, and mathematical modeling. It also prepares students for further study in mathematics.

The small class size at Reinhardt enables the program to cater instruction and extracurricular interaction of professors and students to provide a highly personal educational experience. The rigorous assignments in each course challenge Reinhardt students to maximize their educational experience.

Mission, Vision, and Values

The Mathematics Program continuously adjusts its curriculum to job market needs, while keeping a rigorous classic core of mathematics courses that will support its alumni's endeavors in graduate degrees programs.

The Mathematics Program aims to involve students in research and professional experiences before graduation, to set graduates on the right steps toward the job market or graduate schools.

The Mathematics Program cares about students' personal and professional growth, through differentiated instruction, while keeping academic rigor.

Student Learning Outcomes

Upon completing a course offered by the Mathematics Program, students will be able to:

1. Solve a word problem by applying the appropriate mathematical setup, obtaining the mathematical solution, and interpreting this solution in context.
2. Solve a theoretical problem by identifying the appropriate mathematical context, interpreting the question and the nature of the solution, and checking that the solution is correct.
3. Complete a proof or produce a mathematical object satisfying some prescribed properties.
4. Synthesize appropriate solutions to organizations' problems.

Teacher candidates who complete the Bachelor of Science (B.S.) in Mathematics Education program will:

1. Use knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to the same essential content.
2. Utilize a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
3. Use systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
4. Display a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

Assessment

The Mathematics Program measures student learning outcomes by means of pre- and post-testing, course examinations, hands-on projects, and post-graduation placement of alumni in the workforce or in graduate programs.

Special Features and Activities

Mathematics students are offered the opportunity to participate in the following:

- Experiences with computer software packages to supplement classroom instruction.
- Guest lecturers in current mathematical topics.
- Participation in regional undergraduate conferences, such as the Southeastern MAA.
- Membership in *Pi Mu Epsilon*, the national mathematics honor society.
- Internships.
- Individual and small-group instruction.

Eagle-Owl Program: Fast-track Your MS in Intelligent Robotics Systems

The Eagle-Owl Program offers mathematics majors the opportunity to earn both an undergraduate degree in mathematics from Reinhardt University and a graduate degree in Intelligent Robotics Systems from Kennesaw State University in just five years. This pathway program allows students to complete an MS in Intelligent Robotics Systems within one year. Eligible juniors can apply for the program and complete three graduate-level courses during their final undergraduate year. For more information, please contact the Mathematics Program.

Mathematics

Degree Type
Bachelor of Science (B.S.)

The Bachelor of Science program in Mathematics provides students with the mathematical background necessary for careers in a variety of fields, including operations research, finance, statistics, computer science, information technology, biotechnology, actuarial science, and mathematical modeling. It also prepares students for further study in mathematics.

General Education Courses Required in the Major

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 215	COMPUTER PROGRAMMING	4

Major Required Courses

Mathematics Core Courses

Course Code	Title	Credits
MAT 121	PRE-CALCULUS	4
MAT 150	SEMINAR IN MATHEMATICS	1
MAT 221	CALCULUS I	4
MAT 231	INTRODUCTION TO LOGIC & SET THEORY	3
MAT 321	CALCULUS II	4
MAT 330	DISCRETE MATHEMATICS	3
	Sub-Total Credits	**19**

Mathematics Courses for Pure Mathematics

Course Code	Title	Credits
MAT 310	ABSTRACT ALGEBRA	3
MAT 320	LINEAR ALGEBRA	3
MAT 410	REAL ANALYSIS	3
MAT 421	CALCULUS III	4
	Sub-Total Credits	**13**

Mathematics Elective Courses

Course Code	Title	Credits
MAT 223	STATISTICS FOR DATA SCI W/PYTHON	3
MAT 250	SEMINAR IN MATHEMATICS	1
MAT 298	SPECIAL TOPICS IN MATHEMATICS	3
MAT 299	INDEPENDENT STUDY IN MATHEMATICS	3
MAT 350	SEMINAR IN MATHEMATICS	1
MAT 420	DIFFERENTIAL EQUATIONS	3
MAT 423	DATA SCIENCE AND MACHINE LEARNING	3
MAT 430	NUMERICAL ANALYSIS	3
MAT 480	MATHEMATICS INTERNSHIP	3
MAT 498	SPECIAL TOPICS IN MATHEMATICS	3
MAT 499	INDEPENDENT STUDY IN MATHEMATICS	3
	Sub-Total Credits	**9**

Associated Field Required Courses

Select one cycle with labs:

PCS 230 required course for Eagle-Owl Program

Course Code	Title	Credits
	PCS 120 and PCS 122	8
	PCS 230 and PCS 232	8
	Sub-Total Credits	**8**

Required Minor of Student's Choice

	Sub-Total Credits	**12-18**

General Electives

For students accepted into the Eagle-OWL dual degree program - Nine hours of graduate courses *(Required courses for Eagle-Owl Program)* can be taken toward general elective credit made up of the following:

MTRE 6100 Advanced Robot Programming (offered fall and spring)

And two of the following:
MTRE 6200 Modeling and Control of Robotic Manipulators (summer)
MTRE 6740 Soft Robotics (fall)
MTRE 6750 Ethics in Robotics (spring)

	Sub-Total Credits	**14-20**
	General Education Curriculum	**32**
	Total Credits	120

Mathematics, Data Science Concentration

Degree Type
Bachelor of Science (B.S.)

The Data Science concentration in Mathematics is an ideal program for students interested in pursuing a career in data analysis, machine learning, or other math-related fields. This program provides students with a strong foundation in mathematics, including calculus, linear algebra, and probability theory, as well as specialized coursework in data science, such as data mining, data visualization, and statistical analysis. Students will gain practical experience through hands-on projects and research opportunities, working with real-world data sets and using cutting-edge software tools. Graduates of this program will be well-equipped to enter the workforce as data analysts or data scientists, or to pursue advanced degrees in math, computer science, or related fields.

General Education Courses Required in the Major

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 215	COMPUTER PROGRAMMING	4
	Sub-Total Credits	**7**

Major Required Courses

Mathematics Core Courses

Course Code	Title	Credits
MAT 121	PRE-CALCULUS	4
MAT 150	SEMINAR IN MATHEMATICS	1
MAT 221	CALCULUS I	4
MAT 231	INTRODUCTION TO LOGIC & SET THEORY	3
MAT 321	CALCULUS II	4
MAT 330	DISCRETE MATHEMATICS	3
	Sub-Total Credits	**19**

Mathematics Courses for Data Science

Course Code	Title	Credits
MAT 223	STATISTICS FOR DATA SCI W/PYTHON	3
MAT 320	LINEAR ALGEBRA	3
MAT 421	CALCULUS III	4
MAT 423	DATA SCIENCE AND MACHINE LEARNING	3
	Sub-Total Credits	**13**

Mathematics Elective Courses

Course Code	Title	Credits
MAT 250	SEMINAR IN MATHEMATICS	1
MAT 298	SPECIAL TOPICS IN MATHEMATICS	3
MAT 299	INDEPENDENT STUDY IN MATHEMATICS	3
MAT 310	ABSTRACT ALGEBRA	3
MAT 350	SEMINAR IN MATHEMATICS	1
MAT 410	REAL ANALYSIS	3
MAT 420	DIFFERENTIAL EQUATIONS	3
MAT 430	NUMERICAL ANALYSIS	3
MAT 480	MATHEMATICS INTERNSHIP	3
MAT 498	SPECIAL TOPICS IN MATHEMATICS	3
MAT 499	INDEPENDENT STUDY IN MATHEMATICS	3
	Sub-Total Credits	**9**

Associated Field Required Courses

Select one cycle with labs

PCS 230 required course for Eagle-Owl Program

Course Code	Title	Credits
	PCS 120 and PCS 122	8
	PCS 230 and PCS 232	8
	Sub-Total Credits	**8**

Required Minor of the Student's Choosing

	Sub-Total Credits	**12-18**

General Electives

For students accepted into the Eagle-OWL dual degree program - Nine hours of graduate courses can be taken toward general elective credit made up of the following:

MTRE 6100 Advanced Robot Programming (offered fall and spring)

And two (2) of the following:
MTRE 6200 Modeling and Control of Robotic Manipulators (summer)
MTRE 6740 Soft Robotics (fall)
MTRE 6750 Ethics in Robotics (spring)

	Sub-Total Credits	**14-20**
	General Education Curriculum	**32**
	Total Credits	120

Mathematics, Quantitative Sciences Concentration

Degree Type
Bachelor of Science (B.S.)

The Quantitative Sciences concentration is designed for students willing to pursue a career and/or an M.S. or Ph.D. degree in any quantitative science field. With this concentration, a student earns a B.S. degree in Mathematics while exploring various scientific avenues and developing skills useful for biology, biotechnology, chemistry, geology, engineering, mathematics, medical technology, meteorology, and physics, to name a few.

General Education Courses Required in the Major

Course Code	Title	Credits
BIO 122	INTRODUCTION ORGANISMAL BIOLOGY	4
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 215	COMPUTER PROGRAMMING	4

Major Required Courses

Mathematics Core Courses

Course Code	Title	Credits
MAT 121	PRE-CALCULUS	4
MAT 150	SEMINAR IN MATHEMATICS	1
MAT 221	CALCULUS I	4
MAT 231	INTRODUCTION TO LOGIC & SET THEORY	3
MAT 321	CALCULUS II	4
MAT 330	DISCRETE MATHEMATICS	3
	Sub-Total Credits	**19**

Mathematics Courses for Quantitative Sciences

Course Code	Title	Credits
MAT 320	LINEAR ALGEBRA	3
MAT 420	DIFFERENTIAL EQUATIONS	3
MAT 421	CALCULUS III	4
MAT 430	NUMERICAL ANALYSIS	3
	Sub-Total Credits	**13**

Mathematics Elective Courses

Course Code	Title	Credits
MAT 223	STATISTICS FOR DATA SCI W/PYTHON	3
MAT 250	SEMINAR IN MATHEMATICS	1
MAT 298	SPECIAL TOPICS IN MATHEMATICS	3
MAT 299	INDEPENDENT STUDY IN MATHEMATICS	3
MAT 350	SEMINAR IN MATHEMATICS	1
MAT 420	DIFFERENTIAL EQUATIONS	3
MAT 423	DATA SCIENCE AND MACHINE LEARNING	3
MAT 430	NUMERICAL ANALYSIS	3
MAT 480	MATHEMATICS INTERNSHIP	3
MAT 498	SPECIAL TOPICS IN MATHEMATICS	3
MAT 499	INDEPENDENT STUDY IN MATHEMATICS	3
	Sub-Total Credits	**9**

Associated Field Required Courses

Select one cycle with labs.

PCS 230 required course for Eagle-Owl Program

Course Code	Title	Credits
	PCS 120 and PCS 122	8
	PCS 230 and PCS 232	8
	Sub-Total Credits	**8**

Required Minor of Student's Choosing

	Sub-Total Credits	**12-18**

General Electives

For students accepted into the Eagle-OWL dual degree program - Nine hours of graduate courses can be taken toward general elective credit made up of the following:

MTRE 6100 Advanced Robot Programming (offered fall and spring)

And two of the following:
MTRE 6200 Modeling and Control of Robotic Manipulators (summer)
MTRE 6740 Soft Robotics (fall)
MTRE 6750 Ethics in Robotics (spring)

	Sub-Total Credits	**14-20**

	General Education Curriculum	**32**
	Total Credits	120

Secondary (6-12) Mathematics Education

Degree Type
Bachelor of Science (B.S.)

The Secondary Education programs in Biology, English/Language Arts, History, and Mathematics lead to the Bachelor of Science (B.S.) degree. Each program is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Each program of study is developed from the program major with a strong integration of professional education studies emphasizing differentiated instruction and assessment as its approach to preparing secondary and P-12 teachers for today's schools. A broad range of field experiences in area public school systems are found throughout each program. These experiences are designed to provide a real context where secondary and P-12 candidates learn how to work effectively with young adolescents and their diverse needs in classroom learning environments. Each program of study has two major opportunities where candidates have in-depth classroom experiences. The Clinical Practice courses and Clinical Residency provide a rich opportunity where secondary and music education candidates are supervised by an experienced collaborating teacher from the public schools to guide their development as teachers. Each program is completed with a semester of Clinical Residency, a fulltime supervised experience in an area public school classroom.

Mathematics Education Curriculum

Major Field Courses

Course Code	Title	Credits
EDU 100	PSOE ADMISSION	0
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 318	MOTIVATION & LEARNING DIVERSE STUDENTS	3
EDU 325	DIFFERENTIATED CURRICULUM & INSTRUCTION	3
	Sub-Total Credits	**12**

Teaching Field Courses

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 121	PRE-CALCULUS	4
MAT 220	COLLEGE GEOMETRY	3
MAT 221	CALCULUS I	4
MAT 231	INTRODUCTION TO LOGIC & SET THEORY	3
MAT 321	CALCULUS II	4
MAT 330	DISCRETE MATHEMATICS	3
BUS 204	SURVEY OF ECONOMICS	3
	Sub-Total Credits	**27**

Choose six (6) of the following courses

At least one (1) 400 level MAT course is required

Course Code	Title	Credits
MAT 298	SPECIAL TOPICS IN MATHEMATICS	3
MAT 299	INDEPENDENT STUDY IN MATHEMATICS	3
MAT 310	ABSTRACT ALGEBRA	3
MAT 320	LINEAR ALGEBRA	3
MAT 320	LINEAR ALGEBRA	3
MAT 410	REAL ANALYSIS	3
MAT 420	DIFFERENTIAL EQUATIONS	3
MAT 421	CALCULUS III	4
MAT 430	NUMERICAL ANALYSIS	3
MAT 480	MATHEMATICS INTERNSHIP	3
MAT 498	SPECIAL TOPICS IN MATHEMATICS	3
MAT 499	INDEPENDENT STUDY IN MATHEMATICS	3
	Sub-Total Credits	**18-19**

Professional Sequence Courses

Course Code	Title	Credits
EDU 327	DIFFERENTIATED INSTRUCTION & ASSESSMENT	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
EDU 384	DIFFERENTIATION THROUGH TECHNOLOGY	3
EDU 399	CP: READING/WRITING IN CONTENT AREAS	3
EDU 440	CP: SPIRTUALTY & THE NURTURING CLASSROOM	3
EDU 472	CP: MATHEMATICS	3
EDU 496	CLINICAL RESIDENCY: MATHEMATICS ED	12
	Sub-Total Credits	**30**
	General Education Curriculum	**32**
	Total Credits	120

Mathematics

Degree Type
Minor

The demand for technologically sophisticated and adaptable workers continuously increases. The Mathematics Minor shows the ability of the recipient to generalize, improve, and modify his or her own skills.

Requisites: pass with a grade of *C* or better the MAT courses chosen according to the following criteria.

Minor Required Courses (if not used for General Education Curriculum)

Course Code	Title	Credits
MAT 121	PRE-CALCULUS	4
MAT 221	CALCULUS I	4
	Sub-Total Credits	**4-8**

Minor Electives

Select at least two MAT courses, one of which is recommended to be numbered 300 or above

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 215	COMPUTER PROGRAMMING	4
MAT 220	COLLEGE GEOMETRY	3
MAT 231	INTRODUCTION TO LOGIC & SET THEORY	3
MAT 298	SPECIAL TOPICS IN MATHEMATICS	3
MAT 310	ABSTRACT ALGEBRA	3
MAT 320	LINEAR ALGEBRA	3
MAT 321	CALCULUS II	4
MAT 330	DISCRETE MATHEMATICS	3
MAT 410	REAL ANALYSIS	3
MAT 420	DIFFERENTIAL EQUATIONS	3
MAT 421	CALCULUS III	4
MAT 430	NUMERICAL ANALYSIS	3
MAT 450	SENIOR SEMINAR IN MATHEMATICS	3
MAT 498	SPECIAL TOPICS IN MATHEMATICS	3
	Sub-Total Credits	**6-8**
	Total Credits	12

Mathematics Minors in Cyber Attacks or Computer Forensics

Degree Type
Minor

By completing one of these two minors, a student will acquire familiarity and reinforcement of the skills needed to apply ethical, legal, and policy issues to Information Technology and to create IT solutions to solve organizational problems.

Mathematics Required

(if not used for General Education Curriculum)

Course Code	Title	Credits
MAT 103	INTRODUCTION TO STATISTICS	3
MAT 215	COMPUTER PROGRAMMING	4
MAT 330	DISCRETE MATHEMATICS	3
	Sub-Total Credits	**10**

IT Required

Course Code	Title	Credits
MIT 245	INTRODUCTION TO NETWORK TECHNOLOGY	3
MIT 265	SYSTEMS ADMINISTRATION	3
MIT 285	NETWORK ARCHITECTURE	3
	Sub-Total Credits	**9**

IT Elective

Course Code	Title	Credits
MIT 335	ORG SECURITY & CYBER ATTACKS	3
MIT 336	SYSTEM ASSURANCE SECURITY	3
	Sub-Total Credits	**6**
	Total Credits	15

Music

Student Learning Outcomes

Students who complete the BM, BME, and BA degrees music degrees will:

1. Demonstrate the ability to understand and use the basic theoretical elements of music.
2. Demonstrate knowledge of the development of musical genres and traditions in both Western and non-Western cultures.
3. Demonstrate the ability to perform at an advanced level on a major performance medium and with proficiency on secondary instruments, displaying an understanding of styles representative of specific composers and historical periods.
4. Demonstrate the ability to collaborate in applied lessons, ensemble rehearsals, and performances.
5. Demonstrate professionalism in the following areas: initiative, self-discipline, time- management, preparation, and pedagogy.

   In addition to the learning outcomes above, teacher candidates who complete the BME program will also succeed in the following areas:

6. Use knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.
7. Utilize a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
8. Use systematic formal and informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
9. Display a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

Admission Policies

Prospective students must meet the general admission standards of Reinhardt University on pp. D1-2.

Students who desire a major in music or theatre must arrange to audition for the faculty by contacting Ms. Shari Craddock at sota@reinhardt.edu or by calling 770-720-9172.

Potential music and musical theatre students must pass an audition in their performance areas. Potential musical theatre students along with theatre students must perform a monologue during the audition. Information on the application and audition processes may be obtained from the School of the Arts. The prospective music or theatre major is formally admitted to the School of the Arts only after all requirements have been met, which include two letters of recommendation.

Students majoring in Music Education must meet all the entrance requirements for the Price School of Education. All information regarding entrance requirements, goals and objectives, and issues related to licensure will be found in the *Music Student Handbook*.

Advising

The Dean for the School of Performing Arts advises each new freshman and transfer student. A permanent advisor will be assigned during the first semester of study. Students are encouraged to make regular appointments with their advisors. The school provides a graduation checklist for each student. The student and the advisor will make regular use of this checklist as the student progresses toward completion of a degree program. Students are encouraged to keep an up-to-date checklist because the completion of all graduation requirements is each student's responsibility.

Applied Music Exams

All music majors enrolled for private study in applied music are required to perform on an applied examination before the appropriate music faculty at the end of each semester of study. Students will be evaluated on the level of performance for the current semester in addition to the overall level of achievement. The results of the applied exam will play a significant role in determining a student's continued enrollment in a music degree program. Students presenting a junior or senior recital must present a recital hearing at least four weeks before the scheduled recital date. Based on the hearing results, the music faculty may recommend the recital be canceled, postponed, repeated in part or as a whole, or performed as scheduled. Students presenting a junior or senior recital are exempt from the applied exam for the semester during which the recital is performed.

Music Education (P-12)

Students must be admitted to the School of Performing Arts and the Price School of Education and meet all specific graduation requirements from both schools. The P-12 program in Music Education leads to a B.M.E. degree. The Music Education degree is accredited by the Georgia Professional Standards Commission and leads to teaching certification in the state of Georgia.

Music

Degree Type
Bachelor of Arts (B.A.)

The B.A. in Music is designed to train well-
rounded musicians who are also interested in pursuing studies in other academic disciplines. Students may choose either a performance track or church music track within their major, and they must choose either an outside minor or complete at least 20 credit hours of course work outside the field of music.

Major Required Courses

Course Code	Title	Credits
MUA 110	APPLIED COMPOSITION	1
MUA 110	APPLIED COMPOSITION	1
MUS 130	FUNDAMENTALS OF CONDUCTING	1
MUS 143	MUSIC THEORY I	3
MUS 144	MUSIC THEORY II	3
MUS 153	AURAL SKILLS I	1
MUS 154	AURAL SKILLS II	1
MUS 216	MUSIC THEORY III	3
MUS 217	MUSIC THEORY IV	3
MUS 226	AURAL SKILLS III	1
MUS 227	AURAL SKILLS IV	1
MUS 321	MUSIC HISTORY I	3
MUS 322	MUSIC HISTORY II	3
MUS 325	WORLD MUSIC	3
	Sub-Total Credits	**28**

8 semesters of major ensemble participation (0 hours credit)

Students may elect to take for credit

Select one Concentration

Performance

Course Code	Title	Credits
	APPLIED MAJOR LESSONS	16
MUS 151	STUDIO CLASS	
	APPLIED SECONDARY/ CLASS PIANO SEQUENCE	4
	MUA 300 or MUA 400	
	Sub-Total Credits	**24**

Church Music Concentration

Course Code	Title	Credits
	APPLIED PRIMARY SEQUENCE	8
MUS 151	STUDIO CLASS	
	APPLIED SECONDARY/ CLASS PIANO SEQUENCE	4
MUS 302	ADVANCED CONDUCTING	2
MUS 430	CHURCH MUSIC ADMINISTRATION	2
MUS 431	STRUCTURE OF WORSHIP	2
	MUS 432 or MUS 433	2
MUA 210	APPLIED COMPOSITION	2
MUA 310	APPLIED COMPOSITION	2
MUS 411	ORCHESTRATION & ARRANGING	2
	Sub-Total Credits	**24**

Outside Electives

Students may choose an official outside minor or any non-music courses of interest

	Sub-Total Credits	**24**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Performance

Degree Type
Bachelor of Music (B.M.)

The Bachelor of Music Program is designed to provide students with extensive training and experience as performers. In addition to the core music courses, students will select an applied area of study from four tracks: Vocal, Piano, Organ, or Instrumental. Graduates of this program may pursue graduate study, offer private studio teaching, or pursue professional performance opportunities.

Major Required Courses

Course Code	Title	Credits
MUS 143	MUSIC THEORY I	3
MUS 144	MUSIC THEORY II	3
MUS 153	AURAL SKILLS I	1
MUS 154	AURAL SKILLS II	1
MUS 216	MUSIC THEORY III	3
MUS 217	MUSIC THEORY IV	3
MUS 226	AURAL SKILLS III	1
MUS 227	AURAL SKILLS IV	1
MUS 312	MUSIC THEORY V: FORM & ANALYSIS	3
MUS 315	MUSIC THEORY VI: POST-TONAL TECH	3
MUS 321	MUSIC HISTORY I	3
MUS 322	MUSIC HISTORY II	3
MUS 325	WORLD MUSIC	3
	Sub-Total Credits	**31**

Applied Major - 8 semesters

Students must enroll concurrently in MUS 151 Studio Class and private applied lessons.

Applied lesson course numbers vary by instrument. Students should consult their advisor for the appropriate course sequence.

Course Code	Title	Credits
MUA	APPLIED MAJOR INSTRUMENT	
MUS 151	STUDIO CLASS	
	Sub-Total Credits	**16**

Applied Secondary/Class Piano

Music Ensemble (each semester)

Junior and Senior Recital Required
Piano Proficiency Exam Required

	Sub-Total Credits	**4**

Select One of the Following Tracks

	Sub-Total Credits	**22-29**

Guitar Track

Course Code	Title	Credits
MUS 130	FUNDAMENTALS OF CONDUCTING	1
MUS 411	ORCHESTRATION & ARRANGING	2
MUS 455	GUITAR PEDAGOGY	2
MUS 471	GUITAR SOLO LITERATURE	2
MUS 472	GUITAR ENSEMBLE LITERATURE	2
	SECONDARY APPLIED GUITAR (rock, jazz, folk fingerstyle, sight-reading, improvisation)	
	MUSIC ELECTIVES	
	Sub-Total Credits	**26**

Instrumental Track

Course Code	Title	Credits
MUS 130	FUNDAMENTALS OF CONDUCTING	1
MUS 255	COMPUTER APPLICATIONS IN MUSIC	
MUS 302	ADVANCED CONDUCTING	2
MUS 320	RHYTHMIC SENSITIVITY	2
MUS 326	ADVANCED AURAL SKILLS	
MUS 344	INSTRUMENTAL PEDAGOGY	
MUS 405	PROFESSIONAL PRACTICES OF MUSIC BUSINESS	
MUS 411	ORCHESTRATION & ARRANGING	2
MUS 493	CHAMBER LITERATURE SEMINAR	1
MUS 496	LITERATURE OF THE INSTRUMENT	
	MUSIC ELECTIVES	
	Sub-Total Credits	**22**

Piano Track

Course Code	Title	Credits
MUS 130	FUNDAMENTALS OF CONDUCTING	1
MUS 300	FUNCTNL KEYBOARD MUSICIANSHIP	1
MUS 370	STRINGED KEYBOARD LIT I	2
MUS 372	STRINGED KEYBOARD LIT II	2
MUS 373	COLLABORATIVE PIANO	1
MUS 473	PIANO PEDAGOGY I	1
MUS 474	PIANO PEDAGOGY II	1
MUS 475	GROUP PIANO PEDAGOGY I	2
MUS 476	GROUP PIANO PEDAGOGY II	2
	MUSIC ELECTIVES	
	Sub-Total Credits	**22**

Vocal Track

MUE 168 participation is required every semester (total 2 credit hours)

Course Code	Title	Credits
	MUE 168 Opera Workshop (2 semesters)	
MUS 130	FUNDAMENTALS OF CONDUCTING	1
MUS 302	ADVANCED CONDUCTING	2
MUS 360	DICTION FOR SINGERS I	2
MUS 361	DICTION FOR SINGERS II	2
MUS 460	VOCAL LITERATURE	2
MSE 465	VOCAL PEDAGOGY	2
DAN 140	DANCE TECHNIQUE 1	1
DAN 141	DANCE TECHNIQUE I	1
THE 220	ACTING I	3
THE 335	MOVEMENT FOR THEATRE I	3
	MUSIC ELECTIVES	
	Sub-Total Credits	**29**
	General Education Curriculum	**32**
	Total Credits	120

Music Education- Choral Concentration

Degree Type
Bachelor of Music Education (B.M.E.)

General Education Courses Required in the Major

Course Code	Title	Credits
MUS 325	WORLD MUSIC	3
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
	Sub-Total Credits	**6**

Major Required Courses

Course Code	Title	Credits
MUS 130	FUNDAMENTALS OF CONDUCTING	1
MUS 143	MUSIC THEORY I	3
MUS 144	MUSIC THEORY II	3
MUS 153	AURAL SKILLS I	1
MUS 154	AURAL SKILLS II	1
MUS 216	MUSIC THEORY III	3
MUS 217	MUSIC THEORY IV	3
MUS 226	AURAL SKILLS III	1
MUS 227	AURAL SKILLS IV	1
MUS 302	ADVANCED CONDUCTING	2
MUS 321	MUSIC HISTORY I	3
MUS 322	MUSIC HISTORY II	3
MUS 411	ORCHESTRATION & ARRANGING	2
	Sub-Total Credits	**27**

Music Education Required Courses

Course Code	Title	Credits
MSE 150	FOUNDATIONS IN MUSIC EDUCATION	2
MSE 220	EDUC MEDIA & TECHNOLOGY IN MUSIC	1
MSE 320	INSTRUMENTAL METHODS AND MATERIALS FOR CHORAL STUDENTS	1
MSE 323	ELEMENTARY METHODS	3
MSE 324	SECONDARY METHODS - INSTRUMENTAL	2
MSE 325	SECONDARY METHODS - CHORAL	2
MSE 356	GUITAR METHODS AND MATERIALS	1
MSE 450	CLINICAL RESIDENCY SEMINAR	1
MSE 465	VOCAL PEDAGOGY	2
MSE 490	CANDIDATE TEACHING MUSIC EDUCATION	12
	Sub-Total Credits	**26**

Professional Education Required Courses

Course Code	Title	Credits
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
	Sub-Total Credits	**9**

Applied Major (7 semesters)

Students must enroll concurrently in MUS 151 Studio Class and private applied lessons.

Senior Recital Required

Course Code	Title	Credits
MUA	APPLIED MAJOR INSTRUMENT	
MUS 151	STUDIO CLASS	
	Sub-Total Credits	**14**

Class Piano

Students may exempt Class Piano I - IV by audition

Piano primary students may exempt Class Piano V with permission of the instructor

Piano Proficiency Exam Required

Course Code	Title	Credits
MUA 113	CLASS PIANO I	1
MUA 114	CLASS PIANO II	1
MUA 213	CLASS PIANO III	1
MUA 214	CLASS PIANO IV	1
MUA 313	CLASS PIANO V	1
	Sub-Total Credits	**5**

Music Ensemble Requirement

Student will take 7 Semesters of MUE 100

Course Code	Title	Credits
MUE 100	CONCERT CHOIR	0-1
	General Education Curriculum	**32**
	Total Credits	120

Music Education- Instrumental Concentration

Degree Type
Bachelor of Music Education (B.M.E.)

General Education Courses Required in the Major

These courses will be taken with the student's General Education courses for a total of 48 credit hours.

Course Code	Title	Credits
MUS 325	WORLD MUSIC	3
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
	Sub-Total Credits	**6**

Major Required Courses

Course Code	Title	Credits
MUS 130	FUNDAMENTALS OF CONDUCTING	1
MUS 143	MUSIC THEORY I	3
MUS 144	MUSIC THEORY II	3
MUS 153	AURAL SKILLS I	1
MUS 154	AURAL SKILLS II	1
MUS 216	MUSIC THEORY III	3
MUS 217	MUSIC THEORY IV	3
MUS 226	AURAL SKILLS III	1
MUS 227	AURAL SKILLS IV	1
MUS 302	ADVANCED CONDUCTING	2
MUS 321	MUSIC HISTORY I	3
MUS 322	MUSIC HISTORY II	3
MUS 411	ORCHESTRATION & ARRANGING	2
	Sub-Total Credits	**27**

Music Education Required Courses

Course Code	Title	Credits
MSE 150	FOUNDATIONS IN MUSIC EDUCATION	2
MSE 220	EDUC MEDIA & TECHNOLOGY IN MUSIC	1
MSE 323	ELEMENTARY METHODS	3
MSE 324	SECONDARY METHODS - INSTRUMENTAL	2
MSE 325	SECONDARY METHODS - CHORAL	2
MSE 330	MARCHING BAND METHODS & MATERIALS	1
MSE 351	WOODWIND METHODS & MATERIALS	1
MSE 352	BRASS METHODS & MATERIALS	1
MSE 353	PERCUSSION METHODS & MATERIALS	1
MSE 354	STRING METHODS & MATERIALS	1
MSE 355	VOCAL TECHNIQUES & MATERIALS	1
MSE 356	GUITAR METHODS AND MATERIALS	1
MSE 450	CLINICAL RESIDENCY SEMINAR	1
MSE 490	CANDIDATE TEACHING MUSIC EDUCATION	12
	Sub-Total Credits	**29**

Professional Education Required Courses

Course Code	Title	Credits
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 230	COMMON ELEMENTS DIFFERENTIATED INSTRUCTION	3
EDU 329	TEACHING IN THE INCLUSIVE CLASSROOM	3
	Sub-Total Credits	**9**

Applied Major (7 semesters)

Student **must** enroll concurrently in MUS 151 Studio Class and private applied lessons

Senior Recital Required

Course Code	Title	Credits
MUA	APPLIED MAJOR INSTRUMENT	
MUS 151	STUDIO CLASS	
	Sub-Total Credits	**14**

Class Piano

Students may exempt Class Piano I-II by audition

Piano Proficiency Exam Required

	Sub-Total Credits	**2**

Music Ensemble Requirement

Students will take Semesters of Wind Ensemble & Athletic Bands

	General Education Curriculum	**32**
	Total Credits	120

Music

Degree Type
Minor

Minor Required Courses

Course Code	Title	Credits
MUS 143	MUSIC THEORY I	3
MUS 153	AURAL SKILLS I	1
	Sub-Total Credits	**4**

Choose one of the following:

Course Code	Title	Credits
MUS 144	MUSIC THEORY II	3
MUS 321	MUSIC HISTORY I	3
MUS 322	MUSIC HISTORY II	3
MUS 325	WORLD MUSIC	3
	Sub-Total Credits	**3**

Applied Vocal or Instrumental Study

Vocal or Instrumental Applied Study taken for a total of two (2) semesters

Course Code	Title	Credits
MUA	APPLIED MAJOR INSTRUMENT	
MUS 151	STUDIO CLASS	
	Sub-Total Credits	**2**

Ensemble

Course Code	Title	Credits
	Ensemble (4 semesters)	4
	Sub-Total Credits	**4**

Required Music Electives

Any two (2) hours of music (MUS) electives approved by advisor

	Total Credits	15

Nursing and Health Sciences

B.S.N. Program Purpose

The purpose of the Cauble School of Nursing is to prepare future professional nurses in both the science and art of nursing. The purpose includes preparing the student to be a nurse who is both caring and compassionate, utilizing critical thinking, clinical reasoning, and evidenced- based therapeutic interventions to meet the healthcare needs of culturally diverse populations along the continuum of health. In addition, the purpose of the Reinhardt School of Nursing is to prepare the student for the role of the professional nurse in the ever-changing climate of healthcare in both the local and global community.

NOTE: All Reinhardt B.S.N. students must adhere to all policies and procedures published in the B.S.N Student Handbook.

Bachelor of Science in Nursing (B.S.N.) Conceptual Framework

In keeping with Reinhardt University's Mission statement and the School of Nursing Mission Statement, the Reinhardt Faculty hold the following beliefs about Persons, Environment, Health, Nursing, and Nursing Education:

Persons

Humans are holistic, having an existence other than the sum of their parts the mind, body, and spirit. Humans are biological, psychological, social and cultural, and spiritual beings. Each human is created uniquely, equally valuable in the sight of God, and has individual needs, wants, and rights.

Each human is biological, a living organism, that interacts with the environment and has a physical beginning and end.

Humans are psychological and complex with the ability for awareness, intellect, cognitive function, motivation, feelings, and a wide array of emotions.

Humans are social and cultural, and thus relational. Humans are made to interact with "God," friends, families, and individuals in the community. Humans are influenced by culture, beliefs, behaviors, attitudes, values, traditions, and practices. Humans are spiritual beings having a spirit or soul, capable of faith and a "relationship" with God and others.

Environment

Environment includes the total circumstances surrounding the human being. The physical world as well as chemical, biological, cultural, economic, political, and developmental influences are part of the environment. Air and water quality, toxic substances, home, community, and health access may interact with the human, requiring change and adaptation, and subsequently affect the health of the human.

Health

Health is unique and individualized: an overall condition for each person at a specific point and time along life's journey. Health includes biological and physical body systems as well as psychological, social and cultural, and spiritual components of the whole person functioning at its greatest potential. Health is being the very best one can be considering all circumstances.

Humans have the potential for any unique component of the person to become unbalanced, impacting any or all components negatively and causing a person to become unhealthy.

Nursing

Nursing is an applied discipline in which both art and science are utilized. The professional nurse provides therapeutic interventions for humans in need of nursing care along the continuum of health. The professional nurse has an understanding of nursing practice, theories, research, physical science, life science, mathematical science, social science, humanities, ethics, philosophy, leadership, and technological sciences.

"Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, communities, and populations" (American Nurses Association, 2010b, p.10).

Caring is an essential component of patient- and family-centered care. Caring demonstrates faith, and is the way that the nurse communicates compassion, empathy, concern, protection, attention, and love for fellow man.

Nurses utilize theoretical, research, and evidenced-based knowledge along with the problem-solving process known as the nursing process in providing healthcare to the community. As the coordinator of care, the nursing process is utilized with individuals, families, and populations to assess, diagnose, plan, implement, and evaluate healthcare opportunities for improvement along the continuum of health.

Nursing Education

It is the belief of the faculty that the baccalaureate in nursing, grounded in the liberal arts and sciences, is the minimal and foundational level of education for the professional nurse.

The School of Nursing is not only committed to encouraging the nursing student to remember, understand, apply, analyze, and evaluate scientific and empirical knowledge, theory, evidenced based

practice and research that encompasses nursing practice, but also to aspire to be future-directed and create new opportunities for nursing in the ever-changing environment of healthcare in the local and global community.

An emphasis on integrity, respect, accountability, responsibility, and treating all with dignity in every circumstance is an essential component of nursing education.

To encourage the use of critical thinking and clinical reasoning as well as the application of the nursing process, students participate in didactic, lab, simulation, and therapeutic relationships with individuals in the community. As the coordinator of care, the professional nurse is responsible for effective communication, providing quality care, and considering both legal and ethical implications of practice. The professional nurse demonstrates organization and leadership principles while infusing every aspect of practice with the safety of individuals, communities, and populations.

Being a role model, preparing the student for lifelong learning and excellent nursing practice to meet the needs of individuals and communities, as well as local and global populations in the ever-changing healthcare landscape is an essential role of nursing faculty.

B.S.N Student Learning Outcomes

Reinhardt University BSN Graduates will demonstrate competence in the following (Based on The Essentials from AACN):

1. Knowledge for nursing practice including an understanding of nursing as a distinct profession, application of theory and research-based knowledge, and clinical judgement.
2. Providing person-centered care by engaging individuals in caring relationships, communicating effectively with individuals and integrating clinical knowledge and patient preferences to promote safe, compassionate, and holistic care.
3. Managing population health through collaboration, advocacy, and addressing the social determinants of health.
4. Advancing scholarship for the nursing discipline, promoting ethical conduct in scholarly activities and integrating best evidence into practice.
5. Applying principles of quality improvement to improve safety in healthcare for patients, families, and providers.
6. Collaborating across professions to build effective partnerships that promote safe, high quality patient care.
7. Analyzing healthcare organizations and policies to steward resources and optimize effectiveness across the continuum of care.
8. Utilizing information and communication technologies and informatics processes to generate knowledge and to deliver and document high quality care in a variety of settings.
9. Demonstrating the professional identity of nursing through accountability and ethical behavior.
10. Engaging in personal, professional, and leadership development.

B.S.N. Admission Requirements

Prior to admission to the BSN program, students must:

1. Complete at least 58 credit hours
2. Complete all 32 hours of general education as well as all courses for their selected minor (Minor requirement is waived for transfer students)
3. Complete Introduction to Psychology, Developmental Psychology, and Introduction to Statistics with a grade of C or better
4. Complete the following science courses with a C or better: Anatomy and Physiology I and II with labs, Introduction to Microbiology with lab, General Chemistry with lab (Science courses must be completed in the previous five years and can only be repeated once)

5. Maintain an overall GPA of 3.0

B.S.N. Requirements for Progression in the Program

The student enrolls in the courses in nursing education according to the prescribed sequence. At least a *C* grade in each nursing course is required for progression in the nursing curriculum. Students who receive a grade of less than *C* in any nursing course may not proceed within the nursing program. Based on the School of Nursing re-enrollment policy and procedure, students may be re-admitted to the nursing program. For more information, see Re- Enrollment Policy and Procedure (below). Nursing courses may be repeated only once. Permission to progress must be obtained from School of Nursing faculty and will be dependent upon meeting course prerequisites and co- requisites. A student who receives a grade of *D* or below must reapply to the School of Nursing for consideration to be allowed to repeat the nursing course the next time it is offered in the scheduled sequence of courses. To progress to the final year of the program, a student must have a minimum GPA of 2.0.

Continuation in the program is also contingent upon compliance with ethical and professional standards of conduct. Students who remove school or hospital property without permission will be subject to immediate disciplinary action. Graduation requirements follow the guidelines of Reinhardt University.

Re-Enrollment Policy and Procedure

1. Students who have failed the didactic or clinical portion of a nursing course or withdrawn from one nursing course for any reason may be considered for readmission to the school of nursing as directed by the Dean of the School of Nursing and Health Sciences.
2. The student's application will be considered competitively with all other applicants.
3. After failing one or more courses in two (2) separate semesters, students will not be readmitted to the nursing program but will be advised to seek another major.
4. Student performance and disposition during the previous admission to the School of Nursing will be highly considered during the re- admission process; therefore, re-acceptance is not guaranteed.
5. Resources and space must be available in the required course to be taken.
6. The student must initiate the request for re- enrollment through Reinhardt University processes.
7. The student must submit a letter to the Dean of the School of Nursing at least one semester before the requested return semester. The letter should include the reason for the previous failure, what obstacles prevented success, and a plan of action that will enhance future success.
8. The Dean, in collaboration with faculty, will review the petition and make a decision about re-admission.
9. If re-admittance is granted, it will be contingent upon successful completion of proficiency exams and skill competencies prescriptive to the point at which the student is re-entering the program. This may include passing comprehensive course examinations and demonstrating competency through skill check- offs.
10. The student will be granted one attempt to pass proficiency testing.

Bachelor of Science in Nursing

Degree Type
Bachelor of Science in Nursing (B.S.N.)

Associated Courses Required in the Major

Course Code	Title	Credits
BIO 220	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 221	HUMAN ANATOMY & PHYS I LAB	0
BIO 222	HUMAN ANATOMY & PHYSIOLOGY II	4
BIO 223	HUMAN ANATOMY & PHYSIOLOGY II LAB	0
BIO 260	INTRO MICROBIOLOGY	4
BIO 261	INTRO MICROBIOLOGY LAB	0
	CHE 130/131 or CHE 180/181	4
MAT 103	INTRODUCTION TO STATISTICS	3
PSY 200	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3
	Sub-Total Credits	**22**

Nursing Curriculum

Course Code	Title	Credits
NUR 302	FOUNDATIONS OF PHARMACOLOGY	1
NUR 303	CLINICAL PHARMACOLOGY I	2
NUR 304	CLINICAL PHARMACOLOGY II	2
NUR 305	HOLISTIC HEALTH ASSESSMENT	3
NUR 306	EVIDENCE-BASED PRACTICE/RESEARCH	3
NUR 307	CLINICAL FOUNDATIONS OF NURSING PRACTICE	6
NUR 308	NUTRITION HEALTH PROMOTION WELLNESS	2
NUR 309	PATHOPHYSIOLOGY FOR NURSING	3
NUR 310	WRITING IN THE NURSING PROFESSION	1
NUR 401	NURSING CARE OF THE ADULT	6
NUR 402	MENTAL HEALTH	4
NUR 403	NURSING CARE OF ADULT W/HIGH ACUITY	6
NUR 404	MATERNAL-CHILD HEALTH	5
NUR 405	NURSING CARE OF CHILDREN & FAMILIES	5
NUR 406	LEADERSHIP/MANAGEMENT: IMMERSION INTO PRACTICE	6
NUR 407	COMMUNITY & POPULATION HEALTH	5
NUR 408	SYNTHESIS OF NURSING PRACTICE	2
	Sub-Total Credits	**62**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Political Science

Mission

Political Science seeks to explain the world of politics and government. The study of government and politics is a crucial element of a liberal arts education. As the world becomes more interdependent, the importance of the discipline of political science grows. The Political Science program strives to embody

the University's goal of shaping lives and building futures through excellent teaching, open and robust debate, active scholarship, and personal mentoring. Our goal is to prepare students for careers in government and politics, law, humanitarian work, teaching, research, and peacemaking, and for work in related fields such as business, education, or missions.

The department is committed to providing students with political knowledge and skills that will enable them to assume leadership responsibility from the local level to the global community. Through the study of political ideas and institutions, research methods and law, the analysis of a variety of political systems, internships, and rigorous research projects, the program challenges students to develop both the tools and the vision for understanding, nurturing, and transforming the society in which they live.

Student Learning Outcomes

Students who complete the Bachelor of Science (B.S.) in Political Science will be able to:

1. Demonstrate an understanding of Supreme Court cases from social, political, philosophical, psychological, normative, and legal perspectives.
2. Demonstrate competencies by producing written work indicating knowledge of scientific and professional writing.
3. Demonstrate knowledge of professional ethics.

Special Features and Activities

- Join *Pi Sigma Alpha*, the national political science honor society.

Political Science

Degree Type
Bachelor of Science (B.S.)

The Bachelor of Science degree in political science provides students with an understanding of government and politics through a combination of theoretical and empirical analysis and practical experience. The program develops critical thinking, analysis, and communication skills through a combination of classroom experience and internship opportunities designed to instill students with firsthand experience and practical understanding of governmental policy and practice.

Students are prepared for an array of career options in the public and private sectors. Graduates of the political science program may go on to administrative careers with federal, state, and local governmental agencies, nonprofit organizations, campaign management, diplomacy, teaching, and many other career options. Political science majors are also prepared to enter graduate study in political science, law, international studies, public administration, urban planning, diplomacy, or related subjects.

Major Required Courses

Course Code	Title	Credits
POL 301	INTERNATIONAL POLITICS	3
POL 311	COMPARATIVE POLITICS	3
POL 420	SENIOR SEMINAR IN POLITICAL SCIENCE	3
SSC 321	QUALITATIVE RESEARCH METHODS	3
SSC 325	SURVEY DESIGN & ANALYSIS	3
SSC 340	PROG EVALUATION & NEEDS ASSESSMENT	3
	POL 306 or POL 308	3
	Sub-Total Credits	**21**

Major Electives

Select four:

Course Code	Title	Credits
POL 368	INTEREST GROUPS & PUBLIC POLICY	3
POL 385	CONSTITUTIONAL LAW	3
POL 472	MEDIA & POLITICS	3
POL 498	SPECIAL TOPICS IN POL SCIENCE	3
POL 499	INDEPENDENT STUDY IN POL SCIENCE	3
SSC 490	SOCIAL SCIENCE INTERNSHIP	3
	Sub-Total Credits	**12**

General Electives

	Sub-Total Credits	**39**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

International Relations

Degree Type
Minor

Students will take SSC 105 Introduction to International Relations. This course will serve as an introduction to the minor. They will then select three courses from the list below. No more than two classes may be taken in the same area. Their final class will meet the requirement noted below.

Required

Course Code	Title	Credits
SSC 105	INTRO TO INTERNATIONAL RELATIONS	3
	Sub-Total Credits	**3**

Content courses

Select 3 in at least 2 different areas

Course Code	Title	Credits
BBA 455	GLOBAL MANAGERIAL LEADERSHIP	3
BIO 370	FLORAL & FAUNAL RECONNAISSANCE	4
BUS 407	INTERNATIONAL BUSINESS	3
CJS 300	COMPARATIVE CRIM JUSTICE SYSTEMS	3
CJS 405	MURDER AROUND THE WORLD	3
COM 398	SPEC TOPICS IN GLOBAL/INTERCULT COM	3
EDU 225	LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE	3
EDU 366	LITERACY INSTRUCTION & ESOL	3
FRE 301	FRENCH PRACTICAL CONVERSATION	3
MUS 325	WORLD MUSIC	3
POL 301	INTERNATIONAL POLITICS	3
POL 311	COMPARATIVE POLITICS	3
PSY 370	ENVIRONMENTAL PSYCHOLOGY	3
SCI 395	FIELD METHODOLOGY	1
SOC 300	GLOBAL SOCIAL PROBLEMS	3
SPA 310	SPANISH FOR BUSINESS	3
SSC 495	DIVERSE PEOPLE	3
WLC 198	SPECIAL TOPICS WORLD LANG & CULTURE	3
WLC 298	SPECIAL TOPICS: WORLD LANGS/CULTURE	3
	Sub-Total Credits	**9**

** BUS 307 Organizational Behavior, Regional History courses (for example, History of Ireland) and Regional Literature courses (for example, British Literature or Literature of Ireland) will count for this section if taken as part of a study abroad experience.

Capstone experience

Working with an advisor, each student will complete: a study abroad experience, an internship with a group dealing with international projects, or independent research focused on relevant international topics. After it has been graded, we request the final project, journal, or research paper be submitted (electronically) to the Coordinator of International Relations.

Any special topics offered that may meet the intention of the minor may be approved for credit by the Coordinator of International Relations.

	Sub-Total Credits	**3**
	Total Credits	15

Political Science

Degree Type
Minor

Political, social, and economic processes are keys to understanding the human experience in a global community. The Political Science minor will assist students to explore issues emerging from the aforementioned structures and processes within both domestic and global contexts. The general objectives for reaching these goals will cover global understanding and appreciation of cultural diversity, critical thinking and problem solving skills, research and analytical skills, and effective written and oral communication skills.

General Education Course Requirements

Course Code	Title	Credits
ENG 102	COMPOSITION AND LITERATURE	3
POL 101	AMERICAN GOVERNMENT	3
	Sub-Total Credits	**6**

Minor Required Courses

Course Code	Title	Credits
POL 301	INTERNATIONAL POLITICS	3
POL 311	COMPARATIVE POLITICS	3
SSC 321	QUALITATIVE RESEARCH METHODS	3
	Sub-Total Credits	**9**

Select one of the following

Course Code	Title	Credits
	POL 306/PHI 306	3
	POL 308/PHI 308	3
	Sub-Total Credits	**3**

Minor Electives

Select two

Course Code	Title	Credits
POL 368	INTEREST GROUPS & PUBLIC POLICY	3
POL 385	CONSTITUTIONAL LAW	3
POL 420	SENIOR SEMINAR IN POLITICAL SCIENCE	3
POL 472	MEDIA & POLITICS	3
POL 498	SPECIAL TOPICS IN POL SCIENCE	3
POL 499	INDEPENDENT STUDY IN POL SCIENCE	3
SSC 490	SOCIAL SCIENCE INTERNSHIP	3
	Sub-Total Credits	**6**
	Total Credits	18

Pre-Law Minor

Degree Type
Minor

The Pre-Law minor is designed to develop and enhance those skills required both at law school and in a legal career. It is based on recommendations set down for undergraduate colleges by the Association of American Law Schools. The AALS suggests that interested students develop basic skills and insights in:

- Comprehension and expression of words
- Critical understanding of the human institution and values with which law deals
- Creative power of thinking

The Pre-Law minor entails challenging coursework that reinforces and extends the foundation gained through the General Education Core, provides advanced analytical and writing skills, and introduces the
student to the social and governmental structures that underlie the law. This minor may be combined with any major field of concentration.

General Education Course Requirement

Course Code	Title	Credits
COM 108	COMMUNICATING EFFECTIVELY	3
POL 101	AMERICAN GOVERNMENT	3
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
	Sub-Total Credits	**9**

Minor Required Courses

Course Code	Title	Credits
POL 385	CONSTITUTIONAL LAW	3
	Sub-Total Credits	**3**

Select one of the following

Course Code	Title	Credits
	POL 306/PHI 306	3
	POL 308/PHI 308	3
	Sub-Total Credits	**3**

Minor Electives

Select at least four

Course Code	Title	Credits
BUS 290	LEGAL & ETHICAL ENVIORNMENTS IN BUSINESS	3
POL 498	SPECIAL TOPICS IN POL SCIENCE	3
SOC 350	DEVIANT BEHAVIOR AND SOCIAL CONTROL	3
SOC 360	INTR TO CRIMINAL JUSTICE/CRIMINOLOG	3
SOC 380	FAMILY VIOLENCE	3
SSC 490	SOCIAL SCIENCE INTERNSHIP	3
	Sub-Total Credits	**12**
	Total Credits	18

Psychology

Mission

Psychology takes its name from the Greek, “the study of the soul.” The mission of our psychology program is to educate the whole person in a dynamic and inclusive educational environment that fosters a deep understanding of human behavior and mental processes through scientific inquiry in order to enhance individual and community well-being. Beginning with their first classes, students develop intellectual skills that enable them to progress through an integrated and hierarchical program. This program emphasizes behavioral, biological, clinical, cognitive, and social aspects of psychology, so that students learn how people develop, how the brain and senses function, the ways individuals differ and interact in communities, how people think, how minds can falter, and methods to aid in their healing. Psychology majors will be encouraged to present their discoveries at conferences, intern with local organizations, and many enter a variety of careers or pursue graduate education in the behavioral sciences or the helping professions. The psychology major is not a professional degree program; students are not trained as therapists, counselors, or mental health technicians.

Student Learning Outcomes

Students who complete the Bachelor of Science (B.S) in Psychology will be able to:

1. Demonstrate an understanding of the content in psychology and the ability to integrate that knowledge.
2. Demonstrate an understanding of research methods in psychology.
3. Communicate their knowledge of psychology.
4. Effectively apply the ethical principles of the American Psychological Association to research and professional situations.

Special Features and Activities

Psychology students are offered the opportunity to participate in the following:

- Student research.
- Internships
- Participation in professional conferences.
- Social activities with other majors and faculty.

Psychology

Degree Type
Bachelor of Science (B.S.)

The psychology major is a liberal arts baccalaureate degree program designed to introduce students to the science of psychology. The program will help students prepare for a lifetime of continued learning and vocational achievement. Students majoring in psychology can enter a variety of careers or pursue post- graduation education in the behavioral sciences. The psychology major is not a professional degree program; students are not trained as therapists, counselors, or mental health technicians.

Major Required Courses

Course Code	Title	Credits
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
PSY 200	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3
PSY 303	PROFESSIONAL DEVELOPMENT IN PSY	1
PSY 305	CROSS-CULTURAL PSYCHOLOGY	3
PSY 310	ABNORMAL PSYCHOLOGY	3
PSY 350	SOCIAL PSYCHOLOGY	3
PSY 375	SENSATION AND PERCEPTION	3
PSY 380	RESEARCH METHODS AND STATISTICS	3
PSY 420	SENIOR SEMINAR IN PSYCHOLOGY	3
	PSY 330 or BIO 330	3
	Sub-Total Credits	**28**

Major Electives

Select three

Course Code	Title	Credits
PSY 210	PERSONALITY	3
PSY 260	COMMUNITY PSYCHOLOGY	3
PSY 340	COGNITION & MEMORY	3
PSY 345	DRUG USE AND ADDICTION	3
PSY 355	INTRODUCTION TO FORENSIC PSYCHOLOGY	3
PSY 360	BEHAVIOR ANALYSIS	3
PSY 365	PSYCHOLOGICAL TESTING & ASSESSMENT	3
PSY 370	ENVIRONMENTAL PSYCHOLOGY	3
PSY 400	HISTORY AND SYSTEMS	3
PSY 440	ADVANCED CHILD DEVELOPMENT	3
PSY 498	SPECIAL TOPICS IN PSYCHOLOGY	3
PSY 499	INDEPENDENT STUDY IN PSYCHOLOGY	3
SSC 470	INDEPENDENT RESEARCH PROJECT	3
SSC 490	SOCIAL SCIENCE INTERNSHIP	3
SSC 321	QUALITATIVE RESEARCH METHODS	3
	Sub-Total Credits	**9**

General Electives

Note: At least half of the General Electives must be upper level courses (300- or 400-level).

	Sub-Total Credits	**39**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Human Services

Degree Type
Minor

Human Services Foundations (Required)

(Must make a "C" or better)

Course Code	Title	Credits
HUS 101	HUMAN SERVICES AS ART AND SCIENCE	3
	Sub-Total Credits	**3**

Methodology Courses

Select 1

Course Code	Title	Credits
SSC 321	QUALITATIVE RESEARCH METHODS	3
SSC 325	SURVEY DESIGN & ANALYSIS	3
SSC 340	PROG EVALUATION & NEEDS ASSESSMENT	3
SCI 305	INTRO TO GEOGRAPHIC INFO SYSTEMS	3
	Sub-Total Credits	**3**

Elective Courses

Select 3 (must be from at least 2 different areas)

Course Code	Title	Credits
PSY 200	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3
PSY 260	COMMUNITY PSYCHOLOGY	3
PSY 310	ABNORMAL PSYCHOLOGY	3
PSY 335	PSYCHOLOGY OF AGING	3
SOC 300	GLOBAL SOCIAL PROBLEMS	3
SOC 310	SOCL INEQUALITY: CLASS,RACE,GENDER	3
SOC 340	MARRIAGES AND FAMILIES	3
SOC 380	FAMILY VIOLENCE	3
SOC 450	LEADERSHIP	3
CJS 305	JUVENILE DELINQUENCY	3
PSY 499	INDEPENDENT STUDY IN PSYCHOLOGY	3
SSC 470	INDEPENDENT RESEARCH PROJECT	3
SSC 490	SOCIAL SCIENCE INTERNSHIP	3
	Study Abroad Program	3
	Sub-Total Credits	**9**
	Total Credits	15

Psychology

Degree Type
Minor

Required Course

Course Code	Title	Credits
PSY 101	INTRODUCTION TO PSYCHOLOGY	3
	Sub-Total Credits	**3**

Minor Electives

Choose four PSY classes as approved by your advisor

	Sub-Total Credits	**12**
	Total Credits	15

Religion

Mission

At Reinhardt University, the study of religion fosters active engagement with the many ways human beings construct lives of purpose and meaning. Students might be motivated to study religion for different reasons, including interest in local and global religious traditions, social issues and ethical responsibility, the ways human beings in the past and present have contended with conflict and

hardship within religious frameworks, and how people have expressed the religious dimensions of their personal and communal realities. To live in the world is to encounter religion. Therefore, the Religion Program equips students with skills of analysis and appreciation, attentiveness to context, and experience with research and interpretation that will help them contribute to their communities in ways that are self-aware, constructive, and informed.

Students who major in Religion are prepared for a wide array of pursuits after graduation, including work in religious communities, non-profit organizations, and graduate education in religion, theology, law, medicine, public health, social work, among many other options.

Student Learning Outcomes

Upon completion of their degree, Religion majors will be able to:

1. Examine and analyze religious text and practices within their historical and cultural contexts.

2. Identify and use an array of methodological approaches to the study of religion.

3. Demonstrate the ability to participate in productive dialogue and discussion about issues related to the study of Religion in the 21st Century.

Religion

Degree Type
Bachelor of Arts (B.A.)

Major Required Courses

Any seven (7) REL classes at the 100 or 200 level

Note: Classes at the 300 or 400 level can substitute for classes at the 100 and 200 level.

	Sub-Total Credits	**21**

Any two (2) REL classes at the 300 or 400 level

	Sub-Total Credits	**6**

Senior Seminar

Course Code	Title	Credits
REL 450	SENIOR SEMINAR	3
	Sub-Total Credits	**3**

General Electives for Religious Studies track

	Sub-Total Credits	**40**

Required Minor

Sub-Total Credits	**12-18**
General Education Curriculum	**32**
Total Credits	120

Religion Minor

Degree Type
Minor

Choose any five (5) REL courses at any level

Total Credits	15

Sociology

Mission

The Bachelor of Science degree in sociology prepares students to understand and deal with diversity, modernization, and social change ranging from the local to the global. The core competencies of its graduates prepares students to enter careers requiring technological facility, communication skills, data gathering and analysis, community awareness and involvement, problem-solving, critical thinking, an understanding of the structure and functioning of groups and organizations, greater awareness of their environment, critical self- reflection, and interpersonal and intercultural skills.

With the applied focus of the Sociology major, students who graduate with a degree in sociology that is complemented by a knowledge of other social sciences would be prepared to work as urban planners, demographers and data analysts, public survey workers, social research assistants, affirmative action officers, employee specialists, cultural diversity trainers, criminologists in law enforcement an corrections, and numerous other occupations. Post-graduate studies for which sociology majors would be especially well-prepared include anthropology, geography, criminal justice, urban planning, law, social work, political science, public administration, family studies, and communications.

Student Learning Outcomes

Students who complete the Bachelor of Science (B.S.) in Sociology will be able to:

1. Demonstrate knowledge of professional ethics.
2. Demonstrate competencies by producing written work indicating knowledge of scientific and professional writing.
3. Demonstrate the ability to explain and analyze diversity.
4. Demonstrate competency of social psychology and social organizations.
5. Demonstrate the ability to explain and analyze deviance, social problems, and social control.
6. Demonstrate the ability to work with others collaboratively and in leadership roles.

Special Features and Activities

Sociology students are offered the opportunity to participate in the following:

- Internships are available
- Respected guest speakers
- Students are invited to attend conferences
- SBS club
- Service learning projects
- Social events with other majors and faculty

Criminal Justice - Sociology

Degree Type
Bachelor of Science (B.S.)

Major Required

Criminal Justice Core

Course Code	Title	Credits
SOC 360	INTR TO CRIMINAL JUSTICE/CRIMINOLOG	3
	Sub-Total Credits	**3**

Professional Development Courses

Section 1

Course Code	Title	Credits
SSC 203	RESEARCH METHODS IN SOCIAL SCIENCES	3
SSC 321	QUALITATIVE RESEARCH METHODS	3
	Sub-Total Credits	**6**

Select one of the following

Course Code	Title	Credits
SCI 305	INTRO TO GEOGRAPHIC INFO SYSTEMS	3
SSC 315	STATS FOR SOCIAL & BEHAVOR SCIENCES	3
SSC 325	SURVEY DESIGN & ANALYSIS	3
SSC 340	PROG EVALUATION & NEEDS ASSESSMENT	3
	Sub-Total Credits	**3**

Section 2

One selection from below is required

Course Code	Title	Credits
SSC 470	INDEPENDENT RESEARCH PROJECT	3
SSC 490	SOCIAL SCIENCE INTERNSHIP	3
CJS	CRIMINAL JUSTICE STUDY ABROAD PROGRAM	
	Sub-Total Credits	**6**

Section 3

Required

Course Code	Title	Credits
CJS 410	ETHICAL ISSUES IN CRIMINAL JUSTICE	3
	Sub-Total Credits	**3**

Theoretical Foundations

Choose one of the following:

Course Code	Title	Credits
CRJ 350	CURRENT TRENDS IN LAW ENFORCEMENT	3
SOC 350	DEVIANT BEHAVIOR AND SOCIAL CONTROL	3
	Sub-Total Credits	**3**

Content Courses

Course Code	Title	Credits
	CJS 340 or CJS 355	
POL 381	CRIMINAL LAW AND PROCEDURE	3
POL 385	CONSTITUTIONAL LAW	3
PSY 310	ABNORMAL PSYCHOLOGY	3
	SOC 310 or SSC 495	
	SOC 380 or CJS 305	3
	Sub-Total Credits	**18**

Elective Courses

Select two

Course Code	Title	Credits
CJS 300	COMPARATIVE CRIM JUSTICE SYSTEMS	3
CJS 305	JUVENILE DELINQUENCY	3
CJS 355	VICTIMOLOGY: THEORY TO APPLICATION	3
CJS 340	FORENSICS: CRIME SOLVING 101	3
CJS 350	CRIMINOLOGICAL THEORY	3
CJS 405	MURDER AROUND THE WORLD	3
POL 380	JUDICIAL PROCESS & BEHAVIOR	3
PSY 260	COMMUNITY PSYCHOLOGY	3
SOC 300	GLOBAL SOCIAL PROBLEMS	3
SOC 320	RACE AND ETHNIC RELATIONS	3
SOC 330	GENDER AND SOCIETY	3
SOC 350	DEVIANT BEHAVIOR AND SOCIAL CONTROL	3
SOC 380	FAMILY VIOLENCE	3
SOC 498	SPECIAL TOPICS IN SOCIOLOGY	3
SSC 450	LEADERSHIP	3
	Sub-Total Credits	**6**

General Electives

	Sub-Total Credits	**29**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Sociology

Degree Type
Bachelor of Science (B.S.)

Major Required Courses

Sociology Core

Course Code	Title	Credits
SOC 105	INTRODUCTION TO SOCIOLOGY	3
	Sub-Total Credits	**3**

Professional Development Courses

Course Code	Title	Credits
SOC 372	SOCIOLOGICAL THEORY	3
	Sub-Total Credits	**3**

Choose 3 of the following

Course Code	Title	Credits
SSC 315	STATS FOR SOCIAL & BEHAVOR SCIENCES	3
SSC 321	QUALITATIVE RESEARCH METHODS	3
SSC 325	SURVEY DESIGN & ANALYSIS	3
SSC 340	PROG EVALUATION & NEEDS ASSESSMENT	3
	Sub-Total Credits	**9**

Content Courses

Course Code	Title	Credits
SOC 372	SOCIOLOGICAL THEORY	3
	Sub-Total Credits	**3**

Choose 8 of the following

Course Code	Title	Credits
SOC 300	GLOBAL SOCIAL PROBLEMS	3
SOC 310	SOCL INEQUALITY: CLASS,RACE,GENDER	3
SOC 320	RACE AND ETHNIC RELATIONS	3
SOC 330	GENDER AND SOCIETY	3
SOC 340	MARRIAGES AND FAMILIES	3
SOC 350	DEVIANT BEHAVIOR AND SOCIAL CONTROL	3
SOC 360	INTR TO CRIMINAL JUSTICE/CRIMINOLOG	3
SSC 450	LEADERSHIP	3
SSC 495	DIVERSE PEOPLE	3
	Sub-Total Credits	**24**

Capstone

Select one of the following

Course Code	Title	Credits
SSC 490	SOCIAL SCIENCE INTERNSHIP	3
SSC 470	INDEPENDENT RESEARCH PROJECT	3
	Study Abroad Program	3
	Sub-Total Credits	**3**

General Electives

	Sub-Total Credits	**32**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Criminal Justice

Degree Type
Minor

Minor Required Courses

Course Code	Title	Credits
SOC 360	INTR TO CRIMINAL JUSTICE/CRIMINOLOG	3
	SSC 321, SSC 315, SSC 325 or SSC 340	3
	Sub-Total Credits	**6**

Minor Elective Courses

Select 4 courses from the list below from at least 2 different areas

Course Code	Title	Credits
CJS 300	COMPARATIVE CRIM JUSTICE SYSTEMS	3
CJS 305	JUVENILE DELINQUENCY	3
CJS 340	FORENSICS: CRIME SOLVING 101	3
CJS 350	CRIMINOLOGICAL THEORY	3
CJS 355	VICTIMOLOGY: THEORY TO APPLICATION	3
CJS 405	MURDER AROUND THE WORLD	3
POL 380	JUDICIAL PROCESS & BEHAVIOR	3
POL 381	CRIMINAL LAW AND PROCEDURE	3
POL 385	CONSTITUTIONAL LAW	3
PSY 260	COMMUNITY PSYCHOLOGY	3
PSY 310	ABNORMAL PSYCHOLOGY	3
SCI 305	INTRO TO GEOGRAPHIC INFO SYSTEMS	3
SOC 300	GLOBAL SOCIAL PROBLEMS	3
SOC 310	SOCL INEQUALITY: CLASS,RACE,GENDER	3
SOC 320	RACE AND ETHNIC RELATIONS	3
SOC 330	GENDER AND SOCIETY	3
SOC 350	DEVIANT BEHAVIOR AND SOCIAL CONTROL	3
SOC 380	FAMILY VIOLENCE	3
SOC 450	LEADERSHIP	3
SOC 498	SPECIAL TOPICS IN SOCIOLOGY	3
SOC 498	SPECIAL TOPICS IN SOCIOLOGY	3
	Sub-Total Credits	**12**
	Total Credits	18

Social Science Research

Degree Type
Minor

Minor Required Courses

Course Code	Title	Credits
PSY 325	EXPERIMENTAL METHODOLOGY IN PSYCH	4
SSC 315	STATS FOR SOCIAL & BEHAVOR SCIENCES	3
SSC 321	QUALITATIVE RESEARCH METHODS	3
SSC 325	SURVEY DESIGN & ANALYSIS	3
SSC 340	PROG EVALUATION & NEEDS ASSESSMENT	3
	Total Credits	16

Sociology

Degree Type
Minor

General Education Course Requirement

Course Code	Title	Credits
SOC 105	INTRODUCTION TO SOCIOLOGY	3
	Sub-Total Credits	**3**

Minor Required Courses

Must select one of the following courses

Course Code	Title	Credits
SSC 315	STATS FOR SOCIAL & BEHAVOR SCIENCES	3
SSC 321	QUALITATIVE RESEARCH METHODS	3
	Sub-Total Credits	**3**

Minor Elective Courses

Any four courses with a SOC or SSC prefix not already used for minor or major program requirements

	Sub-Total Credits	**12**
	Total Credits	15-16

Sport Studies

The Sport Studies program with its multiple career options leads to a Bachelor of Science degree. The program provides study that is interdisciplinary in nature, flexible with regard to scheduling and experiential learning, and designed to meet individual career aspirations and learning styles. Students must choose and complete a Minor in a separate academic discipline of interest. Students should contact the Sport Studies Program Coordinator or the Dean of the McCamish School of Business for updates regarding future development of new Sport Studies career options. A 6-12-credit internship in a sport-related agency is required as a capstone experience during the last semester of the program. See page P-18 for more information.

Mission

The mission of the Sport Studies program is to develop graduates with a broad cultural perspective of sport, practical skills suitable for employment in sport-related settings, and ethical and moral characteristics suitable for assuming leadership roles in contemporary society.

Student Learning Outcomes

Students graduating with a degree in Sport Studies should be able to:

- Communicate effectively in academic courses and internship/practicum placements as evidenced by written, spoken, and visual examples.
- Exhibit personal integrity and leadership skills as evidenced by documented experiences in academic courses and internship/practicum placements.
- Recognize moral and ethical issues associated with sport (from contemporary and historical perspectives).
- Analyze social, cultural, and historical factors influencing the development of sport organizations, and the decision-making processes for sport leaders in those organizations.
- Work collaboratively and in leadership roles in a sport-related professional career setting.

Academic Quality in Sport Studies

While completing the program and determining eligibility for graduation, students should note that core courses taken in the major, career option courses, and elective courses must have a *C* or better. Courses with a *D* must be retaken and a grade of *C* or better achieved.

Sport Studies Internship Admission Requirements

Students majoring in Sport Studies, in addition to possessing a 2.0 GPA or better, may be admitted to the SSP 480 Sport Studies Internship when the following conditions are met:

1. All Sport Studies Core courses for both options are completed with a *C* or better.
2. All Minor requirements are completed with a *C* or better.
3. The Internship Application is completed, submitted, reviewed, and approved by the Program Coordinator no later than the semester preceding the desired internship.

Sport Media

Degree Type
Bachelor of Science (B.S.)

Sport Media Curriculum

Sport Media Core

Must earn C grade or higher in all core courses
• Substitutions require approval of SSP/COM Coordinator
• Transfer courses are not allowed in SSP/COM Core

Required Courses

Course Code	Title	Credits
SSP 103	FOUNDATIONS OF SPORTS STUDIES	1
SSP 290	SPORTS STUDIES PRACTICUM I	2
	SSP History Class	3
SSP 330	SPORT IN CONTEMPORARY SOCIETY	3
SSP 350	SPORT ADMINISTRATION	3
SSP 360	SPORT FACILITIES AND EVENTS	3
SSP 375	PROFESSIONAL DEV IN SPORT	3
SSP 435	SPORT SALES AND PROMOTION	3
SSP 450	SPORT MARKETING AND RESEARCH	3
	Sub-Total Credits	**24**

Sport Studies Internship

(Adjust general electives if Internship taken for more than 6 credits)

Course Code	Title	Credits
SSP 480	SPORT STUDIES INTERNSHIP	6-12
	Sub-Total Credits	**6-12**

Required Communication Classes

Course Code	Title	Credits
COM 104	INTRO TO DIGITAL PRODUCTION	3
COM 250	BASIC DIGITAL MEDIA PRODUCTION	3
COM 306	ON CAMERA SPORTS ANNOUNCING	3
	Sub-Total Credits	**9**

Communication Electives

Students will choose twelve (12) hours of communication courses with a COM prefix

Students may not duplicate COM courses

	Sub-Total Credits	**12**

General Electives

	Sub-Total Credits	**28**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Sport Studies

Degree Type
Bachelor of Science (B.S.)

Sport Studies Curriculum

Sport Studies Core

Sport Studies Curriculum Notes:

- Students must earn a *C* grade or higher in all core courses.
- Substitutions require the approval of the SSP Coordinator.
- Transfer courses are not allowed in the SSP Core.

Required Courses

Course Code	Title	Credits
SSP 103	FOUNDATIONS OF SPORTS STUDIES	1
SSP 290	SPORTS STUDIES PRACTICUM I	2
	SSP History Class	3
SSP 330	SPORT IN CONTEMPORARY SOCIETY	3
SSP 350	SPORT ADMINISTRATION	3
SSP 360	SPORT FACILITIES AND EVENTS	3
SSP 375	PROFESSIONAL DEV IN SPORT	3
SSP 435	SPORT SALES AND PROMOTION	3
SSP 450	SPORT MARKETING AND RESEARCH	3
	Sub-Total Credits	**24**

Sport Studies Internship

(Adjust general electives if Internship taken for more than 6 credits)

Course Code	Title	Credits
SSP 480	SPORT STUDIES INTERNSHIP	6-12
	Sub-Total Credits	**6-12**

Sport Studies Program Electives

Any 15 SSP prefix credits

	Sub-Total Credits	**15**

General Elective Credits

	Sub-Total Credits	**31**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Esports Management

Degree Type
Minor

Required Courses

Course Code	Title	Credits
SSP 105	INTRO TO ESPORTS MANAGEMENT	3
SSP 108	INTRODUCTION TO GAMES	3
SSP 362	CONVENTION, EVENT, & TRADESHOW PLAN	3
SSP 445	DISTRIBUTION OF GAMES	3
	Sub-Total Credits	**12**

Pick one (1) Management Class

Course Code	Title	Credits
BUS 109	PROJECT MANAGEMENT FUNDAMENTALS	3
BUS 301	PRINCIPLES OF MANAGEMENT	3
SSP 360	SPORT FACILITIES AND EVENTS	3
	Sub-Total Credits	**3**

Pick one (1) Marketing Class

Course Code	Title	Credits
BUS 155	INTRODUCTION TO DIGITAL MARKETING	3
BUS 302	PRINCIPLES OF MARKETING	3
SSP 450	SPORT MARKETING AND RESEARCH	3
	Sub-Total Credits	**3**
	Total Credits	18

Sport Studies

Degree Type
Minor

Not available to Sport Studies majors

- 15 credits of 200-400 level SSP courses
- Excludes 380 (Practicum) and 480 (Internship)
- Excludes PED prefix courses including PED 100, 200, and activity courses

	Total Credits	15

Theatre

Mission

The theatre programs focus on all aspects of theatre production – acting, directing, technical design, and literary analysis – and include a strong emphasis on the history of performance art.

Students will be prepared for careers requiring people with the ability to write and speak, to think creatively and independently, to understand the great complexities of the human condition, and to collaborate with others on a group project. Graduates of the program will also be prepared for graduate study in theatre or a related academic or professional discipline. Two tracks allow students to focus primarily on either acting or technical theatre.

Student Learning Outcomes

Students who complete the Bachelor of Arts in Theatre or the Bachelor of Fine Arts in Musical Theatre will:

1. Learn a firm foundation in terminology, language, theory, and ideology that reflects the standard concepts used in theatre.
2. Learn how to prepare for the professional world of theatre in which they will be able to display basic competencies in the following areas: Performance, Musical Theatre Performance, Production, Directing, and Design. Students will demonstrate an understanding of character, motivation, and objective which will be evident in their final projects and presentations performed in their performance and design classes.
3. Demonstrate appropriate critical and creative thinking skills as well as writing and research skills in theatre history. Students will have a basic understanding of major theatre movements throughout history and how they interacted with, effected, or reacted to their own culture.
4. Be able to identify different genres and styles of dramatic literature, and be able to evaluate, synthesize, and critique dramatic plays and scenes.

Theatre

Degree Type
Bachelor of Arts (B.A.)

The B.A. in Theatre is a comprehensive degree focuses on acting, directing, technical theatre, and theatre history. This degree is designed for those students who would choose a broad, liberal arts education with
a strong focus in theatre rather than the concentrated performance focus of the B.F.A. in Musical Theatre.

Major Required Courses

Course Code	Title	Credits
	THE 100 THEATRE PRACTICUM (4 total semesters)	
THE 220	ACTING I	3
THE 225	VOICE FOR THE ACTOR I	3
THE 230	STAGECRAFT	3
THE 231	ELEMENTS OF THEATRICAL DESIGN	3
THE 325	INTRODUCTION TO DIRECTING	3
THE 360	DRAMATIC LITERATURE	3
THE 410	THEATRE HISTORY I	3
THE 411	THEATRE HISTORY II	3
THE 490	SENIOR CAPSTONE	3
	Sub-Total Credits	**27**

Select one (1) track:

Acting Track

Course Code	Title	Credits
THE 225	VOICE FOR THE ACTOR I	3
THE 320	AUDITION TECHNIQUES	3
THE 335	MOVEMENT FOR THEATRE I	3
	Sub-Total Credits	**9**

Choose 15 hours from the following

Course Code	Title	Credits
THE 205	PLAY IN PRODUCTION WORKSHOP	1
THE 206	PLAY IN PERFORMANCE WORKSHOP	1
THE 315	ADVANCED ACTING	3
THE 336	MOVEMENT FOR THEATRE II	3
THE 337	ON-CAMERA TECHNIQUE	3
THE 340	STAGE COMBAT I	3
THE 355	VOICE FOR THE ACTOR II	3
THE 425	ADVANCED DIRECTING	3
THE 432	THEATRE INTERNSHIP	3
THE 498	SPECIAL TOPICS IN THEATRE	3
	Sub-Total Credits	**26**

Technical Theatre Track

Required Courses:

Course Code	Title	Credits
THE 232	STAGE MANAGEMENT	3
	Sub-Total Credits	**3**

Choose one:

Course Code	Title	Credits
ART 100	INTRO TO DRAWING	3
ART 120	2D DESIGN	3
	Sub-Total Credits	**3**

Choose 18 hours from the following:

Course Code	Title	Credits
THE 205	PLAY IN PRODUCTION WORKSHOP	1
THE 331	SCENIC PAINTING	3
THE 332	PROPS DESIGN AND CONSTRUCTION	3
THE 333	SCENIC DESIGN	3
THE 334	LIGHTING DESIGN	3
THE 338	COSTUME DESIGN	3
THE 339	STAGE MAKEUP	3
THE 405	DRAMATURGY	3
THE 432	THEATRE INTERNSHIP	3
THE 498	SPECIAL TOPICS IN THEATRE	3
	Sub-Total Credits	**28**

General Electives

Students may choose an official outside minor or any other courses of interest

	Sub-Total Credits	**24**

Required Minor

	Sub-Total Credits	**12-18**
	General Education Curriculum	**32**
	Total Credits	120

Musical Theatre

Degree Type
Bachelor of Fine Arts (B.F.A.)

The B.F.A. in Musical Theatre is a program highly focused on preparation for a stage career, concentrating on the major components required for success in the musical theatre word: acting, singing, and dancing. The degree prepares students to audition for major theatre companies with confidence.

General Education Required Courses

Course Code	Title	Credits
MUS 325	WORLD MUSIC	3
	Sub-Total Credits	**3**

Musical Theatre Workshop

Students should take a total of six (6) semesters of MUT 167

Course Code	Title	Credits
MUT 167	MUSICAL THEATRE WORKSHOP	1
	Sub-Total Credits	**6**

Major Required Courses: Music

Course Code	Title	Credits
MUT 324	HISTORY OF MUSICAL THEATRE	3
MUT 250	ACTING IN MUSICAL THEATER I	3
MUT 251	ACTING IN MUSICAL THEATER II	3
MUS 143	MUSIC THEORY I	3
MUS 144	MUSIC THEORY II	3
MUS 153	AURAL SKILLS I	1
MUS 154	AURAL SKILLS II	1
	Sub-Total Credits	**33**

Major Required Courses: Dance

Dance Technique will be taken a total of eight (8) semesters

DAN 345 DANCE FITNESS AND CONDITIONING will be taken a total of 2 times for 2 total credits

Course Code	Title	Credits
	DAN 140/ 141 DANCE TECHNIQUE 1	
	DAN 240/241 DANCE TECHNIQUE 2	
	DAN 340/341 DANCE TECHNIQUE 3	
	DAN 440/441 DANCE TECHNIQUE 4	
	DAN 345 (TWO SEMESTERS)	
	Sub-Total Credits	**10**

Major Required Courses: Theatre

Course Code	Title	Credits
	THE 100 THEATRE PRACTICUM (4 total semesters)	
THE 220	ACTING I	3
THE 225	VOICE FOR THE ACTOR I	3
THE 230	STAGECRAFT	3
THE 315	ADVANCED ACTING	3
THE 320	AUDITION TECHNIQUES	3
THE 335	MOVEMENT FOR THEATRE I	3
THE 355	VOICE FOR THE ACTOR II	3
THE 410	THEATRE HISTORY I	3
THE 411	THEATRE HISTORY II	3
	Sub-Total Credits	**25**

Applied Music and Showcase

Must be taken concurrently with private applied lessons

Course Code	Title	Credits
	MUA APPLIED VOICE	
MUA 400	RECITAL/SHOWCASE	0
	Sub-Total Credits	**16**

Applied Secondary/Class Piano

Course Code	Title	Credits
MUA 113	CLASS PIANO I	1
MUA 114	CLASS PIANO II	1
	Sub-Total Credits	**2**

Large Ensemble Participation

2 semesters required of MUE 100 Concert Choir

Course Code	Title	Credits
MUE 100	CONCERT CHOIR	0-1

Required Minor

	Sub-Total Credits	**12-18**

Electives

	Sub-Total Credits	**6**
	General Education Curriculum	**32**
	Total Credits	120

Theatre

Degree Type
Minor

Fourteen or fifteen hours from the courses listed below with a grade of *C* or better (in addition to any THE coursework taken to satisfy the requirements of the General Education Core).

Course Code	Title	Credits
THE 205	PLAY IN PRODUCTION WORKSHOP	1
THE 206	PLAY IN PERFORMANCE WORKSHOP	1
THE 215	INTRODUCTION TO ACTING I	3
THE 220	ACTING I	3
THE 225	VOICE FOR THE ACTOR I	3
THE 231	ELEMENTS OF THEATRICAL DESIGN	3
THE 320	AUDITION TECHNIQUES	3
THE 325	INTRODUCTION TO DIRECTING	3
THE 360	DRAMATIC LITERATURE	3
THE 410	THEATRE HISTORY I	3
THE 411	THEATRE HISTORY II	3
	Total Credits	14-15

Professional Studies

Bachelor in Business Administration Online (B.B.A.)

Mission

The Bachelor of Business Administration (BBA) degree program has been designed for mid-career working professionals, executives, administrators, managers, and business owners or entrepreneurs with an online format that allows them to earn their degree while still working, taking care of their families, etc.

This 120-semester hour degree completion program requires a minimum of 30 semester hours of transferrable course credits taken at a regionally accredited college or university. Coursework within the degree program includes business essentials, communications and culture, strategic marketing, management information systems, personal finance, and ethical and legal issues. The online BBA offers a core business foundation along with a variety of concentrations/minors that provide a well-rounded degree program.

Objectives

- Critical Thinking, Analytical, and Problem-Solving Skills - analyze business situations using information and logic to make recommendations for problem-solving and decision-making.
- Interpersonal, Teamwork, Leadership, and Communications Skills - use team building and collaborative behaviors in the accomplishment of group tasks and will effectively communicate the problem alternatives considered, a recommended solution, and an implementation strategy in oral, written, and electronic form.
- Ethical Issues and Responsibilities - recognize and analyze ethical dilemmas and propose resolutions for practical business solutions.
- Awareness of Global and Multicultural Issues - develop awareness and analyze global and multicultural issues as they relate to business.
- Technology Skills - effectively use current technology for business applications.

Assessment

Success in achieving the objectives of the Bachelor of Business Administration program will be measured in the following ways:

- Completion of each course in the major with a grade of C or better
- Completion of major area exam
- Completion of an exit survey

Admission Procedures and Requirements

1. The applicants should complete online application through Reinhardt University's website https://reinhardt.my.site.com/apply/TX_Sit eLogin?startURL=%2Fapply%2FTargetX_Portal PB
2. The applicant should submit official High School or GED transcript. Transfer students with 30 semester or 45 quarter transferrable credit hours are not required to submit their high school transcript or GED equivalency.
3. The applicant must submit official transcripts from all previously attended post-colleges or universities. A cumulative grade point average of a 2.0 on a 4.0 scale of all attempted collegiate course work. A maximum of 90 semester hours can be transferred into the online BBA. A minimum of 30 transferrable semester hours is required for program entry.

4. Applicants who do not meet the minimum requirements for admission will be reviewed by the Admissions Committee. Additional documentation may be required including letters of recommendation and a personal statement.
5. A minimum of two years of work experience is highly recommended.
6. Reinhardt University reserves the right to refuse any applicant. Applicants who are denied admission based on academic credentials have the right to appeal the decision to the Admissions Committee.
7. Applicants who have been charged with or convicted of a crime may be asked to interview with a university administrator.

Program Format

New students are accepted into the Bachelor of Business Administration program every eight weeks. Each Fall and Spring semester consists of sixteen weeks and is divided into two eight- week sessions. Summer semester is 14 weeks and is divided into two seven-week sessions. Students will take two classes each session for a total of four classes (12 semester credits) per semester for full-time enrollment status. Part-time schedules are also available.

All online textbooks for major core courses are included in the cost of tuition. This does not include classes within the selected field of concentration.

Minors/Concentrations Available for the BBA Online Degree

- AI
- Business Analytics
- Criminal Justice
- Digital Marketing
- Healthcare Administration
- Human Resource Management
- Organizational Management
- Project Management
- Supply Chain Management

Business Administration (B.B.A.) Online

Degree Type
Bachelor of Science (B.S.)

The B.B.A. Online program is writing intensive and requires the use of APA style formatting.

Required Major Courses

Lower-Level Business Core

Course Code	Title	Credits
BUS 101	INTRO TO BUSINESS & ENTREPRENEURSHIP	3
BUS 103	FOUNDATIONS OF RESEARCH	3
BUS 104	INTRODUCTION TO DATA ANALYSIS	3
BUS 135	ISSUES IN PERSONAL FINANCIAL MGT	3
BUS 201	PRINCIPLES OF ACCOUNTING I	3
BUS 204	SURVEY OF ECONOMICS	3
	Sub-Total Credits	**18**

Upper-Level Business Core

Course Code	Title	Credits
BBA 310	BUSINESS ESSENTIALS	3
BBA 320	BUSINESS COMMUNICATION	3
BBA 325	LEADERSHIP	3
BBA 340	MARKETING MANAGEMENT	3
BBA 425	MANAGEMENT INFORMATION SYSTEM	3
BBA 440	ETHICS, VALUES, & LAW	3
	Sub-Total Credits	**18**

Select one (1) of the following Concentrations:

Artificial Intelligence (AI)

Course Code	Title	Credits
BUS 125	AI FOR EVERYONE	3
BUS 225	AI FOR DECISION MAKING	3
BUS 226	AI FOR CREATIVITY AND DESIGN	3
BUS 227	AI ETHICS	3
	Sub-Total Credits	**12**

Business Analytics

Course Code	Title	Credits
BUS 106	FOUNDATIONS OF DATA ANALYTICS I	3
BUS 107	FOUNDATIONS OF DATA ANALYTICS 2	3
BUS 246	BUSINESS ANALYTICS I	3
BUS 248	BUSINESS ANALYTICS 2	3
BUS 311	BUSINESS ANALYTICS PRACTICUM	3
BUS 453	BUSINESS RESEARCH	3
	Sub-Total Credits	**18**

Certified Financial Planning

Course Code	Title	Credits
BUS 361	GENERAL PRINCIPLES OF FINANCIAL PLANNING	3
BUS 362	RISK MANAGEMENT AND INSURANCE PLANNING	3
BUS 363	INVESTMENT PLANNING	3
BUS 364	TAX PLANNING	3
BUS 366	ESTATE PLANNING	3
BUS 367	RETIREMENT SAVINGS & INCOME PLAN	3
BUS 368	FINANCIAL PLAN DEVELOPMENT	3
	Sub-Total Credits	**21**

Digital Marketing

Course Code	Title	Credits
BUS 155	INTRODUCTION TO DIGITAL MARKETING	3
BUS 255	CAREER EXPLORATION & EXPERIENCE IN DIGITAL MARKETING	3
BUS 355	SOCIAL MEDIA MARKETING, BRAND AWARENESS, AND ENGAGEMENT	3
BUS 356	LIFECYCLE AND EMAIL MARKETING	3
BUS 357	DIGITAL MARKETING ANALYTICS & ENGAGEMENT	3
BUS 456	GROWTH MARKETING AND MULTI-CHANNEL DIGITAL MARKETING	3
	Sub-Total Credits	**18**

Finance

Course Code	Title	Credits
BUS 257	CAREER NAVIGATION AND EXPLORATION IN FINANCE	3
BUS 244	EXCEL FOR BUSINESS	3
BUS 369	CORPORATE FINANCE	3
BUS 318	FINANCIAL MODELING AND VALUATION	3
BUS 319	FINANCIAL MARKETS AND INSTITUTIONS	3
BUS 385	INVESTMENTS	3
	Sub-Total Credits	**18**

Healthcare Administration

Course Code	Title	Credits
HCA 110	INSIDE U.S. HEALTHCARE POLICY	3
HCA 205	CAREER NAVIGATION & EXPLORATION IN HEALTHCARE ADMINISTRATION	3
HCA 210	HEALTHCARE JUSTICE, LAW & ETHICS	3
HCA 310	STRATEGIC HEALTHCARE OPERATIONS	3
HCA 315	HEALTHCARE FINANCE	3
HCA 320	DATA DRIVEN HEALTHCARE: ANALYTICS	3
HCA 415	HEALTHCARE INNOVATION	3
	Sub-Total Credits	**21**

Human Resource Management

Course Code	Title	Credits
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 345	TOTAL COMPENSATION MANAGEMENT	3
BUS 421	TRAINING AND DEVELOPMENT	3
BUS 422	HUMAN RESOURCE MANAGEMENT	3
BUS 423	EMPLOYMENT AND LABOR LAW	3
BUS 426	HUMAN RESOURCE RISK MANAGEMENT	3
	Sub-Total Credits	**18**

Organizational Management

Course Code	Title	Credits
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BBA 330	HUMAN RESOURCE MANAGEMENT	3
BBA 335	CRISIS MANAGEMENT	3
BUS 421	TRAINING AND DEVELOPMENT	3
BBA 450	STRATEGY & MANAGERIAL DECISION-MAK	3
BBA 455	GLOBAL MANAGERIAL LEADERSHIP	3
	Sub-Total Credits	**18**

Professional Selling

Course Code	Title	Credits
BUS 220	RELATIONSHIP DRIVEN SELLING	3
BUS 221	NEGOTIATION IN BUSINESS AND SALES	3
BUS 349	SALES LEADERSHIP	3
BUS 445	SALES MANAGEMENT	3
BUS 446	PERSONAL SELLING	3
BUS 449	ADVANCED RELATIONSHIP SELLING	3
	Sub-Total Credits	**18**

Project Management

Course Code	Title	Credits
BUS 109	PROJECT MANAGEMENT FUNDAMENTALS	3
BUS 231	PREDICTIVE PROJECT PLANNING	3
BUS 352	PROJECT EXECUTION, MONITORING & CONTROL	3
BUS 353	MANAGING RISK & UNCERTAINTY	3
BUS 354	AGILE FRAMEWORKS & METHODOLOGIES	3
BUS 412	FULL-CYCLE PROJECT MANAGEMENT	3
	Sub-Total Credits	**18**

Supply Chain Management

Course Code	Title	Credits
BUS 241	FORECASTING AND LOGISTICS	3
BUS 242	SOURCING AND OPERATIONS	3
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 341	SUPPLY CHAIN IN ACTION	3
BUS 342	SUPPLY CHAIN MANAGMENT TECHNOLOGIES	3
BUS 443	SUPPLY CHAIN CAPSTONE	3
	Sub-Total Credits	**18**

Minor/ Transfer Credit/ Prior Learning

	Sub-Total Credits	**33-42**
	General Education Curriculum	**30**
	Total Credits	120

Artificial Intelligence (AI) Online

Degree Type
Minor

Course Code	Title	Credits
BUS 125	AI FOR EVERYONE	3
BUS 225	AI FOR DECISION MAKING	3
BUS 226	AI FOR CREATIVITY AND DESIGN	3
BUS 227	AI ETHICS	3
	Total Credits	12

Business Analytics Online

Degree Type
Minor

Required Courses

The Business Analytics minor equips students with essential data analysis skills, including proficiency in SQL and Tableau. Through the use of low-code business analytics tools like spreadsheets and dashboards, students can tackle a wide range of business challenges.

Course Code	Title	Credits
BUS 106	FOUNDATIONS OF DATA ANALYTICS I	3
BUS 107	FOUNDATIONS OF DATA ANALYTICS 2	3
BUS 246	BUSINESS ANALYTICS I	3
BUS 248	BUSINESS ANALYTICS 2	3
BUS 311	BUSINESS ANALYTICS PRACTICUM	3
BUS 453	BUSINESS RESEARCH	3
	Total Credits	18

Certified Financial Planner Online

Degree Type
Minor

Required Courses

Course Code	Title	Credits
BUS 361	GENERAL PRINCIPLES OF FINANCIAL PLANNING	3
BUS 362	RISK MANAGEMENT AND INSURANCE PLANNING	3
BUS 363	INVESTMENT PLANNING	3
BUS 364	TAX PLANNING	3
BUS 366	ESTATE PLANNING	3
BUS 367	RETIREMENT SAVINGS & INCOME PLAN	3
BUS 368	FINANCIAL PLAN DEVELOPMENT	3
	Total Credits	21

Criminal Justice for B.B.A. Online

Degree Type
Minor

Course Code	Title	Credits
CRJ 100	INTRODUCTION TO CRIMINAL JUSTICE	3
CRJ 220	SURVEY OF AMERICAN LAW ENFORCEMENT	3
CRJ 230	SURVEY OF CORRECTIONAL THOUGHT	3
CRJ 300	CRIMINAL EVIDENCE AND PROCEDURE	3
CRJ 440	TERRORISM & COUNTERTERRORISM	3
	Total Credits	15

Digital Marketing Online

Degree Type
Minor

Required Courses

Course Code	Title	Credits
BUS 155	INTRODUCTION TO DIGITAL MARKETING	3
BUS 255	CAREER EXPLORATION & EXPERIENCE IN DIGITAL MARKETING	3
BUS 355	SOCIAL MEDIA MARKETING, BRAND AWARENESS, AND ENGAGEMENT	3
BUS 356	LIFECYCLE AND EMAIL MARKETING	3
BUS 357	DIGITAL MARKETING ANALYTICS & ENGAGEMENT	3
BUS 456	GROWTH MARKETING AND MULTI-CHANNEL DIGITAL MARKETING	3
	Total Credits	18

Finance Online

Degree Type
Minor

Finance is the backbone of every organization, guiding decisions that shape growth, investment, and long-term sustainability. Finance professionals are critical in helping companies allocate resources, manage risk, and plan for the future, skills are increasingly vital across all industries.

Required Courses

Course Code	Title	Credits
BUS 244	EXCEL FOR BUSINESS	3
BUS 257	CAREER NAVIGATION AND EXPLORATION IN FINANCE	3
BUS 318	FINANCIAL MODELING AND VALUATION	3
BUS 319	FINANCIAL MARKETS AND INSTITUTIONS	3
BUS 369	CORPORATE FINANCE	3
BUS 385	INVESTMENTS	3
	Sub-Total Credits	**18**

Electives

Recommended courses for students who want a more in-depth study of finance

COURSES NEED CREATING

BUS 476

BUS 469

BUS 461

BUS 457

Course Code	Title	Credits
BUS 461	STRATEGIC FINANCIAL ANALYSIS CAPSTONE	3
BUS 457	FUTURE OF FINANCE	3
BUS 469	ADVANCED CORPORATE FINANCE	3
BUS 476	PORTFOLIO MANAGEMENT	3
	Sub-Total Credits	**12**
	Total Credits	30

Healthcare Administration Online

Degree Type
Minor

Course Code	Title	Credits
HCA 110	INSIDE U.S. HEALTHCARE POLICY	3
HCA 205	CAREER NAVIGATION & EXPLORATION IN HEALTHCARE ADMINISTRATION	3
HCA 210	HEALTHCARE JUSTICE, LAW & ETHICS	3
HCA 310	STRATEGIC HEALTHCARE OPERATIONS	3
HCA 315	HEALTHCARE FINANCE	3
HCA 320	DATA DRIVEN HEALTHCARE: ANALYTICS	3
HCA 415	HEALTHCARE INNOVATION	3
	Total Credits	21

Human Resource Management Online

Degree Type
Minor

Required Courses

Course Code	Title	Credits
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 345	TOTAL COMPENSATION MANAGEMENT	3
BUS 421	TRAINING AND DEVELOPMENT	3
BUS 422	HUMAN RESOURCE MANAGEMENT	3
BUS 423	EMPLOYMENT AND LABOR LAW	3
BUS 426	HUMAN RESOURCE RISK MANAGEMENT	3
	Total Credits	18

Organizational Management Online

Degree Type
Minor

Course Code	Title	Credits
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BBA 330	HUMAN RESOURCE MANAGEMENT	3
BBA 335	CRISIS MANAGEMENT	3
BUS 421	TRAINING AND DEVELOPMENT	3
BBA 450	STRATEGY & MANAGERIAL DECISION-MAK	3
BBA 455	GLOBAL MANAGERIAL LEADERSHIP	3
	Total Credits	18

Professional Selling Online

Degree Type
Minor

Required Courses

Course Code	Title	Credits
BUS 220	RELATIONSHIP DRIVEN SELLING	3
BUS 221	NEGOTIATION IN BUSINESS AND SALES	3
BUS 349	SALES LEADERSHIP	3
BUS 445	SALES MANAGEMENT	3
BUS 446	PERSONAL SELLING	3
BUS 449	ADVANCED RELATIONSHIP SELLING	3
	Total Credits	18

Project Management Online

Degree Type
Minor

Required Courses

Course Code	Title	Credits
BUS 109	PROJECT MANAGEMENT FUNDAMENTALS	3
BUS 231	PREDICTIVE PROJECT PLANNING	3
BUS 352	PROJECT EXECUTION, MONITORING & CONTROL	3
BUS 353	MANAGING RISK & UNCERTAINTY	3
BUS 354	AGILE FRAMEWORKS & METHODOLOGIES	3
BUS 412	FULL-CYCLE PROJECT MANAGEMENT	3
	Total Credits	18

Supply Chain Management Online

Degree Type
Minor

Required Courses

Course Code	Title	Credits
BUS 241	FORECASTING AND LOGISTICS	3
BUS 242	SOURCING AND OPERATIONS	3
BUS 307	ORGANIZATIONAL BEHAVIOR	3
BUS 341	SUPPLY CHAIN IN ACTION	3
BUS 342	SUPPLY CHAIN MANAGMENT TECHNOLOGIES	3
BUS 443	SUPPLY CHAIN CAPSTONE	3
	Total Credits	18

Bachelor of Criminal Justice Online (B.S.)

Criminal Justice

Degree Type
Bachelor of Science (B.S.)

Required Courses

Course Code	Title	Credits
CRJ 100	INTRODUCTION TO CRIMINAL JUSTICE	3
CRJ 210	US COURTS & CRIMINAL LAW	3
CRJ 220	SURVEY OF AMERICAN LAW ENFORCEMENT	3
CRJ 230	SURVEY OF CORRECTIONAL THOUGHT	3
CRJ 310	CRIMINAL JUSTICE RESEARCH METHODS	3
CRJ 340	ETHICAL ISSUES IN CRIMINAL JUSTICE	3
CRJ 410	CRIMINALITY & CRIMINOLOGICAL THEORY	3
CRJ 490	DIRECTED STUDY IN CRIMINAL JUSTICE	3
CRJ 495	VICTIMOLOGY	3
	Sub-Total Credits	**27**

Forensics Concentration Courses

Course Code	Title	Credits
CRJ 300	CRIMINAL EVIDENCE AND PROCEDURE	3
CRJ 305	DIGITAL FORENSICS	3
CRJ 315	CRIME SCENE I	3
CRJ 485	INTRODUCTION TO FORENSIC SCIENCE	3
	Sub-Total Credits	**12**

Intelligence Concentration Courses

Course Code	Title	Credits
CRJ 325	CRIMINAL INTELLIGENCE	3
CRJ 405	CRIME ANALYSIS	3
CRJ 440	TERRORISM & COUNTERTERRORISM	3
CRJ 450	INCIDENT COMMAND PARADIGMS	3
	Sub-Total Credits	**12**

Required Minor

	Sub-Total Credits	**12-18**

Required General Electives

	Sub-Total Credits	**27**

General Education Curriculum	**30**
Total Credits	120

Associate of Business Administration Online (A.B.A.)

Mission

The McCamish School of Business endeavors to provide a comprehensive business education to students in a variety of business programs, in accordance with the established objectives of Reinhardt University. An appreciation of learning and of serving others is fostered in the McCamish School of Business, as students are prepared for a diverse world in which they may join large multinational corporations, manage and/or own a small business, or pursue graduate education. Emphasis is placed upon professional preparation, within the context of the liberal arts tradition of preparing the whole person for a diversity of roles in life.

Student Learning Outcomes

Students who complete the ABA program will be able to:

1. Analyze business situations using information and logic to make recommendations for problem-solving and decision-making (Critical Thinking, Analytical, and Problem-Solving Skills).

2. Use team building and collaborative behaviors in the accomplishment of group tasks and communicate effectively problem alternatives considered, recommend a solution, and an implementation strategy in oral, written, and electronic form (Interpersonal, Teamwork, Leadership, and Communication Skills).

3. Recognize and analyze ethical dilemmas and propose resolutions for practical business situations (Ethical Issues and Responsibilities).
4. Apply best practices, established theories, and managerial skills to business situations and problems (Business Skills and Knowledge).

5. Develop awareness of and analyze global and multicultural issues as they relate to business (Awareness of Global and Multicultural Issues).

Assessment

- Success in achieving the objectives in the Associate of Business Administration program will be measured in the following ways:
- Completion of each course in the major with a grade of *C* or better.
- Completion of an exit survey.

Program Overview

The Associate of Business Administration degree program is designed for mid-career, working professionals, executives, administrators, managers, and business owners and entrepreneurs who want to build a solid foundation of business course work that can potentially be merged into a Bachelor of Business administration degree. Coursework within the degree program includes general education core and business courses and is designed to provide students with the foundational classes needed to seamlessly transfer into the Online Bachelor of Business Administration.

Designed for working adults, this program moves the student through at a pace designed for someone with a full-time job, but who wants to complete their degree in a timely fashion. Major courses are developed and taught by leaders in the business field. Not only is the student provided with current theory and practice, but the student will also learn from the instructors' real-life experiences.

Admission Procedure and Requirements

1. The applicants should complete online application through Reinhardt University's website at https://reinhardt.my.site.com/apply/TX_Sit eLogin?startURL=%2Fapply%2FTargetX_Portal PB.
2. The applicant should submit official High School or GED transcript. Transfer students with 30 semester or 45 quarter transferrable credit hours are not required to submit their high school transcript or GED equivalency.
3. The applicant must submit official transcripts from all previously attended post-institutions. A cumulative grade point average of a 2.0 on a 4.0 scale of all attempted collegiate course work.
4. Applicants who do not meet the minimum requirements for admission will be reviewed by the Admissions Committee. Additional documentation may be required including letters of recommendation and a personal statement.
5. Reinhardt University reserves the right to refuse any applicant. Applicants who are denied admission based on academic credentials have the right to appeal the decision to the Admissions Committee.
6. Applicants who have been charged with or convicted of a crime may be asked to interview with a university administrator.

Program Format

New students are accepted into the Associate of Business Administration program every eight weeks. Each Fall and Spring semester consists of sixteen weeks and is divided into two eight- week sessions. Summer semester is 14 weeks and is divided into two seven-week sessions. Students will take two classes each session for a total of four classes (12 semester credits) per semester for a full-time enrollment status. Part-time schedules are also available.

The 60-Hour ABA Degree Program can be completed in as little as five semesters by taking 12 credit hours per semester. Up to 30 semester hours of transfer credit can be applied to this degree program. Courses will be taught utilizing the Canvas learning platform.

Textbooks for some classes will be included in the cost of tuition and will be available to the student in an e-book format. Some courses will require the student to purchase a textbook or software.* In these cases, students can order books online through the Reinhardt University Bookstore.

*Most courses with a prefix of BUS or MAT require a purchase of software.

Associate of Business Administration Degree (A.B.A.) Online

Degree Type
Associate of Business Administration Degree (A.B.A.) Online

Major Required Courses

Course Code	Title	Credits
BUS 101	INTRO TO BUSINESS & ENTREPRENEURSHIP	3
BUS 103	FOUNDATIONS OF RESEARCH	3
BUS 104	INTRODUCTION TO DATA ANALYSIS	3
BUS 135	ISSUES IN PERSONAL FINANCIAL MGT	3
BUS 201	PRINCIPLES OF ACCOUNTING I	3
BUS 204	SURVEY OF ECONOMICS	3
	Sub-Total Credits	**18**

Transfer/Prior Learning/Minor

	Sub-Total Credits	**12-12**
	General Education Curriculum	**30**
	Total Credits	60

Associate of Science in Criminal Justice Online (A.S.)

Mission

The Associate of Science in Criminal Justice provides a foundation for understanding practical realities in criminal justice through application of theory. The program is designed to enhance career-potential for practitioners, develop individuals for baccalaureate studies, and prepare students for entry-level criminal justice professions. A law enforcement concentration leading to P.O.S.T. basic peace officer certification is offered for qualified individuals.

Student Learning Outcomes

Students in the Associate of Science in Criminal Justice (A.S.) program will:

1. Explain the infrastructure of the criminal justice system including police, courts, and corrections.
2. Demonstrate the ability to access and apply professional / scholarly literature when addressing issues in criminal justice.
3. Evaluate existing or proposed criminal justice policies or practices.
4. Articulate ethical implications of decision- making in the criminal justice profession.
5. Apply course information to experiences gained through employment or interaction with criminal justice related institutions.

Law Enforcement Concentration – P.O.S.T. Option

The Law Enforcement Concentration – P.O.S.T. option provides qualified individuals a pathway to earn basic peace officer certification through the Georgia Peace Officer Standards and Training Council (P.O.S.T.). The concentration consists of specialty criminal justice courses that satisfy academic degree requirements and training requirements for the award of Georgia basic peace officer certification. Students must complete the following law enforcement concentration courses at Reinhardt University with a grade of *C* or higher and meet P.O.S.T. requirements: CRJ 206; CRJ 215; CRJ 254; and CRJ 275. These major courses are not available online and must be taken in person. Credit from other institutions, irrespective of title or description, will not be accepted to satisfy law enforcement

concentration coursework. Applicants must meet specific entrance standards established by the Reinhardt University Public Safety Institute and be approved by the Georgia P.O.S.T. Council to enroll in courses leading to the concentration.

Criminal Justice Online with Georgia POST

Degree Type
Associate of Science (A.S.)

Georgia POST Basic Peace Officer Certification:

Completion of specified major courses imbedded within this degree provides qualified individuals with the opportunity to earn basic peace officer certification through the Georgia Peace Officer Standards and Training Council (P.O.S.T.). Credit from other institutions, irrespective of title or description, may not be
transferred in to satisfy coursework required for certification. Students must be approved by the Georgia

P.O.S.T. Council and meet University-specific entrance standards to enroll in the following courses: CRJ 206 Fundamentals of Criminal Investigation for Law Enforcement; CRJ 215 Basic Law Enforcement Procedures; CRJ 254 Criminal Procedure for Law Enforcement; and CRJ 275 Introduction to Criminal Law for Law Enforcement.

Choose a pathway based on your POST credit amount:

POST 30 Hours of Credit

Students choosing this pathway have thirty (30) hours of Georgia POST credit

POST 15 Hours of Credit and 15 Hours of Criminal Justice Courses

Students choosing this pathway have fifteen (15) hours of Georgia POST credit.

Students in this pathway required to take fifteen (15) hours of Criminal Justice (CRJ) classes in addition to their Georgia POST credits.

	Sub-Total Credits	**30**
	General Education Curriculum	**30**
	Total Credits	60

Criminal Justice Online without Georgia POST

Degree Type
Associate of Science (A.S.)

Major Required Courses

Course Code	Title	Credits
CRJ 100	INTRODUCTION TO CRIMINAL JUSTICE	3
CRJ 210	US COURTS & CRIMINAL LAW	3
CRJ 220	SURVEY OF AMERICAN LAW ENFORCEMENT	3
CRJ 230	SURVEY OF CORRECTIONAL THOUGHT	3
CRJ 340	ETHICAL ISSUES IN CRIMINAL JUSTICE	3
	Sub-Total Credits	**15**

General Electives

Choose fifteen (15) credit hours of General Electives

	Sub-Total Credits	**15**
	General Education Curriculum	**30**
	Total Credits	60

Courses

ART 100: INTRO TO DRAWING

This course will introduce the basic concepts, techniques and materials of drawing. Direct observation exercises using various drawing media will be used to develop the student's understanding of forms in space. The elements of pictorial composition will be introduced and developed as they relate to both traditional and contemporary aesthetic criteria.
Credits 3

Division
UG
School Division
School of the Arts

ART 105: ART APPRECIATION

This course covers an understanding of the arts built upon an exposure to painting, sculpture, architecture and other visual arts of contemporary and historical times.
Credits 3

Division
UG
School Division
School of the Arts

ART 120: TWO-DIMENSIONAL DESIGN

This course introduces the basic concepts of visual design. Basic pictorial organization issues will be introduced as well as discussion and application of visual elements such as repetition, structure, gradation and texture. Basic color theory will be covered as it relates to specific visual concepts of pictorial space.
Credits 3

Division
UG
School Division
School of the Arts

ART 121: THREE-DIMENSIONAL DESIGN

This course introduces the basic concepts of three-dimensional design. The basic units of three-dimensional construction (planes, serial planes, repetition, polyhedral structures and linear structures) will be used to discuss basic concepts of spatial organization. These concepts will be applied to various design exercises using various structural media.
Credits 3

Division
UG
School Division
School of the Arts

ART 201: ADVANCED DRAWING

This course will expand upon the concepts and skills developed in ART 100 with more advanced discussion and analysis of pictorial composition. Representational and abstract approaches to subject matter will be investigated. Various drawing media and drawing techniques will be introduced to encourage and develop a more individual drawing style and clearer visual understanding. Various conceptual, historical and aesthetic topics will be discussed as they relate to drawing. Prerequisite: ART 100
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
ART 100

ART 215: ART & ARCHITECTURE FROM PREHISTORC TO RENAISSANCE

This course chronologically surveys world art from prehistory to the Renaissance. It includes an analysis of the stylistic and symbolic developments of changing cultures as seen in sculpture, architecture, painting and the minor arts.
Credits 3

Division
UG
School Division
School of the Arts

ART 216: ART & ARCHITECTURE FROM RENAISSANCE TO MODERN

This course chronologically surveys world art from the Renaissance period to the Modern. Also included is an analysis of the stylistic and symbolic developments of changing cultures as seen in sculpture, architecture, painting and the minor arts.
Credits 3

Division
UG
School Division
School of the Arts

ART 220: INTRO TO PAINTING IN WATER MEDIA

This course covers color theory as it pertains to painting and introduces the student to water-based media. Emphasis will be on the illusion of three-dimensional aspects of form on a two-dimensional plane and other concepts of space on a plane. The techniques for painting with transparent watercolor and acrylics will be explored. Historical and contemporary examples of painting forms, i.e. still life, landscape, figure, portrait, fantasy, and abstraction will enhance creative and aesthetic awareness.
Credits 3

Division
UG
School Division
School of the Arts

ART 231: PRINTMAKING FUNDAMENTALS

This course surveys different types of screen-printing techniques, methods, and materials and includes treatment of screen-printing history.
Credits 3

Division
UG
School Division
School of the Arts

ART 250: CERAMICS: HAND BULDING

This course introduces the student to the formal, technical and conceptual aspects of ceramics. Hand building techniques will be emphasized. In addition to basic construction methods, the student will develop a general understanding of clay as a medium {i.e. properties and limitations} and basic clay and glaze formulas. Technical, conceptual, aesthic, and historical issues will be discussed as they relate to the ceramic processes.
Credits 3

Division
UG
School Division
School of the Arts

ART 260: PHOTOGRAPHY: INTRO BLACK & WHITE

This course introduces the student to the fundamentals of black and white photography. The student will be introduced to basic darkroom techniques and will develop a working knowledge of the 35mm single lens reflex (SLR) camera. Basic compositional issues will be introduced and developed, as the student gains an understanding of the photographic process. The student will need a 35mm (SLR) camera what can be switched to a manual override.
Credits 3

Division
UG
School Division
School of the Arts

ART 261: INTRODUCTION TO DIGITAL PHOTOGRAPHY

This course introduces digital imaging technology within the context of contemporary photographic practice. This study will include an in-depth study of photo-based software as well as a range of digital techniques: color correction, image archiving and restoration, scanning methods, and color correction.
Credits 3

Division
UG
School Division
School of the Arts

ART 262: DIGITAL PHOTOGRAPHY II

This class explores the use of digital video cameras, both high and low resolution; simple animation techniques; audio capturing; and linear editing processes.
Credits 3

Division
UG
School Division
School of the Arts

ART 298: SPECIAL TOPICS

This course, which explores a topic of comptemporary interest to the study of art, is offered as needed to students with sophmore standing.
Credits 3

Division
UG
School Division
School of the Arts

ART 299: INDEPENDENT STUDY

This course, which involves supervised research on a selected topic, is offered as need to students with sophomore standing.
Credits 3

Division
UG
School Division
School of the Arts

ART 300: CREATIVE MENTAL GROW

This course reviews the theoretical and empirical literature related to developing creativity and critical thinking and describes practical and effective methods of measuring and encouraging these cognitive abilities in gifted and non-gifted students. This conceptually-based course emphasizes the nature of art, curriculum, the developmental growth of children, the methodology of teaching and the creative use of art processes and materials. It is designed to provide teacher education candidates with a basic understanding of the creative process through the development of the "language" of art. Teacher education candidates will be encouraged to apply this understanding and generate quality creative experiences for children.
Credits 3

Division
UG
School Division
School of the Arts

ART 301: CRTV ARTS CUR/ METH

This course is designed to assist students in considering what art is, how art relates to other areas of the curriculum, why art is important in a learning program for children, and how to most effectively teach art to children. Students will work directly with a variety of art materials to develop drawing, painting, constructing and designing skills. The elements, vocabulary and history of art will be studied to provide teacher education candidates with art-making and art-appreciating experiences in drawing, painting, design, printmaking, graphic arts and photography.
Credits 3

Division
UG
School Division
School of the Arts

ART 308: DIGITAL ART I

This course is an introduction to the fundamentals of digital art and graphic design. This will include a survey of how to use the computer as an art medium and design tool. A variety of imaging applications will be explored through design problem solving and visual studio assignments. Prerequisite: ART 120
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
ART 120

ART 309: DIGITAL ART II

This course will expand upon the concepts and skills developed in ART 308 with an emphasis on cross-application digital work and advanced presentation methods. Image sequencing and web application will be introduced to compliment the burgeoning knowledge of digital art techniques. The class will also focus on the larger conceptual issues that underlie the student's digital art and graphic design. Prerequisite: ART/COM 308
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
ART 308 OR COM 308

ART 310: FIGURE I

This course is an introduction into drawing the human figure. From observational study, students will learn the relevant anatomical structures needed to draw structurally sound figures. From this basic understanding, the student will be encouraged to develop an individual approach to figure through various formal, compositional and aesthetic approaches. Historical and contemporary views of figurative art will be discussed.
Credits 3

Division
UG
School Division
School of the Arts

ART 311: FIGURE II

This course is a continuation of Figure Drawing I with emphasis placed on the development of an individual approach to the human figure as subject matter. Students will be encouraged to experiment with various media and concepts. Historical and contemporary views of figurative art will be discussed.
Credits 3

Division
UG
School Division
School of the Arts

ART 316: SURVEY INDIGENOUS ARTS OF THE AMERICA

This course will consider how art and artists developed and flourished in the North and South America from the early pre-contact period to the present day, stressing the conceptual and iconographic continuities over subsequent generations and across a diverse range of cultures and regions. In addition to examining major works of art in detail, this course will examine issues relating to indigenous artistic training and the cultural institutions in North and South America, the mutual influences of European and indigenous traditions on each other, the effects of colonialism and ensuing efforts to preserve heritage, the way visual images both reinforce and create ideas of national identity, and forms of expression in the post-modern age.
Credits 3

Division
UG
School Division
School of the Arts

ART 317: SURVEY OF AMERICAN ART

This course surveys American painting, sculpture and architecture from the colonial period to the present.
Credits 3

Division
UG
School Division
School of the Arts

ART 318: SURVEY OF MODERN ART

This course surveys the painting, sculpture and architecture of the 20th century.
Credits 3

Division
UG
School Division
School of the Arts

ART 319: SURVEY OF FOLK/ OUTSIDER ART

This course surveys works of folk and outsider artists, both historic and contemporary.
Credits 3

Division
UG
School Division
School of the Arts

ART 320: INTRO TO PAINTING: OIL MEDIA

This course introduces the student to the techniques of oil painting from both historical and contemporary points of view. Techniques of alla prima, underpainting, and glazing will be experienced along with canvas preparation. To encourage experimental approaches to painting, the emphasis of the course is to teach styles and techniques of contemporary masters.
Prerequisite: ART 100
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
ART 100

ART 321: ACRYLIC PAINTING

This course gives the student a broad survey of the types of paintings that can be created in Acrylic media. The student will become aware of the importance of learning to see and then to translate this perceptual information into a conceptually coherent painting. That is to say, learn to paint from observation. The process will involve understanding and utilizing the formal elements that make up a painting-line, shape, space, volume, and value-in conjunction with developing a technical knowledge of materials and techniques. This combination will afford the student the optimal means of producing a painting that integrates competent skill with personal expression. Various exercises will introduce the student to these methods and materials. Out-of-class assignments (homework) will also be given so that the student will learn the value of being able to work independently.
Credits 3

Division
UG
School Division
School of the Arts

ART 340: SCULPTURE: FABRICTN,ASSMBLGE,MULTIM

This course introduces basic sculptural techniques, materials and concepts. Emphasis will be placed on metal fabrication, wood carving, wood fabrication, wood assemblage and various multimedia processes. Technical, conceptual, aesthetic, and historical issues will be discussed as they relate to the sculptural process.
Credits 3

Division
UG
School Division
School of the Arts

ART 350: CERAMICS: WHEEL THROWING

This course introduces the student to the formal, technical and conceptual aspects of ceramics. Wheel-thrown techniques will be emphasized. In addition to basic wheel-throwing methods, the student will develop a general understanding of clay as a medium {i.e. properties and limitations} and basic clay and glaze formulas. Technical, conceptual, aesthetic, and historical issues will be discussed as they relate to the ceramic processes.
Credits 3

Division
UG
School Division
School of the Arts

ART 365: ALTERNATIVE PHOTOGRAPHY & MIXED MEDIA

This course introduces the student to alternative photographic processes: solarization, transparent textural transfer, photo emulsion transfer, photo collage and pinhole photography
Credits 3

Division
UG
School Division
School of the Arts

ART 410: DIGITAL ARTS III

This fine art studio course is designed to introduce sources of and approaches to digital media and tools. Students will explore the computer as a design tool and an art medium through a variety of applications, studio problems, discussions, and techniques in the realm of design and fine arts. The studio will be conducted as a collaborative workshop. Together we will explore various applications and build upon your already existing knowledge of design and principles of design. To reach our final outcome we will have an ongoing exchange of ideas, questions, concerns, and images to assist us in our goal.
Credits 3

Division
UG
School Division
School of the Arts

ART 480: ART INTERNSHIP

This course is specific to student need. It is designed to afford the student access to off-campus professionals in their area of concentration. Documentation of internship and regular scheduled meetings with a supervising faculty member will be required.
Credits 3

Division
UG
School Division
School of the Arts

ART 491: CONCENTRATION SEMINAR

This two-semester course will allow the student to develop a strong body of work within his/her chosen concentration. The student will create a written proposal outlining work to be done over the coming year. This proposal should outline the conceptual and formal issues within which the student intends to work. At regular intervals throughout both semesters, the student will present works in progress before the entire art faculty for group critique. The student will be expected to develop a strong body of cohesive work upon which the Thesis Exhibition Portfolio will be based.
Credits 3

Division
UG
School Division
School of the Arts

ART 492: THESIS EXHIBITION & PORTFOLIO

In this course, the student will develop a written thesis in conjunction with an exhibition of work done over the past year and half. The student will be given instruction on portfolio preparation, slide documentation of works and curatorial procedure. The student will be expected to present a written and oral defense of the final exhibition as well as slide documentation. Throughout the course, the student will meet with the entire faculty at scheduled intervals to discuss and analyze the thesis exhibition. Prerequisite: Completion of all art core courses in chosen concentration, ART 490/491 Concentration Seminar, and permission of supervising instructor.
Credits 3

Division
UG
School Division
School of the Arts

ART 498: SPECIAL TOPICS IN ART

This course, which explores a topic of contemporary interest to the study of art, is offered as needed to students with junior-standing.
Credits 3

Division
UG
School Division
School of the Arts

ART 499: INDEPENDENT STUDY

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing.
Credits 3

Division
UG
School Division
School of the Arts

BBA 310: BUSINESS ESSENTIALS

This course is designed to provide an overview of the many facets of business organizations and their functions and operations, both domestically and globally. Topics include forms of ownership and processes used in production, marketing, finance and accounting, human resource and management in business operations, as well as the global dimensions of business.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BBA 315: BUSINESS & SOCIETY

This course considers the complex relationship between organizations and the society in which they function. Topics include stakeholder analysis, corporate social responsibility (CSR), sustainability, and the “triple bottom line” as issues that influence strategic planning goals and objectives.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BBA 320: BUSINESS COMMUNICATION

This course provides both practical and theoretical knowledge needed by management for communicating in an environment of cultural change in a diverse and evolving organization and marketplace. The course provides students with a firm knowledge of principles of communication theory, method and application especially as they are relevant to successful business operations.
Credits 3

Division
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BBA 325: LEADERSHIP

This course gives students a theoretical and practical understanding of managerial leadership, organizational theory, organizational behavior and managerial leadership styles and effectiveness. Additional discussion topics include, but not limited to, effective leadership qualities
Credits 3

Division
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BBA 330: HUMAN RESOURCE MANAGEMENT

This course surveys the field of human resource management and its functional areas: manpower planning, staffing, compensation, performance appraisal and training and development. This course includes an introduction to equal employment law and regulatory agencies at both the state and federal levels.
Credits 3

Division
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BBA 335: CRISIS MANAGEMENT

This course develops managerial leadership skills in crisis avoidance, management and recovery. Students learn how to respond to situations creating danger to organizations, their employees, and the public, including how to deal with the media, as well as the importance of negotiation and mediation in crisis. The student's learning experience will include examining potential crisis management scenarios to determine the ethical implications of personal and organizational business decisions.
Credits 3

Division
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BBA 340: MARKETING MANAGEMENT

This course is designed to explore the marketing management processes used to develop a strategic marketing plan that will drive success for a "for profit" and/or "not for profit" organizations. Students will learn the expanded 7 P's of Marketing: product, price, promotion, place, people, processes, and physical space that combine to form the marketing mix component of the marketing plan. Other topics to explore will include: product life cycle, target marketing, market segmentation, B2B and B2C buying behavior and influences, marketing research, services marketing, and global marketing.
Credits 3

Division
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BBA 345: CONSUMER BEHAVIOR

This course is designed to increase the student's understanding of consumer behavior and its application to marketing and business. Many of the principles learned in the course draw from psychology, anthropology, sociology, and economics. Students will gain a better understanding of how consumers' attitudes, the way they process information, and the context of the decision impacts what we buy and use. Upon completion of this course students will have a better understanding of they own buying behavior, and more importantly how marketers use this information to be successful in the marketplace.
Credits 3

Division
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BBA 420: ECONOMICS & FORECASTING

This course analyses, first, the resource allocation process, focusing on supply and demand's impact on market prices and the importance of marginal revenue and marginal cost to price and output determination. Secondly, the course analyses the value of macroeconomic variables and the firms' use of such information in business decision making. Lastly, the course conveys the understanding to the student why firms need forecasts and how these concepts enable a business manager/leader to effectively manage and lead the firm to a profitable success.
Credits 3

Division
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BBA 425: MANAGEMENT INFORMATION SYSTEM

Management Information Systems explores the relationship between hardware, software, systems and humans within the organizational context. After completing the course students will be able to describe how managers use information systems to create competitive firms, manage global operations, and provide useful products and services to customers, and describe applications of electronic business and commerce. Furthermore, the student will be able to demonstrate their gained knowledge of information technology, terminology, theory, and applications through hands-on projects, case studies, and exams.
Credits 3

Division
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BBA 430: ACCOUNTING & FINANCE

This course analyses, first, basic journal entries required in the course of corporate accounting, such as entries for billing and bill payment, as well as, equity and bond transactions. Secondly, the course analyses the compilation of financial statements resulting from these transactions and the related basic concepts of corporate finance, such as financial statement analysis and the time value of money. Lastly students are introduced to the financial concept of value creation, where a senior financial manager undertakes certain methods to increase shareholder value. These methods are critically analyzed.
Credits 3

Division
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BBA 435: PERSONAL FINANCE

The course provides students with a foundational understanding of making informed personal financial decisions. Topics include budgeting, checking accounts, borrowing money, buying health and life insurance, and consumer information.
Credits 3

Division
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BBA 440: ETHICS, VALUES, & LAW

The course “Ethics and Values” focuses upon changing organizations. As organizations change they are impacted by numerous ethical and value considerations, as well as “unethical” behaviors. The course will provide an over view which involves attention to the broader context of the changing organization, the various traditional modes of ethical reasoning, the relevant terminology and considerations and appropriate responses to the selected issues in changing organizations. The course will culminate in an application of these factors to specific organizations via case studies and research papers and reports.
Credits 3

Division
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BBA 445: LEGAL ENVIRONMENT OF BUSINESS

This course introduces the basic principles, theories, concepts and terminology of the legal environment as it relates to corporate and business decisions. Important topics in the legal and regulatory areas are covered in the course, which provides a basic survey of business law needed to successfully operate a business in the 21st century.
Credits 3

Division
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BBA 450: STRATEGY & MANAGERIAL DECISION-MAK

This course examines the development and implementation of a business strategy as a critical factor in organizational success. Included in the course discussions is the examination of strategic processes that influence and determine the direction of an organization. Students will analyze the organizational strengths and weaknesses, and environmental opportunities and threats, examine the components of competitive advantage, and develop strategies and policies to achieve the organization’s mission.
Credits 3

Division
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BBA 455: GLOBAL MANAGERIAL LEADERSHIP

This course will explore emerging issues associated with managing and leading organizations in a dynamic and global environment. Topics to be discussed include: customer service relationships, forecasting demand for an organization’s products and services, leadership issues in the budgeting and financial management, diversity as a strategic initiative, leading cultural change in 21st century organizations, global economic issues for a top management leadership perspective, and future trends in global managerial leadership practices.
Credits 3

Division
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BIO 104: BIOLOGY ESSENTIALS

This is an introductory level general biology course designed to meet the needs of a non-biology major. Topics covered include an introduction to the process of science, the chemistry of living things and the cell, information flow exchange and storage, evolution and the diversity and function of living things, the major systems of the human body, ecology conservation biology and an understanding of the role of science in society. Biology majors cannot use this course to fulfill a major elective or the Biology Core requirement.
Credits 3

Division
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BIO 105: BIOLOGY ESSENTIALS LABORATORY

Required lab for BIO 104. Co-requisite: BIO 104
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 104

BIO 120: INTRO CELL & MOLECULAR BIOLOGY

This is an introductory level general biology course designed to meet the needs of science majors. Topics covered include an introduction to the process of science, the chemistry of living things, the biology of the cell, genetics, molecular biology and evolution. The course includes both lecture and laboratory instruction. Corequisite BIO 121
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 121

BIO 121: INTRO CELL & MOLECULAR BIOLOGY LAB

Required Lab for BIO 120 Intro Cell & Molecular Biology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 120

BIO 122: INTRODUCTION ORGANISMAL BIOLOGY

This is an introductory level general biology course designed to meet the needs of non-science and science majors. It reviews evolution and speciation, the diversity and function of living things including bacteria, plants and complex animals, and the major systems of the human body. The class ends with an overview of ecology and conservation biology. The course includes both lecture and laboratory instruction. Corequisite BIO 123
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 123

BIO 123: INTRODUCTION ORGANISMAL BIOLOGY LAB

Required Lab for BIO 122 Intro to Organismal Biology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 122

BIO 202: INTRODUCTION TO PLANT BIOLOGY

This course investigates the evolution, life cycles, physiology and basic cell biology of plants, with particular emphasis given to the structure, function and reproductive strategies of angiosperms. Basic biology of fungi and algae will also be covered. Co-requisite: BIO 203 Lab
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 203

BIO 203: INTRODUCTION TO PLANT BIOLOGY LAB

Required co-requisite lab for BIO 202.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 202

BIO 220: HUMAN ANATOMY & PHYSIOLOGY I

This is the first part of a sequential two-semester course in the principles of human anatomy and physiology with an emphasis on cell and tissue organization and skeletal, muscular and nervous system structure and function. The course is designed to meet the needs of pre-nursing students, physical education majors and students preparing for careers in health sciences. The course includes both lecture and laboratory instruction. Prerequisite: BIO 120. Corequisite BIO 221
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120
Corequisites
BIO 221

BIO 221: HUMAN ANATOMY & PHYS I LAB

Required Lab for BIO 220 Human Anatomy & Phys I.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 220

BIO 222: HUMAN ANATOMY & PHYSIOLOGY II

This is the second part of a sequential two-semester course in the principles of human anatomy and physiology with an emphasis on endocrine, cardiovascular, lymphatic, digestive, excretory and reproductive systems; fluid and electrolyte balance; acid-base homeostasis; and development. The course includes both lecture and laboratory instruction. Prerequisite: BIO 220 Corequisite BIO 223
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 220
Corequisites
BIO 223

BIO 223: HUMAN ANATOMY & PHYSIOLOGY II LAB

Required Lab for BIO 222 Human Anatomy & Physiology II.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 222

BIO 230: PATHOPHYSIOLOGY

Pathophysiology or physiopathology is a convergence of pathology with physiology. Pathology is the medical discipline that describes conditions typically observed during a disease state, whereas physiology is the biological discipline that describes processes or mechanisms operating within an organism. The course will cover the range of physiological systems and the implications of disease from a clincal perspective. This course is designed for nursing majors but may be taken by students interested in medical, dental, physical therapy or other health-related field. Prerequisites: BIO 220/221 and 222/223: Human Anatomy and Physiology I and II
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 220 AND BIO 222

BIO 240: CONSERVATION BIOLOGY

This course will investigate the variety of life on the planet and its importance to human and ecosystem functioning. With this understanding we will then discuss the threats to the species and the methods we have to protect them. Using case studies and discussions, we will delve into the complexities and tradeoffs at the core of conservation. Students will use this knowledge to create conservation management plans aimed at protecting a local endangered species.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

BIO 260: INTRO MICROBIOLOGY

This course is a survey of microorganisms with special emphasis on bacteria and their relationship to human beings. It covers eukaryotic and prokaryotic cell structure and function, microbial nutrition and growth, genetics and control of microorganisms. It includes basic biology of bacteria, fungi, algae, protozoa and viruses with particular emphasis on bacteriology. The course includes both lecture and laboratory instruction. Prerequisites: BIO 120 Corequisite BIO 261
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120
Corequisites
BIO 261

BIO 261: INTRO MICROBIOLOGY LAB

Required lab with BIO 260 Intro Microbiology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 260

BIO 272: FIELD BIOLOGY

Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

BIO 280: GENERAL ZOOLOGY

This course investigates the morphology, natural history, basic physiology and evolution of the major invertebrate and vertebrate animal phyla. The course includes both lecture and laboratory instruction. Pre-requisite: BIO 120 or permission of instructor Corequisite BIO 281
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120
Corequisites
BIO 281

BIO 281: GENERAL ZOOLOGY LAB

Required lab for BIO 280 General Zoology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 280

BIO 298: SPECIAL TOPICS

This course, which explores a topic of contemporary interest to the study of biology, is offered as needed to students with sophomore standing.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

BIO 299: INDEPENDENT STUDY

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

BIO 300: BIOLOGY SEMINAR

This course is a seminar experience that will address current and historical primary research with discussions of methods and conclusions. Students will locate, read and critically evaluate primary research articles for credit. It is offered to students with sophomore standing. BIO 120 (or permission of the instructor) is a required prerequisite to BIO 300. This course is a required course for the Biology B.S. degree. Must have junior-senior standing.
Credits 1

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120

BIO 308: INVERTEBRATE ZOOLOGY

This course investigates the morphology, natural history, basic physiology and evolution of the major invertebrate animal taxa. These investigations will be accomplished through discussions of both textbooks and scientific literature. A major portion of this course will be centered on an independent research project designed and implemented by the student. This course includes both lecture and laboratory instruction. Prerequisite: BIO 120 or BIO 280 or permission of instructor. Corequisite BIO 309
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120 OR BIO 280
Corequisites
BIO 309

BIO 309: INVERTEBRATE ZOOLOGY LAB

Required lab with BIO 308 Invertebrate Zoology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 308

BIO 310: VERTEBRATE ZOOLOGY

This course examines anatomy, physiology, life history traits, identification and the phylogeny/ evolution of vertebrates. The course includes both lecture and laboratory instruction. Prerequisites: BIO 120 or permission of instructor Corequisite BIO 311
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 311

BIO 311: VERTEBRATE ZOOLOGY LAB

Required lab with BIO 310 Vertebrate Zoology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 310

BIO 312: TAXONOMY OF VASCULAR PLANTS

Plant taxonomy is a course in which the identification, classification and systematics of vascular plants are studied. Laboratory emphasis is on the local flora, plant family characteristics and modern systematic techniques. Extensive field time is normally required. The course includes both lecture and laboratory instruction. Prerequisite: BIO 302 Corequisite BIO 313
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 302
Corequisites
BIO 313

BIO 313: TAXONOMY OF VASCULAR PLANTS LAB

Required lab for BIO 312 Taxonomy of Vascular plants.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 312

BIO 320: GENETICS

This course considers the principles of inheritance as described by Mendelian and biochemical genetics. The course provides an integrated and comparative treatment that deals with genetic mechanisms in viruses, bacteria and eukaryotic cells. Topics include molecular genetics and gene action, transfer systems and mapping, cytological quantitative and population aspects and a brief treatment of ethical considerations. The course includes both lecture and laboratory instruction. Prerequisites: BIO 120 or permission of instructor Corequisite BIO 321
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120
Corequisites
BIO 321

BIO 321: GENETICS LAB

Required Lab for BIO 320 Genetics.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 320

BIO 330: BIOLOGY OF THE BRAIN

This course is a survey of the neural structures and biological and physiological processes of the human brain that result in behavior. Topics include the structure and function of the nervous system and the physiological basis of cognition, emotion, and selected psychopathologies. Includes lecture and some laboratory instruction. This course is designed for psychology majors being taught by a biological scientist. Prerequisite: BIO 120/121 or permission of instructor,
Credits 3

Division
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School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120

BIO 340: CELLULAR BIOLOGY & PHYSIOLOGY

This course is an integrated approach to the structure and function of cells. Topics may include cell architecture, the cell cycle, nucleic acid and protein synthesis, membrane phenomena including membrane structure and permeability properties, energy transductions, catabolism and energy metabolism, introduction to photosynthesis and cellular control mechanisms. The course includes both lecture and laboratory instruction. Prerequisites: BIO 120 or permission of instructor Corequisite BIO 341
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120
Corequisites
BIO 341

BIO 341: CELL BIO & PHYSIOLOG LAB

Required lab with BIO 340 Cell Biology & Physiology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 340

BIO 360: PRINCIPLES OF ECOLOGY

This course provides a detailed analysis of the relationships between organisms and their abiotic and biotic environments. The information emphasizes structural and functional aspects of populations and selected environmental issues. This course requires active field work and off-campus field trips. The course includes both lecture and laboratory instruction. Prerequisites: BIO 120 or permission of instructor Corequisite BIO 361
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120
Corequisites
BIO 361

BIO 361: PRINCIPLES OF ECOLOGY LAB

Required lab with BIO 360 Principles of Ecology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 360

BIO 370: FLORAL & FAUNAL RECONNAISSANCE

This course investigates the physical features, flora and fauna of selected regions around the world. It is designed for use in courses that involve national and international travel. The course includes both lecture and laboratory instruction. Corequisite BIO 371
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 371

BIO 371: FLRAL & FAUNAL RCONISSNCE & ANL LAB

Required lab with BIO 370 Floral and Faunal Reconnaissance and Analysis.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 370

BIO 372: FIELD BIOLOGY

This course integrates classroom instruction and intensive field experiences to provide advanced training in field techniques useful in biodiversity assessment and research. Frequent travel to field sites where students will gain hands-on experience collecting and observing organisms will be a large portion of the course. This course is a major elective for the Bachelor of Science in Biology degree.

Prerequisite: BIO 202 or BIO 280 or professor approval.
Credits 3

Division
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School Division
School of Humanities, Sciences and Technology
Prerequisites
Either BIO 202 or BIO 280 may be taken as a prerequisite for the course

BIO 395: VOCATION EXPLORATION FOR BIO MAJORS

This one hour course seeks to expose biology students to potential career opportunities within the field, to allow students to identify their vocationat affinities, and to prepare students for a successful transition into the workforce, or to graduate and professional schools. The course is intended for students who are at least in the second semester of their sophomore year.
Prerequisite: BIO 120
Credits 1

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120

BIO 406: EVOLUTIONARY BIOLOGY

This course is a comprehensive treatment of the processes of evolution. Primary topics are population genetics, natural selection and adaptation, speciation and co-evolution, evolution at the molecular level, biosystematics and phylogeny, the fossil record and human evolution. The course includes both lecture and laboratory instruction. Prerequisites: BIO 120 and BIO 320 or permission of instructor. Corequisite BIO 407
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 407

BIO 407: EVOLUTIONARY BIOLOGY LAB

Required lab for BIO 406 Evolutionary Biology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 406

BIO 410: IMMUNOLOGY

This course is designed to be a comprehensive overview of the immune system and its functions within the context of cell to cell interaction and communication. The course covers basic concepts in immunology as well as the induction, measurement, and manipulation of the immune response. BIO 120 is a required prerequisite to BIO 410. This course is a major elective for the Biology B.S. degree. This course includes both lecture and laboratory instruction. Corequisite BIO 411
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 411

BIO 411: IMMUNOLOGY LAB

Lab for BIO 410 Immunobiology
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 410

BIO 420: AQUATIC ZOOLOGY

This course examines ecological and evolutionary relationships of animals inhabiting aquatic environments (primarily of the southeastern United States) in both lecture and lab settings. Major morphological, physiological and life history characters of each major lineages examined is interpreted in an evolutionary framework. This course is a major elective for the Biology B.S. degree. This course includes both lecture and laboratory instruction. Corequisite BIO 421
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 421

BIO 421: AQUATIC ZOOLOGY LAB

Required lab for BIO 420 Aquatic Zoology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 420

BIO 432: LIMNOLOGY

This course investigates the geomorphology and physical/chemical features of aquatic habitats. Major aquatic ecosystems are compared (e.g. lotic, lentic, estuarine, riverine). Major ecological processes such as eutrophication, stratification, erosion and siltation are studied. The course includes both lecture and laboratory instruction. Prerequisites: BIO 360 or permission of instructor Corequisite BIO 433
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 360
Corequisites
BIO 433

BIO 433: LIMNOLOGY LAB

Required lab for BIO 432 Limnology.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 432

BIO 440: BIOCHEMISTRY

The course covers basic concepts in biochemistry as well as biochemistry in health and disease. Biochemistry includes a study of protein structure and their physical properties; how these properties relate to catalysis, regulation of catalysis and metabolic chemistry, as well as a general understanding of role of DNA in inheritance, genetic manipulation and gene therapy. This course includes group discussions, primary literature searches and presentations, clinical case study review and web-based assignments. This course does not have a laboratory component. Prerequisites: BIO 120, CHE 380, and at least one other 200-level or higher course in Biology
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120 AND CHE 380

BIO 450: THESIS PROJECT

This course is an independent, semester-long project of substantial academic research and creative scholarship planned and designed by the student in consultation with a thesis project director approved by the student's major advisor and the Biology Coordinator.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

BIO 460: HORMONES AND BEHAVIOR

This course deals with the interdisciplinary aspects of the endocrine system and this systems' affects on behavior. This course is designed to meet the needs of biology and psychology majors. It begins with an introduction to the study of behavioral endocrinology and the endocrine system and will then cover various aspects of endocrine signaling and the control of various behaviors. This course includes both lecture and laboratory instruction. Prerequisites: BIO 120 and PSY 101 or either BIO 320 or BIO 340. Corequisite BIO 461
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIO 120 AND PSY 101 OR BIO 320 OR GIO 340
Corequisites
BIO 461

BIO 461: HORMONES AND BEHAVIOR LAB

Corequisite BIO 460
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
BIO 460

BIO 490: INTERNSHIP IN BIOLOGY

Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

BIO 491: UNDERGRADUATE TEACHING ASSISTANT

Students must be Junior or Senior Biology or Biology Education majors to enroll. Permission from the Biology Coordinator must be obtained prior to enrollment. Students will assist the Laboratory coordinator and Laboratory Instructor by assisting in teaching a laboratory section of Introductory Biology. BIO 491 students will take part in weekly instructional activities during weekly class meetings that will emphasize preparation for lab and discussion of topical instructional strategies. The undergraduate teaching assistant (TA) will also assist the laboratory instructor in one laboratory section and have the opportunity to be an "apprentice teacher". TAs will master the material taught in the lecture course, develop and teach good quality laboratory and study habits, and acquire experience teaching. TAs will gain valuable work experience by assisting the lab instructor with lab management and organizational issues and assist enrolled undergraduate students with mastering the lab competencies required.
Credits 3

Division
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School Division
School of Humanities, Sciences and Technology

BIO 498: SPECIAL TOPICS

This course, which explores a topic of contemporary interest to the study of biology, is offered as needed to students with junior-senior standing.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

BIO 499: INDEPENDENT STUDY

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing.
Prerequisite: Permission of instructor
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

BUS 101: INTRO TO BUSINESS & ENTREPRENEURSHIP

This course is an introduction to the broad spectrum of business enterprise for the beginning student with a minimum background in business. The course also covers the basic principles of operating a business in a free-enterprise system.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 103: FOUNDATIONS OF RESEARCH

Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 104: INTRODUCTION TO DATA ANALYSIS

Students will learn introductory techniques on how to collect and clean data using software tools such as Excel, Power BI, and Tableau. Students will learn the fundamentals of data analysis using spreadsheets and tools such as Power BI and Tableau. They will become proficient in using basic excel functions to organize, clean, and analyze data. Students will also become proficient in creating pivot tables and using Visual Basic for Applications to create macros in excel. They will also learn to utilize Tableau and Power BI to transform and visualize data.
Credits 3

Division
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McCamish School of Business and Professions

BUS 106: FOUNDATIONS OF DATA ANALYTICS I

Description: In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being “data literate” will help you in your chosen field. In this course, you’ll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you’ll be able to analyze large datasets and present your results.
Prerequisites: None
Credits 3

Division
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School Division
McCamish School of Business and Professions

BUS 107: FOUNDATIONS OF DATA ANALYTICS 2

Description: This course is intended as a continuation of Foundations of Data Analytics I. In this course, you'll conduct more advanced analysis and data manipulation using spreadsheets. You will also expand your data analytics toolkit by learning the basics of the programming language Python, enabling you to solve a wider range of data problems. Additionally, this course introduces predictive models. Prerequisites: BUS 106
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 106

BUS 109: PROJECT MANAGEMENT FUNDAMENTALS

According to a recent study of human resource managers, effective project management is one of the most coveted skills for new hires in the modern economy. This course will introduce you to the power of effective project management through two primary frameworks: waterfall and agile. You will also learn vital project-management concepts that can be applied to a wide range of industries and occupations. This online class has optional live sessions. This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

Division
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BUS 125: AI FOR EVERYONE

Artificial Intelligence is changing the world. It is changing jobs, creating them and even replacing them (but less than you think). More than ever before, companies need employees who can use AI tools to solve problems creatively and responsibly. This non-technical AI crash course builds the foundational skills needed to do that and is designed to be valuable to anyone. Learn how to distinguish problems that AI is useful for, master prompt engineering to improve outputs, detect AI-generated output, analyze ethics and privacy and stay up-to-date on one of the most transformative technologies of our lifetime.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 135: ISSUES IN PERSONAL FINANCIAL MGT

The focus of this course is on developing a personal business plan encompassing financial planning, managing taxes, budgeting and cash flow management, credit use and planned borrowing.
Credits 3

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BUS 150: BASIC COMPUTER APPS

This course explores computer concepts and the use of basic business computer applications, beginning with an introduction to the Windows environment and including word-processing, spreadsheets, the Internet and E-mail.
Credits 3

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BUS 155: INTRODUCTION TO DIGITAL MARKETING

Digital Marketing is a dynamic field with many different channels, each targeting unique audiences using specific analytics tools and strategies. This course uses case studies and hands-on exploration to survey these channels and trends, introducing key marketing concepts and how they connect to business and sales goals. Students will practice using real-world digital marketing tools and create strategy plans based on research and analysis of successful campaigns.
Credits 3

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BUS 198: SPECIAL TOPICS IN BUSINESS

Special topics in Business.
Credits 3

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BUS 201: PRINCIPLES OF ACCOUNTING I

In this course you will learn the accounting principles used to prepare business financial statements and how to analyze and use those statements to make fundamental investment and management decisions. Prerequisite: MAT 100 or Permission of Instructor
Credits 3

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BUS 202: PRINCIPLES OF ACCOUNTING II

In this course you will learn how managers use accounting information to operate a business, identify and solve problems, and develop, evaluate and implement business plans.
Credits 3

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BUS 204: SURVEY OF ECONOMICS

This course analyzes the tools, concepts, and techniques used by economists to study choices made by individuals and firms (microeconomics) and societies (macroeconomics). Topics include supply and demand, optimizing economic behavior, pricing and wages, money, unemployment, government spending, and international trade.
Credits 3

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BUS 205: PRIN ECON-MICRO

This course analyzes how economic units (individuals, households, firms and government units) make choices to allocate their resources. It includes a study of price and output determination under various market structures, income distribution, domestic policy issues and externalities such as pollution. Prerequisite: University placement in or completion of MAT 100 or higher
Credits 3

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BUS 206: PRIN ECON-MACRO

This course analyses the overall performance of the present-day American economy, including unemployment, inflation, economic growth and development, forecasting techniques and the effects of monetary and fiscal policies. The course also surveys various macroeconomic models and paradigms. Prerequisite: University placement in or completion of MAT 100 or higher
Credits 3

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BUS 212: EMAIL MARKETING

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, you'll learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, you'll know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. You'll also build your own marketing campaign. This online class has optional live sessions.
(Prerequisites: ENG 101) This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

Division
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Prerequisites
ENG 101

BUS 213: SOCIAL MEDIA MARKETING

The average consumer spends 2.5 hours per day on social media sites and this course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that. This online class has optional live sessions. This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

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BUS 214: VIRAL & ORGANIC GROWTH

"Going Viral" is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach you what drives people to share content and how to build content that is shareable and meme-worthy. By the end of this course, you will understand what drives viral sharing and learn how to facilitate it. This online class has optional live sessions
Credits 3

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BUS 220: RELATIONSHIP DRIVEN SELLING

This course will not just teach you about selling, it will teach you how to sell. This experiential learning-based course will provide you with best practice models of selling. It will cover selling from prospecting through relationship building, and through the use of role-plays and other experiential activities it will equip the student with the fundamental knowledge, skills, and attitudes necessary to succeed in a professional selling position. This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

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BUS 221: NEGOTIATION IN BUSINESS AND SALES

You may not realize it, but negotiations are a constant part of life. In business, negotiations are key parts of a corporation's strategy. In your personal life, negotiations play the same role - you negotiate which movie to watch with your friends or what apartment to rent with your partner. This course will introduce you to the concepts behind negotiation and provide opportunities to practice and develop your own negotiating style. This online class has optional live sessions.
Credits 3

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BUS 225: AI FOR DECISION MAKING

Artificial Intelligence decisions are often only as good as the person asking the question. In this course, you'll learn how to ask the right ones and increase the productivity and innovation you can achieve with AI. Create better prompts, compare and contrast strengths and limitations, evaluate outcomes, and by the end of this course, understand and leverage the power of AI for decision-making across any discipline, opening up new career paths and personal growth.
Credits 3

Division
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Prerequisites
BUS 125

BUS 226: AI FOR CREATIVITY AND DESIGN

Generative AI has introduced a new paradigm of AI the co-creator. Top professionals and companies use AI to improve productivity and creativity every day, and in this course, you'll learn the iterative prompting, search, and functional evaluation metrics powering these uses. By the end of this course, you'll integrate AI tools into a variety of creative skill sets, and your own projects, building new avenues for creativity In your career.
Credits 3

Division
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Prerequisites
BUS 125

BUS 227: AI ETHICS

Have you ever heard someone say that AI could take over the world? As drastic as that may sound, AI poses substantial ethical risks to businesses, people, and anyone taking advantage of the technology. Therefore, learning the ethical theories and legal frameworks surrounding AI is critical for anyone using AI tools. This course will explore the ethical standards and legal requirements In AI deployment, covering topics such as bias, privacy, and governance.
Credits 3

Division
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Prerequisites
BUS 125

BUS 231: PREDICTIVE PROJECT PLANNING

Any successful project starts with a plan. This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time, so you'll need to learn how to balance them in order to create a plan which is realistic and achievable. You will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. This online class has optional live sessions. (Prerequisites: BUS 109 or concurrent) This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

Division
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Prerequisites
BUS 109
Corequisites
BUS 109

BUS 241: FORECASTING AND LOGISTICS

Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. This online class has optional live sessions. This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

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BUS 242: SOURCING AND OPERATIONS

In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing. This online class has optional live sessions. (Prerequisites: BUS 241) This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

Division
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Prerequisites
BUS 241

BUS 244: EXCEL FOR BUSINESS

What separates entry-level analysts from strategic financial advisors? The ability to transform raw financial data into compelling insights using Excel as a professional analysis tool. Master both fundamental and advanced Excel techniques while learning to evaluate company performance, identify trends, and create powerful financial presentations. By the end of this course, you'll have the technical proficiency and judgment essential for competitive finance roles. Prerequisites: MAT 103
Credits 3

Division
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BUS 245: ADVANCED MICROSOFT OFFICE APPS

This course explores the advanced use of Microsoft Office computer applications used in business. Students will further their knowledge of spreadsheets, databases, word processing, and presentation software. This course will also prepare students for the advanced use of Excel in BUS 330 statistics. Students will study the terminology and hands-on use of the computer applications.
Credits 3

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BUS 246: BUSINESS ANALYTICS I

Description: This course focuses on using the most common business analytics tools in the industry. You'll build foundational skills in SQL and Tableau to extract, analyze, and visualize data. You'll also dive into database design, hypothesis testing, and the nuances of big data in the business landscape. Prerequisites: BUS 107
Credits 3

Division
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Prerequisites
BUS 107

BUS 248: BUSINESS ANALYTICS 2

Description: This course is intended as a continuation of Business Analytics I. You'll build on your knowledge of business analytics tools by learning advanced SQL and Tableau skills and predictive modeling. This course is oriented around business case studies to apply this newfound knowledge to real-world scenarios. Prerequisites: BUS 246
Credits 3

Division
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Prerequisites
BUS 246

BUS 255: CAREER EXPLORATION & EXPERIENCE IN DIGITAL MARKETING

This course will help you find a job in Digital Marketing upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Digital Marketing, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them.
Credits 3

Division
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Prerequisites
BUS 155

BUS 257: CAREER NAVIGATION AND EXPLORATION IN FINANCE

Which finance career path is right for you? From investment banking to fintech innovation, the options are numerous. This course empowers you to make informed career decisions by exploring the full spectrum of finance opportunities while developing a deep understanding of your own professional strengths and interests. By the end of this course, you'll have a personalized roadmap for your finance career, complete with steps to achieve your professional goals in this field.
Credits 3

Division
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BUS 290: LEGAL & ETHICAL ENVIORNMENTS IN BUSINESS

This course introduces the basic principles, theories, concepts and terminology of the legal environment as it relates to corporate or business decisions. Virtually all important topics in the legal, regulatory and business ethics areas are covered in this course, which provides a basic survey of business law needed to run a business.
Credits 3

Division
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BUS 298: SPECIAL TOPICS

This course, which explores a topic of contemporary interest to the study of business administration, is offered as needed to students with sophomore standing.
Credits 3

Division
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BUS 299: INDEP STUDY IN BUSINESS ADMIN

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of instructor
Credits 3

Division
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BUS 300: BUSINESS COMMUNICATION

This course is a study of written and oral business reporting, including letters, memos, proposals, feasibility studies, short reports, long reports, annual reports and formal analytical reports. Management concepts of business ethics and problem analysis are integrated with communication process and theory. Prerequisite: COM 108 or Permission of instructor
Credits 3

Division
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Prerequisites
COM 108

BUS 301: PRINCIPLES OF MANAGEMENT

This course explores the basic concepts and processes employed by management to operate an organization. The course also deals with the impact of social, legal, technological and political environments on organizations. General managerial topics include planning and decision-making, organizing, leading and controlling, both nationally and internationally.
Credits 3

Division
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BUS 302: PRINCIPLES OF MARKETING

This course examines the market forces concerned with demand, consumer buying behavior, adaptation of products to markets, selection of channels for distribution, advertising and pricing. In addition, students study market measurement, marketing efficiency, international aspects of marketing and procedures for planning and controlling marketing operations. Also considered are the environmental impacts of economic, social and political forces.
Credits 3

Division
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BUS 303: PRINCIPLES OF FINANCE

This course introduces the basic principles, theories, concepts and terminology relative to financial management of a corporation or business. Topics include financial problem-solving techniques, present-worth concepts, capital budgeting, capital structure, analysis of risk and returns and long-term and short-term financing alternatives. Prerequisite: BUS 202
Credits 3

Division
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Prerequisites
BUS 202

BUS 306: SEO AND SEM

How do you find what you're looking for on the internet? Chances are you turn to google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course, you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website. This online course has optional live sessions. (Prerequisites: BUS 301)
Credits 3

Division
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Prerequisites
BUS 301

BUS 307: ORGANIZATIONAL BEHAVIOR

This course explores the interpersonal and human relation theories for students to become successful entrepreneurs. Discussions include critical skills for the success or failure of an independent business.
Credits 3

Division
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BUS 309: ORGANIZATIONAL CHANGE

This course explores the basic concepts and processes employed by management during time of organizational change. Specific areas are explored including analysis, teamwork, implementation, control measures, and organizational culture that are conducive to change. This course includes specific components of application of concepts that students will complete during a change management project.
Credits 3

Division
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BUS 310: MGMNT INFO SYS TOPICS

This course introduces the student to the value and uses of information systems technology for business operations, management decision-making, and strategic advantage. Students learn how to use and manage information to revitalize business processes, conduct electronic commerce, improve decision-making, and gain competitive advantage. This course emphasizes the IS knowledge of a business end user: foundation concepts, business applications, development process, management challenges, and information technology. Prerequisite: BUS 150 or pass a proficiency exam
Credits 3

Division
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Prerequisites
BUS 150

BUS 311: BUSINESS ANALYTICS PRACTICUM

Description: In this capstone course, students engage in a hands-on business analytics project, tackling a real-world data problem from start to finish. This immersive experience equips students with the skills needed for their future roles as analysts, with a special focus on honing job interview skills and communicating findings to stakeholders. Students will also learn how to build a portfolio for their job search. Prerequisites: BUS 248
Credits 3

Division
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Prerequisites
BUS 248

BUS 312: COMPUTERIZED ACCOUNTING SYS

In this course you will learn to use computerized accounting software to record business financial transactions and to prepare financial statements that report on business performance and financial position. Prerequisite: BUS 150 and BUS 201
Credits 3

Division
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Prerequisites
BUS 150 AND BUS 201

BUS 315: COMPUTER PROGRAMNG IN BUSINESS

This course introduces students to the basics of logistically analyzing the steps needed to accomplish a task using a computer. Students learn a programming language and incorporate their analysis into a computer program that will accomplish this task. Possible programming languages taught in the class include C, C+ +, Visual Basic and other advanced programming languages. Prerequisite: BUS 150 or pass a proficiency exam
Credits 3

Division
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Prerequisites
BUS 150

BUS 316: SYS ANALYSIS/DSGN

This course teaches the skills necessary for success as a systems analysis and design manager or a technical systems consultant. The course will provide the student with a broad coverage of the systems development life cycle as well as business information systems concepts. General systems analysis principles and methods such as data modeling, process modeling, interface design, and Computer Assisted System Engineering (CASE) tools are used in the application of systems design for small, medium, and large companies. Prerequisite: BUS 150 or pass a proficiency exam
Credits 3

Division
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Prerequisites
BUS 150

BUS 318: FINANCIAL MODELING AND VALUATION

Financial modeling is essential to modern corporate finance and investment valuation, helping professionals forecast performance, evaluate decisions, and communicate financial insights. This course trains you to build dynamic models that link financial statements and inform key business choices. You'll master advanced Excel, multiple valuation methods, and scenario analysis to create models used in investment banking, investment management, corporate development, and strategic planning.
Prerequisites: BUS 201 & BUS 202 & BUS 319
Credits 3

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BUS 319: FINANCIAL MARKETS AND INSTITUTIONS

Financial markets are where prices are discovered, capital is allocated, and investment opportunities are created. This course teaches you to analyze how real-world financial markets operate and how institutions profit from facilitating transactions. You'll learn to interpret market behavior, understand institutional business models, and analyze trading in stocks, bonds, mortgages, and other securities with the sophistication expected of finance professionals.
Prerequisites: BUS 204
Credits 3

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BUS 330: STATSTICS FOR BUSINESS PROBLEM SOLVING

This course focuses on the development of effective problem-solving techniques for business. Descriptive statistics, statistical distributions, parameter estimation, tests of hypotheses and simple regression models are emphasized to help students solve problems and evaluate solutions. Current statistical software packages for microcomputers are used to assist in problem-solving in realistic business situations. Prerequisite: MAT 100 or 102, BUS 150 with a grade of C or better
Credits 3

Division
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Prerequisites
MAT 102 AND BUS 150

BUS 331: ADVANCED DATA ANALYSIS & VISUALIZATION

This course provides an in-depth examination of the statistical tools most commonly used to process, analyze, and visualize data. It will emphasize practical challenges involving real-world data using industry standard software including Excel, Power BI, and Tableau. Students will learn the fundamentals of data analysis using spreadsheets and tools such as Power BI and Tableau. They will become proficient in using basic excel functions such as VLOOKUP, HLOOKUP, and MATCH to organize, clean, and analyze data. Students will also become proficient in creating pivot tables and using Visual Basic for Applications to create macros in excel. Students will learn the skills and concepts needed to create visual displays based on quantitative and qualitative data to aid the business decision making.
Credits 3

Division
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BUS 340: ADV COMPUTER CONCEPTS

This course explores the advanced use of Microsoft Office computer applications used in business. Students will further their knowledge of spreadsheets, databases, word processing, and presentation software. This course will also prepare students for the advanced use of Excel in BUS 330 statistics. Students will study the terminology and hands-on use of the computer applicatiions. Prerequisite: BUS 150 with a grade of C or better.
Credits 3

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BUS 341: SUPPLY CHAIN IN ACTION

Everything from the best concert you saw, to your Covid-19 vaccine relies on the existence of effective supply chains. In this course, you'll learn about the application of supply chain systems to vital real-world functions. By the end of this class, you'll have a much better understanding of why supply chain management is vitally important, how it intersects with business, national and global interest, and how supply chains literally save the world. This online class has optional live sessions.
Credits 3

Division
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BUS 342: SUPPLY CHAIN MANAGMENT TECHNOLOGIES

This course covers the major relevant supply chain technologies and systems. In this course you'll survey the systems that enable the supply chain in best-in-class supply chain organizations. Understanding of how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus in this course. By the end of this course, you will have gained a basic understanding of how supply chain systems work and how they make the supply chain more efficient and effective. This online class has optional live sessions. (Prerequisites: BUS 241)
Credits 3

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BUS 345: TOTAL COMPENSATION MANAGEMENT

Great people power great businesses but attracting and retaining top talent requires companies to offer competitive compensation packages. This course will help you develop knowledge and skills in the development and evaluation of pay structures and benefits packages. You'll also learn how total compensation issues affect every manager in an organization and analyze processes and procedures to create effective compensation plans. This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

Division
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BUS 349: SALES LEADERSHIP

Effective sales leadership requires a mastery of the “hard” analytical skills as well as the “soft” skills for effective management and coaching. This course will explore key sales and management concepts and give you the opportunity to put them into practice. By the end of this course, you will be able to coach salespeople and excel as a sales leader. This online class has optional live sessions. (Prerequisites: BUS 220)
Credits 3

Division
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Prerequisites
BUS 220

BUS 350: GOVERNMENTAL/ NOT FOR PROFIT ACCOUNTING

This course will concentrate on the applications and principles of accounting relating to budgetary control and financial management of governmental and nonprofit organizations. Discussion and cases will be drawn from municipal and county governmental units, universities, hospitals, and other nonprofit organizations. Prerequisite: BUS 202. This course can be open as an elective for all business students
Credits 3

Division
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Prerequisites
BUS 202

BUS 352: PROJECT EXECUTION, MONITORING & CONTROL

In today’s fast paced work environment, no project proceeds from beginning to end without encountering unforeseen challenges, and the changing scope, priorities or context of a project may require various adjustments. Additionally, project implementation and closure require conviction and trust in established processes and personnel. In either context, these are vital parts of a project’s success and are reflections of how future projects will be managed. This course covers project execution, monitoring / control, implementation / handover, DevOps, and project closure. This course is intended to finalize a student’s preparation for their Project Management Practicum and Internship. (Prerequisites: BUS 109, BUS 231)
Credits 3

Division
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Prerequisites
BUS 109 AND BUS 231

BUS 353: MANAGING RISK & UNCERTAINTY

Imagine skydiving without a parachute—that’s what it’s like to run a project without a risk management plan. This course teaches you to see the storm coming and prepare, turning looming disasters into manageable challenges. You'll learn to cut through the noise, create clear action plans, and keep control even when the pressure is on. Be the manager who’s ready for anything, who stays calm, steady, and ahead of the game when things get tough. Learn more at rize.pub/PROJM-4.
Credits 3

Division
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BUS 354: AGILE FRAMEWORKS & METHODOLOGIES

When change outpaces planning and requirements keep shifting, traditional project management falls short. That's where Agile comes in—designed to thrive in uncertainty and deliver value in fast-paced environments. Here, adaptability beats predictability, and customer satisfaction takes priority over rigid plans. In this course, you'll learn to pivot with purpose, keep your team aligned, and impress stakeholders, even when the ground is constantly shifting. Learn more at rize.pub/PROJM-6.
Credits 3

Division
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BUS 355: SOCIAL MEDIA MARKETING, BRAND AWARENESS, AND ENGAGEMENT

The average consumer spends 2.5 hours per day on social media sites. This course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that.
Credits 3

Division
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BUS 356: LIFECYCLE AND EMAIL MARKETING

Lifecycle marketing is essential for businesses to maintain continuous engagement with customers by tailoring content to their specific stages. Emails are crucial for creating direct, personalized communication that varies by lifecycle stage. In this course, you'll learn to craft successful email campaigns within lifecycle marketing plans. By the end, you'll build a marketing campaign that drives customers to take desired actions based on their lifecycle stage.
Credits 3

Division
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BUS 357: DIGITAL MARKETING ANALYTICS & ENGAGEMENT

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, you 'll learn to design experiments that rigorously test various marketing decisions, analyze digital customer behavior data using a variety of tools, and leverage data to refine marketing strategies and improve customer acquisition.
Credits 3

Division
UG
School Division
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Prerequisites
BUS 155

BUS 360: HISTORY OF AMERICAN BUSINESS

This course will examine changes over time to the ways in which Americans organized themselves for economic activities. The course focuses on historical developments resulting from and affecting transformations in American businesses. Major themes include the increasing consolidation of business activity in the modern firm, the effort to balance centralized managerial control with decentralized entrepreneurship, the effects of technological change on business activity and structure, the government's effects on the business environment, and the social response to the growing influence of business institutions.
Credits 3

Division
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BUS 361: GENERAL PRINCIPLES OF FINANCIAL PLANNING

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. (Prerequisites: Sophomore status) This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

Division
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BUS 362: RISK MANAGEMENT AND INSURANCE PLANNING

This course provides a comprehensive examination of the general principles of risk management and insurance planning for individual and family clients. These topics constitute approximately seventeen percent of the principal knowledge topics tested on the CFP® Certification Examination. The course first introduces students to the risk management and insurance planning process and working with clients to analyze and evaluate risk exposures. Second, the core insurance lines of coverage are explored in detail, including: health, disability, long-term care, life, and personal property and casualty (homeowners', personal auto policy, etc.). In addition, the student will learn to analyze an individual and family's insurance needs, to select the most appropriate insurance policy and company, and to understand a business owner's use of insurance to protect the business' assets and future income. (Prerequisites: Sophomore status) This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

Division
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BUS 363: INVESTMENT PLANNING

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies. (Prerequisites: Sophomore status)
Credits 3

Division
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BUS 364: TAX PLANNING

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies. (Prerequisites: Sophomore status)
Credits 3

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BUS 366: ESTATE PLANNING

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The non-tax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans. (Prerequisites: Sophomore status)
Credits 3

Division
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BUS 367: RETIREMENT SAVINGS & INCOME PLAN

This course is designed to provide students with the foundation to conduct a retirement needs analysis for individuals, to understand the different types of retirement plans available to individuals, and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans, address client suitability, and provide plan recommendations. The course covers tax-deferred retirement plans, IRAs, nonqualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations. (Prerequisites: Sophomore status)
Credits 3

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BUS 368: FINANCIAL PLAN DEVELOPMENT

This course provides students an opportunity to demonstrate the knowledge learned through the prerequisite six-course CFP® curriculum. Students will participate in developing a complete financial plan, through the use of case studies and interviewing mock clients. Presentations of a formal financial plan, demonstrating the ability to set client expectations and communicate with clients by answering questions and concerns, are also required. (Prerequisites: Sophomore status). Successful completion of BUS 361-366 & 367
Credits 3

Division
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Prerequisites
BUS 361, BUS 362, BUS 363, BUS 364, BUS 365, BUS 366 AND BUS 367

BUS 369: CORPORATE FINANCE

Corporate finance drives key business decisions, from evaluating investments to choosing the right mix of debt and equity. This course gives you the tools financial managers use to maximize firm value through capital allocation and financing strategy. By the end of this course, you will master the time value of money, analyze investment projects, understand capital structure, and build the skills to make strategic, real-world financial recommendations. Prerequisites: BUS 201 & BUS 202
Credits 3

Division
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BUS 370: MONEY & BANKING

This course examines the state of current banking practices in the United States of America. Special attention is paid to the relationship between banking and commerce and to the implementation of monetary policy by the Board of Governors of the Federal Reserve System. Prerequisites: BUS 206
Credits 3

Division
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Prerequisites
BUS 206

BUS 371: FINANCIAL ACCOUNTING I

The first of three courses offering an in-depth study of the recognition, measurement and reporting processes of financial accounting. This course covers accounting theory, the accounting information system and the financial statements used to report information to business stakeholders. Prerequisite: BUS 202
Credits 3

Division
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Prerequisites
BUS 202

BUS 372: FINANCIAL ACCOUNTING II

This course covers the measurement and reporting of current assets; property, plant and equipment; intangible assets and current and long-term liabilities. Prerequisite: BUS 371, BUS 303
Credits 3

Division
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School Division
McCamish School of Business and Professions
Prerequisites
BUS 371 AND BUS 303

BUS 373: FINANCIAL ACCOUNTING III

This course covers the measurement and reporting of stockholders' equity, earnings per share, investments, revenue, income taxes, pensions and leases. Prerequisite: BUS 372
Credits 3

Division
UG
School Division
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Prerequisites
BUS 372

BUS 374: PRINCIPLES OF FRAUD EXAMINATION

This course introduces the basic principles, theories, concepts and terminology relative to the prevention, investigation and detection of fraud schemes. Topics include financial statement analysis, interpretation and analysis of financial records and supporting documentaiton, fraud examination approaches, and fraud examination reports. Students will cover how and why fraud occurs in organizations, develop skills to detect fraud, and be able to identify and classify the various types of fraud.
Credits 3

Division
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BUS 378: ACCOUNTING INFORMATION SYSTEMS

In this course you will learn the functions and internal controls of common business subsystems such as inventory, accounts payable, accounts receivable, payroll and general ledger and how these systems are integrated for both management and reporting purposes. Prerequisites: BUS 371
Credits 3

Division
UG
School Division
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Prerequisites
BUS 371 AND BUS 303

BUS 380: GUIDED FIELD EXPERIENCE/INTERNSHIP

Selected junior or senior students get practical work experience with a commercial firm or organization. Students will be given a written agreement specifying course credit hours and the grading system to be used. Requirements for this experience may no be met by regular, pre-existing full-time employment. BUS 299 or BUS 381may be accomplished in conjunction with regular, pre-existing full time employment, by meeting the expectations of those courses.
Prerequisite: junior standing
Credits 3

Division
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BUS 381: BUSINESS PRACTICUM

The student will identify a clearly stated business problem to be investigated. An in-depth literature review of the problem will be researched and significant recommendations will be made. The outcome of this course will demonstrate the students' in-depth knowledge of a current business problem and the student's ability to conduct research and report their findings/recommendations using the A.P.A. style manual. May be a substitute for BUS 380.
Prerequisite: junior standing
Credits 3

Division
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BUS 385: INVESTMENTS

Investing is about maximizing return per unit of risk, a balance that separates successful investors from the rest. This course teaches you to think like a portfolio manager, blending quantitative analysis with strategic decision-making. You'll master modern portfolio theory, value securities across asset classes, use derivatives to improve performance, and apply these skills to personal finance, retirement planning, and insurance.
Prerequisites: BUS 201 & BUS 202 & BUS
Credits 3

Division
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BUS 398: SPECIAL TOPICS IN BUSINESS

This course, which explores a topic of contemporary interest to the study of business, is offered as needed to students with junior or senior standing.
Credits 1

Division
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BUS 400: eCOMMERCE

eMarketing examines the importance of marketing through the Internet. The student will learn the fundamentals of marketing over the Internet and review E markets for Business to Business, (B2B) and Business to Customer, (B2C).
Prerequisites: BUS 205, BUS 302, or permission of instructor
Credits 3

Division
UG
School Division
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Prerequisites
BUS 205 AND BUS 302

BUS 401: SEMINAR IN PUBLIC POLICY

This course applies economic and statistical techniques to the design and evaluation of public policy. It provides an overview of selected regulatory institutions and the effects of their policies on the economic incentives and actions of American citizens. Prerequisites: BUS 205 or 206
Credits 3

Division
UG
School Division
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Prerequisites
BUS 205 OR BUS 206

BUS 404: CREATIVITY TECHNOLOGY INNOVATION

This course focuses on skills in analyzing and evaluating the process of managing technological innovation, formulating technology development strategies and understanding technical entrepreneurship and its relationship to innovation. Prerequisite: Junior standing
Credits 3

Division
UG
School Division
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BUS 406: DIGITAL MARKETING ANALYTICS

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, students will learn how to analyze digital customer behavior data using a range of tools and use that data to test marketing hypotheses and improve customer acquisition. (Prerequisites: MAT 102/103, BUS 302, BUS 213) This course has weekly assignments and includes the option to attend live Zoom class sessions. One 90-minute live class session per week will be scheduled with the instructor during the first week of class.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
MAT 102 OR MAT 103 AND BUS 302 AND BUS 213

BUS 407: INTERNATIONAL BUSINESS

This course covers fundamental concepts, principles and theories of marketing in an international setting. The material is presented from the point of view of global business managers. Cases and original studies are discussed. Prerequisites: BUS 301 and BUS 302
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 301 AND BUS 302

BUS 409: PROJECT MANAGEMENT

This course explores both the behavioral and quantitative sides of project management. The course covers the tools and techniques used to plan, measure and control projects. The latest technology is used to develop and monitor the project plan. Prerequisites: BUS 150 and BUS 301
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 150 AND BUS 301

BUS 410: DATABASE ANALYSIS & DESIGN

This course introduces future managers and entrepreneurs to the analysis, design and creation of a database to track transaction-processing data in a specific business function area within a firm. Students have the opportunity to develop an integrated database system. Prerequisite: BUS 150 or pass a proficiency exam
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 150

BUS 411: PRIN OF WEB DESIGN & YOUR BUS

The course requires students to plan and develop well-designed web sites for business. Students are introduced to digital input technology, digital camera, video digitization, scanners and sound digitization. The course also allows students to find inexpensive resources on the www that could enhance their business ventures. The extent of learning the www is not limited to web-page design but can also include other resources such as bulletin boards, news services, chat rooms and general search tools. Prerequisite: BUS 150 or pass a proficiency exam
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 150

BUS 412: FULL-CYCLE PROJECT MANAGEMENT

This course is intended as a culmination of a student's work in the Project Management Major. Students will work in groups to manage a simulated project from scope to completion - encountering - and overcoming - challenges and complications along the way. This course will also provide students with an overview of the product life cycle, governance, and other topics to help contextualize project work. (Prerequisites: BUS 109, 231, & 352)
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 109 AND BUS 231 AND BUS 352

BUS 415: NETWORK DESIGN & MANAGEMENT

This course is designed to provide students with the fundamentals of designing and managing a network in the information-systems environment. The course addresses major issues in network design and management such as: communication services, local- and wide-area networks, network performance, communication architectures, and network management architectures. Prerequisites: BUS 301, 310, 316, and BUS 303 or 304
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 301, BUS 310, BUS 316 AND BUS 303 OR BUS 304

BUS 418: ADVANCED WEB DESIGN

This course uses current Web-page design languages to advance the student's skills in solving electronic commerce problems in a business's search for ways to use the World-Wide Web effectively. Students will research the differences between advanced Web development languages and Web design software, for example, MS FrontPage. Possible design languages include Java, HTML, and other advanced programming languages. Prerequisite: BUS 411
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 411

BUS 420: WORK TEAM DESIGN & DEVELOPMENT

This course provides a structured approach to better understand how teamwork contributes to organizations, the conditions that make interactions between people and groups highly effective, and how to best put this effectiveness to work. Topics include: stages of team development, effective team roles, interpersonal leader and member skills to develop high performance. Prerequisite: BUS 301 or BUS 307
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 301 AND BUS 307

BUS 421: TRAINING AND DEVELOPMENT

Training & development are key to building an empowered and motivated workforce. This course will help you build knowledge and skill in the design, development, delivery, and evaluation of organizational training. You'll also learn how to create effective performance improvement programs, a vital resource in talent retention that is often overlooked. Lastly, you'll get hands on experience, by producing your own sample training plan.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 422: HUMAN RESOURCE MANAGEMENT

An exploration of the Human Resource function and its strategic role in organizational success. Human Resource Management deals with the efficient use of human talent to accomplish organizational goals. Study topics include human resource planning, staffing, training and development, compensation, safety and health, legal environments, labor relations and HR strategy. Prerequisite: BUS 301 or 307
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 301 OR BUS 307

BUS 423: EMPLOYMENT AND LABOR LAW

This course is an overview of various laws and regulations that determine the rights and obligations of employees and employers. Topics covered include the nature of the employment relationship and common law principles, prohibitions against discrimination on the basis of certain protected characteristics such as race and gender, wage and hour law, the Family Medical Leave Act, the National Labor Relations Act, and other similar areas of labor and employment law. The primary focus is on federal laws governing the employment relationship, but there will also be discussion of state and local laws. (Prerequisites: BUS 290 & BUS 301)
Credits 3

Division
UG
School Division
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Prerequisites
BUS 290 AND BUS 301

BUS 424: MANAGING THE FAMILY BUSINESS

Explores the unique personal and interpersonal issues, as well as the business issues, associated with the family-owned and managed firm. Topics include competitive strengths and weaknesses of a family firm, the dynamics of family interactions and the family business culture; conflict resolution; estate planning; and planning for succession.
Credits 3

Division
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School Division
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BUS 426: HUMAN RESOURCE RISK MANAGEMENT

This course will examine the scope and role of HR in the occupational health and safety arena, the fundamental components of comprehensive programs and, more importantly, the interplay between these considerations and how important HR professionals are in their success. Topics covered include OSHA requirements, risk management and loss prevention, management of safety & workers' compensation, employee assistance plans, preventative health issues, emergency response and preparedness, and developing a culture of safety, amongst others. There will be focus on the fundamental components of a comprehensive health and safety program to protect the employees in an organization and costly liability. (Prerequisites: BUS 422 & BUS 423)
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 422 AND BUS 423

BUS 430: MANAGING THE GLOBAL WORKFORCE

This course provides students with a greater understanding of the phenomenon of organizational behavior in a competitive global market place and the importance of a global mindset. The focus of the course will be to see culture as an organizing principle of human behavior that affects business relationships, job performance, and the students' own effectiveness. Current trends in global management practices will be emphasized.
Prerequisite: BUS 301
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 301

BUS 441: PRODUCTION & OPERATIONS MANAGEMENT

This course is intended for upper-division business students, primarily those studying marketing and management programs. The course is an update to what might have been called a physical distribution course, in years past, and has strategic and operational topics from the area of operations management incorporated into it. The major thrust of the course is the conceptual background of managing the supply chain, supported by quantitative decision making algorithms and software to help students develop the analytical skills required in the field. Topics in the course include business logistics and supply chain strategy and management, customer service, transportation and location theory and modeling, inventory management procedures, forecasting procedures, and simulation procedures.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 443: SUPPLY CHAIN CAPSTONE

This course - built in collaboration with corporate advisors - is the culmination of your work as a student of supply chain management. In this course you'll be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals. This online class has optional live sessions.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 445: SALES MANAGEMENT

This course covers the development of concepts in salesmanship, sales management, personal selling and major promotional variables in the firm’s marketing strategy, along with trends and developments in sales management.
Prerequisites: BUS 301 (or 307), and 302
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 307 OR BUS 307 AND BUS 302

BUS 446: PERSONAL SELLING

This course familiarizes students with current strategies, techniques, and procedures employed by successful personal selling organizations and the professionals they employ. Emphasis is on honing the student's interpersonal and selling skills, while becoming familiar with modern sales techniques and technologies. Prerequisites: BUS 302
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 302

BUS 447: SERVICES MARKETING

This course is especially designed for those students interested in working in service industries, and addresses the specific challenges and needs of these industries in the area of marketing. Service industries (e.g., theme parks, banks, law firms, hotels, hospitals, insurance companies, educational institutions, hair salons, transportation companies) dominate the world and U.S. economies; their special marketing approaches are studied in this course. Prerequisite: BUS 302
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 302

BUS 449: ADVANCED RELATIONSHIP SELLING

You've already learned the fundamentals of effective selling. This course will help you hone your sales skills and take them to the next level by teaching you how to think through the sales process as a master planner, listener, negotiator and partner. By the end of this course, you will have mastered the skills necessary to be a compelling and credible salesperson. This online class has optional live sessions. (Prerequisites: BUS 220)
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 220

BUS 451: MARKETING MANAGEMENT

Emphasis in this course is on management of marketing function. Marketing managers today must adapt to new environments, be change managers, and skillfully devise and implement strategy. Students in this course integrate learning in the entire marketing spectrum, including: market research information, demand management, market segmentation, product positioning, branding, and marketing strategy. Prerequisites: BUS 150 and BUS 302
Credits 3

Division
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School Division
McCamish School of Business and Professions
Prerequisites
BUS 150 AND BUS 302

BUS 452: BUYER BEHAVIOR

This course examines the influence of consumer and organizational buyer behavior processes on the development of marketing plans and strategies. Various internal and external influences on decision making, as well as differences and similarities between consumer and organizational buying decision and choice processes are explored in the course. Concepts from behavioral science and economies will be presented to explain both purchase and consumption behaviors. Prerequisite: BUS 302
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 302

BUS 453: BUSINESS RESEARCH

This course examines the role of business research in business and marketing management decision making. Using the Internet as a source of information, the course covers the following topics: business research process; use of secondary data analysis; primary data collection via questionnaire development, surveys, experiments, and observation methods; and how to use and interpret statistical data analysis. Students will conduct an actual business and/or marketing related project and present results in a written and oral presentation. Prerequisites: BUS 301, BUS 302, BUS 330
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 301, BUS 302 AND BUS 330

BUS 454: DIGITAL MARKETING: STRAT & PRACTICE

This advanced course explores the application of social media and digital marketing to help solve marketing problems, using digital marketing strategies in a dynamic, complex, and competitive marketplace. The course builds on marketing principles and explores digital strategy development for using digital media to build customer relationships and creating and sustaining intelligent and effective online and mobile customer experiences. Prerequisites: BUS 302 or COM 312
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 302 OR COM 312

BUS 456: GROWTH MARKETING AND MULTI-CHANNEL DIGITAL MARKETING

In the real world, companies use multiple channels for marketing efforts, campaigns are spread across social media, email, search, and more for maximum reach and engagement, leading to multi-channel strategies, In this course, you'll learn to create effective multi-channel marketing plans, considering the advantages and disadvantages of each platform. By the end, you'll produce a portfolio-worthy digital marketing campaign plan that utilizes multiple channels.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 457: FUTURE OF FINANCE

The financial industry is undergoing major transformation as new technologies reshape money, markets, and services. This course explores the innovations disrupting traditional finance and creating new opportunities. You'll analyze how big data, machine learning, and AI impact banking and investing, evaluate cryptocurrencies and digital assets, and assess fintech trends like tokenization and central bank digital currencies to prepare for the future of finance.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 460: STRATEGIC MANAGEMENT

An investigative, case intensive, approach to the study of the total enterprise from the executive management's point of view — the direction management intends to take, management's strategic plan and the tasks of implementing and then executing the chosen strategy. The material is designed to improve analytical, problem-solving and decision-making skills in situations dealing with the firm as a whole. Also emphasized are the strategies necessary for start-up companies to prosper and grow. Prerequisite: Completion of Business Core Requirements; may be taken no earlier than one semester before graduation
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 461: STRATEGIC FINANCIAL ANALYSIS CAPSTONE

This capstone course challenges you to apply years of finance education to real-world problems through case analysis and a strategic financial project. You'll evaluate capital budgeting decisions, mergers and acquisitions, investment portfolios, and the role of markets in strategy. Using real data, you will build models, assess risk, and demonstrate mastery of valuation and strategic thinking to prepare for advanced roles in finance or graduate study.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 469: ADVANCED CORPORATE FINANCE

Advanced corporate finance demands strategic thinking and deep analysis of how financial decisions impact value. This course builds on core principles to tackle complex challenges facing modern firms. You'll master valuation beyond basic DCF, assess capital structure with taxes and distress, and evaluate mergers, acquisitions, and spin-offs. Case studies build the skills needed for roles in investment banking, private equity, and senior finance roles.
Credits 3

Division
UG
School Division
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BUS 471: COST ACCOUNTING

This course is a study of product cost determination, including activity-based costing and job- order, process and standard cost. It emphasizes inventory valuation, planning and control of production costs and the preparation of cost reports. Prerequisite: BUS 202
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 202

BUS 473: FUNDAMENTALS OF TAXATION

This course introduces the basic concepts of individual and corporate federal taxation. It will provide an overview of basic income tax principles and tax planning techniques and the income tax treatment of individual and business entities. Prerequisite: BUS 201 and BUS 241
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 201 AND BUS 241

BUS 474: INCOME TAX ACCOUNTING/INDIVIDUALS

In this course you will study the concepts and structure of the federal tax system for individuals and learn how to prepare individual tax returns. Prerequisites: BUS 150, BUS 371 or pass a proficiency exam
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 150 AND BUS 371

BUS 475: TAXATION FOR BUSINESS ENTITIES

This course is an in-depth study of special topics including corporations, reorganizations, estates and gift taxation, tax administration, and tax research. Students will learn to locate relevant information in regulations, revenue rulings, and court cases. Prerequisites: BUS 201, BUS 202, BUS 474
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 201, BUS 202 AND BUS 474

BUS 476: PORTFOLIO MANAGEMENT

Portfolio management combines advanced analytics with strategic thinking to create optimal investment solutions for diverse client needs. This course prepares you to construct, monitor, and optimize multi-asset portfolios that maximize risk-adjusted returns. You'll master asset allocation, evaluate alternative investments, and address the needs of both individual and institutional investors using real-world case studies and industry-standard tools.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 477: AUDITING

In this course you will learn the objectives and standards of auditing, the rules governing the practice of auditing, and the procedures employed by auditors to assess and report on the internal controls of a business and the reliability of its financial information. Prerequisite: BUS 373
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 373

BUS 478: ADVANCED ACCOUNTING

A study of specialized topics in financial accounting, including consolidated reporting, foreign currency and hedging transactions, and governmental and non-profit accounting.
Prerequisite: BUS 373
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 373

BUS 498: SPECIAL TOPICS IN BUSINESS ADMIN

This course, which explores a topic of contemporary interest to the study of business administration, is offered as needed to students with junior-senior standing.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

BUS 499: INDEPENDENT STUDY IN BUS ADM

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing.
Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CHE 130: CHEMISTRY FOR HEALTH SCIENCES

This course covers the fundamental concepts of general chemistry, organic chemistry, and biological chemistry primarily focused for application to nursing. Major topics include: molecular structure and bonding, chemical equations and associated calculations, solution calculations, states of matter, nuclear chemistry, the identification of primary organic functional groups and their reactions, and the basic chemistry of carbohydrates, proteins, lipids, amino acids, and DNA. Critical thinking skills in science along with problem solving procedure development are included. This course requires both lecture and laboratory instruction.
Prerequisite: MAT 102 or higher and high school chemistry, or professor approval. Corequisite: CHE 131
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
CHE 131

CHE 131: CHEMISTRY FOR HEALTH SCIENCES LAB

Required lab for CHE 130 Chemistry and Health Sciences
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
CHE 130

CHE 180: GENERAL CHEMISTRY I

This course is an introduction to the nature of matter and its transformations. Atoms and compunds, qualitive and quantative aspects of chemical reactions and the electronic and geometric structures of molecules are studied. The course includes both lecture and laboratory instruction. Prerequisite: MAT 102.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 102
Corequisites
CHE 181

CHE 181: GENERAL CHEMISTRY I LAB

Required lab for CHE 180 General Chemistry I.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
CHE 180

CHE 182: GENERAL CHEMISTRY II

This course is a continuation of CHE 180, with emphasis on gas laws, solutions, acid-base equilibria and molecular geometry. The course includes both lecture and laboratory instruction. Prerequisite: CHE 180.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CHE 180
Corequisites
CHE 183

CHE 183: GENERAL CHEMISTRY II LAB

Required lab for CHE 182 General Chemistry II.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
CHE 182

CHE 298: SPECIAL TOPICS IN CHEMISTRY

This course, which explores a topic of contemporary interest to the study of chemistry, is offered as needed to students with sophomore standing.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

CHE 299: INDEPENDENT STUDY

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of the instructor
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

CHE 330: QUANTITATIVE ANALYSIS

This course covers the fundamental concepts of volumetric, titrimetric, gravimetric, and combustion analyses, along with an introduction to advanced sample preparation. Major topics include: chemical measurements, experimental error, statistics, quality assurance and calibration methods, chemical equilibrium titrations, acid-base equilibria, EDTA titrations, and gravimetric and combustion analyses. This course will enhance the student's critical thinking skills in science along with developing complex problem-solving procedures and requires both lecture and laboratory instruction. Prerequisite: CHE 182/183 and MAT 103. Corequisite: CHE 331
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
CHE 331

CHE 331: QUANTITATIVE ANALYSIS LAB

Required lab for CHE 330 Quantitative Analysis
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
CHE 330

CHE 380: ORGANIC CHEMISTRY I

This course is the first in a two-part sequential series, which covers bonding, naming, functional groups and the physical and chemical properties of common carbon compounds. Organic reactions are emphasized in terms of modern theory. The course includes both lecture and laboratory instruction. Prerequisites: CHE 182.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CHE 182
Corequisites
CHE 381

CHE 381: ORGANIC CHEMISTRY I LAB

Required lab for CHE 380 Organic Chemistry I.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
CHE 380

CHE 382: ORGANIC CHEMISTRY II

This course, the second part of a two-semester sequence, is a study of structure, synthesis and reactions of organic compounds using modern theories of organic chemistry. The course includes both lecture and laboratory instruction. Prerequisite: CHE 380.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CHE 380
Corequisites
CHE 383

CHE 383: ORGANIC CHEMISTRY II LAB

Required lab for CHE 382 Organic Chemistry II.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
CHE 382

CHE 440: BIOCHEMISTRY

The course covers basic concepts in biochemistry as well as biochemistry in health and disease. Biochemistry includes a study of protein structure and their physical properties; how these properties relate to catalysis, regulation of catalysis and metabolic chemistry, as well as a general understanding of the role of DNA in inheritance, genetic manipulation and gene therapy. This course includes group discussions, primary literature searches and presentations, clinical case study review and web-based assignments. This course does not have a laboratory component. Prerequisites: BIO 120, CHE 380, and at least one other 200-level or higher course in Biology.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
BIOS 120 AND CHE 380

CHE 498: SPECIAL TOPICS IN CHEMISTRY

This course, which explores a topic of contemporary interest to the study of chemistry, is offered as needed to students with junior or senior standing.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

CHE 499: INDEPENDENT STUDY

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing. Prerequisite: Permission of instructor.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CJS 300: COMPARATIVE CRIM JUSTICE SYSTEMS

In the United States an old TV character used to say, “Don’t do the crime if you can’t do the time.” But is the criminal system that clear cut? And does that same attitude exist around the globe? During this course we’ll examine the criminal justice systems from two different countries from start to finish – cops, courts, and corrections and see how they are similar and where the key differences are. This semester we will focus on the systems of the United States and Great Britain.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CJS 305: JUVENILE DELINQUENCY

Every nine seconds a child drops out of school, every 15 seconds a child is arrested, every 5 minutes a child is arrested for a violent crime, and every 23 minutes a child is wounded by gunfire – hard statistics that reflect many kids' lives. Why are American children committing more crimes and falling victim to more violent episodes than ever before? This course seeks to help students understand the breadth and depth of juvenile delinquency at the beginning of the 21st century. We will examine theories, studies, systems, and societal reactions that shape the way our culture addresses issues of delinquency.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CJS 310: CRISIS MOMENTS IN POLICING

An under-addresses part of becoming law enforcement is how to deal with some of the most explosive moments one will encounter out on the streets. Dealing with citizens in the middle of a mental health crisis, walking into a home where domestic abuse is happening, and facing a time of civil unrest have unfortunately become part of our daily lives. This course will develop your understanding of these explosive moments in time that you will be dealing with as a law enforcement professional.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CJS 340: FORENSICS: CRIME SOLVING 101

This course examines the principles, theories and practices of forensic science utilized within the law enforcement community and the American legal system. Forensic science is the study and application of science to the process of law and involves the collection, examination, evaluation and interpretation of evidence. Students will gain a basic understanding of the scientific and analytical approach to determining the value of evidence as it relates to the court of law.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CJS 350: CRIMINOLOGICAL THEORY

This course begins with a survey of the history and application of criminological thought which will provide a foundation for analysis of the assumptions, elements, and policy implications of theories of crime and criminal justice. The first half of this course focuses on theories within two major paradigms in criminological theory: Classical and Positivist Criminology. The second part of the course will turn to several of the more interdisciplinary theoretical approaches currently in use. We explore the perspectives on crime and criminal justice that permeate public discourse on crime and justice and critique the formal criminological theories to which these everyday perspectives are linked. We consider whether existing research provides support for widely accepted theories and we examine the criminal justice policies associated with different criminological theories.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CJS 355: VICTIMOLOGY: THEORY TO APPLICATION

This course is designed to introduce students to the topic of victimology, the scientific study of victims. Although at least one pioneer in the field, Benjamin Mendelsohn, argues that the term "victimology" should encompass a broad spectrum of "victims", this course will focus only on criminal victimization. While traditionally, criminologists and criminal justice professionals have focused on the offendere and the criminal justice system, it is only recently that they have begun to examine the victim, the forgotten member of the criminal process. In this course, we will examine the field of victimology, including its scope and development, review the problems associated with victimization, examiine the relationship between the victim and the offender, the victim and the criminal justice system, and the victim and society. We will also discuss various practical applications and policies that have resulted from society's increasing concern about victims.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CJS 405: MURDER AROUND THE WORLD

This course is an examination of the theories and history shaping the biological, psychological, social and environmental characteristics of murder. Attention will be paid to how these crimes were investigated when they happened and how the change to modern forensic technology would have shaped the investigation much differently had it occurred in the past decade.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CJS 410: ETHICAL ISSUES IN CRIMINAL JUSTICE

This course is an upper level undergraduate course which examines current issues related to ethics in law enforcement, the courts, and corrections. Students will become familiar with practical issues that generate interaction between ethics and criminal justice. Students will then be exposed to various philosophical theories that may provide practical application of theory and learn the significance of these various philosophical applications of theory in the study of contemporary criminal justice issues.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

COM 306: ON CAMERA PRACTICUM

Credits 3

Division
UG

COM 104: INTRO TO DIGITAL PRODUCTION

Students serve as apprentices for a student-run production team that provides students with an introduction experience of working on professional media production projects in a team setting. No prerequisites. May be repeated once for credit (maximum of two semesters).
Credits 3

Division
UG
School Division
School of the Arts

COM 108: COMMUNICATING EFFECTIVELY

COM 108 is an integrated communication skills course focusing on speaking, writing, listening, research and information literacy, leadership, teamwork, visual design, and the use of classroom technologies. Students learn to compose, organize, and express their arguments, ideas, and feelings in writing and in a range of speaking situations from formal public speaking to class discussions to interpersonal relationships.
Credits 3

Division
UG
School Division
School of the Arts

COM 202: MEDIA & CULTURE

Students learn about the changing role and cultural impact of mass media in our society along with gaining a critical understanding of our role as media consumers. This course is the gateway course for communication majors and a prerequisite for most upper-level, media-related classes. Prerequisite: ENG 101 and either ENG 102 or ENG 103 or COM 103 or SCI 103.
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
ENG 101 AND ENG 102 OR ENG 103 OR COM 103

COM 204: INTERMEDIATE MEDIA PRODUCTION

Students serve as staff members for a student-run production team that provides an introductory experience of working on professional media production projects in a team setting. No prerequisites. May be repeated twice for credit (maximum of three semesters).
Credits 2

Division
UG
School Division
School of the Arts

COM 207: SCRIPT DEVELOPMENT FOR TV AND FILM

Students learn the various roles that the story script fulfills as the primary conceptualizing, defining, and guiding document for the media production process. Writing projects and exercises walk students through the process of script development for television and motion picture production, exploring essential story elements such as narrative form, dramatic tension and conflict, character development, plot, point of view, dialogue, and setting as well as the structural demands of the industry formats including legal and professional issues. Prerequisite: ENG 101 and either ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
ENG 101 AND ENG 102 OR ENG 103 OR COM 103

COM 210: PRINCIPLES OF PROFESSIONAL PHOTOGRAPHY

Students learn about the opportunities and challenges faced by modern professional photojournalists and the strategies and techniques used to apply photographic theory and principles to these occasions. Prerequisite: ENG 101 and either ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
ENG 101 AND ENG 102 OR ENG 103 OR COM 103

COM 220: BASIC AUDIO PRODUCTION

Students learn the basic concepts, theories, and methodologies of audio design and production for media projects that use moving images and dynamic sound. Students gain hands-on practical experience with specialized media production equipment and software used for recording, manipulating, and then editing audio signals for a wide variety of media projects.
Credits 3

Division
UG
School Division
School of the Arts

COM 250: BASIC DIGITAL MEDIA PRODUCTION

Students learn to create professional media storytelling projects for film and television using moving images and dynamic sound. Using TV production equipment in the studio and on location, students begin to master the basic production elements of developing an idea, writing a script, producing, directing, shooting and editing a project, and finding options for program distribution and exhibition.
Credits 3

Division
UG
School Division
School of the Arts

COM 251: CINEMATOGRAPHY LIGHTS & LENSES

Following COM 250, students in this course move their media production abilities to a higher professional level of both content creation and technical quality. Working in production teams, students create short digital video projects through closely supervised, hands-on learning experiences. Students develop advanced skills in lighting, camera work, sound recording, working with actors, and artistic considerations.
Prerequisite: COM 250, or permission of instructor
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
COM 250

COM 298: SPECIAL TOPICS

Students explore a topic of contemporary interest to the study of communication. May be repeated for credit.
Credits 3

Division
UG
School Division
School of the Arts

COM 299: INDEPENDENT STUDY

Students work closely with a supervising professor to carry out an independent course of research and/or creative scholarship.
Prerequisite: COM 202 and permission of instructor.
Credits 3

Division
UG
School Division
School of the Arts

COM 304: ADVANCED STUDIO/ FIELD PRODUCTION

Students serve as project leaders (Directors, Producers) for a student-run production team that provides students with an introductory experience of working on professional media production projects in a team setting. No prerequisites. May be repeated twice for credit (maximum of three semesters).
Credits 3

Division
UG
School Division
School of the Arts

COM 306: ON CAMERA SPORTS ANNOUNCING

Students actively engage in content production using both writing and design skills for developing storylines for transmedia, multi-platform, story-based experiences. Beginning with an understanding of how producers weave together audio, video, images, graphics, and text as components with which to tell a story, students learn to create multimedia story packages distributed across media platforms. Applications range from multimedia online journalism to transmedia marketing to other types of non-linear, modular, interactive fiction or nonfiction narratives for multi-platform release.
Credits 3

Division
UG
School Division
School of the Arts

COM 308: DIGITAL ART I

Students are introduced, through hands-on practice, to the fundamentals of digital art and graphic design using the computer as an art medium and design tool. A variety of imaging applications are explored through design problem solving and visual studio assignments. Prerequisite: ART 100 or permission of instructor
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
ART 100

COM 309: DIGITAL ART II

This course expands upon the concepts and skills developed in COM/ART 308 with an emphasis on cross-application digital work and advanced presentation methods. Image sequencing and web application complement the burgeoning knowledge of digital art techniques. The class also focuses on the larger conceptual issues that underlie digital art and graphic design. Prerequisite: COM/ART 308
Credits 3

Division
UG
School Division
School of the Arts

COM 310: DIGITAL MEDIA EDITING

Students gain an in-depth perspective about the many conceptual and practical aspects of editing motion-media stories such as television programs, documentaries, and dramatic films. Through intensive, hands-on work with digital non-linear editing systems, students gain familiarity with professional editing practices and techniques. Prerequisites: COM 250 or permission of instructor
Credits 3

Division
UG
School Division
School of the Arts

COM 325: INTERACTIVE MEDIA DESIGN

Students focus on the design and development of web sites and interactive media that might include dynamically-driven Internet applications, video games, virtual online environments and ubiquitous computer applications. Students learn critical skills; develop their visual aesthetics, interactive design, technical and analytical skills; and achieve an introductory understanding of industry-standard tools.
Credits 3

Division
UG
School Division
School of the Arts

COM 326: INTERACTIVE MEDIA DESIGN II

This course develops more advanced skills in web and interactive media design, including the aesthetic and technical skills for development of complex web sites and interactive media as well as professional skills in working in collaborative design teams and in using the internet for business communications. Students learn and practice critical and technical skills in visual aesthetics, design philosophies, architectural structures for interactive design and analysis, while at the same time achieving a working knowledge of industry- standard tools. By the end of the course, the students will have all the tools and skills they need to take on free- lance web construction work. Prerequisite: COM 325
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
COM 325

COM 350: EXPLORING PRODUCTION IN THE NARRATIVE FILM

Students gain interpretive skills for analyzing and better understanding films and television programs, both fiction and nonfiction (documentary), within a variety of stylistic, historical and cultural contexts.
Credits 4

Division
UG
School Division
School of the Arts

COM 352: GENRES AND STYLES OF DIGITAL MEDIA

Usually focusing upon a particular genre, such as science fiction or documentary, this course exposes students to the formal and stylistic strategies valued in a particular body of films or TV series, including narrative structures and visual storytelling techniques such as cinematography, lighting, sound, staging, editing, and special effects. Students also examine the critical and philosophical assumptions underlying the artistic choices shaping each work, considering the impact of audience response as well.
Credits 3

Division
UG
School Division
School of the Arts

COM 398: SPEC TOPICS IN GLOBAL/INTERCULT COM

Students explore global or international issues of contemporary interest to the study of communication or advanced issues in intercultural communication. May be repeated for credit. Prerequisite: COM 202 or permission of instructor.
Credits 3

Division
UG
School Division
School of the Arts

COM 403: MEDIA AND VISUAL CULTURE

Students gain an understanding about the contributions of various intellectual and theoretical traditions to the contemporary field of media studies, examining theories of media and culture at the level of production, textual analysis, and reception of media messages. Prerequisites: COM 202 and COM 360 or permission of instructor
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
COM 202 AND COM 360

COM 406: SPECIAL PROJECT

This independent learning course provides students with the opportunity to develop special media-related projects working under the supervision of a professor. The professor and student will develop a plan and determine the scope of the project and what must be completed to earn the agreed-upon number of credits. Students may sign up for one to six credit hours. Prerequisites: Must be preapproved by instructor and Program Coordinator.
Credits 1

Division
UG
School Division
School of the Arts

COM 407: COMMUNICATION INTERNSHIP

A supervised program of on-the-job study for the Communication & Media Studies or English major, this course provides practical, hands-on experience in a real-world work environment. The internship may be in areas such as marketing, editorial writing, human resources, public relations, TV production, news media, etc. This is not an independent study or special projects course; students must be working under the supervision of a professional in a corporate office or production environment. Prerequisite: Completion of 24 credit hours of COM (or ENG, for ENG majors) courses at the 200-level or above, plus approval by the CMS faculty Internship Coordinator.
Credits 3

Division
UG
School Division
School of the Arts

COM 415: DIRECTING AND PRODUCING

Students learn about the roles and responsibilities of the producer and the director in creating a media project such as a TV program, film, or streaming video segment. Through hand-on practice, students learn how to guide media production teams efficiently with an emphasis upon managerial skills of personal initiative, dependability, and follow-through. Prerequisite: COM 250, COM 251, and COM 310.
Credits 4

Division
UG
School Division
School of the Arts

COM 450: THESIS PROJECT

Students plan and carry out an independent, semester--long project of substantial academic research and/or creative scholarship in consultation with a thesis project director approved by the student's major advisor and the CMS Program Coordinator. May be repeated for credit. Prerequisite: Preapproval by instructor and Program Coordinator.
Credits 3

Division
UG
School Division
School of the Arts

COM 490: SENIOR SEMINAR

This capstone course for graduating seniors provides students with the opportunity to integrate all they have learned in their major coursework in a collaborative seminar where each student develops and carries out a transmedia storytelling capstone project. This can be a creative narrative story, a documentary project, or a promotional project for a small business or nonprofit client. The seminar uses a student-led pedagogical style in which students take greater responsibility for their own learning. Prerequisite: COM 403 or Permission of Instructor
Credits 3

Division
UG
School Division
School of the Arts

COM 498: SPECIAL TOPICS IN COMMUNICATION

This senior-level seminar course explores a topic of contemporary interest to the study of communication. May be repeated for credit.
Credits 3

Division
UG
School Division
School of the Arts

COM 499: INDEPENDENT STUDY

Students work closely with a supervising professor to carry out an independent course of research and/or creative scholarship. Prerequisite: Completion of advanced coursework and permission of instructor.
Credits 3

Division
UG
School Division
School of the Arts

CRJ 100: INTRODUCTION TO CRIMINAL JUSTICE

A survey of the system of American criminal justice, this course gives an overview of police, prosecution, courts and corrections. Highlighted are major concerns in contemporary administration of justice; functions of criminal law; assessments of crime, organized crime, narcotics, and drug abuse; roles of the judiciary; and institutional and community corrections.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 202: CRIMINOLOGY

This is a basic course presenting the history of criminological thought, including traditional and contemporary schools of thought.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 203: JUVENILE JUSTICE

This course traces the development of the individual through childhood and adolescence as this development related to delinquency and crime. Emphasized are special characteristics of juvenile and youthful criminality, principles of juvenile delinquency and policies and practices for prevention and control.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 204: CORRECTIONS FOR LAW ENFORCEMENT

This course surveys current correctional thought and practices in the United States, including the evolution of modern correction practices in this country and an overview of correctional treatment in different types of institutions and communities.
Credits 3

Division
UG
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McCamish School of Business and Professions

CRJ 205: PROCEDURES IN LAW ENFORCEMENT

This course surveys knowledge and skills associated with basic law enforcement operations. Emphasis is placed on techniques of patrol, response to crimes in progress, critical incident management, officer survival, and report writing. Additional topics include: arrest and booking procedures; courtroom testimony; communication procedures; and vehicle pullovers.
Credits 3

Division
UG
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McCamish School of Business and Professions

CRJ 206: FUND CRIM INVESTIGATION FOR LAW ENF

This course presents the fundamentals of preliminary criminal investigations. Learners are provided with an overview of crime scene management and investigative techniques. Topics include: crime scene processing; evidence collection; surveillance; crime scene management techniques; and procedures used in investigating various crimes. Emphasis is placed on legal requirements specified in the Criminal Code of Georgia. This course is administered in accordance with standards established by the Georgia P.O.S.T. Council. Successful completion through Reinhardt University is required to earn basic peace officer certification. Students must meet P.O.S.T. academic standards. Prerequisite: Approval from Georgia P.O.S.T. Council and permission of the police academy director.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 210: US COURTS & CRIMINAL LAW

This course is designed to assist you in obtaining a basic understanding of the process of courts and criminal procedure. We will explore the body of rules that guide the conduct of criminal justice officials from the point of contact between a police officer and a suspect to the time at which a judge or jury sentences a convicted offender. The course will discuss the constitutional rules and case law as they apply to the rights of suspects and defendants.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 215: BASIC LAW ENFORCEMENT PROCEDURES

This course surveys knowledge and skills associated with basic law enforcement operations. Emphasis is placed on techniques of patrol, response to crimes in progress, critical incident management, officer survival, and report writing. Additional topics include: arrest and booking procedures; courtroom testimony; communication procedures; and vehicle pullovers. This course is administered in accordance with standards established by the Georgia P.O.S.T. Council. Successful completion through Reinhardt University is required to earn basic peace officer certification. Students must meet P.O.S.T. academic standards. Prerequisite: Approval from Georgia P.O.S.T. Council and permission of the police academy director.
Credits 6

Division
UG
School Division
McCamish School of Business and Professions

CRJ 220: SURVEY OF AMERICAN LAW ENFORCEMENT

This course provides an overview and analysis of the American system of law enforcement, examining the origins, development, roles, and operations of policing in modern society. The students will also examine major issues such as civil liability, use of force, officer discretion and some of the philosophical and cultural issues facing law enforcement today.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 230: SURVEY OF CORRECTIONAL THOUGHT

A critical examination of the American system of corrections with emphasis on the philosophical underpinnings of past, current, and emerging correctional paradigms. Provides an overview of the origins of correctional thought, practical challenges, and policy implications. Controversial issues related to imposition of the death penalty, disproportionate incarceration, and the effects of net-widening will be explored.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 252: CRIMINAL JUSTICE ADM

An overview of the foundations of management and administration that make the criminal justice system work, this course applies management concepts to police, courts and corrections with an emphasis on improving the operation of the criminal justice system.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 253: CONSTITUTIONAL LAW

This course analyzes the constitutional limitations on the criminal justice system and its processes as well as the implications of federal constitutional protections with respect to police investigation, pre-trail procedures, trials, post-conviction processes and definition of offenses.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 254: CRIM PROCEDURE FOR LAW ENFORCEMENT

Analyzes the development and practical application of procedural law through a review of relevant constitutional amendments, judicial precedents and statutes. Emphasis is placed on the laws of arrest, search and seizure, pre-trial identification, the rules of evidence and the admissibility of confessions and admissions. This course is administered in accordance with standards established by the Georgia P.O.S.T. Council. Successful completion through Reinhardt University is required to earn basic peace officer certification. Students must meet P.O.S.T. academic standards. Prerequisite: Approval from Georgia P.O.S.T. Council and permission of the police academy director.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 275: INTRO TO CRIM LAW

A survey of the aspects of criminal law, this course acquaints students with various types of crimes, specific offenses and defenses and provides a basic understanding of criminal procedure. This course is administered in accordance with standards established by the Georgia P.O.S.T. Council. Successful completion through Reinhardt University is required to earn basic peace officer certification. Students must meet P.O.S.T. academic standards. Prerequisite: Approval from Georgia P.O.S.T. Council and permission of the police academy director.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 280: ADVANCED LAW ENFORCEMENT

This course surveys knowledge and skills associated with basic law enforcement operations. Emphasis is placed on patrol techniques, response to crimes in progress, critical incident management, officer survival, and report writing. Additional topics include arrest and booking procedures, courtroom testimony, communication procedures, and vehicle pullovers. This course is administered in accordance with standards established by the Georgia P.O.S.T. Council. Successful completion through Reinhardt University is required to earn basic peace officer certification. Students must meet P.O.S.T. academic standards. Prerequisite: Approval from Georgia P.O.S.T. Council and permission of the police academy director.
Credits 6

Division
UG
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McCamish School of Business and Professions

CRJ 298: SPEC TOP IN CRIM JUS

This course, which explores a topic of contemporary interest to the study of criminal justice, is offered as needed to students with sophomore standing.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 300: CRIMINAL EVIDENCE AND PROCEDURE

Historical and contemporary overview of rules governing criminal procedure and rules of evidence as they affect the accused, the convicted, the functions of law enforcement, and the conduct of criminal prosecutions. Survey of constitutional rights of the accused and the conflict of rights with maintenance of public order and enforcement of criminal law.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 305: DIGITAL FORENSICS

This course is designed as an introductory course in computer forensics. Students will first understand the need for computer forensics, learn best practices for general incidence response, and focus on the tools and techniques to perform a full computer forensic investigation.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 310: CRIMINAL JUSTICE RESEARCH METHODS

An introduction to basic research methods applied in the study of criminal justice and the social sciences with emphasis placed upon the understanding of research methodology, statistics and application of the scientific method. The course will include a review and critique of research on crime causation, issues in law enforcement, courts, and corrections.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 315: CRIME SCENE I

This course will introduce students to the role of the crime scene investigator in today's criminal justice system. Major topics include the identification, collection, and preservation of physical evidence at the crime scene.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 325: CRIMINAL INTELLIGENCE

The course provides the student with an introduction to the methods and techniques of criminal intelligence analysis and strategic organized crime. It will demonstrate how to predict trends, weaknesses, capabilities, intentions, changes, and warnings needed to dismantle criminal organizations.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 340: ETHICAL ISSUES IN CRIMINAL JUSTICE

Students in this course will study and engage in the practice of ethics as it applies to crime, law and justice. This course explores concepts of morality, ethics, values, moral/ethical frameworks and dilemmas relative to criminal justice policies and practices.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 350: CURRENT TRENDS IN LAW ENFORCEMENT

This course will examine recent trends and developments that affect policing roles, styles, and functions with emphasis on the philosophy and components community policing.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 400: SEMINAR IN CYBERSPACE CRIM ACTIVITY

Explores legal issues and challenges faced by the criminal justice system in response to computer /cyberspace criminal investigations. Emphasis is placed upon various forms of crime perpetrated in cyberspace. Topics include forms of electronic criminal activity, enforcement of computer-related criminal statutes, constitutional issues related to search and seizure, privacy concerns, application of the First Amendment in cyberspace, and laws pertaining to electronic surveillance.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 405: CRIME ANALYSIS

The objective of this course is to help you understand the techniques of crime analysis and crime mapping and how they are implemented in everyday policing. The following topics will be covered: Introduction to Crime Analysis and Crime Mapping; Data and Technology; and Specific Techniques and Examples Used in Tactical, Strategic, and Administrative Crime Analysis
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 410: CRIMINALITY & CRIMINOLOGICAL THEORY

This course is a multidisciplinary survey of theories of crime causation and social control. Major topics covered include: theory construction, theory-methods, symmetry, evaluating theory, theoretical integration, crime reduction and applied criminology.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 420: JUVENILE JUSTICE & DELINQUENCY

A critical examination of juvenile delinquency as a legal concept with analysis of etiological perspectives and societal responses. Content focuses on evolution of the juvenile justice system as an institution, processes involved in adjudication/case disposition, theoretical foundations of intervention /prevention, and sources of conflict in the implementation of policy. CRJ 430. Managing Criminal Justice Organizations
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 430: MNGING CRIM JUSTICE ORGANIZATIONS

This course examines bureaucratic, political and other characteristics of justice organizations through a review of theories of public administration and organizational behavior. This course applies theories to problems and policies encountered in managing criminal justice agencies.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 440: TERRORISM & COUNTERTERRORISM

This course examines the indigenous and external sources of terrorism, the declared and implied objectives or strategies operations and tactics and the countermeasures that are created. This course will take an even closer look at prioritizing terrorism while trying to focus on other U.S. problems and foreign policy objectives.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 450: INCIDENT COMMAND PARADIGMS

This course examines the challenges that public safety organizations face when responding to and recovering from disasters with emphasis on the roles of federal, state and local governments. The course will evaluate lessons learned from previous disasters in relation to contemporary disaster response.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 460: FRAUD INVESTIGATIONS

Provides an introduction and overview of fraud investigations. A primary focus of this course will be the various types, causes, impacts, and laws related to fraud. Students in this course will work on analyzing current examples of fraud and applying best practices to investigations. In addition, students will work collaboratively to develop educational outreach information for the surrounding community.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

CRJ 470: COMPARATIVE CRIM JUST SYSTEMS

A comparative study of the major legal traditions and analysis of the criminal justice system in different cultures and countries. Emphasis is focused on understanding differences in procedural law, substantive law, policymaking, law enforcement, court systems and correctional systems between the United States and other countries.
Credits 3

Division
UG
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McCamish School of Business and Professions

CRJ 480: SEMINAR IN CRIMINAL JUSTICE

A comprehensive and cogent recapitulation of the criminal justice curriculum with a focus on topical and contemporary issues. Current policy issues such as immigration, border control, terrorism, drug policy, the treatment of the mentally ill in prisons and jails, sex offender treatment, emerging correctional paradigms, police use of force, constitutional issues, officer corruption, and mass incarceration will be among the topics discussed.
Credits 3

Division
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CRJ 485: INTRODUCTION TO FORENSIC SCIENCE

This course examines the development of forensic applications in criminal investigations and the rooting of forensics in the natural sciences. Topics include techniques of crime scene processing, an overview of physical evidence, forensic toxicology, biological stain analysis, DNA, and arson investigations.
Credits 3

Division
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CRJ 490: DIRECTED STUDY IN CRIMINAL JUSTICE

A critical examination of the American system of corrections with emphasis on the philosophical underpinnings of past, current, and emerging correctional paradigms. Provides an overview of the origins of correctional thought, practical challenges, and policy implications. Controversial issues related to imposition of the death penalty, disproportionate incarceration, and the effects of net-widening will be explored.
Credits 3

Division
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CRJ 495: VICTIMOLOGY

An examination of theories and history shaping the bio-psycho-social and environmental characteristics of crime and violent victimization. Emphasis is placed on intersection with issues of race, gender, class, ethnicity, and sexual orientation.
Credits 3

Division
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McCamish School of Business and Professions

CSC 105: INTRODUCTIONS TO COMPUTER SCIENCE

To thrive in today's digital world, you need to understand the system that powers it. This course, built in collaboration with Google, will explore the internet and show you how it works. This class focuses on hands-on learning of important topics like cybersecurity, networking, and programming. By the end, you'll be able to evaluate your options for a rewarding career in technology. At minimum, you'll be a much wiser network citizen. Prerequisite: none
Credits 3

Division
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School of Humanities, Sciences and Technology

CSC 110: PROGRAMMING FOR EVERYONE I

Programming is not just about coding; it's about solving problems and thinking logically. This course is a general introduction to coding in Python, one of the most popular and powerful programming languages. Step-by-step, you'll use functions, logic, loops, and libraries to take your ideas from concept to reality. By the end, you'll be able to create useful applications from scratch, but more importantly solve technical problems - a key skill for everyone.
Credits 3

Division
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CSC 115: PROGRAMMING FOR EVERYONE II

This course teaches you to build data-powered software products. Building on fundamentals of Python programming, you'll learn how to build software that interacts with other software, stays up-to-date, and is something that people want to use and build on top of. In doing so, you'll master all the skills necessary to pursue advanced programming and app development.

Prerequisite: CSC 110 or MAT 215
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 110 OR MAT 215

CSC 200: CAREER NAV & EXPL IN COMPUTER SCI

This course will help you find a job in Software Engineering upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. In this course, you'll explore career paths in Software Engineering, potential salary outcomes, and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them. Prerequisites: Any programming class.
Credits 3

Division
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CSC 205: WEB DEVELOPMENT

Have you ever wondered how you'd manage without websites—no online banking, instant information, or social media? Fortunately, web development brings these essential services to life. In this course, you'll learn the fundamentals of web development, from HTML and CSS to JavaScript. You'll discover how to create visually appealing and interactive sites. By the end, you'll build responsive, user-friendly websites that captivate and engage users.

Prerequisite: CSC 110 or MAT 215 or CSC 115
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 110 or MAT 215 or CSC 115

CSC 210: APPLICAITON DEVELOPMENT I

Modern development relies on frameworks which provide developers with powerful tools to speed up development. If you want to build apps, you need to understand how to use frameworks. This course, which has been built in collaboration with Google, will introduce you to Django - a framework used for data-driven web applications. You'll learn the fundamentals of Django, improve your database management skills, and begin developing your own apps.
Prerequisite: CSC 115, MAT 231
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CSC 220: DATA STRUCTURES

Ever wondered how search engines like Google can find what you need in milliseconds? The secret lies in efficient data structures. In this course, you will learn the fundamentals of data structures and why they are so crucial for optimizing performance. You'll explore linked lists, stacks, queues, trees, and graphs, and learn where to use them. By the end, you'll implement these structures to make your programs faster and be well-prepared for coding interviews.
Prerequisites: CSC 115
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 115

CSC 300: APPLICATION DEVELOPMENT I: BACKEND

This course is all about equipping you with the skills to build dynamic, database-driven web applications—the core of great app development. You'll create powerful backend scripts using Java and JavaScript, build RESTful APIs, and develop middleware for user authentication and session management. By the end, you'll create apps that are not only functional but also beautiful, engaging, and solve real-world problems.

Prerequisites: CSC 205, CSC 105 or CSC 115
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 105 or CSC 115 or CSC 205

CSC 305: INTRODUCTION TO C

In order to become a successful developer, you need to understand how computers interpret code. This course, which was built in collaboration with Google, will introduce you to C - the fundamental language used to write many high-level languages, including Python. By the end of this course, you will have a better understanding of how computers turn your code into ones and zeroes, and be able to use that understanding to build more efficient programs.
Prerequisite: CSC 115, MAT 231
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 115, MAT 231

CSC 310: APPLICATION DEVELOPMENT II

This course - built in collaboration with Google - is the second part of the application development series. In this course, you will put your skills into practice and build your own application. By the end of this course, you'll have a greater understanding of the technologies that power modern apps and be able to build your own. This online course has optional live sessions.
Prerequisites: CSC110. CSC 115, CSC 205, and CSC 210.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 205, CSC 300

CSC 315: HARDWARE: INSIDE MICROPROCESSOR

This course is intended as an introduction to computer hardware and builds upon Introduction to C. It covers the techniques used to design and build microprocessors, memory, and other elements of modern-day hardware. Students will learn the fundamentals of machine language (binary) and assembly language as well as what happens inside of a computer on a fundamental level. Students will also have the opportunity to analyze the C compiler and learn how it produces the necessary strings of ones and zeros that will run on the hardware. This online class has optional live sessions.
Prerequisites: CSC 110, CSC 115, MAT 103, MAT 221.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CSC 320: MODERN TECHNOLOGIES

Ready to take your coding skills to the next level? It's time to explore the cutting-edge technologies that elevate you from a simple programmer to a software engineer. Discover tools like Docker, Jira, cloud computing, and GitHub that are essential for building scalable and secure products people can actually use. When you understand why these technologies matter and how they impact the industry, you'll be ready to build real applications and stay ahead in tech.

Prerequisite: CSC 110 or MAT 215
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 110 or MAT 215

CSC 325: ALGORITHMS

Imagine having to wait hours to buy a product online due to slow load speeds. That's the world without efficient algorithms. Algorithms are crucial for many everyday applications, such as enabling GPS systems to find the best routes and online stores to load quickly. In this course, you'll uncover the magic behind algorithms, learning divide-and-conquer, dynamic programming, and greedy algorithms. By the end, you'll build scalable applications that won't break.

Prerequisites: CSC 220, MAT 221 or MAT 330
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 220 or MAT 221 or MAT 330

CSC 330: SOFTWARE DEVELOPMENT

Ever wondered what it takes to turn a great idea into a fully functional software product? This course covers everything from concept to implementation. Learn to use Git for efficient code management, ensure quality with comprehensive testing, and streamline delivery with CI/CD pipelines. Discover design patterns and apply SDLC methods. By the end, you'll be equipped to tackle any software project with confidence and expertise.

Prerequisite: CSC 205, CSC 300
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 205, CSC 300

CSC 400: COMPUTER SYSTEMS

Curious about what happens under the hood of your computer? This course explores the inner workings of computer systems while teaching you the C programming language. Learn the fundamentals of operating systems, memory management, and file systems. Explore how microprocessors execute instructions and how peripherals communicate with the main system. By the end, you'll have an understanding of computer architecture and be able to optimize system performance using C.

Prerequisites: CSC 110 or MAT 215
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 110 or MAT 215

CSC 415: PRODUCT DEVELOPMENT

Creating software products is more than just writing code, it also requires an analysis of what your customers want, and how to meet their needs. As a result, understanding product development is key to a successful career in technology. By the end of this course (built in collaboration with Google), you will understand how product teams and processes work, and learn how to develop an idea into an actual product that delights your users. Prerequisite: Sophomore Status
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CSC 420: CLOUD APPLICATION PRACTICUM

Software engineers are frequently tasked with building applications using unfamiliar elements.This course will ask you to build an application using the Google Cloud Platform (GCP) and one or more unfamiliar technologies or tools you select. By the end of this course, you will learn how to tackle unfamiliar situations, a key skill for any programmer, and improve your skills in programming and software development. This course will provide you with a project to add to your portfolio of work.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 115, CSC 220, CSC 310, ITM 202

CSC 425: COMPUTER SCIENCE CAPSTONE

This course is intended as a culmination of all of a student's work in their Computer Science major. Students will work in groups to launch a web app prototype that meets the following requirements: 1. Uses Database concepts from the Computer Science Core, Data Structures, and Algorithms. 2. Meets faculty approval. Students will pitch their product, select the necessary technologies, work in groups to build an application, and create a webpage from which the application can be accessed. Students will be evaluated based on whether their product meets the goals they initially established, and on their internal project management processes. Prerequisite: CSC 305, CSC 310, CSC 410, CSC 415 or concurrent.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSC 305, CSC 310, CSC 325, CSC 400
Corequisites
CSC 400

CSS 101: PROGRAMMING FOR EVERYONE I

This course aims to teach everyone the basics of programming computers using Python. We cover the basics of how one constructs a program from a series of simple instructions in Python. We will explore how we can use the Python built-in data structures such as lists, dictionaries, and tuples to perform data analysis. The course has no prerequisites and avoids all but the simplest mathematics. This course will introduce the core syntax, commands, and data structures of the Python programming language. Once a student completes this course, they will be ready to take more advanced programming courses.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

CSS 111: PROGRAMMING FOR EVERYONE II

This course teaches students about the fundamentals of data access and management. In the first half of the course, students will learn how to leverage their Python skills to treat the internet as a source of data. Students will work with HTML, XML, and JSON data formats in Python. The second half of the course introduces students to the fundamentals of Structured Query Language (SQL) as well as database design as part of a multi-step data gathering, analysis, and processing effort. As part of the course, students will build web crawlers and multi-step data gathering and visualization processes. Prerequisites: CSS 101 or MAT 215, MAT 103, MIT 225.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSS 101 OR MAT 215 AND MAT 103 AND MIT 225

CSS 201: WEB DEVELOPMENT

Web Development introduces students to HTML, CSS, and Javascript - the core technologies which power modern websites. Students will learn how to create interactive, aesthetically pleasing websites for a variety of purposes. This course culminates in a project which will have students build a website for a real or imaginary product of their choosing. Students concurrently enrolled in Application Development II are encouraged to build a website that corresponds with their project in that course. Prerequisites: CSS 111, MAT 231
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSS 111 AND MAT 231

CSS 202: APP DEVELOPMENT I-EXPLORING WEB APP

This is the first course in the Application Development series. Application Development I introduces students to Django - a Python-based framework used in the creation of complex, data driven websites. Students will learn the features and particularities of Django, as well as the basics of web applications including HTML, the Request-Response structure, and the internal structure of servers. Students will also review the basics of database management, and dive deeper into a variety of data structures and modules. This course is intended to prepare students for Application Development II, in which they will build their own Web Applications. Prerequisites: CSS 111, MAT 231
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CSS 222: APP DEVELOPMENT II-BUILDING WEB APP

This course is a continuation of the Application Development series and is divided into two parts. In the first part of the course, students work individually to build a web application to post classified ads. In the second part of this course, students will work in groups to plan and build their own unique web applications. This course heavily emphasizes project-based learning. Prerequisites: CSS 202.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSS 202

CSS 302: INTR TO C-HOW COMPUTERS REALLY WORK

This course is intended to introduce students to C - the programming language used to develop numerous other high-level programming languages such as C++ and C#. This class introduces students to the techniques used to program in C and the necessary concepts required to understand how higher-level programming languages are developed. The concepts introduced here will help students develop an inherent understanding of how computers turn high-level code in ones and zeros and help students build more efficient programs. Prerequisites: CSS 222, MAT 321.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSS 222 AND MAT 321

CSS 402: HARDWARE I-INSIDE A MICROPROCESSOR

This course is intended as an introduction to computer hardware and builds upon Introduction to C. It covers the techniques used to design and build microprocessors, memory, and other elements of modern-day hardware. Students will learn the fundamentals of machine language (binary) and assembly language, and understand what happens inside of a computer on a fundamental level. Students will also have the opportunity to analyze the C compiler and learn how it produces the necessary strings of ones and zeros that will run on the hardware. Prerequisites: CSS 302, MAT 330.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSS 302 AND MAT 330

CSS 412: ALGORITHMS

An algorithm is a series of rules that are used to solve problems in a procedural manner. This course will introduce students to the types of algorithms used in order to solve a range of computational problems, and teach students how to use each most efficiently. Students will be introduced to both basic and more complex algorithms. This course includes a final project in which students will be asked to select an algorithm and solve a computational problem. Prerequisites: CSS 302, MAT 330.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CSS 302 AND MAT 330

CSS 414: DATA STRUCTURES

This course will teach students fundamental data structures using Python. Data structures allow for the storage of vast quantities of data, as well as efficient access to and modification of said data. Students will learn what a data structure is, how to perform a range of operations on them, and be introduced to the study of algorithms as it pertains to the covered data structures. Prerequisites: MAT215, CSS111, MAT321 (or Concurrent)
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 215, CSS 111 OR MAT 321

CYS 100: INTRODUCTION TO CYBERSECURITY

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyber-attacks and provide you with the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CYS 200: CYBERCRIME AND GOVERNANCE

Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, you will get a firsthand look at the methods used to commit cybercrimes. You will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CYS 210: CAREER NAV & EXPL IN CYBERSECURITY

This course will help you find a job in Cybersecurity upon graduation. Not just any job; one that meets your personal and financial needs and makes you excited about the future. IN this course, you'll explore career paths in Cybersecurity, potential salary outcomes and different roles. Then, you'll pick target jobs and opportunities that are the best fit for you, and make a clear plan of action toward securing them. Prerequisite: Any cybersecurity class
Credits 3

Division
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CYS 220: MODERN CYBERSECURITY

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks. Prerequisite: none
Credits 3

Division
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CYS 240: NETWORK AND SYSTEM SECURITY

Modern organizations know that even the strongest systems can be vulnerable to cyberattacks. As a result, jobs in sybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities.
Credits 3

Division
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CYS 260: INTRODUCTN TO AI FOR CYBERSECURITY

This course introduces foundational artificial intelligence and machine learning concepts through cybersecurity use cases. Students examine how security data is collected, cleaned, labeled, and analyzed; build introductory models for triage, classification, and anomaly detection; and evaluate how AI can support, but not replace, human judgment in cyber defense. Emphasis is placed on practical interpretation, model evaluation, and responsible use of AI in security operations. Prereq: CYS 100 or instructor approval
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CYS 300: NETWORK AND SYSTEM SECURITY

Modern organizations know that even the strongest systems can be vulnerable to cyber-attacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities. Prerequisite: none
Credits 3

Division
UG
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School of Humanities, Sciences and Technology

CYS 330: SECURITY OPERATIONS

The moments after a breach can make or break an organization. When the unthinkable happens and a cybercrime is discovered, the actions taken by the security operations team can either contain the damage and restore order or lead to catastrophic consequences. This course examines the tools and techniques used to conduct investigations into cybercrimes and teaches the defensive skills necessary to ensure a breach doesn't occur in the first place.

Prerequisite: CYS 100, CYS 240
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CYS 100, CYS 240

CYS 340: ETHICAL HACKING

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will be prepped with tools to launch these offensive tactics and then complete a hands-on project where you are asked to ethically hack a real system.

Prerequisite: CYS 240
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CYS 240

CYS 360: NLP IN PHISHING& DISINFORMA DEFENSE

This course explores natural language processing techniques for defending against phishing, social engineering, and disinformation campaigns. Students analyze malicious email text, message metadata, and narrative patterns; build models for classification and triage; and evaluate how language-based indicators can support detection and response. The course emphasizes explainability, adversarial text manipulation, and the limits of automated decision-making in high-consequence environments. prerequisite: CYS 220 and an introductory programming course, or instructor approval.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CYS 400: ETHICAL HACKING

To stop a hacker, you need to be able to think like a hacker. In this course, you will learn hands-on techniques for attacking and penetrating networks and systems. You will be prepped with tools to launch these offensive tactics, and then complete a hands-on project where you are asked to ethically hack a real system.
Prerequisite: CYS 300
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

CYS 410: THE FUTURE OF CYBERSECURITY

Technology is racing forward, and cybersecurity must stay ahead to meet new challenges and threats. In this class, you will learn about the changing landscape of cybersecurity, emerging mobile technologies that are likely to be targeted, and new forms of cyber-attacks being launched. By the end of the course, you will be able to implement the most cutting-edge practices in cybersecurity in order to protect against attacks. Prerequisite: CYS 240
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CYS 240

CYS 420: CYBERSECURITY CAPSTONE

The Capstone course is the culmination of the Cybersecurity program, allowing students to apply their knowledge to real-world challenges. Students will undertake a comprehensive project integrating various aspects of cybersecurity, including log analysis, vulnerability assessment, incident response, ethical hacking, and cloud security. This project will develop critical thinking skills and prepare students for major cybersecurity certifications.

Prerequisite: CYS 100, CYS 200, CYS 240, CYS 330, CYS 340, CYS 410 or concurrent.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CYS 100, CYS 200, CYS 240, CYS 330, CYS 340, CYS 410

CYS 440: PROFESSIONAL CERTIFICATION

To boost career readiness and employability, students will have the opportunity to focus their study toward completion of one or two CompTIA certification exams, or other certification, contingent upon advisor approval. Access to exam specific education and training is provided.

Prerequisites: CYS 240
Credits 2-4
Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
CYS 240

CYS 480: CYBERSECURITY INTERNSHIP

In this course, students are given the opportunity to use skills and insights gained in the classroom in actual work environments under the supervision of professionals, in order to get practical work experience for careers in cybersecurity and information technology. A professional supervisor will provide official documentation of internship as required by Reinhardt University, while regularly communicating reports to the supervising faculty member. The course level depends on the skills used, while each academic credit hour requires at least 50 hours of work experience.

Prerequisites: Availability of placement approved by instructor
Credits 1-4
Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
Availability of placement approved by instructor

DAN 120: DANCE PROFESSIONALISM

Students must understand the professional dance world and its intricacies that they will be stepping in to following graduation. In this course, students will establish their professional portfolio that they will continually update and edit throughout their four years in school and throughout their professional career.

The following are important landmarks of the course: Resume/CV, Artist Statement, Bio, and Dance/Choreography Reel.
Credits 3

Division
UG
School Division
School of the Arts

DAN 125: IMPROVISATION

This course is an introduction to dance improvisation. Methods of accessing authentic movement as well as an understanding of how to develop and perform an improvisation score will be addressed. There will be an emphasis on helping the student to find their individual creative voice through movement.

This course should be taken as a freshman and completed before a student can take DAN 350 or DAN 430.
Credits 2

Division
UG
School Division
School of the Arts

DAN 126: TAP DANCE

This course is an exploration of different tap dance styles from Broadway tap to rhythm tap, and practices used in the dance world today. Students will ultimately combine all of these skills into dances. Course culminates in an informal dance performance.
Credits 2

Division
UG
School Division
School of the Arts

DAN 128: JAZZ I

Focus on establishing basic entry level knowledge of jazz technique, fundamentals of vernacular jazz, and practice performance skills. By the end of this course, students should show improvement in their use of terminology and understand its application.
Credits 2

Division
UG
School Division
School of the Arts

DAN 140: DANCE TECHNIQUE 1

This course is repeatable for credit as many times as deemed necessary by the dance instructor. Since dance technique does not follow a perfectly linear pedagogical format and the instructor can fit an exercise to a variety of levels, repeating a course in this technique is not equivalent to technical deficiencies.
Credits 1

Division
UG
School Division
School of the Arts

DAN 141: DANCE TECHNIQUE I

Dance Technique 1-4 1 These courses provide instruction in the ballet, jazz, and tap genres of dance. Level 1* provides basic instruction on terminology and execution of steps, and the training progresses in difficulty through level six. Students will be required to take only four levels of instruction, and placement in an initial level will be determined by past experience and skill level at the audition. *Only Level 1 includes the essentials of long-term fitness and conditioning.
Credits 1

Division
UG
School Division
School of the Arts

DAN 144: BALLET I

Focus on establishing basic, entry level knowledge of ballet technique, terminology, and performance. By the end of this course, students should show improvement in their use of ballet terminology and understand its application.
Credits 2

Division
UG
School Division
School of the Arts

DAN 228: JAZZ II

Focus on advancing existing knowledge of classical Jazz technique, vernacular jazz and practice performance skills. By the end of this course, students should show improvement in their use of terminology and understand its application. Course culminates in an informal dance performance.
Credits 2

Division
UG
School Division
School of the Arts
Prerequisites
DAN 128

DAN 230: DANCE AUDITIONS

Credits 3

Division
UG
School Division
School of the Arts

DAN 240: DANCE TECHNIQUE 2

This course is repeatable for credit as many times as deemed necessary by the dance instructor. Since dance technique does not follow a perfectly linear pedagogical format and the instructor can fit an exercise to a variety of levels, repeating a course in this technique is not equivalent to technical deficiencies.
Credits 1

Division
UG
School Division
School of the Arts

DAN 241: DANCE TECHNIQUE 2

Dance Technique 1-4 1 These courses provide instruction in the ballet, jazz, and tap genres of dance. Level 1* provides basic instruction on terminology and execution of steps, and the training progresses in difficulty through level six. Students will be required to take only four levels of instruction, and placement in an initial level will be determined by past experience and skill level at the audition. *Only Level 1 includes the essentials of long-term fitness and conditioning.
Credits 1

Division
UG
School Division
School of the Arts

DAN 244: BALLET II

Focus on advancing existing knowledge of ballet technique, terminology, and performance. By the end of this course, students should show improvement in their use of ballet terminology and understand its application. Course culminates in an informal dance performance.
Credits 2

Division
UG
School Division
School of the Arts
Prerequisites
DAN 144

DAN 245: DANCE FITNESS AND CONDITIONING 2

This course, to be taken during the sophomore year of study, provides instruction on improving and maintaining physical fitness as a state performer. It incorporates a variety of exercise methods tailored to the dancer, helping students make improvements in strength, flexibility, agility, and endurance. In addition, it explores how nutritional choices affect overall physical health for the stage performer.
Credits 1

Division
UG
School Division
School of the Arts

DAN 249: DANCE PERFORMANCE LAB

This course includes individually designated performance assignments in support of public performances for the dance program. Students rehearse and take class weekly, in addition to responsibilities of contributing to tech week. This course is repeatable up to 4 times for credit.

Audition or Professor Invitation Required
Credits 2

Division
UG
School Division
School of the Arts

DAN 250: DANCE AUDITION TECHNIQUE

Offered once every other year, this course focuses on guiding students interested in a performance career in how to learn dances quickly and move through a dance audition with confidence. During this course they will also create a dance reel which will be able to be used in their professional careers post graduation.
Credits 3

Division
UG
School Division
School of the Arts

DAN 260: DANCE PRODUCTION

This course includes individually designated technical design assignments in support of public performances for the dance program. Student design lighting and other technical elements for specific performances in collaboration with the choreographer in addition to responsibilities of contributing to tech week and running technical elements during performances. This course is repeatable up to 4 times for credit. *Professor Invitation required.*
Credits 2

Division
UG
School Division
School of the Arts

DAN 270: CONTEMPORARY

This course is an exploration of different contemporary movement styles and practices used in the dance world today. Students will explore different types of weight sharing, floor work, traveling phrases, and ultimately combining all of these skills into dances. Course culminates in an informal dance performance.
Credits 2

Division
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DAN 322: DANCE HISTORY II

In this course, students will examine dance through the ages, from the Stone Age participatory dances to the spectator dances of the Orient, the classical period in Greece and Rome, and the early Middle Ages, including works from the Western canon.
Credits 3

Division
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School Division
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DAN 340: DANCE TECHNIQUE 3

This course is repeatable for credit as many times as deemed necessary by the dance instructor. Since dance technique does not follow a perfectly linear pedagogical format and the instructor can fit an exercise to a variety of levels, repeating a course in this technique is not equivalent to technical deficiencies.
Credits 1

Division
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DAN 341: DANCE TECHNIQUE 3

Dance Technique 1-4 1 These courses provide instruction in the ballet, jazz, and tap genres of dance. Level 1* provides basic instruction on terminology and execution of steps, and the training progresses in difficulty through level six. Students will be required to take only four levels of instruction, and placement in an initial level will be determined by past experience and skill level at the audition. *Only Level 1 includes the essentials of long-term fitness and conditioning.
Credits 1

Division
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School Division
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DAN 344: BALLET III (POINTE)

Students will acquire complex motor skills, intermediate, and advanced classical ballet techniques and knowledge appropriate for successful participation in classical ballet performance. Multiple turns and beats are explored, as well as petite allegro and grand allegro combinations. This course may be taken 2 times for credit.
Credits 2

Division
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School of the Arts
Prerequisites
DAN 244

DAN 345: DANCE FITNESS AND CONDITIONING

These courses, to be taken during the sophomore, junior, and senior years of study, provide instruction on improving and maintaining physical fitness as a stage performer. They incorporate a variety of exercise methods tailored to the dancer, helping students make improvements in strength, flexibility, agility, and endurance. In addition, they explore how nutritional choices affect overall physical health for the stage performer.
Credits 1

Division
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DAN 350: CHOREOGRAPHY & COMPOSITION

Students in this course will explore the basic techniques of choreographing dance and put into practice teaching movement to their peers. Students will have opportunities to compose a variety of different movement styles. This course primarily used experiential learning to help students see the ways in which choreography fits into their personal career.
Credits 3

Division
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DAN 352: CHOREOGRAPHY II

This course builds upon the elementary principles of dance making as explored in Dance Choreography and Composition 1. Course content focuses upon a deeper investigation of movement invention, weight qualities/gravity, and the development of movement content and structure in relation to context. This course will address the solo, duet, and trio choreographic forms as well as the use of music and other methods for delineating context. Additionally, this course will explore collaborative artistic practices and the introduction of film into a choreographic process.
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
DAN 350

DAN 370: DANCE PEDAGOGY II

This course develops communicative, leadership, and creative skills while preparing the student for their role as a dance educator. Movement is developed as a kinesthetic tool for learning. Content includes the history of dance education, educational theories, development of original lesson plans, and practical teaching experiences in the Atlanta community.
Credits 3

Division
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School of the Arts

DAN 398: SPECIAL TOPICS IN DANCE

This course, which explores a topic of interest to the study of dance, is offered as needed.
Credits 3

Division
UG
School Division
School of the Arts

DAN 420: DANCE KINESIOLOGY

This course provides dancers with a comprehensive understanding of the human anatomy, biomechanics, and injury prevention strategies tailored to the physical demands of performance. Students will learn to apply anatomical knowledge to performance practice, identify and address common injuries in performers, and develop sustainable physical habits for a lifelong career.
Credits 3

Division
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School Division
School of the Arts

DAN 430: DANCE PEDAGOGY

Students in this course will learn important tools and methods for teaching dance and choreography. As many of our students have interest in teaching/directing, the skills learned in this course are very important and practical to their future careers.
Credits 3

Division
UG
School Division
School of the Arts

DAN 440: DANCE TECHNIQUE 4

This course is repeatable for credit as many times as deemed necessary by the dance instructor. Since dance technique does not follow a perfectly linear pedagogical format and the instructor can fit an exercise to a variety of levels, repeating a course in this technique is not equivalent to technical deficiencies.
Credits 1

Division
UG
School Division
School of the Arts

DAN 441: DANCE TECHNIQUE 4

Dance Technique 1-4 1 These courses provide instruction in the ballet, jazz, and tap genres of dance. Level 1* provides basic instruction on terminology and execution of steps, and the training progresses in difficulty through level six. Students will be required to take only four levels of instruction, and placement in an initial level will be determined by past experience and skill level at the audition. *Only Level 1 includes the essentials of long-term fitness and conditioning.
Credits 1

Division
UG
School Division
School of the Arts

DAN 450: DANCE IN SOCIETY

This course explores dance as a reflection of culture and as an art form from the earliest societies to the present. Concert and Global dances will be observed closely as communication, art forms and commercial entertainment. Throughout the course students will analyze dance forms from both video and written material. Cultural influence and the contributions of individual artists will be investigated.
Credits 3

Division
UG
School Division
School of the Arts

DAN 498: SPECIAL TOPICS IN DANCE

This course, which explores a topic of interest to the study of dance, is offered as needed.
Credits 3

Division
UG
School Division
School of the Arts

EDU 100: PSOE ADMISSION

Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 164: VALUES, CHARACTER & LEADERSHIP DEVELOPMENT

This course considers how values and character develop across the human life span and how they may be promoted by character education through an examination of the changes that occur during childhood, adolescence, and adulthood. This course introduces the research of both classical and contemporary scholars as well as other critics that point toward expanded conceptions of moral development. In addition, moral leadership development and service leadership are discussed in terms of building community, promoting human growth, and new levels of professionalism.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 225: LIFESPAN DEVELOPMENT FROM A MULTICULTURAL CLASSROOM PERSPECTIVE

This course focuses on lifespan development with emphasis on school age children and the impact of culture and family on their development. Relevancy to the classroom and the support of students' diverse learning needs are addressed. Prerequisite: PSY 101
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

EDU 229: BASIC ELEMENTS OF DIFFERENTIATE INSTRUCTION

Basic Elements of Differentiated Instruction is the first education course that all Reinhardt students must take if they plan to enter any of the three preparation programs in teh Price School of Education. During the course, education students will acquire a basic knowledge and understanding of the three basic tenets of differentiated instruction and teh PSOE teacher candidate proficiencies realized through the DATA Model that describes differentiated approaches for teaching and assessment. Each student will alaso gain a basic knowledge and understanding of nine common elements of differentiated instruction that are reflected in teh DATA Model and throughout each of his/her forthcoming teacher preparation courses. Field experience is required. Prerequisite: PSY 101
Credits 2

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

EDU 230: COMMON ELEMENTS DIFFERENTIATED INSTRUCTION

This is the first education course in the professional sequence that all Reinhardt students must take if they plan to enter any of the preparation programs in the Price School of Education. During the course, education students will acquire a basic knowledge and understanding of the three basic tenets of differentiated instruction, the PSOE teacher candidate proficiencies of the DATA Model, and an understanding of the nine common elements of differentiated instruction that are reflected in the DATA Model. Field experience is required. Prerequisite: PSY 101
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

EDU 318: MOTIVATION & LEARNING DIVERSE STUDENTS

This is an introductory course in how and why children learn. Components of this course include the biological, behavioral, and cognitive theories of learning with an emphasis on the newest information on brain-based learning. The course will explore what makes children want to learn and what factors can keep a child from learning. Prerequisites: PSY 101, EDU 225
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101 AND EDU 225

EDU 325: DIFFERENTIATED CURRICULUM & INSTRUCTION

This course will examine differentiated curriculum, instructional strategies, and the planning of instruction to support the diverse learning needs of students and to maximize learning. Emphasis will be on the development of a nurturing environment of care and challenge that supports differentiated instruction. Prerequisite: EDU 230
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
EDU 230

EDU 327: DIFFERENTIATED INSTRUCTION & ASSESSMENT

This course will examine the use of systematic formal and informal assessment as an ongoing diagnostic activity to guide, differentiate, and adjust instruction in the PK-12 classroom. Emphasis will be placed on adapting essential content, teaching practices, and student products based on assessment data to support students' diverse learning needs and to maximize learning.

Prerequisites: Stage I Admission to PSOE and EDU 325
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
Stage I PSOE Admission and EDU 325

EDU 329: TEACHING IN THE INCLUSIVE CLASSROOM

This course, an introduction to special education, will examine the identification and accommodation of special needs students in the inclusion classroom. Defining inclusion as providing instruction and support for students with special needs in the context of the regular classroom setting, this course will address the inclusion classroom as a nurturing community of care and challenge that addresses the diverse needs of inclusion students, offering specific strategies that provide appropriate accommodations and modifications for equal access to all learning experiences. Other topics will include a review of both high and low incidence special needs populations and the benefits of collaborative teaching, as well as legal requirements and ethical issues of inclusion and what they mean to educators.

Prerequisites: Stage I Admission to PSOE and EDU 318
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
Stage I PSOE Admission and EDU 318

EDU 330: FOUNDATIONS INCLUSION CLASSROOM

This course is an introductory course which builds upon the history, major legislation, and current issues to establish a foundation for inclusion education. It will cover characteristics, etiology and diagnosis, laws, due process, the placement continuum, and the educational history of individuals with exceptional learning needs, all of which have set the stage for today's inclusion education. This course lays the groundwork for student educators to develop a philosophy of special education.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 331: STRATEGIES FOR TEACHING DIVERSE STU

This methods course is designed to present best practices for teaching learners with special needs in the general education classroom. This course will focus on the value of all skills that learners inherently bring with them to the inclusion classroom. With an emphasis on providing daily success for every diverse learner, students will learn adaptations, modifications, and strategies that are necessary for the success of diverse learners in the inclusion classroom. Prerequisites: Stage I Admission to PSOE and EDU 329
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
EDU 329

EDU 332: ASSESSMENT OF DIVERSE STU

This course is an overview of the assessment process for learners with special needs in which the special education teacher plays a significant role. It provides a foundation of basic measurement concepts as well as hands-on experience with assessment tools in the course and practicum. The focus of this class is the use of standardized, informal, and curricular-based procedures for the diagnosis and program planning of learners with exceptional learner needs. Prerequisites: Stage I Admission to PSOE and EDU 329
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
EDU 329

EDU 333: COLLABORATIVE EDU INCLUSION CLSRM

This course is an overview of best practices for successful collaborative inclusion education. Inclusion education's essential key component is ongoing collaboration among all its stakeholders. This course will address the key elements needed for mutual respect for each stakeholder's unique skills and contributions, for salient communication skills needed, and most importantly the need for all stakeholders to have a shared vision for a successful inclusion education program. Emphasis will be placed on responding in a sensitive manner to culturally diverse families and to the uniqueness of the learner with exceptional needs. Skills needed for co-teaching, co-planning, and working cooperatively with team members will be stressed. Prerequisites: Stage I Admission to PSOE and EDU 329
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
EDU 329

EDU 344: INTRODUCTION TO READING

The goal of this course is to help teacher candidates not only become familiar with the developmental stages through which all children progress as they learn to read but also learn to implement flexible strategies for helping students who are reading below grade level. Candidates will be introduced to powerful reading strategies that can be used with large or small group instruction or with individual students. Additionally, candidates will examine a number of formal and informal assessment options. Candidates will also evaluate existing reading programs and learn to recognize reading programs that are balanced and based on best practice and the most recent research in reading instruction.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 350: STRAT READING SEC CLASSROOM

This course will address general and specific guidelines for teaching reading to adolescents of diverse academic backgrounds. Through research, field application, and reflection, teacher candidates will explore literacy as it relates to the engagement, diversity, and special needs of the academically diverse adolescent. This course will examine how to integrate a balanced approach to literacy instruction that promotes differentiation of content, instructional practices, and assessment products while encouraging student choice and meeting individual student needs. This course provides instruction in reading theory and methodology and will provide an understanding of strategic reading instruction that can be used with large or small group instruction. Candidates will learn how to balance all components of reading instruction – assessment, word analysis (structural analysis, vocabulary), comprehension, and writing – to facilitate construction of meaning and academic success. Prerequisite: Stage I Admission to PSOE
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 355: READING DIAGNOSIS

Focusing on classroom-based reading assessment, this course has been developed for all ECE teacher candidates and MGE candidates who are pursuing a concentration area in reading. Candidates will learn to match assessment to instruction and to use assessment information to organize flexible reading groups for PK-8 students. Participants will develop expertise in the use of formal and informal assessments that measure a variety of literacy skills from emerging concepts of print and alphabet knowledge to word recognition, decoding, oral reading fluency, and comprehension.

Prerequisites: Stage I Admission to PSOE and EDU 344
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
Stage I PSOE Admission and EDU 344

EDU 366: LITERACY INSTRUCTION & ESOL

This course will address general and specific guidelines for teaching reading to students of diverse cultural and linguistic backgrounds. Varied instructional strategies and resources will be introduced to assist student candidates in enhancing the literacy learning of ESOL students or students with limited English proficiency in a differentiated classroom. Field experience is required. *Prerequisites*: Stage I Admission to PSOE and EDU 344
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
Stage I PSOE Admission and EDU 344

EDU 377: READING THROUGH ADOLESCENT LIT

This course will assist middle grades candidates in gaining the experience and knowledge that will facilitate struggling middle grades readers. Three important and recurring themes within the course will be differentiated strategies, motivation, and choice. Activities and readings will help candidates focus on the power of motivation and choice in helping struggling middle grades readers gain effective reading strategies that will improve their literacy achievement. Prerequisites: Stage I Admission to PSOE and EDU 344
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
EDU 344

EDU 380: INTEGRATION OF CREATIVE ARTS

Curriculum, methods, materials, and instructional strategies for implementing integrated learning experiences in creative arts (art, music, drama, movement) in the early childhood classroom will be emphasized in this course. In addressing the needs of a diverse student population through differentiated instruction, candidates will learn to target the multiple intelligences through arts integration into the regular curriculum. Creation of art projects, lesson plans, and thematic units developmentally appropriate for children's learning and enhancing the Common Core Curriculum Standards, as well as the National Standards for Arts Education, will be emphasized through the concept that children communicate ideas and feelings and develop sensitivity and perception through the creative arts. Prerequisites: Stage I Admission to PSOE and EDU 325
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
EDU 325

EDU 384: DIFFERENTIATION THROUGH TECHNOLOGY

This course provides the rationale for differentiating classroom instruction through technology, providing a multitude of examples that can be used in the PK-12 classroom to differentiate essential content, instructional practices, and student products. Candidates will learn how to address student differences through technology-rich, inquiry-based learning experiences. They will also develop effective, efficient, and appealing technology-rich learning environments that differentiate teaching and learning to meet individual differences. Laboratory sessions will be devoted to equipment operation, software production for multimedia presentations, creation of a personal website, and an electronic portfolio. Prerequisite: Stage I Admission to PSOE
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 388: PRACTICUM IN READING INSTRUCTION

This practicum serves as a culminating experience for middle grades candidates who have chosen reading as one of their concentration areas. Candidates will be placed in a middle grades reading classroom and will be required to use their acquired knowledge and skills in determining appropriate reading instructional strategies and assessment options to implement in the classroom. Participatory action research methods will be used to help candidates study the link between theory and practice and make recommendations to other professionals for integrating current knowledge about reading to the classroom. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Practice Block. Extensive field experience is required. Prerequisites: Stage I Admission to PSOE, EDU 344 and EDU 355
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
EDU 344 AND EDU 355

EDU 398: SPECIAL TOPICS IN EDUCATION

This course, which explores a topic of contemporary interest to the study of education, is offered to students with junior or senior standing.
Credits 3

Division
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School Division
School of Humanities, Sciences and Technology

EDU 399: CP: READING/ WRITING IN CONTENT AREAS

This DATA course addresses general and specific guidelines for teaching reading and writing to adolescents of diverse cultural and linguistic backgrounds. Candidates will explore content literacy as it relates to the engagement and special needs of the academically diverse adolescent. This course will examine how to integrate a balanced approach to literacy instruction in the content areas that promotes differentiation while encouraging student choice and meeting individual student needs. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate reading and writing lesson plans that address differentiation of essential content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience.

Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
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School of Humanities, Sciences and Technology

EDU 440: CP: SPIRTUALTY & THE NURTURING CLASSROOM

This DATA course emphasizes key principles highlighting effective management of a differentiated classroom that serve to support differentiated teaching of meaningful, challenging academic tasks within a caring environment. Strategies serving to stimulate the spirit of each learner, where students accept the challenge of academic rigor by working together; taking responsibility for their learning; and feeling comfortable in taking thoughtful risks, are promoted Prerequisite: Stage II Admission to Clinical Practice Block.
Credits 3

Division
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School of Humanities, Sciences and Technology

EDU 450: CP: MATH & PROB SOLVING (ECE)

This DATA course presents candidates with methods, materials, and organizational techniques for providing problem-based mathematics in the differentiated early childhood classroom. Candidates will explore ways to best provide the essential content, processes, and attitudes of mathematics, focusing specifically on how problem-based mathematics instruction is foundational to mathematics learning. Throughout the course, candidates will discuss current curriculum issues in mathematics education and develop an understanding of mathematics in light of present national (NCTM) and state education standards. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential mathematics content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
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School of Humanities, Sciences and Technology

EDU 451: CP: INQUIRY BASED SCI (ECE)

This DATA course presents candidates with methods, materials, and organizational techniques for providing inquiry-based science in the differentiated early childhood classroom. Throughout the course, candidates will discuss current curriculum issues in science education and develop an understanding of science in light of present national (NSTA) and state education standards. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential science content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
UG
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School of Humanities, Sciences and Technology

EDU 452: CP: SOCIAL STUDIES & FINE ARTS

This Clinical Practice Block course presents candidates with curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts content in the differentiated early childhood classroom. Candidates will investigate how to incorporate movement, music, drama, and the visual arts with the essential content, processes, and attitudes of social studies. In addressing the needs of a diverse student population through differentiated instruction, candidates will learn how to target the multiple intelligences through social studies and fine arts integration. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate integrated social studies and fine arts lessons that address differentiation of essential social studies content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 453: CP: LANG ARTS INTEGRATION ECE

This DATA course presents candidates with methods, materials, and organizational techniques for providing integrated language arts in the differentiated early childhood classroom. The course will highlight strategies for reading, writing, speaking, listening, viewing, and visually representing across the early childhood curriculum. This course will also address candidate attainment of grammatical competence in oral and written communication to improve syntax and writing style. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential language arts content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block.
Credits 3

Division
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School Division
School of Humanities, Sciences and Technology

EDU 460: CP: MATH & PROB SOLVING (MGE)

This DATA course presents candidates with methods, materials, and organizational techniques for providing problem-based mathematics in the differentiated middle grades classroom. Candidates will explore ways to best provide the essential content, processes, and attitudes of mathematics, focusing specifically on how problem-based mathematics instruction is foundational to mathematics learning. Throughout the course, candidates will discuss current curriculum issues in mathematics education and develop an understanding of mathematics in light of present national (NCTM) and state education standards. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential mathematics content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
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School of Humanities, Sciences and Technology

EDU 461: CP: INQUIRY BASED SCI (MGE)

This DATA course presents candidates with methods, materials, and organizational techniques for providing inquiry-based science in the differentiated middle grades classroom. Throughout the course, candidates will discuss current curriculum issues in science education and develop an understanding of science in light of present national (NSTA) and state education standards. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential science content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 462: CP: SOC STUDIES & FINE ARTS (MGE)

This Clinical Practice Block course presents candidates with curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts content in the differentiated middle grades classroom. Candidates will investigate how to incorporate movement, music, drama, and the visual arts with the essential content, processes, and attitudes of social studies. In addressing the needs of a diverse student population through differentiated instruction, candidates will learn how to target the multiple intelligences through social studies and fine arts integration. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate integrated social studies and fine arts lessons that address differentiation of essential social studies content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 463: CP: LNG ARTS INTEGRATION (MGE)

This DATA course presents candidates with methods, materials, and organizational techniques for providing integrated language arts in the differentiated middle grades classroom. The course will highlight strategies for reading, writing, speaking, listening, viewing, and visually representing across the middle grades curriculum. This course will also address candidate attainment of grammatical competence in oral and written communication to improve syntax and writing style. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate lessons that address differentiation of essential language arts content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 470: CP: ENGLISH LANGUAGE ARTS

This DATA course includes an examination of curriculum and curriculum issues, learning theories, instructional strategies, and assessment techniques for teaching English/language arts in the differentiated secondary classroom. The course will emphasize literacy instruction that encompasses the use of print, oral, and visual language and addresses six interrelated English/language arts: reading, writing, speaking, listening, viewing, and visually representing. During the 7-week DATA practicum conducted in the second half of the semester, candidates will have opportunities to plan, implement, and evaluate inquiry-based, student-centered lessons that address differentiation of essential ELA content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
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School of Humanities, Sciences and Technology

EDU 471: CP: BIOLOGY

This DATA course includes an examination of curriculum and curriculum issues, learning theories, instructional strategies, and assessment techniques for teaching biology in the differentiated secondary classroom. During the 7-week DATA practicum conducted in the second half of the semester, Biology education candidates will have opportunities to plan, implement, and evaluate inquiry-based, student-centered lessons that address differentiation of essential biology content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 472: CP: MATHEMATICS

This DATA course includes an examination of curriculum and curriculum issues, learning theories, instructional strategies, and assessment techniques for teaching mathematics in the differentiated secondary classroom. During the 7-week DATA practicum conducted in the second half of the semester, Mathematics education candidates will have opportunities to plan, implement, and evaluate problem-based, student-centered lessons that address differentiation of essential mathematics content, instructional practices, and student products based on student readiness, interest, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 473: CLINICAL PRACTICE: HISTORY

This CP course includes an examination of curriculum and curriculum issues, learning theories, instructional strategies, and assessment techniques for teaching history in the differentiated secondary classroom. During the 7 - week CP practicum conducted in the second half of the semester, History education candidates will have opportunities to plan, implement, and evaluate problem-based, student-centered lessons that address differentiation of essential history content, instructional practices, and student products based on student readiness, interests, and learning profile. This course will focus heavily on teacher candidate proficiency development and should be taken during the semester before the Clinical Residency experience. Prerequisite: Stage II Admission to Clinical Practice Block
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

EDU 479: CLINICAL RESIDENCY:ECE

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified early childhood teacher and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Early Childhood Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. Prerequisite: Admission to Clinical Residency
Credits 12

Division
UG
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EDU 484: CLINICAL RESIDENCY:MGE

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified middle grades teacher and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Middle Grades Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. Prerequisite: Admission to Clinical Residency
Credits 12

Division
UG
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School of Humanities, Sciences and Technology

EDU 493: CLINICAL RESIDENCY: HISTORY

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified secondary History educator and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Secondary History Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. Prerequisite: Admission to Clinical Residency.
Credits 12

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EDU 494: CLINICAL RESIDENCY; SECONDARY ELA

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified secondary English/Language Arts educator and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Secondary English/Language Arts Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. Prerequisite: Admission to Clinical Residency
Credits 12

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EDU 495: CLINICAL RESIDENCY: BIOLOGY EDUCATION

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified secondary biology educator and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Secondary Biology Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. Prerequisite: Admission to Candidate Teaching
Credits 12

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EDU 496: CLINICAL RESIDENCY: MATHEMATICS ED

Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified secondary mathematics teacher and a university supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Secondary Mathematics Education candidate teacher is also expected to attend and actively participate in on-campus seminars as scheduled. Prerequisite: Admission to Clinical Residency
Credits 12

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ENG 101: COMPOSITION

This course introduces and develops analytical thinking and writing skills with emphasis on the organization and development of the short essay. Nonfiction prose readings, designed to stimulate critical discussion and inquiry, provide a basis for writing and support intellectual growth; assignments are text oriented. Prerequisite: University placement in ENG 101 or an A, B or C in ENG 100.Prerequisite:
Credits 3

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ENG 102: COMPOSITION AND LITERATURE

This course builds on the rhetorical and compositional skills students mastered in ENG 101 and introduces the short story, the novel, the poem, and the play as the basis for analytical argumentative essays. Research skills, particularly borrowing and integrating ideas from electronic and print sources and assessing source appropriateness support student thinking and writing. ENG 102 is strongly recommended for students planning to major in English. Prerequisite: ENG 101 with a grade of C or better or A in ENG 100
Credits 3

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Prerequisites
ENG 101

ENG 103: COMPOSITION, RHETORIC & RESEARCH

This course builds on the rhetorical and compositional skills students mastered in ENG 101. It emphasizes the organization and development of the research-based argumentative essay and introduces students to research techniques involving both print and electronic source material. A major component of this course is a focus on critical reading and the evaluation of source appropriateness. Topics are wide ranging and cross curricular. Prerequisite: ENG 101 with a grade of C or better or A in ENG 100
Credits 3

Division
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Prerequisites
ENG 101

ENG 203: BRITISH LITERATURE I

This course surveys major works, writers and genres from the Anglo-Saxon period through the Renaissance.
Credits 3

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Prerequisites
ENG 102 OR ENG 103

ENG 204: BRITISH LITERATURE II

This course surveys major works, writers and genres from the eighteenth century to the present.
Credits 3

Division
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Prerequisites
ENG 102 OR ENG 103

ENG 223: AMERICAN LITERATURE I

This course surveys American literature from the colonial period through the Civil War, emphasizing major writers, contexts and approaches to literature.
Credits 3

Division
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Prerequisites
ENG 102 OR ENG 103

ENG 224: AMERICAN LITERATURE II

This course surveys American literature from the Civil War to the present.
Credits 3

Division
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Prerequisites
ENG 102 OR ENG 103

ENG 235: DIVERSE AMERICAN VOICES

This course surveys multicultural American literature from its Native American beginnings to the present. It encompasses works by native American, African American, Asian American, European American, and Latino authors. Prerequisites: ENG 102 or 103, or COM 103 with a grade of C or better.
Credits 3

Division
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Prerequisites
ENG 102 OR ENG 103

ENG 236: AFRICAN-AMERICAN LITERATURE SURVEY

This course is a survey of African-American Literature from the slave narratives to the present, using the theme of musical influences. African-American literature has always been closely tied to musical traditions, from slave narratives and the spirituals, to the Harlem Renaissance and jazz, to hip-hop and contemporary African-American literature. This class integrates literature, history and music to provide a lively exploration of African-American literature and culture. Prerequisites: ENG 101 and ENG 102 or ENG 103 with a grade of C or better
Credits 3

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Prerequisites
ENG 102 OR ENG 103

ENG 238: SCIENCE FICTION LITERATURE SURVEY

This course will examine the literature of science fiction in a chronological survey, from the early 1900s with H. G. Wells (1903) up to the beginning of the 2000s with Ken Liu (2004) and beyond as time allows, with the focus being a survey of major science fiction literature, its authors, genres, and themes. It is designed first as a survey course of science fiction literature: chronological as well as thematic. Some major areas to be examined may include time travel, space travel, stories of Mars, aliens, interstellar war, conceptions of gender, cyberpunk, artificial intelligence, robots, cyborgs, dystopia, and apocalypse. The course is designed to develop students' reading, writing and research skills using literary works elected from the SF novel and short story – through which students will gain a broad understanding of SF. We will begin the course with a discussion into defining what SF is, and we will return to this at the end of the course, not only accurately defining it, but describing how it has changed over more than one hundred years and likely will continue to change—and how SF is such a particular useful form for examining the human condition.
Credits 3

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Prerequisites
ENG 102 OR ENG 103

ENG 240: INTRO TO CRITICAL ANALYSIS

This course prepares students for the English major by introducing basic approaches to literary analysis, including historical context and literary terminology, as well as professional conventions for writing literary criticism.
Credits 3

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ENG 260: INTRODUCTION TO THEATER

This course is an introduction to all aspects of the theatrical experience, emphasizing the role of the artist as well as the technician. Participation in the production and performance of a play is expected.
Credits 3

Division
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ENG 271: WORLD LITERATURE I

This course surveys world literature from the earliest recorded texts of antiquity through the Renaissance, with special attention to the classics.
Credits 3

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ENG 272: WORLD LITERATURE II

This course surveys world literature from the 17th century to the present. Prerequisite: ENG 102
Credits 3

Division
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Prerequisites
ENG 102

ENG 280: INTRODUCTION TO CREATIVE WRITING

This course introduces students to creative writing in several genres, including poetry, fiction and creative nonfiction. Students learn how to identify structure, imagery, insight and tension in assigned readings and to use these elements in their own creative compositions. No prerequisite required.
Credits 3

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ENG 298: SPECIAL TOPICS IN ENGLISH

This course, which explores a topic of contemporary interest to the study of English, is offered as needed to students with sophomore standing.
Credits 3

Division
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ENG 299: INDEPENDENT STUDY IN ENGLISH

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of instructor
Credits 3

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ENG 300: MEDIEVAL BRITISH LITERATURE

This course examines medieval British literature and language. Students read works of literature in modern English translation alongside the Old or Middle English originals. Possible topics include the Old English language, literature, and culture; the Arthurian tradition; the Romance tradition; the alliterative tradition; and women writers of medieval Britain.
Credits 3

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ENG 301: CHAUCER

This course examines the life and works of Geoffrey Chaucer, with a focus on selections from The Canterbury Tales. Other works to be studied may include Troilus and Criseyde, excerpts from Chaucer's dream-vision poetry, and select shorter works.
Credits 3

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ENG 303: SHAKESPEARE

This course focuses on the plays of William Shakespeare and their enduring meaning. In the context of Renaissance drama, students read and study representative examples of Shakespeare's tragedies, histories and comedies.
Credits 3

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ENG 304: MILTON & THE 17TH CENTURY

This course concentrates on the life and work of John Milton and his contemporaries, with attention to cultural, religious and intellectual backgrounds. The course might include other writers such as Donne, Herbert, Marvell and Vaughn. Although the course includes study of selected minor poems and prose of the period, the focus is on Paradise Lost.
Credits 3

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ENG 306: THE ROMANTIC AGE

This course examines the spirit and the age of Romanticism, especially the cultural forces that shaped such canonical writers as Goethe, Blake, Wordsworth, Coleridge, Keats, Byron and Shelley. Lesser-known Romantic writers such as Charlotte Bronte, Emily Bronte, Mary Shelley and Dorothy Wordsworth are also considered.
Credits 3

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ENG 307: THE VICTORIAN AGE

This course alternates close readings of Tennyson, Browning and Arnold with the study of a wide range of other Victorian works. It considers genres, the cultural contexts of the period and the interconnections among major authors.
Credits 3

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ENG 308: RESTORATION & 18TH CENTURY LIT

This course focuses on the literature of the Restoration and eighteenth century, including comedic, dramatic and satiric veins. Authors are chosen from Dryden, Swift, Pope, Addison, Steele, DeFoe, Congreve, Wycherly, Sheridan, Goldsmith and others.
Credits 3

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ENG 310: JANE AUSTEN

This course explores the major works of Jane Austen. Students read and examine Austen's novels from a variety of perspectives, including contemporary responses, critical analyses, and modern adaptations.
Credits 3

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ENG 312: BRITISH NOVEL

This course covers the British novel from its origins to the modern day. Novels that look toward the twentieth and twenty-first centuries, as well as those that exemplify modernist expression and the novel form, are considered.
Credits 3

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ENG 321: AMERICAN POETRY

This course emphasizes the poetry of major and representative American writers from the colonial period to the present, including such figures as Bradstreet, Bryant, Dickinson, Frost, Eliot, Wilbur, Stevens, Moore, Roethke and Levertov.
Credits 3

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ENG 323: ROMANCE/REALISM/ NATURALIS IN AM LIT

This course considers the figures who express the dominant literary modes of the nineteenth and early twentieth centuries in the United States, with attention to their influence on later authors. Included are such writers as Poe, Hawthorne, Melville, Twain, Bierce, Chopin, Howells, O'Neill, Dreiser, Wharton, James and Crane.
Credits 3

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ENG 324: MODERN AMERICAN NOVEL

This course focuses on the novels of major and representative American authors from 1920 to the present, including such writers as Dreiser, Faulkner, Fitzgerald, Hemingway, Ellison, Morrison, Hamilton and Proulx.
Credits 3

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ENG 325: WILLIAM FAULKNER

This course explores the works of William Faulkner. The focus is the major novels, though students also study some of Faulkner's short stories and less critically acclaimed works.
Credits 3

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ENG 326: SOUTHERN LITERATURE

This course is a study in the literary achievement of the twentieth century American South, with special attention to its fiction and emphasis on the Southern Renaissance. Writers studied include Faulkner, O'Connor, Porter, Welty, McCullers, Warren, Percy and Toole, as well as contemporary figures like Hood and Conroy.
Credits 3

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ENG 328: TENNESSEE WILLIAMS

This course examines the works of the playwright Tennessee Williams and explores themes, characters, plots, symbols, and other literary and theatrical components of his works through an in-depth study, not only of his plays, but also of literary criticism and film adaptations.
Credits 3

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ENG 335: MULTI CULTURAL AMERICAN LITERATURE

This course explores the lively diversities in American literature through readings of works by a variety of ethnic American writers. Novels, short fiction, poetry, and background information on authors are considered.
Credits 3

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ENG 336: AFRICAN-AMERCAN LITERATURE

This course considers important African-American short fiction, novels, poetry and drama. Background information on authors is considered as it relates to their works.
Credits 3

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ENG 340: TEACHING GRAMMAR IN CONTEXT OF WRITING

This course is a study of approaches in teaching grammar and writing. It explores current theories of composition pedagogy and assessment, including numerous strategies for teaching writing. Attainment of grammatical competence in oral and written communication, the history of grammar instruction and research on grammar instruction are covered to promote sophistication in syntax and writing style.
Credits 3

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ENG 341: LITERARY GENRES & CRITICIAL APPROAC

This course focuses on six approaches to literary interpretation: the traditional approach, the formalistic approach, the psychological approach, the mythological and archetypal approach, the feminist approach, and cultural studies
Credits 3

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ENG 342: ADVANCED GRAMMAR

This course is designed to increase knowledge of modern English grammar, punctuation, mechanics, usage, and syntax so students can speak and write with clarity, precision, and confidence. The course is also designed to enable prospective teachers to effectively convey grammatical concepts to their classes, as well as diagnose and remedy problems in student prose.
Credits 3

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ENG 343: INTRO TO LANGUAGE & LINGUISTICS

This course analyzes the nature of human language and includes an introduction to speech sounds, morphology, syntax, and semantics. Students examine the social and pedagogical implications of modern linguistic theory, including issues such as language acquisition, dialect variation, historical linguistics and English as a Second Language.
Credits 3

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ENG 345: HISTORY OF THE ENGLISH LANGUAGE

This course examines the origins and development of the English language from its Indo-European roots to modern English. Students learn about changes to pronunciation, syntax, spelling, and semantics. Areas of study may also include the historical forces that have shaped English; the notion of "correct" English, pidgins, and creoles; and English as a world language.
Credits 3

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ENG 351: LITERATURE AND FILM

This course explores the relationship between literature and the cinema, emphasizing films that make creative use of literary works and traditions.
Credits 3

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ENG 360: DRAMATIC LITERATURE

This course provides a comprehensive introduction to dramatic literature. Students explore characteristics of each genre from Greek tragedy to contemporary drama through in-depth play analysis, discussion and literary criticism.
Credits 3

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ENG 371: GLOBAL LITERATURE IN TRANSLATION II

This course includes the study of authors and works from the Mediterranean, Continental Europe, Africa, the Far East, Latin America, North America and Great Britain to provide students with a comprehensive selection of World literature.
Credits 3

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ENG 372: RENAISSANCE LITERATURE

This course provides an overview of the literature of the European and British Renaissance. The course is heavily interdisciplinary, incorporating the art, music and philosophy of the era to increase students' understanding.
Credits 3

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ENG 376: MODERNISM

This course is a study of Modernism in the great twentieth century works of European, British and American literature. Students focus on the period from World War I to the present, with special attention to the Lost Generation that followed World War I; Surrealism and Dadaism; Existentialism; responses to the Holocaust, the bombing of Nagasaki and Hiroshima and the Cold War; the Beat Generation; and the outgrowth of Modernism called Post-Modernism.
Credits 3

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ENG 377: STUDIES IN POETRY

This course is a study in the genre of poetry. Students read a selection of great poetic works and learn to understand poetry and to analyze its formal aspects, such as meter, rhyme, stanza form and alliteration.
Credits 3

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ENG 378: THE RISE OF THE WOMAN WRITER

This course focuses on great women writers of the Western tradition, emphasizing canonically acceptable authors, as well as those authors who were lesser known in the twentieth century but who were extremely popular or influential in their own time.
Credits 3

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ENG 383: LITERARY EDITING & PUBLISHING

Students gain practical experience in literary editing and publishing through producing Sanctuary, the University literary magazine, as well as Webfolios of their own work. Areas of study include copy editing, publication software, layout, and the literary marketplace. Students collect and choose works for inclusion in Sanctuary and create their own works for publication. This course may be repeated once for elective credit.
Credits 3

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ENG 386: POETRY WRITING

This course introduces students to the techniques of writing poetry. Students study the basic elements of poetry, including imagery, rhyme, meter, and stanza form. Students read a variety of poems as models and assemble their own portfolio of original work.
Credits 3

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ENG 387: CREATIVE NONFICTION

This course introduces students to the voices, styles, and structures of the creative non fiction essay. Students read and analyze creative non fiction works such as the memoir, the meditation, the lyric essay, and the literary journalistic essay. They then write essays that incorporate the narrative devices they have identified in the assigned works. A major focus is attention to diction, syntax, and revision as elements of effective writing
Credits 3

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ENG 388: SCRIPTWRITING

Students learn the elements of scriptwriting with a focus on writing for stage and screen. Through writing practices, students develop their skills in creating plot structure, conflict, character development, dialogue, setting, point of view, and motivation. In addition, students learn script formats, the revision process, the art of adaptation, and the various writers' resources.
Credits 3

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ENG 389: FICTION WRITING

This course includes the study of fiction writing, as well as the examination of effective critical evaluation methods. Emphasis is placed on the elements of fiction characterization, point of view, setting, plot, narration, dialogue, and style. Publication avenues and revision are also discussed.
Credits 3

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ENG 390: TV WRITING

Students will learn the elements of television writing (concepts, processes, pitching, formats, roles, and industry expectations) by reviewing different approaches to structure, discussion of current TV series, reading TV scripts, analyziing TV pilots and an ongoing workshop of student writing. Students will work to master the following skills: dramatic structure, conflict, character, dialogue, style and voice. In addition, students will learn the revision process, the art of adaptation, and the various writers' resources.
Credits 3

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ENG 391: PLAYWRITING

This course is dedicated to process. Students learn to write plays by writing and analyzing plays. The primary goal of the course is to encourage students to write quickly, fluidly, and fearlessly. Students will write one 10-minute play (approximately 10 pages) about every 10 days, or a 10 page scene which will be outlined in an assignment.
Credits 3

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ENG 407: ENGLISH INTERNSHIP

A supervised program of study for the communication or English major, this course is designed to provide practical hands-on experience. Skills learned in the classroom are applied to the workplace environment. Prerequisite: Completion of 24 credit hours of ENG courses at the 200-level or above, plus a faculty member's recommendation
Credits 3

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ENG 408: CREATIVE WRITING INTERNSHIP

Students will learn practical skills for jobs in the world of writing and publishing through an internship. Pre-requisite: ENG 280 or any 300 level Creative Writing course.
Credits 3

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ENG 450: SENIOR THESIS

The Senior thesis consists of a 30-50 page research paper or a 30-page creative manuscript accompanied by a 10-page analytical essay. Students must choose a senior thesis advisor and gain approval for their senior thesis topic in the semester before the thesis is to be written. Prerequisite: Senior standing
Credits 3

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ENG 480: SENIOR SEMINAR IN CREATIVE WRITING

This course is the capstone experience for seniors pursuing the creative-writing concentration of the English major, although it is also open to other students who have taken at least two other 300-level creative-writing classes. Through workshops, peer review, and extensive revision, students create a portfolio of their own writing and submit an original work for publication. Prerequisites: Two other 300-level creative-writing courses with a grade of C or better
Credits 3

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ENG 483: LITERARY EDITING & PUBLISHING

Literary Editing and Publishing (Advanced) Students gain practical experience in literary editing and publishing through producing Sanctuary, the University literary magazine. This is also a leadership position, as the advanced student will take the helm as a senior editor, often guiding ENG 383 students in the editorial process. Organizational and management skills will be heightened in this process. The student enrolled in the advanced class may request an editing position on the graduate literary journal, the James Dickey Review, which maintains a national and international reputation with authors of the highest level, including Pulitzer Prize-winning authors, and others of notable acclaim. Areas of study include copy editing, publication software, layout, and the literary marketplace. Students collect and choose works for inclusion in Sanctuary and create their own works for publication. Prerequisite: ENG 383
Credits 3

Division
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ENG 486: ADVANCED POETRY WRITING

This course introduces students to the techniques of writing poetry, but at an advanced level and is designed for the student pursuing additional instruction in the discipline. Students study the elements of poetry, including imagery, rhyme, meter, and stanza form. Students read a variety of poems as models and assemble their own portfolio of original work. Prerequisite: ENG 386
Credits 3

Division
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ENG 487: ADVANCED CREATIVE NONFICTION

This course introduces students to the voices, styles, and structures of the creative non-fiction essay. This class is designed for the student pursuing additional instruction in this discipline. Students read and analyze creative non-fiction works such as the memoir, the meditation, the lyric essay, and the literary journalistic essay. They then write essays that incorporate the narrative devices they have identified in the assigned works. A major focus is attention to diction, syntax, and revision as elements of effective writing. Prerequisite: ENG 387
Credits 3

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ENG 489: ADVANCED FICTION WRITING

Fiction Writing (Advanced) This course includes the study of fiction writing, as well as the examination of effective critical evaluation methods and publications. It is class designed for the student pursuing additional instruction in this discipline at an advanced level with an emphasis placed on the elements of fiction characterization, point of view, setting, plot, narration, dialogue, style, and revision. Publication avenues are explored. Prerequisite: ENG 389
Credits 3

Division
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ENG 490: ADVANCED WRITING FOR TV

Students will learn the elements of television writing (concepts, processes, pitching, formats, roles, and industry expectations) by reviewing different approaches to structure, discussion of current TV series, reading TV scripts, analyzing TV pilots and an ongoing workshop of student writing. Students will continue working toward mastering the following skills: dramatic structure, conflict, character, dialogue, style, and voice. In addition, students will learn the revision process, the art of adaptation, and the various writers' resources. This class is designed for the student pursuing additional instruction in this discipline at an advanced level, oftern building on past projects. Prerequisite: ENG 390
Credits 3

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ENG 497: MFA SPECIAL TOPICS-NON DEGREE

A non-degree course, ENG 497 is for MFA participants who enroll for enrichment purposes but not for the MFA degree. Someone taking ENG 497 participates fully in a MFA course and submits creative work for evaluation. However, ENG 497 may not be converted to degree program credit if the individual decides to apply to the MFA degree program, and non-degree seeking students are not eligible for financial aid.
Credits 3

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ENG 498: SPECIAL TOPICS IN ENGLISH

This course, which explores a topic of contemporary interest to the study of English, is offered as needed to students with junior-senior standing.
Credits 3

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ENG 499: INDEPENENT STUDY IN ENGLISH

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. Prerequisite: Permission of instructor
Credits 3

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ENV 205: FOREST LORE

This class will explore forests from an interdisciplinary perspective. We will study the ecology and history of forests in north Georgia, as well as the ways in which forests have been represented in religious traditions, fairy tales, folklore, and Native American cultures.
Credits 3

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ENV 210: RELIGION AND THE NATURAL WORLD

Perceptions of and actions upon the natural world are deeply connected to religious traditions and practices. The way we encounter, destroy, enhance, consume, honor, and attend to the natural world is related to human understandings of creation, beauty, responsibility, community, justice, interconnection, human identity, the value of non-human sentient life, and expectations of the future, all of which are often related to religious teaching and commitments. In a world currently characterized by environmental crisis and conflict, it has never been more important to examine the role of religion in human understandings of the natural world. This class offers students an opportunity to investigate the connection between religion and nature in the current 21st Century context of urgent eco-anxiety, as well as stubborn hopefulness for a just and sustainable relationship with the Earth.
Credits 3

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ENV 215: LEADERSHIP IN ENVIRONMENTAL STUDIES

The Leadership in Environmental Studies course is designed from the dual perspective of the field of Biology as well as from the perspective of Education. The developer of this course and instructor, Charity Robertson, holds graduate degrees in both Plant Pathology and Science Education, and this course is designed to be taught appropriately by a teacher leader with qualifications in training related to environmental biology, broad field biology, or from the framework of Education, or to be co-taught by an instructor of education and an instructor of Biology. This course seeks to take the framework of broad ecological frameworks/themes and an understanding of themselves as self-analytical leaders in numerous spheres. Students are asked to provide evidence of engaging with the community and ethical leadership.
Credits 3

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ENV 305: BARTRAM, ECOLOGY, AND MEMORY

The activities of John and William Bartram cover a century, from the colonial period through the revolutionary period and into national history. The published and unpublished writings of the two botanists can be studied through the lens of memory studies and environmental psychology. They are a case study in the relationship between humans and the natural world, and the relationship between environment and memory. During their travels, they collected and discovered dozens of new plants and animals and introduced many of these to other countries (especially England). When they traveled, various Native American groups controlled large territories and the Bartrams both personally interacted with the Native individuals and were guests of delegations sent to negotiate with Native groups. Their recorded perceptions and memories of the Native Americans they encountered make them ideally suited to introduce us to the intertwined history, geography, biology and Native American cultures of colonial America.
Credits 3

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ENV 310: SCIENCE & FOLKWAYS OF APPALACHIAN PLANTS

This course will explore a list of local plants from an anthropological and scientific perspective. An understanding of how evolution creates new species of plants as well as their various chemical and physical adaptations will be developed. A brief introduction will be given into the systematics of plants in general and especially our focal species as well as their conservation. The basics of plant identification will be covered including use of current technology for this purpose. The course includes a strong hands-on component with instruction on cultivation of plants and preparation of food, medicine, and other products from them. Students will be involved with gardens designed to educate the community about plants that were important to the Cherokee and Muscogee people, as well as to early colonial settlers of the region.
Credits 3

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EVS 110: INTRODUCTION TO ENVIRONMENTAL SCIEN

This course will provide an introduction into the interdisciplinary field of environmental science covering the physical, chemical, and biological aspects of the planet. Throughout the semester we will discuss the components of how the environment functions, how humans impact it, and ways we can strive to minimize our impacts.Topics covered will include species diversity, energy production, water quality, and agricultural production. Using place-based case studies we will strive to understand how we personally interact with the world around us.
Credits 3

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EVS 220: ENVIRONMAENTAL POLICY AND LAW

This course offers an overview of policy and law as it relates to ongoing environmental issues. Through the use of case studies, discussion, and writing assignments, students will explore the process of policy implemetation at the local, state, national, and international levels. We will cover utilizing policy to mitigate pollution, alllocate resource use, and protect biodiversity. Special focus will be given to understanding when and how ethical consideration is included in policy development.
Credits 3

Division
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EVS 300: ENVIRONMENTAL SCIENCE SEMINAR

This seminar provides upper class Environmental Science students with structured guidance to design and prepare for their capstone experience of a faculty-mentored research project or approved internship. Through weekly discussions, workshops, and individual mentoring, students will explore environmental research methods, identify potential project or internship opportunities, and develop professional skills. The course also emphasizes career planning, including resume development, networking, and post-graduate pathways. By the end of the seminar, students will have produced a capstone proposal and implementation plan.
Credits 4

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EVS 498: ENVIRONMENTAL SCIENCE INTERNSHIP

A supervised program of study for Environmental Science majors requiring hands-on experience in any aspect of environmental science including, but not limited to, laboratory work, field-biology, or non-profit and educational orgnizations.
Credits 4

Division
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EVS 499: ENVIRONM SCIENCE INDEPENDENT STUDY

This course, which involves supervised research on a selected topic, is offered as needed to students with junior or senior standing. Prerequisite: permission of instructor.
Credits 4

Division
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FRE 101: ELEMENTARY FRENCH I

This course covers the basics of speaking, listening, reading and writing. Students learn correct French pronunciation, engage in basic conversations and read texts within a limited vocabulary range. Oral and written practice and emphasis on sentence patterns and the fundamental principles of grammar structure are also important components of the course.
Credits 3

Division
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FRE 102: ELEMENTARY FRENCH II

This course is a continuation of FRE 101, with emphasis on strengthening the reading, writing, speaking and listening skills of the beginning student. Prerequisite: FRE 101 or permission of instructor
Credits 3

Division
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Prerequisites
FRE 101

FRE 205: INTERMEDIATE FRENCH I

This course covers more advanced linguistic patterns and grammatical structures, with increased emphasis on communicating in French. The study of French civilization, culture and readings selected from works of outstanding literary merit are also major course components. Prerequisite: FRE 102 or equivalent
Credits 3

Division
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Prerequisites
FRE 102

FRE 206: INTERMEDIATE FRENCH II

This course is a continuation of FRE 205. It stresses fluency, vocabulary and enhanced reading, writing and listening skills. Prerequisite: FRE 205 or equivalent
Credits 3

Division
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Prerequisites
FRE 205

FRE 301: FRENCH PRACTICAL CONVERSATION

This course stresses expansion of effective listening comprehension and speaking skills through culturally and linguistically appropriate activities. Pre-requisite: FRE 206 or permission of instructor.
Credits 3

Division
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Prerequisites
FRE 206

FRE 302: FRENCH GRAMMAR & COMPOSITION

A comprehensive review of grammar to introduce the conventions of writing in French for a variety of purposes both academic and otherwise. Prerequisite: FRE 206 or permission of instructor.
Credits 3

Division
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Prerequisites
FRE 206

FRE 320: INTRO TO FRANCE/ LA FRACOPHONIE I

An introduction to “the identity of France” (and ultimately “la Francophonie”) as it evolves from the Carolingians to the end of the Old Regime. Both literary and historical themes will be addressed. Prerequisite: FRE 206 or permission of instructor.
Credits 3

Division
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Prerequisites
FRE 206

FRE 321: INTRO TO FRANCE/LA FRACOPHONIE II

An introduction to “the identity of France” and the question of “la Francophonie” from the end of the Old Regime. Both literary and historical themes will be addressed. Prerequisite: FRE 206 or permission of instructor.
Credits 3

Division
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FRE 498: SPECIAL TOPICS IN FRENCH

This course, which explores a topic of contemporary interest to the study of French, is offered as needed to students with junior-senior standing. The course will be conducted in French. Most or all of the readings will be in French. All assignments will be presented in French. Prerequisite: FRE 206 or equivalent
Credits 3

Division
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Prerequisites
FRE 206

FYS 101: THRIVING IN COLLEGE

This course introduces the first year student to Reinhardt University, its educational philosophy and values, and the resources it provides students. The course provides instruction intended to enhance the student's skill in critical reading and critical thinking, as well as other skills essential to college academic success. Each section instructor will offer a seminar-style course involving students in a careful in-depth examination of a subject of high relevance and interest to both.
Credits 2

Division
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FYS 298: FYS SPECIAL TOPICS

This course, which explores a topic of ccontemporary interest to the study of first year college experience, is offered as needed to students with at least a sophomore standing.
Credits 3

Division
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GEO 125: PHYSICAL GEOLOGY

This course is a study of the fundamentals of physical geology. This is the first part of a two-semester sequential science course. Topics studied in physical geology include the characteristics and orgin of minerals; the mechanisms and processes of volcanism, plutonism, metamorphism, weathering, erosion, sedimentation and lithification; and the evolution of land forms. In addition, the course examines the tectonic processes of continental drift, seafloor spreading and plate tectonics.
Credits 4

Division
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GEO 126: HISTORICAL GEOLOGY

This course, the second part of a two-semester science sequence, explores the concepts by which the history of the earth is interpreted. Topics include the geologic time scale; the interactions of physical, chemical and biological processes through time; and the origins of life. The evolution and distribution of plants and animals are explored and the geologic history of North America is emphasized. Local field trips illustrate geological phenomena. Prerequisite: GEO 125
Credits 4

Division
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Prerequisites
GEO 125

GEO 200: EARTH AND ATMOSPHERIC SCIENCE

This course is a study of the primary processes of geology, oceanography and meteorology. It focuses on how earth and atmospheric science relate to human experience. It is intended for middle school education majors. The course includes both lecture and laboratory instruction. Prerequisites: BIO 104
Credits 4

Division
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Prerequisites
BIO 104

GEO 298: SPECIAL TOPICS IN GEOLOGY

This course, which explores a topic of contemporary interest to thte study of geology, is offered as needed to students with sophomore standing.
Credits 4

Division
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GEO 299: INDEPENDENT STUDY IN GEOLOGY

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of the instructor
Credits 4

Division
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HCA 110: INSIDE U.S. HEALTHCARE POLICY

What happens to your healthcare when policies change? When a single regulations alters house- or millions- receive treatment? This course explores the real-life impact of healthcare policies- from state regulations to federal laws- on hospitals, patients,and the healthcare we depend on. Whether you're curious about the rules behind the scenes or gearing up for a career in healthcare, this class uncovers the system that affects every American's health and wallet. Learn more at rize.pub/HADMN-1.
Credits 3

Division
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HCA 205: CAREER NAVIGATION & EXPLORATION IN HEALTHCARE ADMINISTRATION

You know you want a career in healthcare, but where do you begin? What skills you'll need to land that dream job? Whether you're aiming for an internship at a top hospital, a fast-growing clinic, or a cutting-edge pharma company, this course has you covered. You'll learn how to build connections, master interviews, and create a killer resume. By the end, you'll have the confidence and game plan to kickstart an amazing career in any healthcare field you choose! Learn more at rize.pub/HADMN-2.
Credits 3

Division
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HCA 210: HEALTHCARE JUSTICE, LAW & ETHICS

When is someone truly dead? Should an expensive cure be approved if a cheaper option exists? In an emergency, should resources go to neonatal or pediatric care? From genetic engineering to rationing care, healthcare faces some of today's toughest ethical, legal, and justice challenges. As we work to ensure fairness and uphold patient rights, it's an exciting time to engage with the tools, concepts, and frameworks that drive life-or-death decision-making. Learn more at rize.pub/HADMN-3.
Credits 3

Division
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HCA 298: HISTORY OF PUBLIC HEALTH

Covid-19 has thrust Public Health into the spotlight, but the domain of public health includes many critical issues, including mental health, obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, you'll learn the role of the state in public health, the importance of public health, and how it's provided and practiced. This online class has optional live sessions.
Credits 3

Division
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HCA 300: ADV CONCEPTS IN HLTHCARE ADMIN

Students will learn the key principles and practices of healthcare management. The structure and personnel of various healthcare organizations will be examined, especially those aspects of the sector shaped by the ethical and legal responsibilities associated with various professional roles. The content is broadly applicable to healthcare enterprises of every kind, such as public health organizations, individual and group physician practices, hospitals and health systems, and third-party payers and administrators.
Credits 3

Division
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HCA 301: ADV MED TERMINOLOGY FOR HLTHCRE ADM

In this course, students focus on building their understanding and use of core medical vocabulary by analyzing word structure using prefix, suffix, root, and the principles of connecting and combining forms. Students will be able to categorize medical terms by their relation to human anatomy, to individual medical specialties, and to types of pathologies.
Credits 3

Division
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HCA 302: INFORMATION MGMT IN HLTHCARE ADMINI

This course introduces students to the practice and processes of information management in various health care organizations. The main focus will be on the relation between information systems and the management of health care delivery processes. The intent of the course is to identify the key issues currently confronting the management of health care information systems and to suggest reasonable responses. Regulatory and financial implications are also examined.
Credits 3

Division
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HCA 303: ORG BEHAVIOR IN HLTHCARE SECTOR

The course applies theory and concepts from the field of Organizational Behavior to the function of various organizations found commonly in the healthcare delivery system. The student will develop a basis for understanding and analyzing issues, problems, and patterns of behavior that frequently develop within such organizations, as well as become familiar with systems for improving organizational performance. The course will emphasize the practical application of various theories of human behavior at work. Specific topics include healthcare organization leadership, motivation, teamwork, career issues, work roles, job enrichment, employee participation, and the integration of work and non-work lives.
Credits 3

Division
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HCA 304: HEALTHCARE LAW, REGS & ETHICS

Students will explore the extent to which law and regulatory policy affect the delivery of healthcare. Topics studied will include: (i) patient safety, medical error, and healthcare quality improvement; (ii) patient rights (e.g., provider disclosure); (iii) healthcare accountability (e.g., medical liability); and (iv) healthcare access (e.g., universal coverage), along with other pertinent issues. The roles of governmental and associational healthcare regulatory and licensure agencies are examined, as is their impact on the operation of healthcare as a business.
Credits 3

Division
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HCA 305: STRAT MGMNT HLTH CARE ORGANIZATIONS

This course will provide an overview of the management strategies that are typically used by healthcare administrators to define, pursue, and achieve enterprise objectives. Students will examine the organizational structure and inter-relationships of the various components of the US healthcare delivery system. The focus will be on administrative processes such as planning, resource allocation, strategic partnering, evaluation and assessment, productivity measures, and continuous quality improvement. Students will also learn to identify strategic issues in complex environments and how to formulate effective responses.
Credits 3

Division
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HCA 306: ECONOMICS OF HEALTHCARE

This course undertakes to examine the healthcare sector using economic market and non-market models. The features of the market for health services are described, emphasizing the characteristics that make this market behave differently than those for other goods and services.
Credits 3

Division
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HCA 307: HUMAN RES MGMT HLTHCARE ORG

In this course, students will examine the role of HR professionals in meeting the staffing requirements of healthcare organizations. Issues to be covered include staffing, credentialing, maintaining professional standards, dispute resolution, risk management, and other functions critical to the viability of healthcare organizations.
Credits 3

Division
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HCA 308: INST ACCT & FINANCE FOR HCA

This course integrates the principles of financial and managerial accounting as they apply to the healthcare sector. Students will become familiar with the standard system of accounts used by healthcare organizations. They will also learn to interpret the financial statements commonly employed to assess and manage the financial status of healthcare organizations.
Credits 3

Division
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HCA 309: THE U.S. HEALTHCARE SYSTEM

This course provides an overview of the essential elements of the U.S. Healthcare System. It is designed to introduce students in the Bachelor of Healthcare Administration (BHA) Program to the system as a whole. Instruction will emphasize the historical development of the system and how over time it has been affected by cultural, political, economic, and technological trends. Upon completion of the course, students will better understand the uniqueness of the U.S. system as a result of the decentralized approach to financing and developing the distribution of healthcare resources throughout the society.
Credits 3

Division
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HCA 310: STRATEGIC HEALTHCARE OPERATIONS

How does a hospital go from losing millions a year to setting new standards in patient care? Why does one clinic thrive while another up the street closes? Strategy—which starts by understanding the complex operations that keep healthcare running. In this course, you'll build practical skills to tackle big problems, optimize resources, and identify and solve critical healthcare challenges from staffing and patient satisfaction to emergency preparedness. Learn more at rize.pub/HADMN-4.
Credits 3

Division
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HCA 315: HEALTHCARE FINANCE

To save and improve lives, healthcare organizations must be financially strong—because healthcare is a business like any other. In this course, you'll learn how to develop financial strategies that not only keep healthcare businesses viable but also support ethical, high-quality patient care. From mastering budgeting to optimizing revenue cycles and ensuring compliance, you'll gain the expertise to help healthcare organizations thrive and impact patient care. Learn more at rize.pub/HADMN-5.
Credits 3

Division
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HCA 320: DATA DRIVEN HEALTHCARE: ANALYTICS

Imagine leveraging technology to empower doctors to make smarter, faster decisions: using analytics to uncover trends that can transform patient care. Picture moving to a cloud system that saves a hospital millions—freeing up resources that could improve countless lives. In this course, you'll dive deep into the transformative power of AI, learn how to analyze healthcare data to drive outcomes, and understand the IT systems that keep everything running securely. Learn more at rize.pub/HADMN-6.
Credits 3

Division
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HCA 400: HEALTH INFO FOR HEALTHCARE ADM

This course focuses on the collection and management of healthcare information at the system, institutional, and patient levels. It presents the role of such information in the management of healthcare organizations in terms of its use in determining provider reimbursement, evaluating healthcare quality, managing the use of resources, researching best practices, integrating provider systems, and managing the health status of large populations.
Credits 3

Division
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HCA 402: PATIENT SAFETY/ INFECTION PREVENTION

This course addresses the risk of diseases within the healthcare setting and methods for minimizing this risk. It offers an overview of medically important microbes and their transmission, basic infection control measures, effective workplace practice and procedures, and regulatory requirements for monitoring and reporting the incidence of infectious diseases occurring in healthcare settings.
Credits 3

Division
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HCA 403: PUBLIC HEALTH ADMINISTRATION

This course surveys the development of the public health system and its historic impact on both the health and the healthcare delivery system of the United States. Using the epidemiological model, students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop fundamental skills in community health assessment and health promotion strategies.
Credits 3

Division
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HCA 404: SUPPLY CHAIN MGMNT FOR HEALTH CARE

This course examines the critical nature of supply chain management in the effective and efficient provision of healthcare services. Matching supply with demand is a primary challenge for any enterprise but is vital in the healthcare system. Students will learn the basic principles of supply chain management and apply them to the challenges of maintaining the availability of critical services and materials in healthcare institutions.
Credits 3

Division
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HCA 405: IMP OF REGUL POLICY ON HLTHCARE

Healthcare providers, both institutional and individual, are required to comply with a vast array of regulations. This course will examine the nature and purpose of those regulations and their impact on the planning, delivery, and organization of healthcare services.
Credits 3

Division
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HCA 406: HLTHCARE QUAL MNGMT & ASSESSMENT

This course examines the relationship between healthcare quality assurance and organizational performance assessment. The student is introduced to various methodologies for assessing both the processes and outcomes of health treatment, both in the aggregate and on a case basis. The role of the governing bodies of healthcare organizations in ensuring compliance with regulatory standards is investigated.
Credits 3

Division
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HCA 410: CAPSTONE HLTH CARE ADMINISTRATION

In this course, students will employ a case study approach to a common management issue in healthcare administration. Using the concepts and methodologies studied throughout the program, they will, in a series of papers and presentations, examine the facets of the issue they have chosen, project the consequences of various administrative approaches, and reflect on their personal ethical perspectives regarding managerial alternatives. Each student is expected to integrate knowledge and skills gained from previous courses in the program by formulating a variety of strategies to manage a challenge they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills through a process of self assessment.
Credits 3

Division
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HCA 415: HEALTHCARE INNOVATION

In this capstone, you're not just learning—you're leading. You'll step into the role of a healthcare consultant tasked with solving a real-world hospital case study, identifying challenges, analyzing data, proposing improvements, and ensuring compliance—all while considering financials. Just like in the real world, you won't get the answers upfront—you'll need to find the problems, act on them, and present your strategic solutions to a mock board with confidence. Learn more at rize.pub/HADMN-7.
Credits 3

Division
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HCA 490: INTERNSHIP IN HC ADMINISTRATION

This course will provide students with an integration of professional and academic experience through internships with healthcare organizations. This course serves as an alternative to HCA 410 Capstone course in Healthcare Administration. HCA 490 can be taken for three to six credit hours, depending on the amount of time the student engages with the internship site.
Credits 3

Division
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HCA 499: BHA INDEPENDENT STUDY

Credits 3

Division
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HIS 001: HISTORY EXIT INTERVIEW

Credits 0

Division
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HIS 002: HISTORY SENIOR PORTFOLIO

Credits 0

Division
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HIS 111: WESTERN CIVILIZATION TO 1650

This course is a survey of the Western world within the context of world civilization from ancient times to 1650. Emphasis is placed on the developments that have contributed to Western civilization today. Major topics include the following: the rise and fall of ancient civilizations; Greek and Roman culture; Judaism at the birth of Jesus; the rise of Christianity and Islam; the Middle Ages; exploration, conquest and colonization; the Renaissance; humanism; the Reformation; and the Puritan Revolution.
Credits 3

Division
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HIS 112: WESTERN CIVILIZATION SINCE 1650

A survey of Western civilization within the context of world history from 1650 to present, this course emphasizes the historical process. Major topics include the Age of Absolutism; the Scientific Revolution; the Enlightenment; the era of revolutions; the modern state system and nationalism; the Industrial Revolution; imperialism, colonialism and racism; European/American dominance of the world; World War I, World War II and the Cold War; the twentieth-century revolutions; the Third World; the dissolution of the Soviet Union; and the role of ideas, the arts and literature.
Credits 3

Division
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HIS 120: WORLD HISTORY I

World History I will introduce students to the broad sweep of world history from prehistory to 1500. This course puts developments in Africa, Asia, and the Americas at center stage, and considers European history as just a part of the story. In addition to broad evolutions in history, we will consider specific places, events and people, and one of the main themes for the course will be travel and global interaction.
Credits 3

Division
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HIS 121: WORLD HISTORY II: 1500-PRESENT

World History II will introduce students to the broad sweep of world history from 1500 to the present. This course puts developments in Africa, Asia, and the Americas at center stage, and considers European history as just a part of the story. In addition to broad evolutions in history, we will consider specific places, events and people, and one of the main themes for the course will be travel and global interaction.
Credits 3

Division
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HIS 203: RESEARCH WRITING BOOTCAMP

This course will introduce students to themes and methodologies in the Historical professions, with an intensive focus on guided research writing. Students will choose research topics near the beginning of the semester and they will learn honed techniques for writing excellent research papers over the course of the term.
Credits 1

Division
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HIS 210: WORLD GEOGRAPHY

This course is a survey of world geography and an intensive study of the relationship of human beings to their natural environment. Climate, topography and natural resources in various regions of the world are examined for their effect on the culture, economy and welfare of populations.
Credits 3

Division
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HIS 235: CONFLICT IN THE TWENTIETH CENTURY

This course examines the impact of armed conflict in various geographic regions as presented in historical films, scholarly books, and academic articles.
Credits 3

Division
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HIS 251: AMERICAN HISTORY TO 1865

This course is a survey of America history through the Civil War, with emphasis on the role of the state of Georgia in relation to American history. Major topics include colonial life and society, the impact of European contact upon American Indians, American religion from the Puritans to the evangelical reform movements of the nineteenth century, the causes and results of the American Revolution, the role of women, the development of sectional rivalries, slavery in America and the causes and course of the Civil War.
Credits 3

Division
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HIS 252: AMERICAN HISTORY SINCE 1865

A survey of United States history from 1866 to the present within the global context, this course emphasizes the factors influencing the emergence of the U.S. as an industrialized power, as well as the historical development of problems that confront Georgia, the U.S. and the global society today. Major topics include the historical process; the South during Reconstruction and after; the West and the closing of the frontier; the industrialization of America; urbanization, populism and progressivism; the Great Depression and the New Deal; wars and the move toward world-power status; the Cold War era; changes in the nation's social fabric; the nationalization of American government and society; and the development of the global society.
Credits 3

Division
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HIS 274: HISTORY OF GEORGIA

This course is designed to survey the state's history and culture and give the student a critical, comprehensive view of Georgia's past. The course focuses on those developments crucial to understanding the evolution of modern Georgia.
Credits 3

Division
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HIS 298: SPECIAL TOPICS IN HISTORY

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with sophomore standing.
Credits 3

Division
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HIS 299: INDEPENDENT STUDY IN HISTORY

This course, which involves supervised research on a specified topic, is available as needed to students with sophomore standing. Prerequisite: Permission of instructor
Credits 3

Division
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HIS 300: HISTORY OF CHRISTIANITY

This course examines the history of Christian thought and practice from its post-biblical formation to the 20th century. The course focuses on selected thinkers such as Augustine, Anselm, Aquinas, Luther, Calvin, Schleirmacher and Wesley. In addition, the course covers selected topics such as Christianity in the Roman Empire, the theological significance of the ecumenical councils, the split between Roman Catholicism and Eastern Orthodoxy, the interactions with Judaism and Islam, the medieval church-state relations, the backgrounds of the Reformation and the Counter-Reformation, the Enlightenment's impact on religious thinking and the beginnings of pietism.
Credits 3

Division
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HIS 302: ANCIENT CIVILIZATIONS

This course studies the political, social and cultural history of the civilizations of ancient Mesopotamia, Egypt, Greece and Rome, concentrating especially on the latter two and their contributions to subsequent European history.
Credits 3

Division
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HIS 304: MEDIEVAL EUROPE

This course surveys aspects of the history of Europe from the collapse of the Western Roman Empire to the problems in the fourteenth century of famine, plague and war, from which a new Europe arose. Themes include the persistence of Roman traditions, conversion to Christianity, the rise of national monarchies, the expansion of medieval frontiers, the rise of the university, the evolution of the Church, and changes in medieval art and architecture, in order to examine the rich complexity of life in the Middle Ages.
Credits 3

Division
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HIS 306: RENAISSANCE AND REFORMATION

This course is an intensive study of the intellectual and religious ferment that characterized the thirteenth through the sixteenth centuries. Topics include the roots of the Renaissance and the Reformation; the rise of humanism and its relationship to the literary, artistic, scientific, political, economic and social developments in Western Europe; the major aspects of the Italian, Northern European, English and Spanish phases of the Renaissance; the pre-reformers, the relation of the Reformation to humanism; the lives and theology of the leaders of the Reformation's major movements and the impact of the Renaissance and the Reformation on history and society since the 16th century.
Credits 3

Division
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HIS 310: TASTE & TUMULT IN 18th CENT EUROPE

The eighteenth century – often referred to as the Age of Enlightenment – was a crucial period in the development of "modern" ideas about science and learning, religion, politics, race, gender, and emotions. In this course we shall have the opportunity to study by cultural and intellectual history of this fascinating era in detail. Through reading texts by women and men, literary stars of this period and lesser-known personages, we will endeavor to see what life was like in this period and what motivated people to question the status quo. We will also test the term "enlightenment" and see how far it went.
Credits 3

Division
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HIS 312: RELIGION AND HIS OF JUDAISM & ISLAM

This course is a study of the political, economic, social and cultural history of Judaism and Islam and the texts of these beliefs. In addition, this course develops an understanding of the historical similarities and dissimilarities in Judaism and Islam and their relevance for modern America.
Credits 3

Division
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HIS 320: 19TH CENTURY EUROPE

This course covers European history from the French Revolution to the beginnings of World War I. Social, political, economic and intellectual dimensions of this period are examined.
Credits 3

Division
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School of Humanities, Sciences and Technology

HIS 323: HISTORY OF IRELAND

Ireland looms very large in the history of Great Britain and of America. This course is an overview of the history and culture of that island, focusing on events that have shaped the present.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

HIS 324: EUROPE 20TH CENTURY: 1914 TO PRSNT

This course analyzes the social, economic, political and military upheavals that dominated the 20th century, with special emphasis on the causes and effects of major wars, the development of totalitarianism, the Cold War, the fall of the Soviet Union and the move toward European unity.
Credits 3

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HIS 328: HISTORY OF GERMANY

This course surveys the history and complexity of the German territories before 1871, noting the close relationship between the Holy Roman Emperor and the Catholic Church and the profound and dividing impact of the Protestant Reformation. Other topics of importance are the revolution of 1848, Bismarck's unification, German imperialist expansion, the German role in World War I, Weimar culture, the effect of the Great Depression, the rise of National Socialism, World War II, the Holocaust, postwar recovery, separate East and West German development and the positive and negative ramifications of German reunification.
Credits 3

Division
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HIS 334: HISTORY OF EASTERN EUROPE

This course begins by examining tribal migrations and settlements in Eastern Europe during the early medieval period. Attention is given to the religions that coexisted and at times competed, in this region: paganism, Roman Catholicism, Orthodox Christianity and Islam, with emphasis on the long-lasting legacy of the Holy Roman Empire (the First Reich). Students also study the fate of diverse ethnic and religious groups under the control of many traditional empires, the Third Reich and the Soviet Empire. The course concludes by surveying Eastern European revolutions and attempts at ethnic cleansing in the late twentieth century.
Credits 3

Division
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HIS 336: HISTORY OF THE HOLOCAUST

This course will examine German history and European anti-Semitism prior to the Holocaust; the rise of Hitler and the nature of National Socialism; the implementation of the concentration camp system and the Holocaust; the varied experiences of camp inmates, survivors, resistors, perpetrators, bystanders, rescuers; emigration efforts and difficulties; the nature of resistance, both on an individual and a group basis; Holocaust literature and its purposes; and review post World War II discussion of the Holocaust. We will approach these topics from three major perspectives: history, literature, and religion/philosophy. We will also examine art, architecture, and the sociology of ethics, as they relate to the Holocaust.
Credits 3

Division
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HIS 338: HISTORY OF SCIENCE

This course surveys scientific developments beginning with the Greek Natural Philosophers and concluding with 20th century breakthroughs. Although dealing primarily with the Western tradition, the course also examines non-Western scientific progress during the medieval period.
Credits 3

Division
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HIS 340: HISTORY AND RELIGION OF SOUTH ASIA

This course focuses on the historical development of Hinduism in South Asia. It covers Hinduism's relationship with wider aspects of South Asian society as well as the relationship of Hinduism to other religions such as Buddhism, Jainism, Sikhism and Islam. Hinduism's confrontations with modernity are also considered.
Credits 3

Division
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HIS 342: HISTORY OF EAST ASIA

This course considers the political, economic, cultural and social history of East Asia from prehistory to the present day, focusing on its two most influential civilizations, those of China and Japan. Special attention is paid to these societies' interactions with the West, a theme of particular relevance for the twenty-first century.
Credits 3

Division
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HIS 346: HISTORY OF AFRICA

This course surveys continental African development beginning with the earliest-known tribes and empires. Attention is given to the geographical and climatological zones that figure so importantly in African development. Other major topics include the influence of the Arab Empire and the Islamic religion, both the black- and white-controlled slave trades, trade and interaction with India, the causes and consequences of European colonial rule and the emerging independent African states. Students also examine South Africa and the system of apartheid.
Credits 3

Division
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HIS 347: COLONIAL LATIN AMERICA

This survey of colonial Latin America and the Caribbean explores the problems and issues related to the conquest and rule of the Americas and how these changed throughout the colonial period.
Credits 3

Division
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HIS 348: MODERN LATIN AMERICA

This survey of post-colonial Latin America and the Caribbean will investigate cultural, political, social and economic changes by focusing on broad patterns of continuity and change.
Credits 3

Division
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HIS 350: COLONIAL AND REVOLUTIONARY AMERICA

This course examines the origins and development of the North American colonies, the colonists' struggle for independence and the emerging political formulations, including the Articles of Confederation, the Constitution and the Federalist Papers. In addition, various social, economic and intellectual themes are treated.
Credits 3

Division
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HIS 354: THE CIVIL WAR AND RECONSTRUCTION

This course considers the background of the Civil War and analyzes the war itself and its impact on the American people of both North and South, with a special emphasis on Reconstruction and the South.
Credits 3

Division
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HIS 356: AMERICA FROM 1900 TO 1945

This course covers political, cultural and economic events and trends in the United States from 1900 to 1945. Topics include, but are not limited to, the impact of modernism on American culture, progressivism, American diplomacy, World War I, the Great Depression, the New Deal and economic recovery, isolationism and World War II in the European and Pacific theaters.
Credits 3

Division
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HIS 358: AMERICA SINCE 1945

This course covers political, cultural and economic events and trends in the United States since 1945. Topics include, but are not limited to, the political, social and economic consequences of World War II; the evolving Cold War; the NATO Alliance and Warsaw Pact; technological and social change; the Korean War; the civil rights movement; Vietnam; Watergate; Americans and their leaders and the Middle East conflict.
Credits 3

Division
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HIS 360: HISTORY OF AMERICAN BUSINESS

This course will examine changes over time to the ways in which Americans have organized themselves for economic activities. The course focuses on historical developments resulting from and affecting transformations in American businesses. Major themes include the increasing consolidation of business activity in the modern firm, the effort to balance centralized managerial control with decentralized entrepreneurship, the effects of technological change on business activity and structure, the government's effects on the business environment, and the social response to the growing influence of business institutions.
Credits 3

Division
UG
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HIS 362: PUBLIC HISTORY

This course surveys the practice of history as it connects to the public through government agencies, museums, historical societies, archives, businesses, and professional organizations. The course will give students a broad survey of both theory and practice of public history and the tools to conduct public history
Credits 3

Division
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HIS 370: HISTORY OF NATIVE AMERICANS

This course covers the history of North American Indians from pre-Columbian times to the present with an emphasis on the interaction between Indian and Anglo-American cultures from the seventeenth century to the present.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

HIS 372: THE AMERICAN SOUTH

This course focuses on the social, economic, political and cultural development of the American South. Special emphasis is placed on the issues of Southern race relations, religion and the roots of the contemporary South.
Credits 3

Division
UG
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School of Humanities, Sciences and Technology

HIS 377: AMERICAN FEMINISM

This course is a study of American Feminism as a set of ideas, as a political movement, and as a historical force that has shaped American culture. The course begins with the formation of an organized movement for women's rights in the 1840s and progresses to the woman suffrage and birth control movements of the late nineteenth and early twentieth centuries. The course also covers the situation of American women after the World War II era, the high point of "second wave" feminism in the 1960s and 1970s, and the questions and issues posed by feminists and their critics since that time.
Credits 3

Division
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HIS 380: RELIGION IN AMERICA

This course surveys the history of religion in America. While examining the wide variety of religions in the U.S., this course focuses primarily upon various forms of Christianity and their relationships to the surrounding society and culture.
Credits 3

Division
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HIS 390: TOPICS IN WOMEN'S HISTORY

This course provides both a broad introduction to issues in women's history as well as a more narrow focus on women's lives within specific historical periods. The course focuses on the significant roles that women have played within the dominant patriarchal culture and seeks new perspectives on familiar historical ground. Lectures and readings highlight exceptional women, but also expand students' understanding of the daily lives of ordinary women both in Europe and in the colonial world.
Credits 3

Division
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HIS 392: CHILDREN & CHILDHOOD

The primary purpose of this course is to provide students with a broad overview of children and childhood throughout history. Special attention will be given to the debates over the construction of childhood as found in the works of Philippe Aries, Lawrence Stone, Linda Pollock and Steven Ozment. We will also examine childrearing techniques and look at the experiences of illegitimate and abandoned children. This course will examine the lives of children in late antiquity, the Middle Ages, Reformation Germany and colonial North America.
Credits 3

Division
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HIS 450: SENIOR THESIS

The goal of this senior-level course is for the student to produce a senior thesis of high quality. The thesis that results will be in many ways a culmination of the undergraduate experience, and will display the student's competence in library use, critical thinking, and the ability to present one's findings both in oral and written form.
Credits 3

Division
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HIS 490: INTERNSHIP IN HISTORY

In this course, students are given the opportunity to use skills and insights gained in the classroom in actual work environments under the supervision of professionals or in problem-oriented experiences on specific academic issues relating to the program of study.
Credits 3

Division
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HIS 498: SPECIAL TOPICS IN HISTORY

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with junior-senior standing.
Credits 3

Division
UG
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HIS 499: INDEPENDENT STUDY IN HISTORY

This course, which involves supervised research on a specified topic, is offered as needed to students with junior-senior standing. Prerequisite: Permission of instructor
Credits 3

Division
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HON 301: HONORS READING ROOM

Open to juniors and seniors in the Reinhardt College Honors Program, this course focuses on discussion and analysis of one significant book. Because the topic changes with each class, students in the Honors Program may repeat the course. Prerequisite: admission in the Honors Program and junior-level standing (or permission of the Honors Program Director).
Credits 1

Division
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HUS 101: HUMAN SERVICES AS ART AND SCIENCE

The purpose of this course is to examine the broad range of service and functions of the human service professional in his or her workplace. You will become knowledgeable about the many roles and functions of the human service professional, gain an understanding of the types of agencies where human service professionals are employed, and be exposed to an overview of the human service profession. The course will help you understand important issues related to the development of effective human service and assist students in seeing the importance of ethical, professional, legal, and multicultural issues in the human service profession.
Credits 3

Division
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IDS 002: INTERDISC STUDIES SENIOR PORTFOLIO

Credits 0

Division
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School of Humanities, Sciences and Technology

IDS 298: SPECIAL TOPICS IN INTERDISC STUDIES

This course, which explores a topic of contemporary interest to the study of interdisciplinary interest, is offered as needed to students with at least sophomore standing.
Credits 3

Division
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IDS 299: INDEPENDENT STUDY INTERDISC STUDIES

This course, which explores a topic of contemporary interest to the study of Interdisciplinary Studies, is offered as needed to students with at least sophomore standing.
Credits 3

Division
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School of Humanities, Sciences and Technology

IDS 302: GREAT BOOKS

Changing topics and professors. Watch for information on a semester by semester basis.
Credits 3

Division
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IDS 303: LITERATURE OF THE BIBLE

This course familiarizes students with literary approaches to the Bible. In addition to learning about the history and composition of the Hebrew and Christian scriptures, students learn to identify aesthetic elements like narrative strategy, literary form, and rhetorical purpose.
Credits 3

Division
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IDS 304: PEACE & DIPLOMACY

The purpose of this course is to foster understanding of a country that might otherwise be considered politically hostile to the United States. Although the specific country will vary, the course covers such cultural aspects as literature (in English translation), history, religion and art.
Credits 3

Division
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IDS 305: CHIVALRY: MEDIEVAL & MODERN

Medieval and Modern Chivalry examines the historical roots and literary expression of the distinctive warrior code of medieval Western Europe. Knights were expected to be good warriors (especially on horseback), loyal to their superiors, courteous to their fellow knights, protective of peasants, and good Christians – and, later, willing to go on great quests for the sake of a beloved. A major theme of the course is the tension between how writers portrayed these ideals and how real knights actually acted on crusades in warfare or in tournament.
Credits 3

Division
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IDS 306: MONSTERS & DEMONS

This course examines the concept of monstrosity from an interdisciplinary perspective. Students will explore the role of monsters in fairy tales, mythology and literature, as well as how concepts of monstrosity have changed throughout history. They will also explore psychological and sociological approaches to the study of monsters. Students will analyze the role of monsters in contemporary popular culture, including film, comics, video games, toys.
Credits 3

Division
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School of Humanities, Sciences and Technology

IDS 307: NATURE AND CULTURE

This class examines the interplay between nature and culture from religious, historical, anthropological, scientific and literary perspectives. Central questions include: How have human beings envisioned their relationship with nature? How have cultures evolved in response to their physical environments? How and why do cultures differ in their views of nature? How have cultures affected their environments? How have humans projected onto nature their own ideals and values, such as reason, emotion or innocence? How have science and technology altered humans' relationship with nature?
Credits 3

Division
UG
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School of Humanities, Sciences and Technology

IDS 308: THE BAROQUE WORLD

The term "baroque" originated in Europe in the seventeenth century to describe a style of art and architecture that was ornate and extravagant, intricate and exuberant. The style came to characterize that era of history, and this course seeks to capture the baroque essence as it was woven around the globe circa 1650-1750. This was a period of accelerated interaction – both cultural and commercial – between Europeans and other peoples around the world. We will study these encounters in the wider world as well as the ways in which these exchanges changed European society.
Credits 3

Division
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IDS 309: EDUCATION IN AMERICA

This course examines American education from the 1600s to the present, using works of history, philosophy, and literature, to address central questions: What have Americans believed to the purposes and goals of education? What institutions have Americans built for teaching and learning? What have been and what ought to be the experiences of teachers and students? How has education altered as the nation and world have changed?
Credits 3

Division
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IDS 310: THEOLOGY OF MIGRATIONS

From the standpoint of inter-group relations (i.e. majority-minority group relations), this course examines cross-culturally the migratory experiences of Ancient Israel, Early Christianity, and the United States of America.
Credits 3

Division
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IDS 311: CONFLICT IN THE TWENTIETH CENTURY

From an interdisciplinary perspective this course will cover the following: the Irish Civil War; the Australian, Turkish, British experience during WWI; the Pacific Theater of battle during WWII; the Holocaust in Poland; events in Indonesia in 1965; the atrocities of the Khmer Rouge in Cambodia; South Africa in the 1970's under apartheid; and the Rwandan conflict between the Hutu and Tutsi tribes in 1994. We will examine these events in social, economic, cultural, and military contexts through the use of literature, biography, non-fiction, and film.
Credits 3

Division
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IDS 312: WAR & SOCIETY

From an interdisciplinary perspective this course will cover Stalin's destruction of his own generals, a Jewish boy's attempt to survive in Russia and Germany, the Japanese occupation of Shanghai in WWII, American in Viet Nam, British-Irish relations in the 1970's, the 1993 conflict in Somalia, the overthrow of apartheid in South Africa, the ethnic and religious strains in Yugoslavia, and the war in Iraq. We will examine these events in social, economic, cultural, and military contexts.
Credits 3

Division
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IDS 313: TIBET: ROOFTOP OF THE WORLD

From the perspective of contemporary cultural connections, this course examines Tibet's real and legendary history, religion, geography, literature, and society through fiction, non-fiction, film, photography and video.
Credits 3

Division
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IDS 314: VIKINGS: HISTORY, LITERATURE, MYTH

This course examines the Vikings - the infamous Scandinavian raiders, explorers, and merchants of medieval Europe – from an interdisciplinary perspective. Students will study the history, literature, mythology, and culture, as well as the impact upon and contact with Western Europe, the Mediterranean, Russia, Greenland, and North America. Near the end of the course, students will examine the post-medieval representations of Vikings, focusing upon the Victorian era to the present.
Credits 3

Division
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IDS 315: GOOD, EVIL & THE FUTURE

This interdisciplinary course is designed to employ a variety of disciplinary approaches to study in-depth the themes of "Good, Evil, and the Future". These themes are not simply of academic interest. Rather, our life is saturated with experiences, events, and people that motivate us to judge their goodness, their evil, their affect upon our future. Because these topics have been pondered from various religious, literary, philosophical, and social scientific perspectives, we will bring these different perspectives into a common conversation about "Good, Evil, and the Future".
Credits 3

Division
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IDS 316: GLOBALIZATION

This interdisciplinary course is designed to employ a variety of approaches to study in-depth the theme of "Globalization". Just as other periods have been characterized as the Age of Enlightenment, the Age of Science, the Age of Industrialization, or the Age of Anxiety, this period has become known as the Age of Globalization. For better or worse, religious figures and ideologies have a prominent role in globalization. We will need to explore some of the connections between religious beliefs and practices and globalization. Finally, since globalization affects us, we need to understand some of the local aspects of globalization.
Credits 3

Division
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IDS 317: TOWN & GOWN: LOCAL HIST & CULTURE

In this course students study the history and culture of the Etowah Valley, Cherokee County, and Reinhardt University. Using primary sources, students investigate the literary, religious, cultural, or historical aspects of a particular place.
Credits 3

Division
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IDS 318: WEALTH & POVERTY

This course will examine the causes and consequences of wealth and poverty in a variety of regions and countries around the world. The course will consider the role of politics, economics, and culture and the social and spiritual responses of religious individuals as well as religious communities.
Credits 3

Division
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IDS 319: HISTORY & LEGEND

A survey of a variety of historical and quasi-historical persons and events and a comparison of the distinct and different ways in which their stories have been related by historians, story-tellers, song writers, artists, and film makers in an exploration of how we come to imagine what we cannot possibly verify.
Credits 3

Division
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IDS 320: AMERICA'S MEMORIALS, MONUMENTS

This course will examine who we believe we are as Americans and how we understand what America is and what our nation represents. We will look at essays by David Brooks, George Will, Malcolm Gladwell, and others to see what they see when they consider America. Several films will help us explore a number of events which have bonded us as a people and perhaps changed the way we live and think of ourselves. We will conclude the course by examining memory, remembering, public monuments, and the process of memorialization.
Credits 3

Division
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IDS 321: GREAT AMERICAN BOOKS

Course will focus on literature written by Americans and about America. Topic, books, and professor will change from semester to semester. Watch for information in the academic course schedule.
Credits 3

Division
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IDS 322: SCROLL TO SCREEN: HIST OF THE BOOK

This course examines the evolution of the book as a material and digital object through history, from scroll to codex to e-book. We will consider historical, material, and sociological elements of book history and will examine the processes of book production in each era. This course will be of special interest to those majoring in art, communication, English, history, IDS, or education. Prerequisites: ENG 101; ENG 102 or 103 with a grade of C or better
Credits 3

Division
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IDS 325: FOOD AND THE SENSES

This course is about the way that people have eaten and understood food in the past. While this may seem fairly simple – food is food, whether simple nourishment or fine cuisine – in act the subject is full of complexities. Food tells us many things about societies, including: social hierarchies, cultural interaction, economic transactions, and taste – both literal and metaphorical. In this class we will study food, culinary developments, and the senses, starting with “the oldest cuisine in the world” in Mesopotamia, through the spiced Middle Ages, to the French innovations of the eightieth century. We will consider issues such of taste and smell, ingredients, recipes, and the meanings of what people ate.
Credits 3

Division
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IDS 330: INTRODUCTION TO MUSEUM STUDIES

This course examines the changing theories and practices of museums and their role in public culture as both repositories and facilities for exhibition and enlightenment.
Credits 3

Division
UG
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IDS 331: MATERIAL CULTURE AND COLLECTIONS

This course covers many aspects of objects in museum collections, such as material culture, collections management and registration, archives, and curatorial work.
Credits 3

Division
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IDS 332: EXHIBITION AND PROGRAM DESIGN

This course deals with the interpretive work of museums, including creating exhibits and educational programs for the public.
Credits 3

Division
UG
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IDS 333: FOLKLORE/ORAL HISTORY

This course surveys how people tell stories, why they tell them, and how oral storytelling plays a role in the recording of history.
Credits 3

Division
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School of Humanities, Sciences and Technology

IDS 450: SENIOR THESIS

The goal of this senior-level course is for the student to produce a senior thesis of high quality. The thesis that results will be in many ways a culmination of the undergraduate experience, and will display the student's competence in library use, critical thinking, and the ability to present one's findings both in oral and written form.
Credits 3

Division
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IDS 490: PRACTICUM/ INTERNSHIP

In this course, students are given the opportunity to use skills and insights gained in the classroom in actual work environments under the supervision of professionals or in problem-oriented experiences on specific academic issues relating to the program of study.
Credits 3

Division
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IDS 498: SPECIAL TOPICS: INTERDISC STUDIES

Special topic courses in Interdisciplinary Studies
Credits 3

Division
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School of Humanities, Sciences and Technology

ITM 101: INTRO TO INFORMATION TECHNOLOGY

Information Technology continues to be one of the most important topics in the modern workforce. This course will introduce you to the fundamentals of the field and teach you a range of valuable professional skills, including how to set up operating systems, how to troubleshoot problems, and how to build a computer. By the end of this course, you'll be prepared to take your next steps in IT and start solving technology problems on your own.

Credits 3

Division
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ITM 201: NETWORKING TECH AND TELECOMMUNICATI

Whether a workplace is just a few people connected to a wireless router, or a financial giant, wired directly into the Nasdaq, it likely relies heavily on Network Technologies.This course will teach you how networks work, and how to set up and secure them. By the end of this course, you will be able to manage and maintain a range of different network types.
Prerequisites: CYS 100 or CSC 105, ITM 101
Credits 3

Division
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Prerequisites
ITM 101, CSC 105

ITM 202: GOOGLE CLOUD COMPUTING FOUNDATIONS

This course will introduce you to the fundamentals of Cloud Computing, Infrastructure and Networking, and will explore how the cloud is used in a range of situations, including IT, App Development and Machine Learning. By the end of the course you will know what the cloud is, and how to use it effectively. This course uses the Google Cloud Platform (GCP) and was built in concert with the Google Cloud Learning Services team.

Prerequisites: CSC 115

Credits 3

Division
UG
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Prerequisites
CSC 115

ITM 301: OPERATING SYSTEMS & ARCHITECTURE

Whether you're using a Mac or a PC, operating systems are a key part of how humans interface with technology. Therefore, understanding how they work is vital to understanding how computers power our world. This course will teach you the fundamentals of Operating System structure, function, and architecture, and prepare you to administer both Windows and Linux-based systems.

Prerequisites: ITM 101, CSC 115 or concurrent

Credits 3

Division
UG
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School of Humanities, Sciences and Technology
Prerequisites
ITM 101, CSC 115
Corequisites
CSC 115

ITM 302: PostgreSQL

Modern applications often rely on databases and, by extension, need software systems to manage those databases. One such system is PostgreSQL, which is notable for including many features that help facilitate application development and protect data. By the end of this course, you will be able to use PostgreSQL to manage databases and support application development and integration. This online class has optional live sessions. Prerequisites: CSC 110 and CSC 115.
Credits 3

Division
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Prerequisites
CSC 110, MAT 215

ITM 401: INFO SECURITY & DATA PROTECTION

Imagine a world where people were trying to steal from every home, workplace, or bank - all the time. That's the world of digital security. Because it's cheap to launch attacks on every system you can find, virtually every organization and individual is always under some level of digital attack. This course will teach you how to help defend against this constant assault and keep valuable information and critical systems safe.

Prerequisites: CYS 100, ITM 101, ITM 201, CSC 115
Credits 3

Division
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Prerequisites
CYS 100, ITM 101, ITM 201, CSC 115

ITM 402: PROFESSIONAL CERTIFICATION

To boost career readiness and employability, students will have the opportunity to focus their study toward completion of one or two CompTIA certification exams. Access to exam specific education and training is provided. Prerequisites: ITM 301
Credits 4-4
Division
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Prerequisites
ITM 301

ITM 404: INFOR TECHNOLOGY CAPSTONE

So far, you've learned how to solve problems as they occur, and how to address the various components that make up an organization's IT ecosystem. This course will put it all together. You'll learn how to solve systemic problems across all layers of an organization and guide transformational change. By the end of this course, not only will you know how to solve IT problems as they arise, you'll be able to prevent those problems from happening in the future. Prerequisites: ITM 201, ITM 301, ITM 401, BUS 109
Credits 3

Division
UG
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School of Humanities, Sciences and Technology
Prerequisites
ITM 201, ITM 301, ITM 401, BUS 109

ITM 406: INFO TECHNOLOGY INTERNSHIP

In this course, students are given the opportunity to use skills and insights gained in the classroom in actual work environments under the supervision of professionals, in order to get practical work experience for careers in cybersecurity and information technology. A professional supervisor will provide official documentation of internship as required by Reinhardt University, while regularly communicating reports to the supervising faculty member. The course level depends on the skills used, while each academic credit hour requires at least 50 hours of work experience. Prerequisites: Availability of placement approved by instructor.
Credits 4-4
Division
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MAT 100: INTERMEDIATE ALGEBRA

This course strengthens understanding of College Algebra fundamentals and serves as preparation for higher-level mathematics courses. Topics include the real number system, absolute value, field properties of the rational and real numbers, exponents, manipulating and evaluating algebraic expressions, factoring polynomials, linear equations and inequalities in one variable, quadratic equations, rational and radical equations reducible to linear or quadratic ones, Cartesian coordinate system, linear equations in two variables, straight lines, relations and functions, linear and quadratic functions, graphs of power, absolute value, and greatest integer functions, variation, systems of linear equations, systems of linear inequalities, linear programming, and regression analysis. Prerequisite: University placement.
Credits 3

Division
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MAT 102: COLLEGE ALGEBRA

This course is designed to show the student the application of mathematical modeling in their life. Practice is provided in manipulative skills, and a number of applications of these skills are presented. Topics include loans and investments, linear models and systems, functions, relations, exponential functions, power functions, logarithmic functions, quadratic functions, polynomial functions, matrices and systems of linear equations. Prerequisite: University placement, or grade of P, or C or better in any MAT course numbered 100 or above.
Credits 3

Division
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School of Humanities, Sciences and Technology

MAT 103: INTRODUCTION TO STATISTICS

This course is an introduction to elementary descriptive and inferential statistics. Topics include frequency distributions, measures of central tendency and variation, elementary probability theory, binomial and normal distributions, hypothesis testing, test on two means, sample estimation of parameters, confidence intervals, coefficient of correlation and linear regression. Prerequisite: University placement, or grade of C or better in any MAT course numbered 100 or above.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 121: PRE-CALCULUS

This course is designed as a preparation for calculus. Topics include polynomial, rational, exponential, and logarithmic functions, nonlinear equations and inequalities, circular and trigonometric functions, the trigonometry of right and oblique triangles, applications of trigonometry, trigonometric identities, trigonometric equations, plane vectors, trigonometric form of a complex number, parametric equations, systems of equations, systems of inequalities, and regression analysis. Prerequisite: University placement, or grade of P, or C or better in any MAT course numbered 100 or above.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 150: SEMINAR IN MATHEMATICS

This class is used to encourage and lead students to: 1. Explore options available to them in mathematics and associated fields 2. Attend and present research at Mathematics and related conferences 3. Build a network of professional contacts 4. Build confidence in their skills as writers and researchers in the field of mathematics 5. Build a comprehensive resume and e-portfolio Each semester students will present at either or both the Convocation of Scholars at Reinhardt University and other state and national mathematics conferences. Students will take in the series Math 150, 250, 350
Credits 1

Division
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School Division
School of Humanities, Sciences and Technology

MAT 198: SPECIAL TOPICS IN MATHEMATICS

This course, which explores a topic of contemporary interest to the study of mathematics, is offered as needed. Prerequisite: Permission of instructor.
Credits 1

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 200: INTRODUCTION TO STATISTICS

This course is an introduction to elementary descriptive and inferential statistics. Topics include frequency distributions, measures of central tendency and variation, elementary probability theory, binomial and normal distributions, hypothesis testing, tests on two means, sample estimation of parameters, confidence intervals, coefficient of correlation and linear regression. Prerequisite: University placement, or grade of P, or C or better in any MAT course numbered 100 or above.
Credits 3

Division
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School of Humanities, Sciences and Technology

MAT 210: MATHEMATICS CONCEPTS/CONNECTIONS I

The Concepts and Connections courses will focus on understanding the underlying principles of mathematics and appreciation for the interconnectedness of mathematical ideas. Course I will emphasize algebra, probability and data analysis. The fundamental algebra concepts of variables, functions and equations will be explored through a variety of representations with an emphasis on modeling. The study of probability will be approached as an attempt to provide predictability in random events and will make extensive use of the algebraic and graphic representations developed previously. Finally, the ideas of algebra and probability will be employed to analyze data and draw conclusions from it. The Concepts and Connections courses are appropriate for liberal arts students, prospective elementary or middle school education students and business or social science students. Prerequisite: University placement, or grade of P, or C or better in any MAT course numbered 100 or above.
Credits 3

Division
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School Division
School of Humanities, Sciences and Technology

MAT 211: MATH CONCEPTS/ CONNECTIONS II

The Concepts and Connections courses will focus on understanding the underlying principles of mathematics and appreciation for the interconnectedness of mathematical ideas. Course II will emphasize geometry and number sense. It will begin with the basic elements of geometry (points, lines, planes, angles). A brief discussion of the nature and value of logic and proof will prepare students to make and prove conjectures throughout the course. Students will investigate properties of figures in two and three dimensions, using synthetic and coordinate representations and using transformations. The course will conclude with exploration of characteristics and patterns of numbers. The Concepts and Connections courses are appropriate for liberal arts students, prospective elementary or middle school education students and business or social science students. Prerequisite: University placement, or grade of P, or C or better in any MAT course numbered 100 or above.
Credits 3

Division
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School Division
School of Humanities, Sciences and Technology

MAT 215: COMPUTER PROGRAMMING

This course introduces structured problem-solving through focused study of Python. Students analyze complex tasks, design precise algorithms, and implement solutions within a rule-governed computational system. Programming is presented as the disciplined translation of intention into formal structure: systems respond only to clearly defined rules and relationships. Through writing and refining code, students develop precision in reasoning, clarity in assumptions, and accountability in logical sequencing. Topics include variables, data types, control structures, functions, and foundational data structures, emphasizing computational thinking and structured analytical inquiry.

Prerequisite: University placement, or grade of P, or C or better in any MAT course numbered 100 or above.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
University placement, or grade of P, or C or better in any MAT course numbered 100 or above.

MAT 220: COLLEGE GEOMETRY

This course extends the knowledge of geometry covered in the usual high school geometry course. Topics include Euclidean geometry, axiomatic systems, special points of a triangle, circles, analytic geometry, constructions, transformation geometry, and non-Euclidean geometry. Prerequisite: University placement or C or better in any MAT course numbered 100 or above.
Credits 3

Division
UG
School Division
School of the Arts

MAT 221: CALCULUS I

This course is an introduction to both differential and integral calculus. Topics include limits; continuity; differentiation of algebraic and trigonometric functions; derivatives; product and quotient rules; chain rule; implicit differentiation; related rates; maxima and minima; concavity; antiderivatives; the definite integral; numerical integration; the natural logarithm and inverse trigonometric functions. Prerequisite: Prerequisite: University placement, or grade of P, or C or better in MAT 121.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 121

MAT 223: STATISTICS FOR DATA SCI W/PYTHON

This Statistics for Data Science with Python course introduces the mathematical techniques of statistical methods, which apply to analyzing data and to solving a variety of data science problems. Topics include data gathering, organizing data using descriptive statistics, visualizing data, finding relationships between variables, probability distributions, expected values, hypothesis testging, introduction to ANOVA (analysis of variance), regression and correlation analysis using Python and Jupyter Notebooks. This course is required to complete a culminating project to apply various statistical tools in the course to real-world data science problems and to demonstrate an understanding of statistical procedures of data analysis. Prerequisites: grade of C or better in MAT 103 and in MAT 215
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 231: INTRODUCTION TO LOGIC & SET THEORY

This course introduces formal reasoning and symbolic systems as structured methods for analyzing ideas with precision. Students study propositional logic, quantifiers, set theory, and axiomatic frameworks to understand how conclusions follow from clearly stated premises. Emphasis is placed on distinguishing logical validity from truth under interpretation, examining how logical form operates independently of meaning within formal systems, and recognizing both the power and limits of formal systems. Topics include rules of inference, proof techniques, equivalence relations, functions, cardinality, induction, and number systems. The course cultivates disciplined argumentation and structured evaluation of claims across academic and professional contexts.

Prerequisite: University Placement, or a grade of C or better in MAT 102, MAT 121, or MAT 221.

Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
University Placement, or a grade of C or better in MAT 102, MAT 121, or MAT 221.

MAT 250: SEMINAR IN MATHEMATICS

This class is used to encourage and lead students to: 1. Explore options available to them in mathematics and associated fields 2. Attend and present research at Mathematics and related conferences 3. Build a network of professional contacts 4. Build confidence in their skills as writers and researchers in the field of mathematics 5. Build a comprehensive resume and e-portfolio Each semester students will present at either or both the Convocation of Scholars at Reinhardt University and other state and national mathematics conferences. Students will take in the series Math 150, 250, 350. Prerequisite: MAT 150.
Credits 1

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 298: SPECIAL TOPICS IN MATHEMATICS

This course, which explores a topic of contemporary interest to the study of mathematics, is offered as needed. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 299: INDEPENDENT STUDY IN MATHEMATICS

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 300: COLLEGE GEOMETRY

This course extends the knowledge of geometry covered in the usual high school geometry course. Topics include Euclidean geometry, axiomatic systems, special points of a triangle, circles, analytic geometry, constructions, transformation geometry and non-Euclidean geometry. Prerequisite: University placement, or grade of P, or C or better in any MAT course numbered 100 or above.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 310: ABSTRACT ALGEBRA

This course begins with a brief introduction to number theory, followed by examination of fundamental algebraic structures (groups, rings, and fields) and exploration of how these structures relate to the algebra studied at the pre-college level. Prerequisite: University placement, or grade of P, or C or better in any MAT course numbered 100 or above
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 320: LINEAR ALGEBRA

Topics in this course include systems of linear equations, matrices, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors. Prerequisite: University placement, or grade of P, or C or better in any MAT course numbered 100 or above.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 321: CALCULUS II

This course continues the development in Calculus I. Topics include first order differential equations; area between two curves; volume; arc length; center of mass; fluid pressure; integration by parts; trigonometric substitution; partial fractions; L'Hopital's rule; improper integrals; infinite series including convergence tests; power series; parametric equations and polar coordinates. Prerequisite: University placement, or grade of P, or C or better in MAT 221.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 221

MAT 330: DISCRETE MATHEMATICS

This course focuses on the creation and application of mathematical models involving discrete quantities. Topics include combinatorics, mathematical induction, matrices and coding, and graph theory. Prerequisite: Grade of P, or C or better in at least two MAT courses numbered 100 or above.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 350: SEMINAR IN MATHEMATICS

This class is used to encourage and lead students to: 1. Explore options available to them in mathematics and associated fields 2. Attend and present research at Mathematics and related conferences 3. Build a network of professional contacts 4. Build confidence in their skills as writers and researchers in the field of mathematics 5. Build a comprehensive resume and e-portfolio Each semester students will present at either or both the Convocation of Scholars at Reinhardt University and other state and national mathematics conferences. Students will take in the series Math 150, 250, 350. Prerequisite: MAT 250.
Credits 1

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 410: REAL ANALYSIS

This course begins with an exploration of mathematical logic and proof, in order to prepare the student for an in-depth investigation of functions of real numbers. Topics include sequences and series, continuity, limits, differentiation, and integration. The course will focus on logical foundations and relationships rather than on application. Prerequisite: Junior Status and grade of C or better in MAT 221
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 420: DIFFERENTIAL EQUATIONS

This course is concerned with the solution and applications of first and second order ordinary differential equations. Most of the course involves the use of analytical methods, although a brief exploration of numerical methods is included. Prerequisite: Grade of C or better in MAT 321
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 321

MAT 421: CALCULUS III

course in multivariable calculus. Topics include vectors; lines and planes in space; cylindrical and spherical coordinates; vector-valued functions; velocity and acceleration; curvature; functions of several variables; partial derivatives; directional derivatives and gradients; tangent planes and normal lines; extrema; Lagrange multipliers; double integrals; triple integrals; vector fields and Green's theorem. Prerequisite: Grade of C or better in MAT 321
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 321

MAT 423: DATA SCIENCE AND MACHINE LEARNING

This course is an introduction to machine learning, data-mining, and statistical pattern recognition. Topics include supervised learning, unsupervised learning, and practices in machine learning. In this course you will learn theoretical foundations of learning and how to apply learning algorithms to implementing smart automation, text understanding, understanding from digital images or videos, medical informatics, database mining, and more, while gaining prractice implementing them and having them to work for human beings. Prerequisite: grade of C or better iin MAT 223, MAT 320, and MAT 421
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 223, MAT 320 AND MAT 421

MAT 430: NUMERICAL ANALYSIS

An introduction to methods of finding or approximating numerical solutions to problems, especially those for which analytical solutions do not exist or are not readily obtainable. Topics include solving nonlinear equations, solving systems of linear equations, polynomial interpolation, numerical integration, and solving differential equations. The course will include the solution of applied problems using mathematics software. Prerequisite: Grade of C or better in MAT 215 and MAT 321
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 215 AND MAT 321

MAT 450: SENIOR SEMINAR IN MATHEMATICS

The Senior Seminar in Mathematics is a capstone course for mathematics majors and secondary mathematics education majors. It may also be open to mathematics minors with permission of the instructor. The course integrates topics from a variety of areas of mathematics, emphasizing problem solving and effective presentation of mathematical reasoning and application. Prerequisites: Senior status, and grade of C or better in MAT 321 and in any other MAT course 300-level or above.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 321

MAT 480: MATHEMATICS INTERNSHIP

This course, students are given the opportunity to use skills and insights gained in the classroom in actual work environments under the supervision of professionals, in order to get practical work experience for careers in a variety of fields, such as operations research, finance, statistics, computer science, biotechnology, actuarial science, and mathematical modeling. A professional supervisor will provide official documentation of internship as required by Reinhardt University, while regularly communicating reports to the supervising faculty member. The course level depends on the skills used, while each academic credit hour requires at least 50 hours of work experience. Prerequisite: Availability of placement approved by instructor.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 498: SPECIAL TOPICS IN MATHEMATICS

This course, which explores a topic of contemporary interest to the study of mathematics, is offered as needed. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MAT 499: INDEPENDENT STUDY IN MATHEMATICS

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 198: SPECIAL TOPICS IN CYBERSECURITY

Special Topics relating to the field of Cybersecurity.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 225: HARDWARE AND OPERATING SYSTEM

Information technology (IT) is essential to the function and success of nearly all businesses. Businesses whose systems are lacking or experience failure are at risk of significant loss; therefore, there will always be a need for IT support and innovation. This course introduces fundamental concepts of the IT infrastructure to prepare students for a role in the field of IT. Students learn about the structure and purpose of hardware components (computers, networks, and interface devices) and software components (operating systems, middleware, applications, and system software). They examine key issues of capacity, performance, reliability, scale, and obsolescence through the evaluation of IT's role in supporting business and individuals. Students take a practical approach to understanding how IT infrastructure can relate to personal goals as they examine the various career options within the field. Corequisite: MAT 215.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 245: INTRODUCTION TO NETWORK TECHNOLOGY

Corporations, small businesses, and even individuals rely upon robust communication networks that secure local resources while connecting into worldwide infrastructure. This course provides students with the opportunity to develop and administrate a small business network through hands-on lab exercises. They examine physical and logical local network components as well as protocols and connections for internet services and applications. Hands-on labs exercises provide experience with network configuration and settings. Prerequisite: MAT 200 and MIT 225.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 200 AND MIT 225

MIT 265: SYSTEMS ADMINISTRATION

There are many important benefits from studying the different types operating systems, such as administering computers efficiently and structuring code more effectively, which lend to best practices in writing code. This course provides students with an overview of the concepts of computer operating systems, including the main functions, similarities, and differences. They explore a variety of topics, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. Students contextualize their learning experience through hands-on activities, such as performing basic administrative tasks on Windows and Linux servers, including configuring networking parameters, administering user accounts and groups, setting access and application permissions, and locating and analyzing log files. Prerequisite: MIT 245.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 285: NETWORK ARCHITECTURE

In this course, students learn about the role of a network administrator, the many considerations of operating a modern system, and the tools and technologies that are available to meet the requirements and demands of an organization's network. They explore the structure of the Internet and examine protocols, routers, and client/server architecture related to configuring network services. Students also learn about software platforms, control shared resources, and security from a practical perspective. Through a series of LabSim assignments, students practice administrative tasks using applications as network tools, routing, securing ports, configuring network address translations, and confirming reconfigurations. Prerequisite: MAT 300 and MIT 245
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 298: SPECIAL TOPICS IN MATH & IT - CYBER

This course, which explores a topic of contemporary interest to the study of cybersecurity, is offered as needed.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 325: NETWORK ARCHITECTURE

In this course, students learn about the role of a network administrator, the many considerations of operating a modern system, and the tools and technologies that are available to meet the requirements and demands of an organization's network. They explore the structure of the Internet and examine protocols, routers, and client/server architecture related to configuring network services. Students also learn about software platforms, control, shared resources, and security from a practical perspective. Through a series of LabSim assignments, students practice administrative tasks using applications as network tools, routing, securing ports, configuring network address translations, and confirming reconfigurations. Prerequisite: MAT 300 and MIT 245.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 300 AND MIT 245

MIT 335: ORG SECURITY & CYBER ATTACKS

This course covers the people and process aspect of information assurance and security, which is the most widely ignored part of the IT industry. Topics include security life cycle, certification and accreditation, configuration management, employment practices and security awareness. Best practices of policy development will be covered along with industry specific standards. Industry specific laws and regulations such as the Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), National Institute of Standards and Technology (NIST), and others will also be explored. In addition, privacy issues in computing, personnel, and physical security will be discussed along with biometrics. Prerequisite: MIT 325.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 325

MIT 336: SYSTEM ASSURANCE SECURITY

This course is an introduction to information assurance and security. It provides an overview for network administrators who must implement security strategies to protect their organizations from exposure to the Internet. This course also helps network designers incorporate security-conscious designs. The course presents strategies to guard against hackers and forms of viruses, describes firewalls and gateways, and helps you explore authentication and encryption techniques. It also discusses the most-often-used methods for attacking a network system and how to defend against these attacks. Prerequisite: MIT 325.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 325

MIT 345: APPLICATION SECURITY

In the past, security measures were merely supplemental to software design, but with the increasing threat of hackers who manipulate applications and steal or modify important data, countermeasures are vital to protect applications from vulnerability. This course provides students with an overview of best practices in developing secure software applications and the tools for investigating anomalies and ulnerabilities in application software. Prerequisite: MIT 285
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 285

MIT 346: CYBER DEFENSE & COUNTER MEASURES

This course focuses on developing a secure information technology network infrastructure and its supporting structures, including policies and procedures. Typically, organizations take a common approach to building a secure gateway into the trusted network. However, there are always variables specific to each network. That said, as the network security industry matures, there are also common, or “best,” practices being discovered and followed within this area of study. In this course, you will identify the components and best practices needed to design a secure network. Prerequisite: MIT 285.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 285

MIT 355: COMPUTER FORENSICS

Computer forensics is a discipline that supports law enforcement and lawyers in investigating white collar crime. Learners in this course explore computer forensics as it relates to information assurance and security. Topics include forensic tools and techniques, investigations, incident response and handling, and legal issues. Prerequisite: MIT 345
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 345

MIT 356: CYBER ATTACKS AND ETHICAL HACKING

This course covers the techniques and common utilities hackers use to attack computers and networks. You will explore security threats and ways system vulnerabilities are exploited to attack systems. Topics include intrusion detection systems, ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and penetration testing to ensure infrastructure security. Prerequisite: MIT 346
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 346

MIT 398: SPECIAL TOPICS IN CYBERSECURITY

Special Topics relating to the field of Cybersecurity.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 416: PRINC OF PUBLIC & PRIVATE SECURITY

This course provides an overview of the major forms of private and public security, the relationship between public and private security, and the major forms and applications of security work. Emphasis is placed on security technologies, managerial issues, and the communication skills needed to properly conduct security work. Prerequisite: MIT 346 and MIT 356
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 346 AND MIT 356

MIT 426: SECURITY ASSESSMENT AND SOLUTIONS

This course covers the basic assessment skills and solutions needed to operationally conduct security activities. Emphasis is place on both line-level skills and managerial skills required to conduct security tasks to facilitate the prevention and detection of crime, with a special focus on the technologies and technological skills needed to perform these tasks in all forms of security work. Prerequisite: MIT 355 and MIT 356
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 355 AND MIT 356

MIT 430: COMP SECURITY & PENETRATING TEST

This course covers topics in penetration testing and information security analysis. Students are exposed to methodologies in conducting thorough information security analysis and advanced penetration testing techniques to effectively identify and mitigate risks to the security of an organization's infrastructure. Prerequisite: MAT 330, MIT 416, and MIT 426.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 330, MIT 416 AND MIT 426

MIT 450: CYBER SECURITY CAPSTONE

This course explores the practices and framework designed to ensure cyberspace security. Students will explore the areas of common practice in the Department of Homeland Security (DHS) Essential Body of Knowledge. Topics include the various roles, functions, and competencies within the cyber security domain to mitigate risks and secure organizational assets. Prerequisite: MIT 430
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 430

MIT 455: COMPUTER FORENSICS

Computer forensics is a discipline that supports law enforcement and lawyers in investigating white collar crime. Learners in this course explore computer forensics as it relates to information assurance and security. Topics include forensic tools and techniques, investigations, incident response and handling, and legal issues. Prerequisite: MIT 445.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MIT 445

MIT 456: CYBER ATTACKS & ETHICAL HACKING

This course covers the techniques and common utilities hackers use to attack computers and networks. You will explore security threats and ways system vulnerabilities are exploited to attack systems. Topics include intrusion detection systems, ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and penetration testing to ensure infrastructure security. Prerequisite: MIT 446.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 480: CYBER SECURITY INTERNSHIP

In this course, students are given the opportunity to use skills and insights gained in the classroom in actual work envvironments under the supervision of professionals, in order to get practical work experience for careers in information technology. A professional supervisor will provide official documentation of internship as required by Reinhardt University, while regularly communicating reports to the supervising faculty member. The course level depends on the skills used, while each academic credit hour requires at least 50 hours of work experience. Prerequisites: Availability of placement approved by instructor.
Credits 1

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 498: SPECIAL TOPICS IN CYBERSECURITY

Special Topics relating to the field of Cybersecurity.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MIT 499: SPECIAL TOPICS IN CYBERSECURITY

Special Topics relating to the field of Cybersecurity.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MSE 150: FOUNDATIONS IN MUSIC EDUCATION

This foundations course in music education will address the social, historical, and philosophical foundations of the discipline. An overview and exploration of methods and approaches to teaching and learning in early childhood, elementary and secondary general music, choral, string, and instrumental music settings will be included. The topics of diversity, lifelong learning, alternative contexts for the teaching and learning of music, world music, and teaching exceptional learners in music will be explored. Students will begin to develop a personal philosophy of music education.
Credits 2

Division
UG
School Division
School of the Arts

MSE 220: EDUC MEDIA & TECHNOLOGY IN MUSIC

This course emphasizes knowledge of hardware and software designed specifically for use in the music classroom. Musical Instrument Digital Interface (MIDI) applications for notation, basic sequencing and computer-assisted instruction are special focuses. The course also covers administrative software for the music program and instruction-related use of the Internet. Students will develop practical skills on selected MIDI, administrative software programs, and music notation software Finale and Sibelius.
Credits 1

Division
UG
School Division
School of the Arts

MSE 320: INSTRUMENTAL METHODS AND MATERIALS FOR CHORAL STUDENTS

This course is designed to provide music education students in the choral concentration with the tools for gaining essential competencies in instrumental methods for K-12 certification. Students will become familiar with method books and other sources for the teaching of brass, woodwind, string, and percussion instruments.
Credits 1

Division
UG
School Division
School of the Arts

MSE 323: ELEMENTARY METHODS

A study of the philosophy, techniques, and materials which are incorporated in music instruction (instrumental, choral, and general) at the elementary level. The differentiated approach to music instruction will be the foundational concept for this course of study. Students may interpret this to mean all instruction, classroom and individual, will focus on the needs of the individual learner utilizing appropriate materials and methodologies. A significant aspect of this course of study will be the Practicum. Students will spend a minimum of 10 hours during the semester observing in local schools under the supervision of certified personnel. An observation journal along with copies of all material used by the student in this experience will be maintained. Open to junior music majors who are admitted to the Price School of Education teacher education program.
Credits 3

Division
UG
School Division
School of the Arts

MSE 324: SECONDARY METHODS - INSTRUMENTAL

A study of the philosophy, techniques, and materials which are incorporated in instrumental music instruction at the secondary level. The differentiated approach to music instruction will be the foundational concept for this course of study. Students may interpret this to mean all instruction, classroom and individual, will focus on the needs of the individual learner utilizing appropriate materials and methodologies. A significant aspect of this course of study will be the Practicum. Students will spend a minimum of 10 hours during the semester observing in local schools under the supervision of certified personnel. An observation journal along with copies of all material used by the student in this experience will be maintained. Open to junior music majors who are admitted to the Price School of Education teacher education program.
Credits 2

Division
UG
School Division
School of the Arts

MSE 325: SECONDARY METHODS - CHORAL

A study of the philosophy, techniques and materials which are incorporated in choral music instruction at the secondary level. The differentiated approach to music instruction will be the foundational concept for this course of study. Students may interpret this to mean all instruction, classroom and individual, will focus on the needs of the individual learner utilizing appropriate materials and methodologies. A significant aspect of this course of study will be the Practicum. Students will spend a minimum of 10 hours during the semester observing in local schools under the supervision of certified personnel. An observation journal along with copies of all material used by the student in this experience will be maintained. Open to junior music majors who are admitted to the Price School of Education teacher education program.
Credits 2

Division
UG
School Division
School of the Arts

MSE 330: MARCHING BAND METHODS & MATERIALS

This course is intended to expose students to the fundamental principles of the contemporary marching band and to provide practical experience in applying these skills.
Credits 1

Division
UG
School Division
School of the Arts

MSE 335: JAZZ BAND METHODS & MATERIALS

This course is intended to expose students to teaching strategies, literature, and organizational/ administrative systems for the secondary school jazz band.
Credits 1

Division
UG
School Division
School of the Arts

MSE 340: INTRODUCTION TO LYRIC DICTION

This course will introduce future choral directors to the International Phonetic Alphabet (IPA) of French, German, Italian, Latin and English for the purpose of its application in choral singing of these languages. The students will become fluent in the pronunciation of the symbols in order to accurately describe the particular sounds they will require of their future choral singers.
Credits 1

Division
UG
School Division
School of the Arts

MSE 351: WOODWIND METHODS & MATERIALS

This course emphasizes learning methods of tone production and developing basic performance competencies on woodwind instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of woodwind instruments and teaches emergency repair techniques.
Credits 1

Division
UG
School Division
School of the Arts

MSE 352: BRASS METHODS & MATERIALS

This course emphasizes learning methods of tone production and developing basic performance competencies on brass instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of brass instruments and teaches emergency repair techniques.
Credits 1

Division
UG
School Division
School of the Arts

MSE 353: PERCUSSION METHODS & MATERIALS

This course emphasizes learning methods of tone production and developing basic performance competencies on percussion instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of percussion instruments and teaches emergency repair techniques.
Credits 1

Division
UG
School Division
School of the Arts

MSE 354: STRING METHODS & MATERIALS

This course emphasizes learning methods of tone production and developing basic performance competencies on orchestral stringed instruments. The course also surveys beginning, intermediate, and advanced method books. In addition, it examines the mechanical characteristics of stringed instruments and teaches emergency repair techniques.
Credits 1

Division
UG
School Division
School of the Arts

MSE 355: VOCAL TECHNIQUES & MATERIALS

This course emphasizes the development of basic competencies in vocal production, performance, and pedagogy. The basic materials for teaching voice to beginning students will be researched. The student will develop an understanding of the processes required for correct vocal production, the anatomy of the vocal mechanism, and through a practicum, basic abilities for teaching vocal methods to students in grades K-12. The course is designed for instrumental music education majors.
Credits 1

Division
UG
School Division
School of the Arts

MSE 356: GUITAR METHODS AND MATERIALS

This course is intended to expose students to the primary areas of the school guitar program. This course will include teaching competencies, administrative competencies, arranging compositions, and guitar literature. Performance emphasis is on basic beginning folk guitar content with no experience playing the guitar.
Credits 1

Division
UG
School Division
School of the Arts

MSE 450: CLINICAL RESIDENCY SEMINAR

This course is intended to expose students to issues related to student teaching while in clinical residency. Students will participate in lively discussions with peers in similar teaching situations. They will also create résumés and cover letters for job applications, and practice interviewing skills.
Credits 1

Division
UG
School Division
School of the Arts

MSE 465: VOCAL PEDAGOGY

This course studies the vocal instrument and its physiology as it relates to singing techniques and instruction. Each student will be assigned a private student to teach for ten weeks of the semester. Junior standing required and a vocal major
Credits 2

Division
UG
School Division
School of the Arts

MSE 490: CANDIDATE TEACHING MUSIC EDUCATION

Music Education Clinical Residency is an intensive, full-semester teaching experience in an assigned classroom under the direct supervision of a certified Music educator and a University supervisor. The candidate is expected to demonstrate the proficiencies of the conceptual framework of the PSOE with increasing expertise throughout the experience. The Music Education Candidate Teacher is also expected to attend and actively participate in on-campus seminars as scheduled. Prerequisite: Admission to Candidate Teaching
Credits 12

Division
UG
School Division
School of the Arts

MST 230: INTRODUCTION TO MUSEUM STUDIES

This course examines the changing theories and practices of museums and their role in public culture as both repositories and facilities for exhibition and enlightenment.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MST 331: MATERIAL CULTURE AND COLLECTIONS

This course covers many aspects of objects in museum collections, such as material culture, collections management and registrations, archives, and curatorial work.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MST 332: EXHIBITION AND PROGRAM DESIGN

Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MST 333: FOLKLORE/ORAL HISTORY

Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

MUA 100: PERFORMANCE LAB

Credits 0

Division
UG
School Division
School of the Arts

MUA 110: APPLIED COMPOSITION

Credits 1

Division
UG
School Division
School of the Arts

MUA 113: CLASS PIANO I

This functional piano class, which meets twice a week, includes the study of diatonic scales, primary chord progressions, transposition, ear training, harmonization, playing in ensemble, sight-reading, composition, various accompaniment styles and form. Prerequisite: Non-majors admitted by permission of instructor
Credits 1

Division
UG
School Division
School of the Arts

MUA 114: CLASS PIANO II

This course is a continuation of MUA 113. It introduces chromatic scales, arpeggios, dominant seventh chords, inversions, hymn-playing and open vocal score. The class meets twice a week. Prerequisite: MUA 113; non-majors by permission of instructor
Credits 1

Division
UG
School Division
School of the Arts
Prerequisites
MUA 113

MUA 130: BASS GUITAR

Credits 1

Division
UG
School Division
School of the Arts

MUA 131: BASSOON

Credits 1

Division
UG
School Division
School of the Arts

MUA 132: CELLO

Credits 1

Division
UG
School Division
School of the Arts

MUA 133: CLARINET

Credits 1

Division
UG
School Division
School of the Arts

MUA 135: FLUTE

Credits 1

Division
UG
School Division
School of the Arts

MUA 136: FRENCH HORN

Credits 1

Division
UG
School Division
School of the Arts

MUA 137: APPLIED GUITAR

Credits 1

Division
UG
School Division
School of the Arts

MUA 138: HARPSICHORD

Credits 1

Division
UG
School Division
School of the Arts

MUA 139: OBOE

Credits 1

Division
UG
School Division
School of the Arts

MUA 140: ORGAN

This course emphasizes basic keyboard and pedal techniques and techniques of registration. Students study works from Bach, Mendelssohn, Buxtehude and composers of the modern period. Prerequisite: Piano background sufficient to play the Two-Part Inventions of Bach
Credits 1

Division
UG
School Division
School of the Arts

MUA 141: PERCUSSION

Credits 1

Division
UG
School Division
School of the Arts

MUA 142: PIANO

This course explores all aspects of the pianist's technique, including posture, finger dexterity, distribution of weight, relaxation and touch. Repertoire consists of technical exercises, scales, arpeggios, sight-reading, and solo and ensemble literature of the Baroque, Classical, Romantic, Impressionistic and Contemporary periods. A comprehensive approach, including theoretical and historical perspectives, give the student a well-rounded knowledge and application of concepts studied.
Credits 1

Division
UG
School Division
School of the Arts

MUA 143: SAXOPHONE

Credits 1

Division
UG
School Division
School of the Arts

MUA 144: TROMBONE

Credits 1

Division
UG
School Division
School of the Arts

MUA 145: TRUMPET

Credits 1

Division
UG
School Division
School of the Arts

MUA 146: VIOLA

Credits 1

Division
UG
School Division
School of the Arts

MUA 147: VIOLIN

Credits 1

Division
UG
School Division
School of the Arts

MUA 148: APPLIED VOICE

This course promotes the development of proper concepts of vocal technique, including posture, breath support, vowel/tone production, registration, diction/articulation, interpretation, range extension and agility. Remedial methodology is applied to vocal problems. Practical application is achieved through the study of folk/sacred song, musical/theater tunes and/or classical art song and aria.
Credits 1

Division
UG
School Division
School of the Arts

MUA 149: PRIVATE TUBA

Credits 1

Division
UG
School Division
School of the Arts

MUA 150: STRING BASS

Credits 1

Division
UG
School Division
School of the Arts

MUA 151: EUPHONIUM

Credits 1

Division
UG
School Division
School of the Arts

MUA 152: HARP

Credits 1

Division
UG
School Division
School of the Arts

MUA 160: CLASS GUITAR

This course provides beginning guitar instruction while exploring the foundational base for more advance learning in the student's specific areas of interest. A student may enroll for the class regardless of level of experience. Students must provide an acoustic guitar. The class instills knowledge and skills found in such topics as (a) aural procedures involved in tuning a guitar, (b) basic melodic reading and interpretation, (c) theoretical basis of harmonic chord sturcture, (d) knowledge of rhythmic theory, (e) standard and alternative fingerings, (f) modulations, and (g) ensemble playing. Evaluation will be based on the achievement of basic ability in (a) reading and playing melodic lines, (b) chording musical accompaniments, (c) playing the guitar in appropriate rhythmic contexts.
Credits 1

Division
UG
School Division
School of the Arts

MUA 161: BANJO

Credits 1

Division
UG
School Division
School of the Arts

MUA 210: APPLIED COMPOSITION

Credits 2

Division
UG
School Division
School of the Arts

MUA 213: CLASS PIANO III

This course is a continuation of MUA 114. It introduces modal scales, chord progressions using secondary chords and added sevenths, four-part hymn playing, adjacent two parts of four-part open vocal scores and piano literature of moderate difficulty, including accessible pieces by Bach, Mozart and contemporary composers. The class meets twice a week. Prerequisite: MUA 114; non-majors by permission of instructor
Credits 1

Division
UG
School Division
School of the Arts
Prerequisites
MUA 114

MUA 214: CLASS PIANO IV

This course is a continuation of MUA 213. It introduces harmonizing from a lead sheet, modulation, accompanying and open-score reading. The class meets twice a week. Prerequisite: MUA 213; non-majors by permission of instructor
Credits 1

Division
UG
School Division
School of the Arts
Prerequisites
MUA 213

MUA 230: APPLIED BASS GUITAR

Credits 2

Division
UG
School Division
School of the Arts

MUA 231: APPLIED BASSOON

Credits 2

Division
UG
School Division
School of the Arts

MUA 232: APPLIED CELLO

Credits 2

Division
UG
School Division
School of the Arts

MUA 233: APPLIED CLARINET

Credits 2

Division
UG
School Division
School of the Arts

MUA 235: APPLIED FLUTE

Credits 2

Division
UG
School Division
School of the Arts

MUA 236: APPLIED FRENCH HORN

Credits 2

Division
UG
School Division
School of the Arts

MUA 237: APPLIED GUITAR

Credits 2

Division
UG
School Division
School of the Arts

MUA 238: APPLIED HARPSICHORD

Credits 2

Division
UG
School Division
School of the Arts

MUA 239: APPLIED OBOE

Credits 2

Division
UG
School Division
School of the Arts

MUA 241: APPLIED PERCUSSION

Credits 2

Division
UG
School Division
School of the Arts

MUA 242: APPLIED PIANO

This course explores all aspects of the pianist's technique, including posture, finger dexterity, distribution of weight, relaxation and touch. Repertoire consists of technical exercises, scales, arpeggios, sight-reading, and solo and ensemble literature of the Baroque, Classical, Romantic, Impressionistic and Contemporary periods. A comprehensive approach, including theoretical and historical perspectives, give the student a well-rounded knowledge and application of concepts studied.
Credits 2

Division
UG
School Division
School of the Arts

MUA 243: APPLIED SAXOPHONE

Credits 2

Division
UG
School Division
School of the Arts

MUA 244: APPLIED TROMBONE

Credits 2

Division
UG
School Division
School of the Arts

MUA 245: APPLIED TRUMPET

Credits 2

Division
UG
School Division
School of the Arts

MUA 248: APPLIED VOICE

This course promotes the development of proper concepts of vocal technique, including posture, breath support, vowel/tone production, registration, diction/articulation, interpretation, range extension and agility. Remedial methodology is applied to vocal problems. Practical application is achieved through the study of folk/sacred song, musical/theater tunes and/or classical art song and aria.
Credits 2

Division
UG
School Division
School of the Arts

MUA 249: APPLIED TUBA

Credits 2

Division
UG
School Division
School of the Arts

MUA 250: APPLIED STRING BASS

Credits 2

Division
UG
School Division
School of the Arts

MUA 251: APPLIED EUPHONIUM

Credits 2

Division
UG
School Division
School of the Arts

MUA 298: SPECIAL TOPICS IN APPLIED MUSIC

This course explores a topic of contemporary interest to the study of applied music.
Credits 2

Division
UG
School Division
School of the Arts

MUA 300: RECITAL

Credits 0

Division
UG
School Division
School of the Arts

MUA 310: APPLIED COMPOSITION

Credits 2

Division
UG
School Division
School of the Arts

MUA 313: CLASS PIANO V

This course is designed to build on the skills learned in Class Piano 1-4, focusing particularly on playing warmups, playing parts individually and together, and honing accompanying skills.
Credits 1

Division
UG
School Division
School of the Arts

MUA 330: APPLIED BASS GUITAR

Credits 2

Division
UG
School Division
School of the Arts

MUA 331: APPLIED BASSOON

Credits 2

Division
UG
School Division
School of the Arts

MUA 332: APPLIED CELLO

Credits 2

Division
UG
School Division
School of the Arts

MUA 333: APPLIED CLARINET

Credits 2

Division
UG
School Division
School of the Arts

MUA 335: APPLIED FLUTE

Credits 2

Division
UG
School Division
School of the Arts

MUA 336: APPLIED FRENCH HORN

Credits 2

Division
UG
School Division
School of the Arts

MUA 337: APPLIED GUITAR

Credits 2

Division
UG
School Division
School of the Arts

MUA 338: APPLIED HARPSICHORD

Credits 2

Division
UG
School Division
School of the Arts

MUA 339: APPLIED OBOE

Credits 2

Division
UG
School Division
School of the Arts

MUA 341: APPLIED PERCUSSION

Credits 2

Division
UG
School Division
School of the Arts

MUA 342: APPLIED PIANO

This course explores all aspects of the pianist's technique, including posture, finger dexterity, distribution of weight, relaxation and touch. Repertoire consists of technical exercises, scales, arpeggios, sight-reading, and solo and ensemble literature of the Baroque, Classical, Romantic, Impressionistic and Contemporary periods. A comprehensive approach, including theoretical and historical perspectives, give the student a well-rounded knowledge and application of concepts studied.
Credits 2

Division
UG
School Division
School of the Arts

MUA 343: APPLIED SAXOPHONE

Credits 2

Division
UG
School Division
School of the Arts

MUA 344: APPLIED TROMBONE

Credits 2

Division
UG
School Division
School of the Arts

MUA 345: APPLIED TRUMPET

Credits 2

Division
UG
School Division
School of the Arts

MUA 348: APPLIED VOICE

This course promotes the development of proper concepts of vocal technique, including posture, breath support, vowel/tone production, registration, diction/articulation, interpretation, range extension and agility. Remedial methodology is applied to vocal problems. Practical application is achieved through the study of folk/sacred song, musical/theater tunes and/or classical art song and aria.
Credits 2

Division
UG
School Division
School of the Arts

MUA 349: APPLIED TUBA

Credits 2

Division
UG
School Division
School of the Arts

MUA 350: APPLIED STRING BASS

Credits 2

Division
UG
School Division
School of the Arts

MUA 351: APPLIED EUPHONIUM

Credits 2

Division
UG
School Division
School of the Arts

MUA 400: RECITAL/ SHOWCASE

Credits 0

Division
UG
School Division
School of the Arts

MUA 410: COMPOSITION

This course guides the student in developing compositional skills - from exploring various proven creative styles to synthesizing personal style and culminating in the creation of complete works.
Credits 2

Division
UG
School Division
School of the Arts

MUA 430: APPLIED BASS GUITAR

Credits 2

Division
UG
School Division
School of the Arts

MUA 431: APPLIED BASSOON

Credits 2

Division
UG
School Division
School of the Arts

MUA 432: APPLIED CELLO

Credits 2

Division
UG
School Division
School of the Arts

MUA 433: APPLIED CLARINET

Credits 2

Division
UG
School Division
School of the Arts

MUA 435: APPLIED FLUTE

Credits 2

Division
UG
School Division
School of the Arts

MUA 436: APPLIED FRENCH HORN

Credits 2

Division
UG
School Division
School of the Arts

MUA 437: APPLIED GUITAR

Credits 2

Division
UG
School Division
School of the Arts

MUA 438: APPLIED HARPSICHORD

Credits 2

Division
UG
School Division
School of the Arts

MUA 439: APPLIED OBOE

Credits 2

Division
UG
School Division
School of the Arts

MUA 441: APPLIED PERCUSSION

Credits 2

Division
UG
School Division
School of the Arts

MUA 442: APPLIED PIANO

This course explores all aspects of the pianist's technique, including posture, finger dexterity, distribution of weight, relaxation and touch. Repertoire consists of technical exercises, scales, arpeggios, sight-reading, and solo and ensemble literature of the Baroque, Classical, Romantic, Impressionistic and Contemporary periods. A comprehensive approach, including theoretical and historical perspectives, give the student a well-rounded knowledge and application of concepts studied.
Credits 2

Division
UG
School Division
School of the Arts

MUA 443: APPLIED SAXOPHONE

Credits 2

Division
UG
School Division
School of the Arts

MUA 444: APPLIED TROMBONE

Credits 2

Division
UG
School Division
School of the Arts

MUA 445: APPLIED TRUMPET

Credits 2

Division
UG
School Division
School of the Arts

MUA 448: APPLIED VOICE

This course promotes the development of proper concepts of vocal technique, including posture, breath support, vowel/tone production, registration, diction/articulation, interpretation, range extension and agility. Remedial methodology is applied to vocal problems. Practical application is achieved through the study of folk/sacred song, musical/theater tunes and/or classical art song and aria.
Credits 2

Division
UG
School Division
School of the Arts

MUA 449: APPLIED TUBA

Credits 2

Division
UG
School Division
School of the Arts

MUA 450: APPLIED STRING BASS

Credits 2

Division
UG
School Division
School of the Arts

MUA 451: APPLIED EUPHONIUM

Credits 2

Division
UG
School Division
School of the Arts

MUE 100: CONCERT CHOIR

This course emphasizes appropriate vocal production, diction and foreign language pronunciation, choral techniques, proper breathing and performance presence. It is designed to assist in the development of rehearsal and performance skills in choral music. Sacred and secular musical styles representative of the breadth of existing choral literature are studied for performance. The ensemble performs for various university-related events and presents several off-campus performances each semester. Music is provided by the University. Students may be required to purchase concert and/or travel attire at minimal cost. Ensemble scholarships for course tuition are available through audition. Participation in the course is by audition and/or permission of director.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 103: REINHARDT WIND ENSEMBLE

This course is designed to assist in the development of performance and rehearsal skills in applied instrumental music and to provide students with a survey of band literature, both sacred and secular, in a concert-band format. This group, which meets once a week and requires one to two performances per semester, is open to music major, non-music majors and community members. Musicians are responsible for providing their own instruments and may be required to purchase concert attire at a minimal cost. Music is provided by the College. Ensemble scholarships for course tuition are available through audition. Prerequisite: Previous instrumental experience at the high school level or private instrumental instruction
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 104: CHAMBER ENSEMBLE

Chamber ensembles are small groups of instrumentalists and/or vocalists admitted by audition/approval of the director. While designed primarily as ancillary experiences, chamber ensembles may count toward the major ensemble requirement if approved by the coordinator of the music program. Students may be required to purchase concert attire at a minimal cost. Ensemble scholarships for course tuition are available through audition.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 105: REINHARDT ORCHESTRA

Credits 0-1
Division
UG
School Division
School of the Arts

MUE 106: WOODWIND CHAMBER ENSEMBLE

Chamber ensembles are small groups of instrumentalists and/or vocalists admitted by audition/approval of the director. While designed primarily as ancillary experiences, chamber ensembles may count toward the major ensemble requirement if approved by the coordinator of the music program. Students may be required to purchase concert attire at a minimal cost. Ensemble scholarships for course tuition are available through audition.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 107: STRING ENSEMBLE

Chamber ensembles are small groups of instrumentalists and/or vocalists admitted by audition/approval of the director. While designed primarily as ancillary experiences, chamber ensembles may count toward the major ensemble requirement if approved by the coordinator of the music program. Students may be required to purchase concert attire at a minimal cost. Ensemble scholarships for course tuition are available through audition.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 108: BRASS ENSEMBLE

Chamber ensembles are small groups of instrumentalists and/or vocalists admitted by audition/approval of the director. While designed primarily as ancillary experiences, chamber ensembles may count toward the major ensemble requirement if approved by the coordinator of the music program. Students may be required to purchase concert attire at a minimal cost. Ensemble scholarships for course tuition are available through audition.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 109: GUITAR ENSEMBLE

Chamber ensembles are small groups of instrumentalists and/or vocalists admitted by audition/approval of the director. While designed primarily as ancillary experiences, chamber ensembles may count toward the major ensemble requirement if approved by the coordinator of the music program. Students may be required to purchase concert attire at a minimal cost. Ensemble scholarships for course tuition are available through audition.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 110: JAZZ ENSEMBLE

Ensembles are small groups of instrumentalists and/or vocalists admitted by audition/approval of the director. While designed primarily as ancillary experiences, chamber ensembles may count toward the major ensemble requirement if approved by the coordinator of the music program. Students may be required to purchase concert attire at a minimal cost. Ensemble scholarships for course tuittion are available through audition,.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 112: KEYBOARD ENSEMBLE

Chamber ensembles are small groups of instrumentalists and/or vocalists admitted by audition/approval of the director. While designed primarily as ancillary experiences, chamber ensembles may count toward the major ensemble requirement if approved by the coordinator of the music program. Students may be required to purchase concert attire at a minimal cost. Ensemble scholarships for course tuition are available through audition.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 113: PERCUSSION ENSEMBLE

Chamber ensembles are small groups of instrumentalists and/or vocalists admitted by audition/approval of the director. While designed primarily as ancillary experiences, chamber ensembles may count toward the major ensemble requirement if approved by the coordinator of the music program. Students may be required to purchase concert attire at a minimal cost. Ensemble scholarships for course tuition are available through audition.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 114: MARCHING BAND

Credits 0-1
Division
UG
School Division
School of the Arts

MUE 115: PEP BAND

Credits 0-1
Division
UG
School Division
School of the Arts

MUE 116: INSTRUMENTAL CHOIR:

Course provides instrumentalists (music majors, minors, and non-music majors) with ensemble experience (small and large) through weekly rehearsals and public performances and increases knowledge of available instrumental ensemble literature.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 117: AFRICAN DRUMMING & DANCE ENSEMBLE

This course provides an introduction to African drumming and dance traditions, focusing onfoundational techniques, rhythms, and movements from regions such as West Africa (Ghana, Togo, Benin, Nigeda) and Central Africa, Through hands-on instruction and ensemble performance, studentswill explore the cultural context, histo1y, and significance of these art forms. Emphasis will be placed on developing proficiency in drumming, dancing, and ensemble collaboration, Students are strongly encouraged to bring an audio or video recorder to class to help with practice, and to dress comfortably for dancing.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 168: OPERA

Opera provides a training ground for singing actors and presents a variety of music-theatre productions during the school year. Auditions are open to all.
Credits 0-1
Division
UG
School Division
School of the Arts

MUE 298: SPECIAL TOPICS

Special topics in Music.
Credits 0-1
Division
UG
School Division
School of the Arts

MUS 105: MUSIC APPRECIATION

This course is designed to develop and improve a student's listening skills through exposure to various types of Western music. Along with musical styles and procedures, influences from other historical and cultural events will be included and discussed. The course goal is to provide students with understanding and enjoyment of traditional music as a permanent life enhancement.
Credits 3

Division
UG
School Division
School of the Arts

MUS 108: JAZZ APPRECIATION

Jazz Appreciation is an exploration of the defining elements of jazz, its origins, the structure and style, and the contributions of its most influential practitioners.
Credits 3

Division
UG
School Division
School of the Arts

MUS 120: FUNDAMENTALS OF MUSIC

Review of the fundamentals of musicianship. Required for students who do not receive a grade of C or higher in MUS 143
Credits 1

Division
UG
School Division
School of the Arts

MUS 130: FUNDAMENTALS OF CONDUCTING

An introduction to the art of conducting, this course will lead students to develop an understanding of the basic vocabulary, gestures and interpretation necessary for conducting music ensembles.
Credits 1

Division
UG
School Division
School of the Arts

MUS 134: PRACTICAL HARMONY I

This course introduces fundamental music theory and aural skills for the musical theatre major.
Credits 3

Division
UG
School Division
School of the Arts

MUS 135: PRACTICAL HARMONY II

This course is a continuation of the study of music theory and aural skills begun in Practical Harmony I. Prerequisite: MUS 134
Credits 3

Division
UG
School Division
School of the Arts

MUS 142: FUNDAMENTALS OF MUSIC LAB

The Fundamentals Lab for zero credit runs concurrently with MUS 143 for students scoring below 90% on their entrance exam. Any student who fails to pass MUS 143 must take Fundamentals of Music for one hour of credit during the spring semester of the freshman year.
Credits 0

Division
UG
School Division
School of the Arts

MUS 143: MUSIC THEORY I

This course includes the study of conventional procedures in four-part vocal writing, analysis of chord progressions and smaller forms, sight-singing, keyboard harmony and tonal dictation. The class will meet three times a week.
Credits 3

Division
UG
School Division
School of the Arts

MUS 144: MUSIC THEORY II

A continuation of MUS 124, this course introduces non-harmonic tones, expanded vocabulary of chord progressions, dominant and supertonic seventh chords, secondary dominant functions and modulations. The class will meet three times per week. Prerequisite: MUS 143 or theory proficiency test
Credits 3

Division
UG
School Division
School of the Arts

MUS 150: CONCERT ATTENDANCE

Credits 0

Division
UG
School Division
School of the Arts

MUS 151: STUDIO CLASS

This course supplements instruction received in individual applied lessons. Concepts of technique, musicianship, and performance will be covered in a group setting containing all members of a professor's studio. Corequisite: appropriate section/level of MUA.
Division
UG
School Division
School of the Arts

MUS 153: AURAL SKILLS I

This course introduces the fundamental principles of ear training and should be taken concurrently with MUS 143.
Credits 1

Division
UG
School Division
School of the Arts
Corequisites
MUA 143

MUS 154: AURAL SKILLS II

This course is a continuation of the principles learned in MUS 153 and should be taken concurrently with MUS 144. Prerequisite: MUS 153
Credits 1

Division
UG
School Division
School of the Arts
Prerequisites
MUS 153
Corequisites
MUA 144

MUS 155: ABLETON LIVE

Ableton Live is a Digital Audio Workstation (DAW) and is a effective tool for musicians of various styles and skill levels. Students will be introduced to basic concepts of audio engineering, music theory and composition.
Credits 1

Division
UG
School Division
School of the Arts

MUS 216: MUSIC THEORY III

A continuation of MUS 125, this course introduces chromaticism, secondary dominant and leading tone functions, modulation to foreign keys, binary and ternary forms, augmented 6th chords, neopolitan chords, and diatonic seventh chords. The class will meet three times a week. Prerequisite: MUS 144 or theory proficiency test
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
MUS 144

MUS 217: MUSIC THEORY IV

A continuation of MUS 214, this course introduces non-dominant altered chords, chords of the ninth, eleventh and thirteenth, Impressionism, and 20th century music. The class will meet three times a week. Prerequisite: MUS 216
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
MUS 216

MUS 226: AURAL SKILLS III

This course introduces advanced principles of ear training and should be taken concurrently with MUS 216.
Credits 1

Division
UG
School Division
School of the Arts
Corequisites
MUS 216

MUS 227: AURAL SKILLS IV

This course is a continuation of the principles learned in MUS 226 and should be taken concurrently with MUS 217. Prerequisite: MUS 226
Credits 1

Division
UG
School Division
School of the Arts
Prerequisites
MUS 226
Corequisites
MUS 217

MUS 259: HISTORY OF ROCK AND ROLL

This course will trace the development of Rock and Roll during the 20th Century into the 21st. The principal content starts with the precursors to Rock and Roll in music of the 1920s, 30s, and 40s, as well as the distinct influences that racially-segregated America had on the early stages of R&R in the 1950s. After discussing the emergence of R&R in the 1950s and the early stylistic trends, much attention will be played on the explosion of styles and subgenres in the 1960s. This will create several threads that carry the course through the remainder of the century into a view of the present day.
Credits 3

Division
UG
School Division
School of the Arts

MUS 298: SPECIAL TOPICS

This course, which explores a topic of contemporary interest to the study of music, is offered as needed to students with freshman-sophomore standing.
Credits 3

Division
UG
School Division
School of the Arts

MUS 299: INDEPENDENT STUDIES IN MUSIC

This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of the Arts

MUS 300: FUNCTNL KEYBOARD MUSICIANSHIP

This course will present practical training in sight reading, transposition, modulation, harmonization, playing by ear, open score reading, ensemble playing, improvisation, extemporaneous composition and working with a conductor.
Credits 1

Division
UG
School Division
School of the Arts

MUS 302: ADVANCED CONDUCTING

This course introduces the philosophies of conducting and the basic principles of group dynamics. It requires knowledge of the fundamentals of conducting instrumental and choral ensembles and provides special emphasis on the development of competencies in score reading and baton techniques. Prerequisite: MUS 130
Credits 2

Division
UG
School Division
School of the Arts
Prerequisites
MUS 130

MUS 310: COUNTERPOINT

This course will explore the principles governing contrapuntal techniques in polyphonic compositions of the Renaissance and Baroque periods. Discussion of 20th Century serial technique will be included. Prerequisites: MUS 217, MUS 322
Credits 2

Division
UG
School Division
School of the Arts
Prerequisites
MUS 217 AND MUS 322

MUS 312: MUSIC THEORY V: FORM & ANALYSIS

A study of the structural analysis of music with emphasis given to large and multi-movement forms. Students will discover the structural content of music forms from the smallest motives to complete movements. Prerequisite: MUS 217
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
MUS 217

MUS 315: MUSIC THEORY VI: POST-TONAL TECH

This course will focus on analytical techniques used for atonal and neo-tonal music, as well as provide further instruction on modern and post-modern musical forms. Its placement in the second half of a student's junior year will align it with Music History II. Prerequisite: MUS 312
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
MUS 312

MUS 320: RHYTHMIC SENSITIVITY

Course provides understanding of complexities of musical rhythm and develop skills necessary to perform, teach, notate, and take dictation of beginning, intermediate, and advanced rhythmic patterns.
Credits 2

Division
UG
School Division
School of the Arts

MUS 321: MUSIC HISTORY I

This course is a survey of music history of the Medieval, Renaissance, and Baroque periods. It improves identification skills and aural recognition of stylistic characteristics. It also assists in the student's authentic performance of music from these periods. Permission of instructor required for non-music majors.
Credits 3

Division
UG
School Division
School of the Arts

MUS 322: MUSIC HISTORY II

This course is a survey of music history of the Classical, Romantic, and Contemporary periods. It improves identification skills and aural recognition of stylistic characteristics. It also assists in the student's authentic performance of music from these periods. Permission of instructor required for non-music majors.
Credits 3

Division
UG
School Division
School of the Arts

MUS 325: WORLD MUSIC

This course introduces students to the traditional music of countries and cultures from around the world. It includes study of samples of the music of southeastern Europe, Asia, Africa, Oceania, Russia, the near East, the Caribbean, and North America.
Credits 3

Division
UG
School Division
School of the Arts

MUS 360: DICTION FOR SINGERS I

This course encompasses the fundamentals of the singer's pronunciation of English and Italian. Stu-dents will be introduced to and use the International Phonetic Alphabet. Students are required to read and sing songs in English and Italian.
Credits 2

Division
UG
School Division
School of the Arts

MUS 361: DICTION FOR SINGERS II

This course encompasses the fundamentals of the singer's pronunciation of French and German. Students will make use of the International Phonetic Alphabet. Students are required to read and sing songs in French and German.
Credits 2

Division
UG
School Division
School of the Arts

MUS 370: STRINGED KEYBOARD LIT I

This course will be a chronological survey of works for harpsichord, clavichord, fortepiano, and piano-forte -- the instruments, composers, forms and styles, and significance in music and society. Instruction will be given in the protocol of solo performance.
Credits 2

Division
UG
School Division
School of the Arts

MUS 372: STRINGED KEYBOARD LIT II

This course will be a chronological survey of works for pianoforte -- the instruments, composers, forms and styles, and significance in music and society. Instruction will be given in the protocol of solo performance.
Credits 2

Division
UG
School Division
School of the Arts

MUS 373: COLLABORATIVE PIANO

This course will present practical training in collaborative performances at the piano, including stylistic and interpretive characteristics of vocal and instrumental literature of the Baroque, Classical, Romantic and Contemporary periods.
Credits 1

Division
UG
School Division
School of the Arts

MUS 380: ORGAN LITERATURE I

This course encompasses a survey of the history of the organ and its literature from the 15th Century through the Baroque Period. Instruction will be given in the protocol of solo performance.
Credits 2

Division
UG
School Division
School of the Arts

MUS 399: INDEPENDENT STUDY IN MUSIC

Credits 1

Division
UG
School Division
School of the Arts

MUS 411: ORCHESTRATION & ARRANGING

This course will develop the techniques of writing for various combinations of instruments beginning with small groups and developing into full ensembles. Cross-cultural awareness will be enhanced through reference to idiomatic practices of German, Italian and French composers. Prerequisite: MUS 217
Credits 2

Division
UG
School Division
School of the Arts
Prerequisites
MUS 217

MUS 430: CHURCH MUSIC ADMINISTRATION

This course explores procedures for developing and managing a church music program, including materials, techniques and supervision of choral, instrumental and graded programs. It develops strategies related to budget planning, public relations, personnel/staff and other aspects of administration.
Credits 2

Division
UG
School Division
School of the Arts

MUS 431: STRUCTURE OF WORSHIP

This course examines the historical development and present structuring of liturgical and free church forms of Judeo-Christian worship. Innovative worship planning is undertaken from historical and contemporary perspectives.
Credits 2

Division
UG
School Division
School of the Arts

MUS 432: CONGREGATIONAL SONG

This course is a survey of Christian Hymnody and related forms including recent hymns, collections and their utilization in worship.
Credits 2

Division
UG
School Division
School of the Arts

MUS 433: INTERNSHIP

Supervised practical field work in Church Music.
Credits 2

Division
UG
School Division
School of the Arts

MUS 455: GUITAR PEDAGOGY

The course will focus on teaching guitar at all levels from beginning to advanced, as well as provide a pedagogical framework for maintaining a private studio. This course is intended for guitar performance majors only. Students in other majors must have approval from the instructor to take this course.
Credits 2

Division
UG
School Division
School of the Arts

MUS 460: VOCAL LITERATURE

This course surveys the art song repertoire for the voice. Students will examine scores and listen to recordings of songs from the classical period through the 21st century. Prerequisite or concurrent enrollment in MUS 322
Credits 2

Division
UG
School Division
School of the Arts

MUS 466: MUSICAL THEATRE PERFORMANCE

Credits 1

Division
UG
School Division
School of the Arts

MUS 470: ACCOMPANYING I

This course will present practical training in accompanying, including stylistic and interpretive characteristics of vocal and instrumental literature of the Baroque, Classical, Romantic and Contemporary periods.
Credits 2

Division
UG
School Division
School of the Arts

MUS 471: GUITAR SOLO LITERATURE

This will be a survey of guitar solo literature from every style. Its purpose is to broaden the students listening experiences with historically important literature pertaining to the development of the guitar, its techniques, and its performers.
Credits 2

Division
UG
School Division
School of the Arts

MUS 472: GUITAR ENSEMBLE LITERATURE

A similar course to Solo Literature, this course will focus on the role the guitar has played in ensemble settings in various styles and time periods.
Credits 2

Division
UG
School Division
School of the Arts

MUS 473: PIANO PEDAGOGY I

This course will survey various published methods for teaching studio (individual) piano and will explore all aspects of teaching the beginning, intermediate and moderately advanced private student, including recommended repertoire.
Credits 1

Division
UG
School Division
School of the Arts

MUS 474: PIANO PEDAGOGY II

This course is a continuation of MUS 473. Observation and supervised teaching experiences will be required. Prerequisite: MUS 473
Credits 1

Division
UG
School Division
School of the Arts
Prerequisites
MUS 473

MUS 475: GROUP PIANO PEDAGOGY I

This course will explore all aspects of organizing, teaching, and evaluating class (group) piano instruction at the elementary through intermediate level.
Credits 2

Division
UG
School Division
School of the Arts

MUS 476: GROUP PIANO PEDAGOGY II

This course is a continuation of MUS 475. Observation and supervised teaching experiences will be required. Prerequisite: MUS 475
Credits 2

Division
UG
School Division
School of the Arts
Prerequisites
MUS 475

MUS 482: SERVICE PLAYING

A study of the practical problems of the church organist. Hymn playing, accompanying, transposition, sight reading, modulation, and improvisation are covered.
Credits 1

Division
UG
School Division
School of the Arts

MUS 483: CHORAL LITERATURE

Surveys choral music representing historical forms, era, and styles. Emphasis on literature appropriate for choirs in grades 5-12. Consideration given for balance in programming. Prerequisites: MUS 321 and MUS 322
Credits 2

Division
UG
School Division
School of the Arts
Prerequisites
MUS 321 AND MUS 322

MUS 485: ORGAN PEDAGOGY

This course will study the methods and techniques involved in teaching the organ to beginning, intermediate and moderately advanced organ students, as well as the fundamentals of adapting the organ to professional performance. Observation and supervised teaching experiences will be required.
Credits 2

Division
UG
School Division
School of the Arts

MUS 491: SOLO INSTRUMENTAL LIT SEM

This course is a survey of available and appropriate solo performance literature for wind, brass, string, and percussion performance majors. All music periods, composers, and performance protocols will be studied.
Credits 2

Division
UG
School Division
School of the Arts

MUS 493: CHAMBER LITERATURE SEMINAR

This course develops knowledge of historicallyinformed performance practice and significant works for instrument domains and develops knowledge of the important resources available for exploring chamber music literature and the ability to assemble judicious recital programs.
Credits 1

Division
UG
School Division
School of the Arts

MUS 494: INSTRMNTL CHMBR MUSIC LIT

This course will study the styles and periods of chamber ensemble music literature appropriate for a variety of ensembles. Instruction will be given in the protocol of chamber music performance.
Credits 2

Division
UG
School Division
School of the Arts

MUS 495: LG INSTRMNT ENSMBL MUSIC LIT

This course will study the styles and periods of music literature appropriate for large instrumental ensembles. Instruction will be given in the protocol of solo performance with large instrumental music ensembles.
Credits 2

Division
UG
School Division
School of the Arts

MUS 498: SPECIAL TOPICS IN MUSIC

Credits 3

Division
UG
School Division
School of the Arts

MUS 499: INDEPENDENT STUDY IN MUSIC

Credits 3

Division
UG
School Division
School of the Arts

MUT 167: MUSICAL THEATRE WORKSHOP

The overall purpose and philosophy of this course is for the students to apply various approaches to the performing process in musical theatre. Through text analysis, peer interaction, employment of various exercises, and performance of final project, students will learn to become more successful performers.
Credits 1

Division
UG
School Division
School of the Arts

MUT 250: ACTING IN MUSICAL THEATER I

Acting skills for the musical theatre stage will be developed. This course is designed to build upon the skills taught in THE 215 and 315 with application to the musical theatre genre. Offered in the Fall semester each year.
Credits 3

Division
UG
School Division
School of the Arts

MUT 251: ACTING IN MUSICAL THEATER II

A continuation of MUT 250, the course develops a personal approach to coaching and guiding the advanced actor with physical, emotional and behavioral acting using a variety of elements designed to help the actor build a solid foundation of skills that are flexible enough to be applied to any challenge a performer faces. Offered in the Spring semester of each year. Prerequisite: MUT 250.
Credits 3

Division
UG
School Division
School of the Arts

MUT 298: SPECIAL TOPICS IN MUSICAL THEATRE

This course, which explores a topic of contemporary interest to the study of musical theater, is offered as needed to students with at least sophomore standing.
Credits 3

Division
UG
School Division
School of the Arts

MUT 299: INDEPENDENT STUDY IN MUSICAL THEATR

This course is offered as needed to students with at least a sophomore standing.
Credits 3

Division
UG
School Division
School of the Arts

MUT 324: HISTORY OF MUSICAL THEATRE

The history of musical theatre from the recorded beginnings of music and drama in Italy (c.1600) through the American musical comedies of Rodgers & Hart (c.1940). Genres explored will include opera, operetta, burlesque, pantomime, vaudeville, tin pan alley, the minstrel show, revue, and musical comedy. Major figures discussed will include composers, lyricists (including librettists/book-writers), producers, directors, choreographers, performers, and conductors. The literature will be explored within a social-historical context. Offered in the spring semester each year.
Credits 3

Division
UG
School Division
School of the Arts

MUT 398: SPECIAL TOPICS MUSICAL THEATRE

Credits 3

Division
UG
School Division
School of the Arts

NUR 302: FOUNDATIONS OF PHARMACOLOGY

This course includes a study of arithmetic/calculation of dosages and solutions for medication administration and the basic principles of pharmacology. Legal and ethical responsibilities of the professional nurse in administering medications are also emphasized.
Credits 1

Division
UG
School Division
The Cauble School of Nursing

NUR 303: CLINICAL PHARMACOLOGY I

This course focuses on fundamental pathophysiological and pharmacological principles as applicable to nursing care across the lifespan. Drug actions and interactions, and therapeutic applications of major pharmacological classifications of drugs are emphasized. Various manifestations of disease are illustrated through the specific etiology, signs, symptoms, and diagnostics. Exploring the relationship of pharmacologic knowledge with nursing practice, integration of the nursing process and nursing implications with various drug classifications is emphasized. Nursing implications of drugs and drug therapy, including drug interactions, is examined.
Credits 2

Division
UG
School Division
The Cauble School of Nursing

NUR 304: CLINICAL PHARMACOLOGY II

This course focuses on fundamental pathophysiological and pharmacological principles as applicable to nursing care across the lifespan. Drug actions and interactions, and therapeutic applications of major pharmacological classifications of drugs are emphasized. Various manifestations of disease are illustrated through the specific etiology, signs, symptoms, and diagnostics. Exploring the relationship of pharmacologic knowledge with nursing practice, integration of the nursing process and nursing implications with various drug classifications is emphasized. Nursing implications of drugs and drug therapy, including drug interactions, is examined. This is a continuation course for NUR 303.
Credits 2

Division
UG
School Division
The Cauble School of Nursing

NUR 305: HOLISTIC HEALTH ASSESSMENT

This course introduces the basic interviewing and physical assessment techniques involved in the process of assessing the health of individuals across the lifespan. A systematic approach in the use of skills in data collection and healthcare assessment in recognizing normal findings and common deviations associated with pathologies is emphasized to create the underpinnings for professional practice. Lecture and laboratory instruction are included in this course.
Credits 3

Division
UG
School Division
The Cauble School of Nursing

NUR 306: EVIDENCE-BASED PRACTICE/RESEARCH

This course prepares students to understand the role of research in evidence-based practice in nursing and healthcare. Critical thinking skills through the review and process of research are emphasized. The reliability of sources of evidence and the critique of research studies in synthesizing research concepts and findings into nursing practice are addressed in the scholarly endeavor to promote the evaluation of research studies for applicability to nursing practice.
Credits 3

Division
UG
School Division
The Cauble School of Nursing

NUR 307: CLINICAL FOUNDATIONS OF NURSING PRACTICE

This course focuses on the nursing process, interventions, and nursing skills necessary for basic nursing practice in the care of individuals across the life span in diverse clinical settings. Introduction to the problem solving process for the professional nurse and the nursing process, provides a foundation necessary for decision-making, clinical reasoning, and critical thinking skills.
Credits 6

Division
UG
School Division
The Cauble School of Nursing

NUR 308: NUTRITION HEALTH PROMOTION WELLNESS

This course is a study of nutrition in health and altered health states during the life-cycle as well as promotion of health, prevention of illness and factors that impact health status. Application of nutritional principles and analysis of diets in health and wellness as well as illness are emphasized. The role and benefit of nutritional support and therapy in the metabolic and pathophysiological changes associated with disease and wellness are investigated as applicable to the nursing process. Health behaviors of different cultures and age groups as well as relevant nursing research on nutrition, health promotion, and disease prevention are discussed.
Credits 2

Division
UG
School Division
The Cauble School of Nursing

NUR 309: PATHOPHYSIOLOGY FOR NURSING

This course provides a foundational understanding of the physiological and pathophysiological processes that underlie human health and disease. Building upon fundamental concepts of biochemistry, biophysics and cell biology students will explore the molecular and cellular mechanisms of disease, including the impact of genetic mutations, environmental factors and sociocultural influences.
Credits 3

Division
UG
School Division
The Cauble School of Nursing

NUR 310: WRITING IN THE NURSING PROFESSION

This course is a foundational course designed for nursing students to develop expertise in reviewing research, literature and mastering APA formatting. Students will learn to critically evaluate scholarly articles, synthesize findings, and apply evidence-based practice principles in their writing. The course emphasizes the importance of clear, coherent writing, with a focus on proper citation and referencing using APA style. Through hands-on assignments, students will create literature reviews and research summaries that reflect a deep understanding of current nursing research, while also honing their skills in academic writing essential for advanced nursing practice.
Credits 1

Division
UG
School Division
The Cauble School of Nursing

NUR 401: NURSING CARE OF THE ADULT

This course explores the pathophysiological aspects of adults with acute or chronic health conditions. Application of theory, the nursing process, the understanding of pharmacology, medical therapeutic interventions, and utilization of a holistic approach in the care of this population is studied. This course also addresses the pathophysiological stages of aging. The normal aging process, health promotion strategies, common disease processes, treatment regimes, and end of life issues are studied in regard to this population. Lecture and clinical instruction are included in this course.

Prerequisite: NUR 307 must be taken during the semester immediately preceding this course (excluding summer).
Credits 6

Division
UG
School Division
The Cauble School of Nursing

NUR 402: MENTAL HEALTH

This course focuses on nursing care for individuals or groups with emotional, behavioral, or communication alterations acquired from changes in personal structure or neurological physiology. Principles of abnormal psychology, pathophysiology, and pharmacology will be integrated into the design of appropriate nursing interventions for acute and long-term conditions of mental health clients. Communication skills, cultural sensitivity, empathetic care of others, and professional development are components developed in the care of this population. Lecture and clinical instruction are included in this course.
Credits 4

Division
UG
School Division
The Cauble School of Nursing

NUR 403: NURSING CARE OF ADULT W/HIGH ACUITY

This course explores the pathophysiological aspects of adults with acute or chronic health conditions. Application of theory to the nursing process, understanding of pharmacology, medical therapeutic interventions, and utilization of the holistic approach in the care of this population is studied. This course also addresses the pathophysiological stages of aging. The normal aging process, health promotion strategies, common disease processes, treatment regimes, and end of life issues are studied regarding this population. As a continuation of NUR 401, this course also emphasizes nursing care associated with complex health alterations. The clinical focus is placed on assimilation and application of knowledge for care of the adult with complex and multiple physiological and psychosocial needs in a highly technical health care environment. The impact of life-threatening illnesses and injuries on individuals, families, groups, and communities is explored as the student designs holistic and culturally competent care during times of death, dying, and bereavement. Lecture and clinical instruction are included in this course.

Prerequisite: NUR 401 must be taken during the semester immediately preceding this course (excluding summer).
Credits 6

Division
UG
School Division
The Cauble School of Nursing

NUR 404: MATERNAL-CHILD HEALTH

This course focuses on the theories and principles utilized in the care of women across the life span. Issues impacting reproduction and fertility and comparison of variations in normal and abnormal conditions are included. Exploration of the childbearing experience as it affects individuals, families, and communities is presented regarding the impact of culture, economics, and advocacy in this experience. Antepartal, intrapartal, postpartal, and newborn populations managed by the professional nurse will be emphasized. Lecture and clinical instruction are included in this course.
Credits 5

Division
UG
School Division
The Cauble School of Nursing

NUR 405: NURSING CARE OF CHILDREN & FAMILIES

This course addresses the care of families with children from infancy through adolescence during wellness and altered health states. Theories and principles used in caring for the child-rearing family are presented. The framework for the course content is based on theories of growth and development within the context of a diverse global population. Lecture and clinical instruction are included in this course.
Credits 5

Division
UG
School Division
The Cauble School of Nursing

NUR 406: LEADERSHIP/ MANAGEMENT: IMMERSION INTO PRACTICE

This course focuses on the role of the professional nurse as a leader and manager. Content features those inherent responsibilities the registered nurse assumes as designer, manager, coordinator, and patient care provider. Essential skills for the development of team building, collaboration with various health care providers, and delegation are addressed. Students build on exercising critical thinking and decision-making in the care of individuals and groups of patients. Lecture and clinical instruction are included in this course.

Prerequisite: NUR 403 must be taken during the semester immediately preceding this course (excluding summer).
Credits 6

Division
UG
School Division
The Cauble School of Nursing

NUR 407: COMMUNITY & POPULATION HEALTH

This course examines theories and principles of community health and public health issues of individuals, families, and communities. Emphasis is placed on prevention of illness, promotion of health, and provision of care to vulnerable populations. Emergent infections are explored in relation to communicable disease prevention, control, and pharmacotherapeutics. Multidisciplinary care is addressed regarding the role of the community health nurse in case management, emergency preparedness, and disaster response. Lecture and clinical instruction are included in this course.
Credits 5

Division
UG
School Division
The Cauble School of Nursing

NUR 408: SYNTHESIS OF NURSING PRACTICE

This course focuses on nursing practice and concept synthesis in order to prepare the new graduate for entry into the role of the generalist professional nurse. Emphasis is placed on clinical reasoning and critical thinking skills needed for the practicing nurse to address the needs of individuals in the ever changing healthcare landscape.
Credits 2

Division
UG
School Division
The Cauble School of Nursing

OML 300: APPLIED RESEARCH METH MANAGE LEADER

This course provides the practical and theoretical knowledge that forms the decision-making process involved in the management and leadership of an organization. The course is designed to introduce the student to the scientific bases for decision-making including research methods and designs, qualitative and quantitative research, and descriptive and inferential statistics. The course focuses on the techniques of decision making, the issues involved in decision making, reporting the analytical processes undertaken, and the formal presentation of analysis and decision. In addition the course provides the student of leadership an introduction to the basic methods, techniques, and procedures of applied research. Emphasis will be placed on both quantitative and qualitative methods employed in conducting applied research projects. A minimal background in mathematics or statistics is recommended. An expected outcome of this course will be the preparation of the students' organizational leadership research project proposal.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

OML 310: LEADERSHIP

This course gives students a theoretical and practical understanding of managerial leadership, organization theory, organizational behavior and managerial leadership styles and effectiveness. Additional discussion topics include, but are not limited to, effective leadership qualities.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

OML 320: COMMUNICATIONS AND CULTURE

This course provides both practical and theoretical knowledge needed by management for communicating in an environment of cultural change in a diverse and evolving organization and marketplace. The course provides students with a firm knowledge of principles of communication theory, method, and application especially as they are relevant to successful business operations.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

OML 330: HUMAN RESOURCE MANAGEMENT

This course surveys the field of human resource management and its functional areas: manpower planning, staffing, compensation, performance appraisal and training and development. This course includes an introduction to equal employment law and regulatory agencies at both the state and federal levels.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

OML 335: CRISIS MANAGEMENT

This course develops managerial leadership skills in crisis avoidance, management, and recovery. Students learn how to respond to situations creating danger to organizations, their employees, and the public, including how to deal with the media, as well as the importance of negotiation and mediation in crisis. The student's learning experience will include examining potential crisis management scenarios to determine the ethical implications of personal and organizational business decisions.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

OML 340: DIVERSITY & SOCIAL CHANGE

This course examines conceptualizations of diversity including gender, race, ethnicity, class, religious, family structure and sexuality and how those identities impact organizations as they function to navigate a changing social landscape through developments in technology, politics and beliefs.
Credits 4

Division
UG
School Division
McCamish School of Business and Professions

OML 350: STRATEGIC MARKETING

This course is designed to explore the processes management uses to operate an organization. The course also explores the impact of social, legal, and governmental environments on organizations. Related to the strategic marketing leadership process is a detailed discussion of the markets within which a business must operate and the processes an organization must undertake to analyze its markets. This includes discussions of market analysis, market selection criteria, and an introduction to strategic market planning and decision making. The course provides the student with the knowledge to prepare a strategic marketing plan for a profit or non-profit organization.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

OML 410: LEADERSHIP ISSUES PUBLIC & COM REL

Focus will be on the philosophies, values, missions, development and evaluation of the delivery of public safety services in the community, and the impact on these services of policy, public option, and constituent dynamics.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

OML 420: ECONOMIC ISSUES FOR MANAGERIAL LEAD

This course analyzes, first, the resource allocation process, focusing on supply and demand's impact on market price and the importance of marginal revenue and marginal cost to price and output determination. Secondly, the course analyzes the value of macroeconomic variables and the firm's use of such information. Lastly, the course conveys the understanding to the student of why firms need budget and forecasts and how these concepts enable a manager or leader to effectively manage and lead the firm. The course will describe various budgeting and forecasting techniques that firms use today and will enable students to develop their own forecasts using this information.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

OML 440: SPEC TOPICS: BUS MGMT & LEADERSHIP

This course will explore emerging issues associated with managing and leading organizations in a dynamic and global environment. Topics to be discussed include: customer service relationships, forecasting demand for organization’s products and services, leadership issues in the budgeting and financial management, diversity as a strategic initiative, leading cultural change in 21st century organizations, global economic issues from a top management leadership perspective, and future trends in global managerial leadership practices.
Credits 4

Division
UG
School Division
McCamish School of Business and Professions

OML 460: ETHICS, VALUES, AND THE LAW

The course “Ethics, Values, and the Law” focuses upon changing organizations. As organizations change, they are impacted by numerous ethical and legal considerations, as well as unethical behaviors. The course will provide an overview which involves attention to the broader context of the changing organization, the various traditional modes of ethical reasoning, relevant terminology and considerations, and appropriate responses to the selected issues in changing organizations. The course will culminate in an application of these factors to specific organizations via case studies and research papers and reports.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

OML 498: SPECIAL TOPICS IN MGMT & LEADERSHIP

This course will explore emerging issues associated with managing and leading organizations in a dynamic and global environment. Topics to be discussed include customer service relationships, forecasting demand for organization's products and services, leadership issues in the budgeting and financial management, diversity as a strategic initiative, leading cultural change in the 21st century organizations, global economic issues from a top management leadership perspective, and future trends in global managerial leadership practices.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PCS 110: ASTRONOMY I: SOLAR

This course covers the astronomy of our own solar system. The course is designed for the non-science major and incorporates laboratory exercises and field trips to observatories/ planetariums. Topics include Newton's laws; astronomical instruments; radiation and spectra; earth and the earth-like planets; the Jupiter-like planets; moons, comets and asteroids; and the origin of the solar system and the sun. Laboratory work may involve exercises demonstrating Newton's laws; the construction of astronomical instruments, the analysis of spectra, orbit analysis and tides. No mathematical background is assumed.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 111

PCS 111: ASTRONOMY I: SOLAR LAB

Required lab for PCS 110 Astronomy I: Solar.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 110

PCS 112: ASTRONOMY II: STELLAR

This course covers the astronomy of the stars and galaxies. The course is designed for the non-science major and incorporates laboratory exercises and field trips to observatories. Topics include radiation and spectra, astronomical instruments, analysis and classification of stars, birth and death of stars, relativity theory, black holes, galaxies, quasars, interstellar matter and the big bang theory. Laboratory exercises may involve spectra analysis, construction of optical instruments, star classification, star chart analysis and radio astronomy. No mathematical background is assumed.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 113

PCS 113: ASTRONOMY II: STELLAR

Required lab for PCS 112 Astronomy II: Stellar Astronomy.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 112

PCS 120: COLLEGE PHYSICS I

This course begins with mechanics, including linear kinematics, Newton's laws, statics, work, power, conservation of energy, collisions, conservation of momentum, uniform circular motion and rotational dynamics. Mechanical properties of matter in the solid, liquid, and gaseous states are introduced. The study of wave motion includes transverse and longitudinal kinetic theory, thermal properties of matter and the first and second laws of thermodynamics. Laboratory exercises reinforce the concepts studied in class. Prerequisite: MAT 102 or placement.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 102
Corequisites
PCS 121

PCS 121: COLLEGE PHYSICS I LAB

Required lab for PCS 120 College Physics I.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 120

PCS 122: COLLEGE PHYSICS II

This course is a continuation of College Physics I. It covers electricity and magnetism, optics, and modern physics. The introduction to electricity and magnetism includes the Coulomb force, electric fields, electric potential, direct current circuits, the magnetic field and the magnetic force, ammeters and voltmeters, DC electric motors, electromagnetic induction, AC generators and transformers. The optics material begins with electromagnetic waves and proceeds through reflection, refraction, optical instruments, interference and diffraction. As time permits, special relativity and quantum physics are discussed. Laboratory exercises reinforce the concepts studied in class. Prerequisite: PCS 120.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 123

PCS 123: COLLEGE PHYSICS II LAB

Required lab for PCS 122 College Physics I.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 122

PCS 220: PHYSICS FOR LIFE

This course covers mechanics, wave motion, sound, electricity, magnetism, light, astronomy and relativity for the middle school education major. Topics are chosen to meet the state educational requirements for science. Pre-requisite: MAT 102.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 102
Corequisites
PCS 221

PCS 221: PHYSICS FOR LIFE LAB

Required lab for PCS 220 Physics for Life.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 220

PCS 230: PHYSICS WITH CALCULUS I

This course begins with mechanics, including linear kinematics, Newton's laws, statics, work, power, conservation of energy, collisions, conservation of momentum, uniform circular motion and rotational dynamics. Mechanical properties of matter in the solid, liquid and gaseous states are introduced. The study of wave motion includes transverse and longitudinal waves, sound and the Doppler effect. The course concludes with a study of heat, including kinetic theory, thermal properties of matter and the first and second laws of thermodynamics. Laboratory exercises reinforce the concepts studied in class. Problems will often use calculus.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 221
Corequisites
PCS 231

PCS 231: PHYSICS WITH CALCULUS I LAB

Required lab for PCS 230Physics with Calculus I.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 230

PCS 232: PHYSICS WITH CALCULUS II

This course, which assumes knowledge of differential and integral calculus, covers electricity and magnetism, optics and modern physics. The introduction to electricity and magnetism includes the Coulomb force, electric fields, electric potential, direct current circuits, the magnetic field and the magnetic force, ammeters and voltmeters, DC electric motors, electromagnetic induction, AC generators and transformers. The optics material begins with electromagnetic waves and proceeds through reflection, refraction and optical instruments with a focus on the Lorentz transformations, the Bohr model of the hydrogen atom and atomic energy levels. Laboratory exercises reinforce the concepts studied in class. Prerequisites: MAT 192 and PCS 230. Corequisite: MAT 293.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
MAT 192 AND PCS 230
Corequisites
MAT 293 AND PCS 233

PCS 233: PHYSICS WITH CALCULUS II LAB

Required lab for PCS 232 Physics with Calculus II.
Credits 0

Division
UG
School Division
School of Humanities, Sciences and Technology
Corequisites
PCS 232

PCS 298: SPECIAL TOPICS IN PHYSICS

This course, which explores a topic of contemporary interest to the study of physics, is offered to students with sophomore standing.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

PCS 299: INDEPENDENT STUDY IN PHYSICS

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of the instructor
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology

PED 100: FITNESS FOR COLLEGE AND LIFE

This course emphasizes the components of health-related fitness (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition) through a holistic approach that also addresses alcohol/tobacco/other drugs, nutrition and stress management. Lecture and laboratory format.

This course will meet the wellness call requirement for the general education curriculum.
Credits 2

Division
UG

PED 101: AEROBICS

Activity based course emphasizing aerobic fitness through various activities. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 103: ARCHERY

Activity based course emphasizing beginning level archery skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 105: BASKETBALL

Activity based course emphasizing beginning level basketball skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 107: BOWLING

Activity based course emphasizing beginning and intermediate level bowling skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 109: GOLF

Activity based course emphasizing beginning and intermediate level golf skills. Course also addresses equipment, etiquette, rules, safety and terminology. Requires travel to local golf course.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 111: RACQUETBALL

Activity based course emphasizing beginning and intermediate level racquetball skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 113: SOCCER

Activity based course emphasizing beginning level soccer skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 114: CAMPING

Activity based course emphasizing beginning level camping skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 115: SOFTBALL

Activity based course emphasizing beginning and intermediate level softball skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 116: LINE DANCE

Activity based course emphasizing beginning level line dancing skills. Course also addresses equipment, etiquette, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 117: TENNIS

Activity based course emphasizing beginning and intermediate level tennis skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 118: KARATE

Activity based course emphasizing beginning level karate skills. Course also addresses equipment, etiquette, rules, safety, and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 119: VOLLEYBALL

Activity based course emphasizing beginning level volleyball skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 121: WALK/JOG

Activity based course emphasizing cardio respiratory fitness through an individualized walk/jog program.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 123: WEIGHT TRAINING

Activity based course emphasizing weight training exercises and spotting techniques. Course also addresses equipment, etiquette, safety and terminology
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 127: SOCIAL DANCE

Activity based course emphasizing beginning social dance skills. Course also addresses equipment, etiquette, rules, safety and terminology.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 128: ADVANCED WEIGHT TRAINING

Activity based course emphasizing advanced level weight training. Course also addresses equipment, etiquette, rules, safety, and terminology. Prerequisite: PED 123 or Permission of Instructor.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
PED 123

PED 200: ADULT FITNESS AND WELLNESS

This course addresses health and fitness issues with a focus on life-style choices and the impact of those choices. Course requires an extensive out-of-class exercise regimen. Lecture, laboratory and seminar format. This course is open to adult evening students and students over the age of 21 and completes the Health/Wellness requirement of the General Education Curriculum.
Credits 4

Division
UG
School Division
McCamish School of Business and Professions

PED 220: SKILLFUL MOVEMENT: FITNESS

Skillful movement courses are laboratory courses for physical education teacher education majors with an emphasis on performance skill acquisition and development. Appropriate teaching progressions will be integrated into the skill acquisition activities. The primary focus of this course is the acquisition and assessment of fitness in the areas of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. Participation in activites designed to enhance those fitness components is a primary aspect of the course. No prerequisite.
Credits 2

Division
UG
School Division
McCamish School of Business and Professions

PED 221: SKILLFUL MOVEMENT II INDIV/DUAL ACT

Skillful Movement courses are laboratory courses for physical education teacher education majors with an emphasis on performance skill acquisition and development. Appropriate teaching progressions will be integrated into the skill acquisition activities. The primary focus of this course is the acquisition and analysis of movement skills associated with badminton, bowling, golf, racquetball, and tennis. Class format includes active participation and some candidate delivery of movement lessons to peers. No prerequisite.
Credits 2

Division
UG
School Division
McCamish School of Business and Professions

PED 222: SKILLFUL MOVEMENT III TEAM SPORTS B

Skillful Movement courses are laboratory courses for phsyical education teacher education majors with an emphasis on performance skill acquisition and development. Appropriate teaching progressions will be integrated into the skill acquisition activities. This course is designed to enhance the movement and teaching skills of pre-service teachers in a variety of team sports commonly associated with school physical education programs (flag football, soccer, softball, and others as added by instructor). Class format includes active participation and some candidate delivery of movement lessons to peers. No prerequisites.
Credits 2

Division
UG
School Division
McCamish School of Business and Professions

PED 223: SKILLFUL MOVEMENT IV TEAM SPORTS B

Skill acquisition and analysis, teaching methods and strategies in basketball, field/floor hockey, and softball.
Credits 2

Division
UG
School Division
McCamish School of Business and Professions

PED 224: SKILLFUL MOVEMNT V: DANCE/GYM/REC

Skill acquisition and analysis, teaching methods and strategies in educational dance, gymnastics, and cooperative recreational games.
Credits 2

Division
UG
School Division
McCamish School of Business and Professions

PED 225: INTRO TO ATHLETIC TRAINING

This course will explore the basic topics and issues pertaining to athletic training as established by the National Athletic Trainers' Association.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 230: PED ACTIVITY FOR EDUCATION MAJORS

This introductory course is designed to provide pre-service teachers in the areas of Early Childhood Education, and Health/Physical Education with content knowledge for effective health instruction, an understanding of school safety and first aid procedures, an awareness of the importance of a physically active lifestyle, and a comprehension of appropriate movement activities for students from preschool age through grade five. Class format is lecture, discussion, group work, and presentations. No prerequisites.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 240: COACHING METHODS OF FB/WREST

This course addresses strategies for coaching football and wrestling, with an emphasis on preparing students to coach at the interscholastic level. Topics include practice design, drills, strategy, terminology, etiquette, equipment, budgeting, and overall program design and leadership.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 243: COACHING STRATEGIES-BSKTB/VLLBALL

The purpose of this course is to prepare students to coach basketball and volleyball at the high school and college levels. The course introduces students to all aspects of program leadership, and includes a physical activity component for both sports. Students will be evaluated on their coaching capabilities (not playing skills). No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 250: HISTORY OF SPORT

This course examines historical aspects of sport from ancient times to the present with an emphasis on 19th and 20th century America. The course also introduces potential career paths within the sport industry and the study of sport as an academic discipline.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 260: INTRODUCTION TO KINESIOLOGY

This class is a survey of the discipline of kinesiology and sport studies. The course introduces students to the general characteristics of the discipline, to spedivic types of professions typically pursued by those graduating from a kinesiology and sport studies program, and assists students in identifying early career decisions. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 298: SPECIAL TOPICS IN PED

This course, which explores a topic of contemporary interest to the study health and physical education, is offered as needed to students with sophomore standing.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 299: INDEPENDENT STUDY IN PED

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of the instructor
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 310: CONTEMPORARY HEALTH ISSUES

This course is an examination of the following contemporary health issues: substance use and abuse (including alcohol), communicable and non-communicable disease (including HIV-AIDS and other sexually transmitted diseases), stress and stress management, aging and death, human sexulaity (including teen pregnancy and parenting), and environmental and consumer health topics. The course is designed to be flexible in addressing emerging health concerns. While a content course, effort will be made to link content to classroom uses for the P-12 health instructor. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 315: EMERG CARE & ATHLETIC INJURY PREV

This course addresses basic principles for the prevention, recognition, and care of athletic injuries.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 320: TESTS/ MEASUREMENTS

This course is designed to provide students with an understanding of measurement and evaluation techniques in Health and Physical Education, and fitness/sport related fields. Class format will consist of lecture, labs, and field experience, and requires an extensvie cooperative project with a fellow student.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 325: PRINCIPLES OF STRENGTH/CONDITIONING

This course addresses the essentials of strength and conditioning including testing, performance, fitness evaluation, and program design. It is appropriate for students interested in pursuing coaching, strength and conditioning certification, or personal fitness training. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 330: SPORT IN CONTEMPORARY SOCIETY

This course analyzes contemporary issues in sport, with particular emphasis on social theories of sport, and topics such as gender, media, politics, race, and religion. Pre-requisites: ENG 101, PED 250 and PED 260
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 335: BASEBALL AND AMERICAN CULTURE

This course examines baseball as a reflection of American culture and explores baseball's influence on American society (and society's impact on the sport) from histroical and contemporary perspectives. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 340: COACHING PRINCIPLES

This course introduces students to the coaching profession. Emphasis is placed on high school and intercollegiate levels, but attention is also given to youth, recreational, and serious club/ travel level competition. No prerequisite although interest in coaching at one of the above levels, or a solid grounding in sport or athletics is beneficial.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 350: SPORT ADMINISTRATION

This course emphasizes principles of leadership and administration of health, physical education, and sport programs. Additionally, the course provides a cursory overview of curriculum content for school health/physical education programs, including state of Georgia requirements and curricular guidelines. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 360: SPORT FACILITIES AND EVENTS

The purpose of this course is to provide students with an introduction to the planning and management of sports facilities and events. The course will focus on elements of planning, design, and management, while examinging functions related to maintenance, security, operations, and evaluation. Pre-requisites: PED 250, PED 260
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
PED 250 AND PED 260

PED 370: ATHLETICS AND MEDIA RELATIONS

This course is an introduction and overview of the field of sport communication with emphasis on inter-collegiate athletics. Topics include models of sport communication, print and electronic media, sport advertising, public relations, and media relations. Prerequisite: PED 260
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
PED 260

PED 380: SPORT STUDIES PRACTICUM

This course is designed to provide Sport Studies majors with supervised work experience in a sport-related setting geared to the individual student's career goals. Students will accumulate 150 hours of work experience during the Semester. Application for this practicum experience should be submitted to and approved by the Physical Education Program Coordinator during the semester prior to actual enrollment in PED 380.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 420: KINESIOLOGY

This course emphasizes the analysis and application of mechanical principles of human movement with emphasis on safe instructional and performance practices.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 430: EXERCISE PHYSIOLOGY

This course examines physiological response to exercise and adaptations to training. The course emphasizes the influence of physical activity on health, design of conditioning programs, physical activity in select populations and conditions.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 435: SPORT SALES AND PROMOTION

This course provides students the opportunity to analyze and develop skills essential for sales management and promotion as commonly found in the sport business. Prerequisites: PED 350 or permission of instructor
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
PED 350

PED 450: SPORT MARKETING AND RESEARCH

The course investigates principles and processes in the use of sports for marketing purposes and the use of marketing in sports, with emphasis on research and development, sport promotion, sport sponsorship, advertising, merchandising, and distribution. Prerequisites: PED 250, PED 260
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
PED 250 AND PED 260

PED 460: THE OLYMPICS

This course is a cultural and historical overview of the ancient Olympic Games and the modern Olympic Movement, with an emphasis on the history of the modern games. No prerequisite
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PED 480: SPORT STUDIES INTERNSHIP

This course is an extensive internship for senior level Sport Studies majors that requires 600 hours of work experience in a sport-related setting geared to the individual student's career goals. Applications for internship should be submitted to and approved by the Physical Education Program Coordinator during the semester prior to actual enrollment in PED 480.
Credits 12

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
PED 480

PED 498: SPECIAL TOPICS IN PED

This course, which explores a topic of contemporary interest to the study of health and physical education, is offered as needed to students with junior-senior standing.
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PED 499: INDEPENDENT STUDY IN PED

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. Prerequisite: Permission of the instructor
Credits 1

Division
UG
School Division
McCamish School of Business and Professions

PHI 104: INTRODUCTION TO PHILOSOPHY

This course surveys various concepts involved in the construction of a philosophy and briefly introduces students to some of the systems of ideas that have developed over time, arising out of the human search for the meaning of existence in the world. Major topics include religion and the meaning of life; science, the mind and nature; thinking and knowing; the dilemmas of personhood; living a good life; justice and responsibility.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 105: CRITICAL THINKING

This course surveys and applies the elements of logical thinking: arguments, premises, and conclusions; deduction and induction; validity, truth, soundness, strength, and cogency; and language, meaning, and definitions.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 164: VALUES, CHARAC & LEAD DEVELOPMENT

This course considers how values and character develop across the human life span and how they may be promoted by character education through an examination of the changes that occur during childhood, adolescence and adulthood. The course introduces the research of both classical and contemporary scholars as well as other critics that point toward expanded conceptions of moral development. In addition, moral leadership development and service leadership are discussed in terms of building community, promoting human growth and new levels of professionalism.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 204: INTRODUCTION TO ETHICS

This course surveys the major systems of morality in both the Western world and the non-Western world and relates these systems to the everyday processes of ethical decision making.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 298: SPECIAL TOPICS IN PHILOSOPHY

This course, which explores a topic of contemporary interest to the study of philosophy, is offered as needed to students with sophomore standing.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 299: INDEPENDENT STUDY IN PHILOSOPHY

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 300: HISTORY OF PHILOSOPHY

Western philosophy from the ancient period through the Middle Ages. Figures such as the pre-Socratics, Socrates, Plato, Aristotle, the Stoics and Aquinas are examined.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 304: HISTORY OF MODERN PHILOSOPHY

This course covers selected aspects of the history of Western philosophy from the Middle Ages to the twentieth century. Figures such as Descartes, Berkeley, Hume, Locke and Kant are examined.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 306: CLASSICAL POLITICAL THOUGHT

This course surveys the political thought of Plato, Aristotle, Cicero, St. Augustine, St. Thomas and Machiavelli. Prerequisite: ENG 101 with a grade of C or better
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101

PHI 308: MODERN POLITICAL THOUGHT

A survey of the political thought of Hobbes, Locke, Rousseau, Burke, Hume, Hegel, Mill, Marx and Rawls, the course emphasizes the aspects of their ideas most relevant to the development of Western political institutions. Prerequisite: ENG 101 with a grade of C or better
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101

PHI 310: 20TH CENTURY PHILOSOPHY

This course examines the major philosophers of the 20th century, including such figures as Hussrl, Heidegger, Sartre, Wittgenstein and others.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 498: SPECIAL TOPICS IN PHILOSOPHY

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with junior-senior standing.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PHI 499: INDEPENDENT STUDY IN PHILOSOPHY

This course, which involves supervised research on a specified topic, is offered as needed to students with junior-senior standing. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PML 300: APPLIED RESRCH METHD IN MNG LDRSHIP

Credits 3

Division
UG
School Division
McCamish School of Business and Professions

POL 101: AMERICAN GOVERNMENT

This course is an introductory survey of the essential principles of American government, including the organization and functions of the institutions of the American political system at the national, state and local levels, with special emphasis on Georgia's government. Particular attention is given to constitutional evolution, the nature of power, federalism, civil rights and civil liberties, the roles of compromise and persuasion and the democratization of the system.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

POL 298: SPECIAL TOPICS IN POL SCIENCE

This course, which explores a topic of contemporary interest to the study of political science and/or government, is offered to students with sophomore standing.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

POL 299: INDEPENDENT STUDY IN POL SCIENCE

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

POL 301: INTERNATIONAL POLITICS

This course introduces some of the major concepts, issues and trends in modern international relations. Specific topics include interdependence, international law and organizations, foreign policy and foreign aid, diplomacy, development and international security. The examination of post-Cold War international politics enables students to better comprehend the forces of conflict and cooperation that characterize their world.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

POL 306: CLASSICAL POLITICAL THOUGHT

This course surveys the political thought of Plato, Aristotle, Cicero, St. Augustine, St. Thomas and Machiavelli. Prerequisites: ENG 101 with a grade of C or better
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101

POL 308: MODERN POLITICAL THOUGHT

A survey of the political thought of Hobbes, Locke, Rousseau, Burke, Hume, Hegel, Mill, Marx and Rawls, this course emphasizes the aspects of their ideas most relevant to the development of Western political institutions. Prerequisites: ENG 101 with a grade of C or better
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101

POL 311: COMPARATIVE POLITICS

This course is an introduction to the comparative study of government and politics. Students examine a sampling of nations from the world's major regions, including Europe, Latin America, Asia, Africa, the Middle East and the former Soviet Union. They learn to identify common problems that governments face and to analyze the various institutions and methods developed to cope with these problems. To promote a deeper understanding of political and economic development, discussion topics to include historical background, political culture, geography, economics, ideology and leadership.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

POL 368: INTEREST GROUPS & PUBLIC POLICY

The major purpose of this course is to assist the student in obtaining an understanding of the impact of interest groups on American politics and public policy and vice versa. This course will thus focus on the historical events and institutional developments of organized interest groups; their role and functions in politics - including the policy making process, interpretation, socialization, communication, persuasion and agenda setting; the assessment of the process of information dissemination for the American public; the impact of interest groups on the modern presidency, the bureaucracy, the courts and the Congress and why. We shall also explore many of the social, political and economic controversies that dominate the local, national and international scenes today. Prerequisite: POL 101 with a grade of C or better or Permission of Instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
POL 101

POL 380: JUDICIAL PROCESS & BEHAVIOR

This course covers the organization of the American court system (both state and federal), the function of courts in our society and democracy, and the role of various players (such as judges, litigants, and lawyers) in the legal process. It also examines theories of judicial decision making, explores the ways judges make public policy, and evaluates the efficacy and/or desirability of judicial policy making. In addition to the overview of the American legal system and judicial policy making, it covers the processes surrounding civil and criminal litigation.
Credits 3

Division
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School of Humanities, Sciences and Technology

POL 381: CRIMINAL LAW AND PROCEDURE

This course is an introduction to U.S. criminal law and procedure. The course will cover the following topics: Provide a working knowledge of constitutional rights in the context of crimiinal law. Focus on the concept of reasonableness of restraints on those rights. Gain an understanding of the public policy considerations underlying the substantive criminal law and the manner in which such policies are effectuated through criminal procedural requirements. Study the specific procedural law issues and requirements, including right to counsel, exclusionary rule, search warrant, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selestion, voir dire, negotiated pleas, and post-conviction relief.
Credits 3

Division
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School of Humanities, Sciences and Technology

POL 385: CONSTITUTIONAL LAW

This course examines the U.S. Constitution and what it means. It covers some broad categories including the Bill of Rights, the decisions of the Supreme Court of the United States and how those decisions have shaped civil rights and liberties over the past 200. Specifically, the course will focus on: the interrelationships of national governmental institutions with particular reference to the operation of the Supreme Court; the circumstances giving rise to civil liberties cases and political and social environment in which the Court decides them; the principal modes of legal interpretation the Court has used to structure its analysis of the issues which come before it; the principles and values which underlie the Court's decisions in the area of civil liberties; the importance of non- and extra-legal influences on Supreme Court decision making; and the impact of the Court's civil liberties decisions on the other institutions of government and on the society as a whole.
Prerequisites: ENG 101 and POL 101 with a grade of C or better
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

POL 420: SENIOR SEMINAR IN POLITICAL SCIENCE

This seminar is the capstone course in the major. Students will be responsible for individual presentations and discussion leading in seminar setting that will cover the most seminal and most recent important scholarship in the discipline of political science. Students will also write an original paper answering an emergent question in political science, using methods of analysis appropriate for the question under study. Prerequisite: POL 101, SCI 103, SSC 320, SSC 330 with a grade of C or better or Permission of Instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
POL 101, SCI 103, SSC 320 AND SSC 330

POL 472: MEDIA & POLITICS

The major purpose of this course is to assist the student in obtaining an understanding of the impact of mass media on American politics. This course will focus on the historical events and institutional developments of the media; the functions of the mass media in politics news making, interpretation, socialization, persuasion and agenda setting; and assess the process of information dissemination. The impact of the media on legislation and the modern presidency will be examined as well as how individual presidents do their job and why. We shall also explore many of the social, political and economic controversies that dominate the local, national and international scenes today.
Prerequisite: POL 101 with a grade of C or better or Permission of Instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
POL 101

POL 498: SPECIAL TOPICS IN POL SCIENCE

This course, which explores a topic of contemporary interest to the study of political science, is offered as needed to students with junior-senior standing.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

POL 499: INDEPENDENT STUDY IN POL SCIENCE

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing.
Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PSL 310: FOUNDATIONS OF ORGANIZE MGMT & LEAD

This course gives students a theoretical and practical understanding or organization theory, organizational behavior and leadership styles and effectiveness. This course requires an in-person residency and approval of the Director of the Public Safety Institute.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PSL 320: COMMUNICATION AND CULTURAL CHANGE

This course provides both practical and theoretical knowledge needed by management for communicating in an environment of cultural change in a diverse and evolving organization marketplace. The course is designed to build communication competence and foster dialogue across personality and cultural conflicts. Finally, the course provides students with a firm knowledge of principles of communication theory, method and application especially as they are relevant to Organization Leadership. The course focuses on issues of intercultural business communication and provides students with the skills needed to successfully manage/lead change and conflict within the diverse workplace. Empases include ethnocentrism, stereotyping, prejudice and discrimination, group identity, variations in cultural values and a crosscultural appreciation of diverse styles of managing and leading in an international context.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PSL 330: HR MANAGEMENT & LEADERSHIP

This course examines the personnel practices which are common to most public safety agencies. Included among these topics are recruitment, training, retention, motivation and evaluation of personnel. This course also examines the HR issues that are unique to different public safety agencies and explores ways to effectively integrate these differences into a more efficient system. To minimize the potential conflict that might arise from the integration of differing HR systems the course will also focus on the nature of organizational conflict, the development of strategies to minimize conflict and identifying solutions to disputes that are satisfactory to the parties involved. This course requires an in-person residency and approval of the Director of the Public Safety Institute.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PSL 440: SPECL TOPICS IN PUBLIC SFTY LDRSHP

A variable content course in which students pursue topics of current relevance and interest in public safety leadership. Content will have a strategic management/leadership focus. A specific description will be published online for the term (eight week session) in which the course is offered. A focal point of this course will be the discussion and preparation of position papers on the issues relevant to the successful management and leadership integration of public safety systems.
Credits 6

Division
UG
School Division
McCamish School of Business and Professions

PSL 460: ETHICS, VALUES, AND THE LAW

The course "Ethics, Values, and the Law" focuses upon changing organizations. As organizations change, they are impacted by numerous ethical and legal considerations. The course will provide an overview which involves attention to the broader context of the changing organizations, the various traditional modes of ethical reasoning, the relevant legal terminology and considerations, and appropriate responses to the selected issues in changing organizations. The course will culminate in an application of these factors to specific organizations. This course requires an in-person residency and approval of the Director of the Public Safety Institute.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PSL 498: SPECIAL TOPICS PUBLIC SAFETY LEADER

A variable content course in which students pursue topics of current relevance and interest in public safety leadership. Content will have a strategic management/leadership focus. A focal point of this course will be the discussion and preparation of position papers on the issues relevant to the successful management and leadership integration of public safety systems. This course requires an in-person residency and approval of the Director of the Public Safety Institute.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

PSY 101: INTRODUCTION TO PSYCHOLOGY

This course is a beginning survey of the field of psychology. Special emphasis is placed on the use of scientific methodology to address questions about human behavior. Topics include social interactions, intelligence, development, memory, the physiological bases of behavior and abnormal behavior.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PSY 103: PROFESSIONAL DEVELOPMENT IN PSYCH

This 1-hour course is modeled after the traditional Friday afternoon seminars that many of our faculty experienced as graduate students. The intent is to provide a course where all of our Psychology majors come together, integrating their academic experiences and preparing for the next steps in their careers. Class members will be able to begin planning and preparing for graduate studies, internships, and work outside academia.

Prerequisite: PSY 101
Credits 1

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 200: LIFESPAN DEVELOPMENTAL PSYCHOLOGY

This course examines human development from conception to death, with an emphasis on how physical, cognitive and social/emotional factors interact during development. Scientific approaches for studying development across the lifespan will also be addressed, along with applications of theories of human development to real world problems.

Prerequisites or Concurrent: PSY 101 with a grade of C or better
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PSY 210: PERSONALITY

This course is a critical survey of various theoretical paradigms in personality research, including psychoanalysis, trait theories, humanistic approaches and the cognitive/behavioral tradition.

Prerequisites: PSY 101 with a grade of C or better
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 260: COMMUNITY PSYCHOLOGY

This course is intended to introduce you to the field of community psychology. We will discuss the theoretical and political roots of the field, guiding principles, research methods, and practice of community psychology. Using in-class activities, we will practice applying the theory and methods of community psychology to local and global issues.

Prerequisites: PSY 101 with a grade of C or better
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 298: SELECTED TOPICS

Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PSY 299: INDEPENDENT STUDY IN PSYCHOLOGY

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing.

Prerequisite: Permission of the instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
Permission of the instructor

PSY 303: PROFESSIONAL DEVELOPMENT IN PSY

This 1-hour course is modeled after the traditional Friday afternoon seminars that many of our faculty experienced as graduate students. The intent is to provide a course where all of our Psychology majors come together, integrating their academic experiences and preparing for the next steps in their careers. Class members will be able to begin planning and preparing for graduate studies, internships, and work outside academia.

Prerequisite: PSY 101
Credits 1

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 305: CROSS-CULTURAL PSYCHOLOGY

This course explores how culture influences human cognition, emotion, and behavior, integrating historical and current trends to examine their impact on group adjustment. By investigating cultures historically and globally, it highlights the role of cultural dynamics in psychological adaptation. Covering developmental, social, health, and organizational psychology, it o`ers insights into the evolving e`ects of culture on diverse communities. Students will also be exposed to evolutionary thinking while also exploring human universals in order to understand what is common across cultures. Students will learn to critically analyze cultural and societal shifts, preparing them for applications in various contexts. This comprehensive approach equips students with the knowledge to apply psychological principles in a culturally informed manner, fostering a deeper understanding of psychology's interaction with culture
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 310: ABNORMAL PSYCHOLOGY

This course is a survey of the various emotional and behavioral disorders, including etiology and treatment.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PSY 325: EXPERIMENTAL METHODOLOGY IN PSYCH

The purpose of this course is to train students in the experimental methodology used to gather data in psychology. Topics include random selection and assignment of research participants; presentation of treatments and appropriate control conditions; conducting experiments; application of statistical analysis to results; ethical considerations; and quasi-experimental/single participant designs. Prerequisites: PSY 101 with a grade of "C" or better; SSC 315 with a grade of "C" or better.
Credits 4

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101 AND SSC 315

PSY 330: PHYSIOLOGICAL PSYCHOLOGY

This course is a survey of the neural structures and physiological processes underlying human behavior. Topics include the structure and function of the nervous system and the physiological basis of cognition, emotion and selected psychopathologies. Includes lecture and laboratory instruction. Prerequisite: PSY 101 with a grade of C or better or Permission of Instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 335: PSYCHOLOGY OF AGING

During this course, we will learn to appreciate the significance of studying aging as a continuous process throughout life and how early life experiences and cumulative factors affect psychological health in the later years. Within this framework, we will also focus on healthy aging as opposed to the negative associations that aging often carries and how diverse the aging population actually is. Moreover, we will challenge ourselves to investigate how different areas of study, particularly how the domains of psychology, aging, neuroscience, sociocultural, biology, and mental health fields, intersect and need to come together to functionally understand how psychological and aging processes unfold.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 340: COGNITION & MEMORY

This course is a survey of the research methods, findings and theories of human thought processes and memory. Information processing from sensation to encoding in long-term memory will be a focus. Other topics will include normal memory distortion and memory loss. Abnormal processes that occur with brain damage will also be discussed. Prerequisites: PSY 101 with a grade of C or permission of Instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 345: DRUG USE AND ADDICTION

This course focuses on the history and role of drugs in society, licit and illicit substances, the use and abuse of medical drugs, the use of drugs in treating psychological disorders, theories of addiction, and prevention and treatment for substance abuse and dependence. The focus will be on how these drugs effect the body and mind.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 350: SOCIAL PSYCHOLOGY

This course examines major theories and research traditions in social psychology. Topics include attitude formation and change, conformity, aggression, interpersonal attraction and group dynamics. Prerequisites: PSY 101 with a grade of C or better or permission of Instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 355: INTRODUCTION TO FORENSIC PSYCHOLOGY

Topics covered in this course include: (I) clinical issues such as competency to stand trial, parent custody evaluations, the insanity defense, and risk assessment, (2) research issues involving eyewitness memory, suspect identification, criminal investigation, and use of lethal force, and (3) procedural issues such as the child interview, suspect interrogations, and witness vetting. Essentially, this course conveys the importance of the behavioral sciences as it impacts the criminal and civil justice system.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 360: BEHAVIOR ANALYSIS

The principles of behavior analysis and learning will be applied to problems in shaping and managing human behavior. The techniques covered will include: operant and classical conditioning, reinforcement of successive approximations, schedules of reinforcement, operant and classical extinction, and reinforcement of competing responses, counter conditioning, negative reinforcement and stimulus control. These procedures will be related to a range of practical settings and applications. Prerequisites: PSY 101 with a grade of C or better or permission of Instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 365: PSYCHOLOGICAL TESTING & ASSESSMENT

This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; familiarity with several professionally developed tests; the ability to develop, administer, and interpret certain tests; knowledge of measurement theory which includes reliability and validity. Through case studies and reflective practice, students will learn to evaluate and adapt psychological assessments to diverse populations, addressing potential cultural biases and ensuring ethical, inclusive psychological practices.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 370: ENVIRONMENTAL PSYCHOLOGY

As the population of the world rapidly expands, the demand for food, water, shelter, fuel, and consumer goods rises resulting in increasing pressure on environmental resources. We face growing concerns about global warming, air and water pollution, deforestation, and species extinction. Environmental problems are caused by people's behavior and will be solved by changes in people's behavior. In this course, we will explore how psychological theories and research can help to address environmental problems and improve outcomes for both people and environments.

Prerequisite: PSY 101
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 375: SENSATION AND PERCEPTION

In this course, students will learn how their perceptions of the world--whether visual, auditory, or the other senses--are connected to the external data from the world. Students will learn the interplay between artistic advances and visual theory, how each sense interacts with the world and is processed In the brain. Further, students will learn how senses interacts with each other, whether to enhance another sense or to override it.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 380: RESEARCH METHODS AND STATISTICS

The purpose of this course is to train students in the research methodologies used to gather data in psychology and how to statistically analyze this data. Students will learn about the importance of empirical and quantifiable data, learn how to statistically analyze this data, how to conduct research including experimental research. They will learn how to characterize statistical data, run statistical tests to compare single and multiple groups, and find correlations between measures. They will also learn how to construct logical arguments based on their background and to use these statistics to make informed arguments about data
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PSY 400: HISTORY AND SYSTEMS

This course provides an overview of the history of psychology, This course will begin with psychology's roots in classical Greece and explore its development along with the development of scientific thought and the experimental method.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101

PSY 420: SENIOR SEMINAR IN PSYCHOLOGY

The seminar is a capstone course in the major. The students will be responsible for individual presentations in a seminar setting that will cover a variety of topics within the sub-fields of psychology. Also, the students will focus on the Ethical Principles of Psychologists and Code of Conduct (APA 2002) and its application to specific professional situations.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PSY 440: ADVANCED CHILD DEVELOPMENT

This course is designed to introduce students to current scientific thinking and research about development as understood by developmental psychologists. The course focuses primarily, but not exclusively, on the development of human infants and children. The integration of theoretical, research, and practical orientations is emphasized. Topics include theories and methods of developmental psychology, prenatal development and birth, infancy, cognitive and social-emotional development, language acquisition, and moral development.
Prerequisites: PSY 101 with grade C or better or permission of instructor.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PSY 498: SPECIAL TOPICS IN PSYCHOLOGY

This course, which explores a topic of contemporary interest to the study of psychology, is offered as needed. Prerequisite: Completion of junior year or Permission of Instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

PSY 499: INDEPENDENT STUDY IN PSYCHOLOGY

This course is offered as needed to students. Prerequisites: Completion of PSY 101, and PSY 325 with a grade of C or better and Proposal approved by Instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
PSY 101 AND PSY 325

REL 104: INTRODUCTION TO RELIGION

This course introduces the critical study of religion. Students examine the cognitive, performative and social characteristics of religion. The course includes cross-cultural studies of religious beliefs and practices.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 105: MORAL RESPONSIBILITY IN 21ST CENT

This course examines the different components that create and develop our responsibility, both personal and social. This sense of responsibility emerges in dialogue with God, ourselves, our neighbors, and the environment. We then can act in loving and just ways to respond to and transform the twenty-first century world.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 204: OLD TESTAMENT

A panoramic view of the content, main characteristics and message(s) of the books of the Old Testament in the light of their social context and as literary expressions of the faith, life and history of Ancient Israel.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 205: NEW TESTAMENT

A panoramic view of the content, main characteristics and message(s) of the books of the New Testament in light of their social context and as literary expressions of the faith, life and history of the first followers of Jesus and the faith communities they created.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 209: GENESIS: SERPENTS, SIBLINGS & SAC

This course offers an opportunity to examine the book of Genesis in a focused way, develop skills of interpretation of ancient texts and closely examine the way one ancient text continues to inform and shape the world in which we live today. The book of Genesis is a foundational text for Judaism, Christianity and Islam and the source of iconic imagery that has been adopted and adapted in some of the world's most famous art and literature.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 210: RELIGION & THE NATURAL WORLD

Perceptions of and actions upon the natural world are deeply connected to religious traditions and practices. The way we encounter, destroy, enhance, consume, honor, and attend to the natural world is related to human understandings of creation, beauty, responsibility, community, justice, interconnection, human identity, the value of non-human sentient life, and expectations of the future, all of which are often related to religious teaching and commitments. In a world currently characterized by environmental crisis and conflict, it has never been more important to examine the role of religion in human understandings of the natural world. This class offers students an opportunity to investigate the connection between religion and nature in the current 21st Century context of urgent eco-anxiety, as well as stubborn hopefulness for a just and sustainable relationship with the Earth.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 211: INTERFAITH COOP IN MULTIFAITH WORLD

Religious traditions are often studied in isolation from one another. However, religious traditions have always developed in relation to the world around them. Because of this connection between religious traditions and the practices and beliefs of others, religious traditions are perhaps best understand when they are explored in relation to one another. Therefore, the objective of this course is to explore the ways that religious traditions develop in conversations with each other, both historically and in our present-day context.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 213: RACE, ETHNICITY AND RELIGION

This course offers students an opportunity to identify the ways their own lives, personally and culturally, have been shaped by racial and ethnic identity and develop an understanding of the way race and ethnicity have developed over time.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 215: NEW TESTAMENT IN LIT, ART AND FILM

This class will explore how the New Testament has been interpreted, retold and visualized in literature, art and film. What happens in the appropriation of an ancient text to other forms of media? Will will explore the dynamics of biblicall interpretation in deiverse forms of media with the intention of becoming more astute "readers" of film, visual and literary culture, as well as the biblical text itself.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 217: SOCIAL JUSTICE AND RELIGION

This course is about assumptions (ancient and modern) about social justice, human rights, economic equality, concepts of otherness, and social ethics. In this class, we will examine the various bibilcal ideas of social justice in an attempt to hear more clearly their assumptions and their cultural location. Studying ancient ideas of social justice will provide a clearer understanding of our own understandings of these important concerns.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 298: SPECIAL TOPICS IN RELIGION

This course, which explores a topic of contemporary interest to the study of religion, is offered as needed to students with sophomore standing.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 299: INDEPENDENT STUDY IN RELIGION

This course, which involves supervised research on a selected topic, is offered to students with sophomore standing. Prerequisite: Permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 300: HIST OF CHRISTIANITY

This course examines the history of Christian thought and practice from its post-biblical formation to the 20th century. The course focuses on selected thinkers such as Augustine, Anselm, Aquinas, Luther, Calvin, Schleirmacher and Wesley. In addition, the course covers selected topics such as Christianity in the Roman Empire, the theological significance of the ecumenical councils, the split between Roman Catholicism and Eastern Orthodoxy, the interactions with Judaism and Islam, the medieval church-state relations, the backgrounds of the Reformation and the Counter-Reformation, the Enlightenment's impact on religious thinking and the beginnings of pietism. Prerequisites: ENG 101 (or ENG 100 with a grade of A), ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 308: WORLD CHRISTIANITY

This course explores different versions of Christianity around the world. The course also examines the social context, the arts and the ethical and theological writings of various figures of Christianity in Africa, Asia, Latin and South America and the Pacific region. Prerequisites: ENG 101(or ENG 100 with a grade of A), ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101, ENG 102 OR ENG 103

REL 310: RECENT CHRISTIAN THOUGHT

This course concentrates on developments within Christian theology and practice during the 20th century. The course covers liberalism and the reaction of neo-orthodoxy. More recent theologians and theological movements such as liberation, feminist, charismatic and evangelical theology are also examined. Prerequisites: ENG 101 (or ENG 100 with a grade of A), ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101, ENG 102 OR ENG 103

REL 312: RELIGION & HIST OF JUDAISM & ISLAM

This course is a study of the political, economic, social and cultural history of Judaism and Islam and the texts of these beliefs. In addition, this course develops an understanding of the historical similarities and dissimilarities in Judaism and Islam and their relevance for modern America. Prerequisites: ENG 101(or ENG 100 with a grade of A), ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101, ENG 102 OR ENG 103

REL 317: CHRISTIAN ETHICS

This course explores selected aspects of the history of Christian ethics. The course also examines ethical issues in the areas of sex, medicine, politics, economics and the environment. Prerequisite: ENG 101(or ENG 100 with a grade of A), ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101, ENG 102 OR ENG 103

REL 319: SEXUAL ETHICS & RELIGION

This class examines a diversity of ways religious traditions (Judaism, Christianity and Islam) have understood, taught and enforced sexual ethics. Special attention will be given to understandings of sexual ethics in sacred texts and the ways those ancient narratives continue to affect modern discourse around the world about such issues as gender identity and gender roles, constructions of the body, marriage and family, sexual orientation, and the place of sexualtiy in human life more generally.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 321: VIOLENCE AND THE BIBLE

This course is an exploration of the violent narratives, imagery, symbolism and rhetoric of the Bible. That the Bible contains violent themes and stories is not a new observation. In fact, one of the fundamental assumptions of this class is that violence occurs in biblical texts and that the Bible, as well as other sacred texts, has authorized and legitimated acts of violence in the world on many occasions.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

REL 330: STUDIES IN SYNOPTIC GOSPELS

This course covers selected stories of Jesus' birth, public ministry, death and resurrection in Matthew, Mark and Luke and introduces students to the interpretation of these gospel traditions from a critical standpoint.
Prerequisites: ENG 101 (or ENG 100 with a grade of A), ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101, ENG 102 OR ENG 103

REL 340: HISTORY AND RELIGION OF SOUTH ASIA

This course focuses on the historical development of Hinduism in South Asia. It also covers Hinduism's relationship with wider aspects of South Asian society as well as the relationship of Hinduism to other religions such as Buddhism, Jainism, Sikhism and Islam. Hinduism's confrontations with modernity are also considered. Prerequisites: ENG 101(or ENG 100 with a grade of A), ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101, ENG 102 OR ENG 103

REL 380: RELIGION IN AMERICA

This course surveys the history of religion in America. While examining the wide variety of religions in the U.S., this course focuses primarily upon various forms of Christianity and their relationships to the surrounding society and culture. Prerequisites: ENG 101(or ENG 100 with a grade of A), ENG 102 or ENG 103 or COM 103 or SCI 103
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
ENG 101, ENG 102 OR ENG 103

REL 390: CHRISTIAN VOCATION/SERVICE

A holistic analysis of the main sociological variables expressing and contributing to a person's strong sense of calling and mission in life such as vision, passion, gifts, skills, talents, current social needs and challenges and professional opportunities of service in the church and related ministries in a global society.
Credits 3

Division
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REL 450: SENIOR SEMINAR

A research paper on a religious topic of the student's choice in consultation with his or her advisor. Though optional, the thesis is recommended for students who plan to go to graduate school.
Credits 3

Division
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REL 460: INTERNSHIP

A supervised practical experience in a setting that will help students refine their religious vocation, explore options of service, integrate skills and insights learned in class and prepare them for a career in the church, the community, or the field of religion. This internship is required for students in the Christian Vocation tracks.
Credits 3

Division
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REL 498: SPECIAL TOPICS IN RELIGION

This course, which explores a topic of contemporary interest to the study of religion, is offered as needed to students with junior-senior standing.
Credits 3

Division
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REL 499: INDEPENDENT STUDY IN RELIGION

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing.
Prerequisite: Permission of instructor
Credits 3

Division
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RHU 100: STRATEGIES FOR SUCCESS

This course is designed to help students develop the inner qualities that support making wise choices in their personal and academic lives. Emphasis will be placed on personal responsibility, self-management, employing interdependence, resilience, emotional intelligence, gaining self-awareness, believing in self, and self-motivation.
Credits 3

Division
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RHU 101: ONLINE LEARNING SEMINAR

This course is an introduction to learning in the online environment at Reinhardt University. Topics include navigation of the virtual classroom, overview of university departments and procedures, library services, and skills necessary for academic success.
Credits 3

Division
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RHU 200: LEADERSHIP EXPERIENCE

This is a one hour course required of all students and will be tailored to fit their needs and degree program.
Credits 1

Division
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SCH 101: SCHOLARS SEMINAR

A seminar for students in their first year of the Scholars Program, this course fosters skills of analysis, critical reflection, and articulation of learning.
Credits 0

Division
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SCH 201: SCHOLAR'S SEMINAR

A seminar for students in their first year of the Scholars Program, this course fosters skills of analysis, critical reflection, and articulation of learning.
Credits 1

Division
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SCH 301: SCHOLAR'S SEMINAR

A seminar for students in their first year of the Scholars Program, this course fosters skills of analysis, critical reflection, and articulation of learning.
Credits 1

Division
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SCH 401: SCHOLAR'S SEMINAR

A seminar for students in their first year of the Scholars Program, this course fosters skills of analysis, critical reflection, and articulation of learning.
Credits 1

Division
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SCI 100: BUILDING YOUR STEM IDENTITY

This course is designed for first year students in any Science, Technology, Engineering, or Math (STEM) related field. Throughout the semester, students will examine the problem solving approaches and professional skills that define success in STEM disciplines. The course will address common challenges such as imposted syndrome, failure and uncertainty. Students will reflect on their own strengths, interests, and values while developing strategies for growth. The course emphasizes intentional planning, self-awareness, and adaptability as students bein their academic journeys. By the end of the course students will have created a pesonalized roadmap for their college experience that integrates skill development, academic planning, and career exploration.
Credits 1

Division
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SCI 103: WRITING FOR THE SCIENCES

This course introduces writing and research strategies for scientists through the use of appropriate databases and critical thinking. Emphasis is given to writing reports such as literature reviews, lab reports and research articles through practice and examples as well as critical reading. ENG 101 with a grade of C or better or A in ENG 100
Credits 3

Division
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Prerequisites
ENG 101

SCI 105: LIFE SCIENCE

This course is designed for students with a limited background in biology and will survey the most important concepts, principles and processes of the biological sciences. Course topics include: cell structure and function, cellular respiration, photosynthesis, genetics, evolution, ecology, microbiology and biochemistry.
Credits 3

Division
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SCI 130: BIOSTATISTICS

This course provides a foundational introduction to study, design, data collection, and basic statistical methods tailored for science students. Through hands-on application, students will develop practical skills in scientific methodology, data analysis, and effective communication of results. Key statistical conceptss such as descriptive statistics, regression, correlation, and probability will be explored. Real-world examples from biology, medicine, and environmental science will illustrate the relevance and application of these tools in scientific research.
Credits 3

Division
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SCI 305: INTRO TO GEOGRAPHIC INFO SYSTEMS

This course introduces concepts and techniques used in geographic information systems for evaluating spatial patterns and relationships, with a focus on biological processes and organisms. Students will become familiar with software and data collection used in GIS. Prerequisites: Junior or Senior standing, OR permission from the instructor. This course is a major elective for multiple degrees.
Credits 3

Division
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SCI 395: FIELD METHODOLOGY

This course is designed to help students gain a deeper understanding of the methodological and philosophical components of research. As an interdisciplinary, team taught course we will be exploring how the scientific methods guides the work of natural and social scientists from a variety of fields. For example, behavioral scientists rely on a variety of methods for making systematic observations regarding social behaviors. This course will provide a firm foundation in observational methods along with considerable practical application. Key topics may include devising coding schemes, training observes, and assessing reliability, as well as recording, representing, and analyzing observational data. The natural and social sciences will also highlight a variety of field methods that can be utilized in a natural setting.
Credits 1

Division
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SOC 105: INTRODUCTION TO SOCIOLOGY

This course surveys modern social organization and the factors that influence the social order. Students begin with the formation of groups and the creation of culture and proceed to an examination of the impact of group association through theoretical and experiential approaches. Topics include the family; group membership; social interaction; stratification; racial, ethnic and minority relations; sex-role differences; social control and deviance from social norms; and social institutions.
Credits 3

Division
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SOC 298: SPECIAL TOPICS IN SOCIOLOGY

This course, which explores a topic of contemporary interest to the study of sociology, is offered as needed to students with sophomore standing.
Credits 3

Division
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SOC 299: INDEPENDENT STUDY IN SOCIOLOGY

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of instructor
Credits 3

Division
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SOC 300: GLOBAL SOCIAL PROBLEMS

This course examines the distinction between individual problems and social problems such as crime, health, drugs, family problems, race and ethnic relations, sexuality, employment and work, urbanization, science and technology and environmental and population issues in a global context.
Credits 3

Division
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SOC 305: ADULTING

Transitioning to life after college is going to take more than a degree and job. This course will cover some of the basic survival skills for life after college like cooking, budgeting, finding and holding a job. But we will primarily dive into the complex idea of adulthood and how to enter it, confident in how to develop relationships, to solve and make decisions, and how to understand one's life purpose.
Credits 3

Division
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SOC 310: SOCL INEQUALITY: CLASS,RACE,GENDER

This course explores the interconnection of inequality and oppression examining classical and contemporary theories of inequality throughout society and within institutions. Included in the course are accounts of inequality from various social positions.
Credits 3

Division
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SOC 315: GEAR & GLORY: SPORTS IN OUR LIVES

This course examines sports as a significant component of human culture and social life. Students will explore the interrelationships between sports and society through a sociological lens. Key topics include the social functions and meanings attached to sports, the organization and development of sports, issues of race, gender, class, and equity in sports participation and representation, the role of media and commercialization, sports and identity formation, sports deviance and violence, and the reciprocal impacts between sports and greater social structures and cultural ideologies. Through readings, discussions, and analytical projects, students will critically examine sports as a reflector and transmitter of societal values while also considering sports' potential as an instrument for social transformation.
Credits 3

Division
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SOC 320: RACE AND ETHNIC RELATIONS

This course examines the construction and transformation of race and ethnicity and the conflicts based upon them specifically in the United States with additional applications to various ethnic relations in a global context.
Credits 3

Division
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SOC 330: GENDER AND SOCIETY

This course examines the construction, transformation, socialization and maintenance of gender and its use as a means of defining roles and power.
Credits 3

Division
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SOC 340: MARRIAGES AND FAMILIES

This course examines the institution of family including issues such as marriage, birth, child rearing, divorce, love, mate-selection, family violence and its relation to other institutions.
Credits 3

Division
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SOC 345: PARENTING ROLES: MOTHERING & FATHER

This course offers an in-depth examination of mothering and fathering roles and their effects on children. Examination of family forms, social change and theoretical and methodological debates surrounding mothering and fathering are also covered.
Credits 3

Division
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SOC 350: DEVIANT BEHAVIOR AND SOCIAL CONTROL

This course examines social definitions of deviance, deviant behavior and contemporary explanations for such behavior. Various methods of social control ranging from internal control to criminal justice systems will be examined.
Credits 3

Division
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SOC 360: INTR TO CRIMINAL JUSTICE/CRIMINOLOG

This introductory course focuses on the scientific study of crime and its measures. The criminal justice system, from policing, public policy, organizational behavior and the judicial systems are examined as they relate to criminal behavior.
Credits 3

Division
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SOC 370: CLASSICAL SOCIOLOGICAL THEORY

This course examines the development of social theory from Durkheim, Marx, Spencer, Weber and Parsons among others. Emphasis is placed upon social theories prior to the 1930's.
Credits 3

Division
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SOC 371: CONTEMPORARY SOC THEORY

This course deals with social theories of the 20th century including Symbolic Interaction, Phenomenology, Post-modernism, Post-structuralism, Critical Theory, Feminists Theory and Rational Choice Theory. Recommended: SOC 370
Credits 3

Division
UG
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Prerequisites
SOC 370

SOC 372: SOCIOLOGICAL THEORY

This course examines the foundations and early development of sociological theory from Durkheim, Marx, Weber, and Simmel as well as contemporary theories such as symbolic interactionism, phenomenology, postmodernism, and rational choice theory.
Credits 3

Division
UG
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SOC 380: FAMILY VIOLENCE

This is an in-depth examination of violence, such as child abuse, domestic violence and elder violence, surrounding the institution of family. Explored in this course are theories of family violence, prevention programs and the interaction of various institutions with family violence such as the justice system and education.
Credits 3

Division
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SOC 498: SPECIAL TOPICS IN SOCIOLOGY

This course, which explores a topic of contemporary interest to the study of sociology, is offered periodically to students with junior or senior standing.
Credits 3

Division
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SOC 499: INDEPENDENT STUDY IN SOCIOLOGY

This course involves supervised research on a selected topic and is offered as needed to students. Prerequisite: Permission of instructor
Credits 3

Division
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SPA 101: ELEMENTARY SPANISH I

This course teaches the basics of speaking, listening, reading and writing. It emphasizes correct Spanish pronunciation, basic conversation skills and reading texts within a limited vocabulary range. Oral practice, emphasis on sentence patterns and attention to the fundamental principles of language structure are important course components. Not open to native speakers of Spanish
Credits 3

Division
UG
School Division
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SPA 102: ELEMENTARY SPANISH II

This course is a continuation of SPA 101, with emphasis on strengthening the reading, writing, speaking and listening skills of the beginning student. Not open to native speakers of Spanish. Prerequisite: One year of high school Spanish or SPA 101 or equivalent
Credits 3

Division
UG
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SPA 198: SPECIAL TOPICS IN SPANISH

This course, which explores a topic of contemporary interest to the study of Spanish, is offered as needed. Prerequisite: permission of the instructor.
Credits 3

Division
UG
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SPA 205: INTERMEDIATE SPANISH I

This course covers more advanced linguistic patterns and grammatical structures as well as the study of Hispanic civilizations and culture. Continued improvement of speaking skills is also expected. Prerequisite: Two years of high school Spanish or SPA 102 or equivalent
Credits 3

Division
UG
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SPA 206: INTERMEDIATE SPANISH II

This course is a continuation of SPA 205. It stresses fluency, vocabulary and enhanced reading, writing and listening skills. Prerequisite: Three years of high school Spanish or SPA 205 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

SPA 298: SPECIAL TOPICS IN SPANISH

This course, which explores a topic of contemporary interest to the study of Spanish, is offered as needed. Prerequisite: SPA 206 or equivalent and permission of the instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 299: INDEPENDENT STUDY IN SPANISH

This course, which involves supervised research on a selected topic, is offered as needed. Prerequisite: SPA 206 or the equivalent or permission of instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 301: PRACTICAL CONVERSATION

This course offers the undergraduate Spanish student the skills to enhance conversational skills through creative use of the Spanish language in realistic settings and common situations. Prerequisites: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 302: SPANISH COMPOSITION

Review of grammar and improvement of writing skills in Spanish. Prerequisites: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 310: SPANISH FOR BUSINESS

This course introduces oral and written skills needed for business and trade transactions with Spanish-speaking countries. Prerequisite: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 315: SURVEY OF SPANISH LINGUISTICS

This course surveys Spanish phonology, morphology, syntax, semantics, language history, dialectology, and sociolinguistics. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. Prerequisite: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 320: SURVEY SPANISH PENINSULAR LITERATUR

This course surveys Spanish literature from the Middle Ages to the present day with attention to historical and cultural contexts. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. Prerequisite: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 321: SURVEY OF SPANISH-AMERICAN LIT

This course surveys Spanish-American literature from the discovery of the Americas to the present day with attention to historical and cultural contexts. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. Prerequisite: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 325: SPANISH CIVILIZATION AND CULTURE

This course will survey the history, fine arts, popular culture, philosophy, politics, and religion of Spain. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. Prerequisite: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 326: SPANISH-AMER CIV AND CULTURE

This course will survey the history, fine arts, popular culture, philosophy, politics, and religion of Spanish America. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. Prerequisite: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 398: SPECIAL TOPICS SPANISH

This course, which explores a topic of contemporary interest to the study of Spanish, is offered as needed. Prerequisite: SPA 206 or equivalent and the permission of the instructor
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 490: SPANISH CAPSTONE

For this course, the student will present a portfolio of representative work from the cultural praxis and all upper-level classes required for the major (with one research project substantially revised and enlarged to fifteen to twenty pages of double-spaced text) and an original reflective essay. The student will undergo a senior exit interview conducted primarily in Spanish but also for a time in French. Topics for the interview may include the student's coursework, cultural praxis, portfolio, and career plans. The interview will be conducted by the instructor of record and one other faculty member. Prerequisite: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 498: SPECIAL TOPICS IN SPANISH

This course, which explores a topic of contemporary interest to the study of Spanish, is offered as needed to students with junior-senior standing. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. Prerequisite: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SPA 499: INDEPENDENT STUDY IN SPANISH

This course, which explores a topic of contemporary interest to the study of Spanish, is offered as needed to students with junior-senior standing. The course will be conducted in Spanish. Most or all of the readings will be in Spanish. All assignments will be presented in Spanish. Prerequisite: SPA 206 or equivalent
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology
Prerequisites
SPA 206

SSC 105: INTRO TO INTERNATIONAL RELATIONS

This course is designed to introduce students to the interdisciplinary character of international studies, and to acquaint them with major trends and themes in global affairs today. Students will also acquire knowledge regarding the origins and development of the field, and study key international topics that affect all of our lives. There are four components that will be discussed simultaneously: • Discipline-based concepts, analytical tools, research theories, and ideologies. • Region-based information, perspectives, issues, and theories. • Economic, political, and cultural perspectives on globalization and development. • Content topics revolving around food, energy, health, security, and the environment.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

SSC 198: SPECIAL TOPICS IN SOCIAL SCIENCE

This course, which explores a topic of contemporary interest to the study of social sciences, is offered as needed.
Credits 3

Division
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School of Humanities, Sciences and Technology

SSC 203: RESEARCH METHODS IN SOCIAL SCIENCES

This course introduces students to reading, writing and research for social scientists. It focuses on developing skills essential for conducting successful research including summarizing, critiquing, synthesizing, and analyzing scientific research. Emphasis is given to report writing such as literature reviews, lab reports, and research articles through practice and examples as well as critical reading. Students will be introduced to the method by which all scientists conduct research and will go through each stage of the research process beginning with hypothesis formation and ending with writing a research design paper. Along the way students will be exposed to the many types of writing in the sciences including annotated bibliographies, components of a scholarly research paper including abstracts, methods sections, results sections, communicating results in tables and figures, and discussion/conclusion sections. Pre-requisites: ENG 100 and/or ENG 101, and ENG 102 or ENG 103.
Credits 3

Division
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SSC 298: SPECIAL TOPICS

This course, which explores a topic of contemporary interest to the study of social sciences, is offered as needed.
Credits 3

Division
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SSC 315: STATS FOR SOCIAL & BEHAVOR SCIENCES

The course is designed to train students in a critical area of scientific methodology-analyzing data. Topics include: frequency distributions; central tendency and variability; independent, matched, and repeated measures sample comparisons; simple, factorial, and repeated measures analysis of variance; correlation and regression; nonparametric and binomial analysis; and, analysis of ordinal data. Prerequisites: MAT 102 or higher.
Credits 3

Division
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Prerequisites
MAT 102

SSC 319: HUMAN SEXUALITIES

This course provides a comprehensive overview of human sexual behaviors, orientations, and identities from psychological, biological, and socio-cultural perspectives. Topics include the history of sexuality research, sexual anatomy, sexual orientations, sexual behaviors across the lifespan, sexuality and relationships, sexuality education, and contemporary issues. The course takes an interdisciplinary, sex-positive approach to examining the diversity of human sexual expression and experiences. Through readings, lectures, discussions, and assignments, students will develop a deeper understanding of sexuality as a core component of our lives.
Credits 3

Division
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SSC 321: QUALITATIVE RESEARCH METHODS

In this course, students learn both the theoretical rationale and the practical application of research methods such as participant observation in naturalistic settings, in-depth interviewing, document analysis and focus group studies. Preparation of field notes and interview data, thematic data analysis strategies and their uses in case studies, program evaluation and interpretive sociology are explored.
Credits 3

Division
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SSC 325: SURVEY DESIGN & ANALYSIS

Major objectives of this course are to introduce students to the skills and resources needed to design and conduct a survey. The skills include identifying and developing specific survey objectives; designing survey studies, sampling respondents, developing reliable and valid self-administered questionnaires, and administering surveys.
Credits 3

Division
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SSC 340: PROG EVALUATION & NEEDS ASSESSMENT

This course introduces students to the framework of evaluation, the development of plans for formative and summative evaluations, and the data collection tools for implementing evaluation. Students will also explore the role of evaluators, funders, program staff, and stakeholders (powerful and less so) in planning, implementing, and responding to program evaluation.
Credits 3

Division
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SSC 450: LEADERSHIP

Offers students a personal application of scientifically based principles in regard to leadership, followership, and social structures. Students will examine their personal leadership styles. Students will examine the many obstacles to leadership that may develop both internally, interpersonally, and within and throughout various social structures. The course meets a need to prepare students for positions of leadership and an understanding of the dynamics of social structures and individual agency. The course examines a variety of types of leadership, in a variety of types of structures (for-profit, non-profit, governmental, voluntary associations, etc.) and how one might succeed in these structures.
Credits 3

Division
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SSC 470: INDEPENDENT RESEARCH PROJECT

This practicum is designed to give the student faculty guidance in conducting a research project dealing with a topic in the social sciences. Prerequisite: Completion of junior year and proposal approved by instructor
Credits 3

Division
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SSC 490: SOCIAL SCIENCE INTERNSHIP

A supervised program of study for majors in the Behavioral Sciences requiring hands-on experience in criminal justice, government, clinical, political, or nonprofit organizations. Prerequisite: Completion of the junior year and availability of placement approved by instructor
Credits 3

Division
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SSC 495: DIVERSE PEOPLE

This is a special topics course that examines particular cultures or societies in an attempt to illustrate the differences between the American dominant culture and others either as subcultures within the borders of the United States or cultures outside. The people studied may change for each particular course.
Credits 3

Division
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SSC 498: SPECIAL TOPICS

Credits 3

Division
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SSC 499: SOCIAL SCIENCE INDEPENDENT STUDY

Credits 3

Division
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SSP 103: FOUNDATIONS OF SPORTS STUDIES

This class is a survey of the discipline of kinesiology and sports studies. The course instroduces students to the general characteristics of the discipline, to specific types of professions typically pursued by those graduating from a kinesiology and sports studies program, and assists students in identifying early career decisions. No Prerequisite.
Credits 1

Division
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SSP 105: INTRO TO ESPORTS MANAGEMENT

Esports is one of the fastest growing industries, attracting 450 million viewers and generating over $1bn in revenue in 2020. This course will introduce you to the history of competitive gaming and will explore its ecosystem. You will learn to navigate Esports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. Furthermore, you'll get firsthand experience in analyzing the space. This online course has optional live sessions.
Credits 3

Division
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McCamish School of Business and Professions

SSP 108: INTRODUCTION TO GAMES

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot.
Credits 3

Division
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McCamish School of Business and Professions

SSP 200: ADULT FITNESS AND WELLNESS

This course addresses health and fitness issues with a focus on lifestyle choices and the impact of those choices. Course requires an outside of class activity regimen. This course completes the Health/Wellness requirement of the General Education Curriculum.
Credits 4

Division
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McCamish School of Business and Professions

SSP 220: SKILLFUL MOVEMENT I: FITNESS

Skillful movement courses are laboratory courses for physical education teacher education majors with an emphasis on performance skill acquisition and development. Appropriate teaching progressions will be integrated into the skill acquisition activities. The primary focus of this course is the acquisition and assessment of fitness in the areas of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. Participation in activites designed to enhance those fitness components is a primary aspect of the course. No prerequisite.
Credits 2

Division
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SSP 221: SKILLFUL MOVEMENT II: IND/DUAL ACT

Skillful Movement courses are laboratory courses for phsyical education teacher education majors with an emphasis on performance skill acquisition and development. Appropriate teaching progressions will be integrated into the skill acquisition activities
Credits 2

Division
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SSP 222: SKILLFUL MOVEMENT III: TEAM SPORT A

Skill acquisition and analysis, teaching methods and strategies in flag football, soccer and volleyball.
Credits 2

Division
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SSP 223: SKILLFUL MOVEMENT IV: TEAM SPORTS B

Skill acquisition and analysis, teaching methods and strategies in basketball, field/floor hockey, and softball.
Credits 2

Division
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McCamish School of Business and Professions

SSP 224: SKILLFUL MOVEMNT V: DANCE/GYM/REC

Skill acquisition and analysis, teaching methods and strategies in educational dance, gymnastics, and cooperative recreational games.
Credits 2

Division
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SSP 225: INTRO TO ATHLETIC TRAINING

This course will explore the basic topics and issues pertaining to athletic training as established by the National Athletic Trainers' Association.
Credits 3

Division
UG
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McCamish School of Business and Professions

SSP 230: HLTH & PHY ACT FOR EDUCATION MAJORS

This introductory course is designed to provide pre-service teachers in the areas of Early Childhood Education, and Health/Physical Education with content knowledge for effective health instruction, an understanding of school safety and first aid procedures, an awareness of the importance of a physically active lifestyle, and a comprehension of appropriate movement activities for students from preschool age through grade five. Class format is lecture, discussion, group work, and presentations. No prerequisites.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 240: COACHING STRATEGIES OF FB/WREST

This course addresses strategies for coaching football and wrestling, with an emphasis on preparing students to coach at the interscholastic level. Topics include practice design, drills, strategy, terminology, etiquette, equipment, budgeting, and overall program design and leadership.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 241: TECHN OF BASKETBALL

Credits 1

Division
UG
School Division
McCamish School of Business and Professions

SSP 243: COACHING STRATEGIES-BSKTB/VLLBALL

The purpose of this course is to prepare students to coach basketball and volleyball at the high school and college levels. The course introduces students to all aspects of program leadership, and includes a physical activity component for both sports. Students will be evaluated on their coaching capabilities (not playing skills). No prerequisite.
Credits 3

Division
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SSP 245: COACHING STATEGIES OF BASEBALL/ SOFT

This course focuses on coaching strategies of baseball and softball. The course can count as a Sport Studies program or general elective. While there is no prerequisite, the course will include physical activity most days; students provide glove and appropriate footwear.
Credits 3

Division
UG
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SSP 250: HISTORY OF SPORT

This course examines historical aspects of sport from ancient times to the present with an emphasis on 19th and 20th century America. The course also introduces potential career paths within the sport industry and the study of sport as an academic discipline.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 252: HISTORY OF COMBAT SPORTS IN AMERICA

This course examines the history of combat sports in North America and explores boxing and Mixed Martial Arts influence on American society from historical and contemporary perspectives. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 255: SPORT IN AMERICAN CULTURE

This course explores the significance of sport in American culture from historical and contemporary perspectives. The course is an option in the Sport Studies Program core in the Sport Foundation and Culture area.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 260: INTRODUCTION TO SPORT STUDIES

This class is a survey of the discipline of kinesiology and sport studies. The course introduces students to the general characteristics of the discipline, to spedivic types of professions typically pursued by those graduating from a kinesiology and sport studies program, and assists students in identifying early career decisions. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 265: INTRODUCTION TO ATHLETIC COACHING

This course introduces students to athletic coaching at the youth, travel, scholastic, and collegiate levels. No prerequisite although interest in coaching or a solid grounding in sport or athletics is beneficial.
Credits 3

Division
UG
School Division
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SSP 270: REVENUE GENERATION IN SPORT

The purpose of the course is to introduce students to the revenue-generating strategies utilized at all levels of sport. Students will examine and explore common methods of revenue generation including fundraising, capital campaigns, booster club development, and sponsorships.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 275: NAME, IMAGE & LIKENESS IN SPORT

The purpose of the course is to introduce students to NIL opportunities, help build their personal brands, and develop skills they can use to market their brands. Students will examine and create their brands, develop marketing plans, and create a pitch for businesses.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 290: SPORTS STUDIES PRACTICUM I

Sport Studies Practicum I provides students with supervised practical experience in a sport-related professional setting aligned with their academic and career interests. Through structured field experience, students apply foundational knowledge and develop professional skills within the sport industry. Students are required to complete 100 hours of approved work experience during the semester. Application and approval for the practicum must be completed through the program coordinator prior to enrollment
Credits 2

Division
UG
School Division
McCamish School of Business and Professions

SSP 298: SPECIAL TOPICS IN SSP

This course, which explores a topic of contemporary interest to the study health and physical education, is offered as needed to students with sophomore standing.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 299: INDEPENDENT STUDY IN SSP

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. Prerequisite: Permission of the instructor
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 310: CONTEMPORARY HEALTH ISSUES

This course is an examination of the following contemporary health issues: substance use and abuse (including alcohol), communicable and non-communicable disease (including HIV-AIDS and other sexually transmitted diseases), stress and stress management, aging and death, human sexulaity (including teen pregnancy and parenting), and environmental and consumer health topics. The course is designed to be flexible in addressing emerging health concerns. While a content course, effort will be made to link content to classroom uses for the P-12 health instructor. No prerequisite.
Credits 3

Division
UG
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SSP 311: SPORT NUTRITION

This course addresses the role that proper nutrition plays in competitive sport and exercise. Topics covered in the class include modifying nutrient and fluid intake to optimize athletic performance, examination of popular diets, and evaluation of dietary supplements. This course is appropriate for students interested in athletic coaching, athletic training, or diet and exercise.
Credits 3

Division
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SSP 315: EMERG CARE & ATHLETIC INJURY PREV

This course addresses basic principles for the prevention, recognition, and care of athletic injuries.
Credits 3

Division
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SSP 320: TESTS/ MEASUREMENTS

This course is designed to provide students with an understanding of measurement and evaluation techniques in Health and Physical Education, and fitness/sport related fields. Class format will consist of lecture, labs, and field experience, and requires an extensive cooperative project with a fellow student.
Credits 3

Division
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School Division
McCamish School of Business and Professions

SSP 325: PRINCIPLES OF STRENGTH/CONDITIONING

This course addresses the essentials of strength and conditioning including testing, performance, fitness evaluation, and program design. It is appropriate for students interested in pursuing coaching, strength and conditioning certification, or personal fitness training. No prerequisite.
Credits 3

Division
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SSP 330: SPORT IN CONTEMPORARY SOCIETY

This course analyzes contemporary issues in sport, with particular emphasis on social theories of sport, and topics such as gender, media, politics, race, and religion.
Credits 3

Division
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McCamish School of Business and Professions

SSP 333: HISTORY OF WOMEN IN SPORT

This course focuses on the role of women in American sport from historical and contemporary perspectives, with an emphasis on history of women in sport since the 1800s. The course can count as a Sport Studies Program or general elective. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 335: BASEBALL AND AMERICAN CULTURE

This course examines baseball as a reflection of American culture and explores baseball's influence on American society (and society's impact on the sport) from historical and contemporary perspectives. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 336: FOOTBALL AND AMERICAN CULTURE

This course examines football as a reflection of American culture and explores football's influence on American society (and society's impact on the sport) from historical and contgemporary perspectives. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 340: COACHING PRINCIPLES

This course introduces students to the coaching profession. Emphasis is placed on high school and intercollegiate levels, but attention is also given to youth, recreational, and serious club/travel level competition. No prerequisite although interest in coaching at one of the above levels, or a solid grounding in sport or athletics is beneficial.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 345: COACHING & SPORT MENTALITY

This course is designed to introduce students to the factors influencing sport socialization and psychology. Students will be provided with an extensive foundational experience in understanding the relationship between sports and the psychological contexts in which they exist. Topics will include, but are not limited to, the effects of personality, anxiety, motivation, and concentration as they relate to athletic peak performance
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 350: SPORT ADMINISTRATION

This course emphasizes principles of leadership and administration of health, physical education, and sport programs. Additionally, the course provides a cursory overview of curriculum content for school health/physical education programs, including state of Georgia requirements and curricular guidelines. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 360: SPORT FACILITIES AND EVENTS

The purpose of this course is to provide students with an introduction to the planning and management of sports facilities and events. The course will focus on elements of planning, design, and management, while examining functions related to maintenance, security, operations, and evaluation.
Credits 3

Division
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SSP 362: CONVENTION, EVENT, & TRADESHOW PLAN

Esports and Gaming companies rely heavily on conventions for marketing. Shows like TGS, PAX and E3 attract audiences from 60,000-300,000 and are tremendous opportunities for companies to generate excitement and drive sales. This course will teach you how to turn a gaming convention into a big win. By the end of this course, you'll understand how to handle planning, marketing and logistics for a corporate presence at a major convention. This online course has optional live sessions.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions
Prerequisites
BUS 108

SSP 370: ATHLETICS AND MEDIA RELATIONS

This course is an introduction and overview of the field of sport communication with emphasis on inter-collegiate athletics. Topics include models of sport communication, print and electronic media, sport advertising, public relations, and media relations.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 375: PROFESSIONAL DEV IN SPORT

This course addresses the role of professional development in the sport industry. Topics covered in this class include developing a personal brand, using social media to develop networking opportunities, and development of proper job search and job interview skills. This course is appropriate for junior and senior level sport studies students.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 380: SPORT STUDIES PRACTICUM

This course is designed to provide Sport Studies majors with supervised work experience in a sport-related setting geared to the individual student's career goals. Students will accumulate 150 hours of work experience during the Semester. Application for this practicum experience should be submitted to and approved by the Sports Studies Program Coordinator during the semester prior to actual enrollment in SSP 380.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 398: SPECIAL TOPICS IN SPORT STUDIES

This course, which explores a topic of general interest to the study of sport management, is offered as needed to students with a junior or senior standing.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 420: KINESIOLOGY

This course emphasizes the analysis and application of mechanical principles of human movement with emphasis on safe instructional and performance practices.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 430: EXERCISE PHYSIOLOGY

This course examines physiological response to exercise and adaptations to training. The course emphasizes the influence of physical activity on health, design of conditioning programs, physical activity in select populations and conditions.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 435: SPORT SALES AND PROMOTION

This course provides students the opportunity to analyze and develop skills essential for sales management and promotion as commonly found in the sport business. This course is offered to students of Junior or Senior status.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 440: SPORTS ECONOMICS

The purpose of this course is to explore the economics of sports business. Our focus is on professional football, but we will examine other aspects that lead to an understanding of sport and big-time college athletics as a business, including franchise profitability, competitive balance, facilities financing, revenue sharing, profit maximization, salary caps, and other topics.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 445: DISTRIBUTION OF GAMES

The role of a publisher in the games industry is to ensure that a game can get in front of its audience successfully. To do that, a publisher must consider a variety of distribution strategies and channels. This course will teach you how publishers promote games and bring them to market. By the end of this class, you will be able to plan a game's launch and promotion. This online class features optional live sessions.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 450: SPORT MARKETING AND RESEARCH

The course investigates principles and processes in the use of sports for marketing purposes and the use of marketing in sports, with emphasis on research and development, sport promotion, sport sponsorship, advertising, merchandising, and distribution. This course is offered to students of Junior or Senior status.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 460: THE OLYMPICS

This course is a cultural and historical overview of the ancient Olympic Games and the modern Olympic Movement, with an emphasis on the history of the modern games. No prerequisite.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 480: SPORT STUDIES INTERNSHIP

This course is an extensive internship for senior level Sport Studies majors that requires 600 hours of work experience in a sport-related setting geared to the individual student's career goals. Applications for internship should be submitted to and approved by the Sport Studies Program Coordinator during the semester prior to actual enrollment in SSP 480.
Credits 6-12
Division
UG
School Division
McCamish School of Business and Professions

SSP 498: SPECIAL TOPICS IN SPORT STUDIES

This course, which explores a topic of contemporary interest to the study of health and physical education, is offered as needed to students with junior-senior standing.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

SSP 499: INDEPENDENT STUDY IN SSP

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. Prerequisite: Permission of the instructor.
Credits 3

Division
UG
School Division
McCamish School of Business and Professions

THE 100: THEATRE PRACTICUM

This course gives students practical experience in a dramatic presentation as technical staff for stage crew, props, lighting, sound, costumes and makeup. Repeatable three times.
Credits 1

Division
UG
School Division
School of the Arts

THE 105: THEATRE APPRECIATION

This course explores the art, history, organization, and artifacts of theater, and develops the student's knowledge and appreciation of theatre arts through the study of the historic and contemporary elements of drama.
Credits 3

Division
UG
School Division
School of the Arts

THE 205: PLAY IN PRODUCTION WORKSHOP

This course is for students participating in a theatre production as a production staff member. May be retaken for credit with the instructor's permission.
Credits 1

Division
UG
School Division
School of the Arts

THE 206: PLAY IN PERFORMANCE WORKSHOP

This course is for students participating in a theatre production as a performer. May be retaken for credit with the instructor's permission.
Credits 1

Division
UG
School Division
School of the Arts

THE 215: INTRODUCTION TO ACTING I

This course is designed to provide an introduction into the basics of stage acting. The students will gain basic skills in acting, analyzing, improvisation, visualization, breathing, and relaxation as well as a working vocabulary of theatre terms. Recognizing that the dynamic field of theatre is a useful tool for communicating in any arena, this course also serves as an excellent opportunity for students to sharpen their public speaking skills. Primarily for non-majors.
Credits 3

Division
UG
School Division
School of the Arts

THE 220: ACTING I

Acting I is a preliminary level acting course exploring the fundamentals of theatre through voice, movement and scripted materials. Primarily for Theatre majors.
Credits 3

Division
UG
School Division
School of the Arts

THE 225: VOICE FOR THE ACTOR I

This course is an introduction to the vocal mechanism used in the production of an effective and flexible voice for the stage. Students will learn the fundamentals of breathing, resonation, projection and articulation. Vocal technique will be applied to readings, presentations of poetry and monologues. Students will learn how to do vocal warm-ups, record, memorize and perform. Theory of voice and speech will be addressed in a text chosen for the course.
Credits 3

Division
UG
School Division
School of the Arts

THE 230: STAGECRAFT

The purpose of this course is to provide students with a fundamental knowledge of stage construction and theatre technology, as well as practical applications of project management and resource coordination. Theatre as an art form requires team effort in which directors, designers, stage managers, actors, stage crew, and others work together to create a final, cohesive product.
Credits 3

Division
UG
School Division
School of the Arts

THE 231: ELEMENTS OF THEATRICAL DESIGN

This course will give the student an introduction to various elements of theatrical design, focusing on the drafting and engineering of scenery, lighting, and sound for the stage. Prerequisite: THE 230
Credits 3

Division
UG
School Division
School of the Arts

THE 232: STAGE MANAGEMENT

Students in this course will learn the basics of stage management. Topics include maintaining proper documentation, running rehearsals and performances, and managing the collaborative process between the director, designers, and performers.
Credits 3

Division
UG
School Division
School of the Arts

THE 315: ADVANCED ACTING

This course will refine the actor's method through extensive contemporary and classical scene and monologue work as well as audition techniques, deepen the student's understanding of script and character analysis, continue the study of diction and Stanislavski acting theory begun in THE 215, and compare "method-" and "technique-based" performance work. Prerequisite: THE 220
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 220

THE 320: AUDITION TECHNIQUES

This course teaches students how to audition for theatre and musical theatre. The course covers techniques for cold reading, interviewing and auditioning; preparing headshots and resumes; and developing relationships with agents, managers and unions.
Credits 3

Division
UG
School Division
School of the Arts

THE 325: INTRODUCTION TO DIRECTING

This course is an introduction to the techniques and concerns of the stage director, including composition, movement, and temp-rhythm. Script analysis and scene presentation form the core of the course.
Credits 3

Division
UG
School Division
School of the Arts

THE 331: SCENIC PAINTING

This course will cover the techniques and skills necessary in scenic painting, Topics include: terminology, tools. faux finishes, abstract techniques, realistic reproduction, as well as washes and glazes. Prerequisite: THE 231 Elements of Theatrical Design.
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 231

THE 332: PROPS DESIGN AND CONSTRUCTION

In this course, students will explore the design and fabrication of props and other scenic elements. Students will research and construct several stage property projects using a variety of materials and techniques. Prerequisite: THE 231 Elements of Theatrical Design.
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 231

THE 333: SCENIC DESIGN

This course focuses on the process of scenic design, from script and analysis to the completion of the documentation package. Students will participate in classroom discussions and design critiques, as well as learn practical rendering and model-making techniques. Prerequisite: THE 231 Elements of Theatrical Design.
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 231

THE 334: LIGHTING DESIGN

In this course students will explore lighting design and documentation through small class project designed to help develop each student's ability to make and implement appropriate design choices. Prerequisite: THE 231 Elements of Theatrical Design.
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 231

THE 335: MOVEMENT FOR THEATRE I

This course is an intermediate movement, alignment and movement sequencing section, designed for theatre students to rehearse and define movement skills.
Credits 3

Division
UG
School Division
School of the Arts

THE 336: MOVEMENT FOR THEATRE II

This course is a continuation of the skills learned in THE 335. Prerequisite: THE 335
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 335

THE 337: ON-CAMERA TECHNIQUE

This course involves an overview of acting styles for on-camera. Styles will include; Industrial film, commercials, television and feature film. Students will learn techniques for on-camera acting, tuning their theatre skills for the camera.
Credits 3

Division
UG
School Division
School of the Arts

THE 338: COSTUME DESIGN

This course explores the creative processes, principles, and tools of design as they apply to costuming. Emphasis will be on script analysis, period research, and rendering techniques. Prerequisite: THE 231.
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 231

THE 339: STAGE MAKEUP

In this course, students will learn the basics of the design and application of stage makeup, including basic stage and special effects techniques.

Additional fees are required for this course. Speak to a School of Arts Advisor for more details.
Credits 3

Division
UG
School Division
School of the Arts

THE 340: STAGE COMBAT I

Beginning course teaches how to create the illusion of violence for stage and screen including basic instruction in Unarmed (feet, fists, punches, kicks, falls, rolls) and Rapier and Dagger (Parries, cuts, thrust and more!). The emphasis is on safe and realistic violence for the stage.
Credits 3

Division
UG
School Division
School of the Arts

THE 355: VOICE FOR THE ACTOR II

This course is a continuation of the skills learned in THE 225. Prerequisite: THE 225
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 225

THE 360: DRAMATIC LITERATURE

This course provides a comprehensive introduction to dramatic literature. Students explore characteristics of each genre from Greek tragedy to contemporary drama through in-depth play analysis, discussion and literary criticism.
Credits 3

Division
UG
School Division
School of the Arts

THE 405: DRAMATURGY

Students in this course will learn how the field of dramaturgy contributes to theatrical productions via script development and historical and critical analysis of the play. Prerequisite: THE 360.
Credits 3

Division
UG
School Division
School of the Arts

THE 410: THEATRE HISTORY I

This course follows a fairly strict chronology from antiquity to the 18th century, and is designed to promote critical thinking about the nature and problems of linear, narrative historiography concerned with Theatre.
Credits 3

Division
UG
School Division
School of the Arts

THE 411: THEATRE HISTORY II

This course follows a fairly strict chronology from the late eighteenth century to the present day, and is designed to promote critical thinking about the nature and problems of linear, narrative historiography concerned with Theatre, specifically as it parallels the ascent and decline of the larger cultural movement of “Modernism”. This course investigates the development of, and the interaction between, four approaches to theatre that dominated most of the twentieth century: popular theatre, psychological realism, subjective theater (culminating in the Theater of Cruelty), and political (epic) theatre. A significant component will address “World” drama as well. Prerequisite: THE 410
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 410

THE 425: ADVANCED DIRECTING

This section provides an opportunity for students to exercise their directing skills and offers them more artistic and administrative authority over a larger dramatic project. Its major requirement is the formal production and public presentation of a one-act play. Prerequisite: THE 105 and THE 325
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 105 AND THE 325

THE 430: INDEPENDENT STUDY IN THEATRE HISTORY

This section involves supervised research and writing on a selected topic dealing with theatre history and/or dramatic literature. Prerequisite:Junior or Senior standing and permission of the professor.
Credits 3

Division
UG
School Division
School of the Arts

THE 431: SPECIAL TOPICS IN TECHNICAL THEATRE

This course provides the student interested in technical theatre the opportunity to further investigate the theories and practices of either scenic, lighting, or sound design. Prerequisite: THE 330
Credits 3

Division
UG
School Division
School of the Arts
Prerequisites
THE 330

THE 432: THEATRE INTERNSHIP

This course is designed to provide practical and professional experience for a Theatre Studies major who takes an internship with a recognized professional theatre program or company in which the student is assigned specific tasks in one of the recognized areas of the theatre arts. It may cover areas as diverse as acting, directing, technical design, marketing, musical direction, literary advisement, dramaturge work, and most aspects of the working theatre, and will place the student in a supervised program of study. Prerequisite: Completion of 24 credit hours of THE courses at the 200-level or above; these courses may be supplemented by subject-appropriate ENG or MUS courses. Faculty member's recommendation or approval required.
Credits 3

Division
UG
School Division
School of the Arts

THE 490: SENIOR CAPSTONE

This is an independent study project related to a particular area of interest within theatre. It should build upon the individual student's knowledge acquired through course work or significant experiential learning. Working closely with a faculty advisor in planning, students may choose to focus on artistic and/or scholarly themes within the field, and each project will be presented to a general audience.
Credits 3

Division
UG
School Division
School of the Arts

THE 498: SPECIAL TOPICS IN THEATRE

This course which explores a topic of contemporary interest to the study of theatre, is offered as needed to students with junior standing.
Credits 3

Division
UG
School Division
School of the Arts

THE 499: INDEPENDENT STUDY IN THEATRE

Credits 3

Division
UG
School Division
School of the Arts

WLC 002: WORLD LANG & CULTURE SR PORTFOLIO

Credits 0

Division
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School Division
School of Humanities, Sciences and Technology

WLC 198: SPECIAL TOPICS WORLD LANG & CULTURE

An introduction to a major world language and its culture(s) that stresses the acquisition of skills in listening comprehension, reading comprehension, speaking, and writing as well as a knowledge of the cultural products, practices, and perspectives of people who speak this language as their first language. Not open to native speakers of the target language.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

WLC 298: SPECIAL TOPICS: WORLD LANGS/CULTURE

A continuation of WLC 198 that concentrates on progressive acquisition of both cultural and linguistic skills.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

WRR 101: WRITING, READING, RESEARCH I: ANALYTICAL WRITING

This course will cover the fundamentals of writing, reading and research while allowing students to explore various themes and subjects.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

WRR 102: WRITING, READING, & RESEARCH II: RESEARCH WORKSHOP

This course will build on the skills learned in WRR 101 and help students continue to grow in their writing skills.
Credits 3

Division
UG
School Division
School of Humanities, Sciences and Technology

Faculty

Mr. Adetunji A. Adesesan

Title
Assistant Professor
Department
Academic Support Office
Credentials
B.Ed., M.Ed.

Dr. Jacob Augsten

Title
Assistant Professor
Department
School of The Arts
Credentials
B.M., M.M., D.M.A.

Dr. Chester Barner

Title
Visiting Assistant Professor
Department
Price School Of Education
Credentials
B.S., M.Ed., Ph.D.

Dr. John Barrows

Title
Assistant Professor
Department
College of Humanities, Sciences, and Technology
Credentials
B.S., Ph.D.

Mr. Jeffrey K. Black

Title
Assistant Professor
Department
McCamish School of Business & Professions
Credentials
A.S., B.S., M.P.A.

Dr. George Blankson

Title
Assistant Professor
Department
School of The Arts
Credentials
B.M., M.M., Ph.D.

Dr. Kerry G. Bryant

Title
Assistant Professor
Department
School of The Arts
Credentials
B.M., M.M., Ed.S., Ed.D.

Dr. Lauren Bulger

Title
Assistant Professor
Department
Cauble School of Nursing & Health Sciences
Credentials
B.S.N., M.S.N.

Dr. E. Diane Cagle

Title
Assistant Professor
Department
McCamish School of Business & Professions
Credentials
A.S., B.S., M.B.A, D.S.L

Ms. Ashley Calicchia

Title
Visiting Assistant Professor
Department
School of The Arts
Credentials
B.A., M.F.A.

Dr. Lynda G. Chisholm

Title
Assistant Professor
Department
Price School Of Education
Credentials
B.S., M.Ed., Ed.D.

Ms. Chelsea Coleman

Title
Assistant Professor of Nursing
Department
Cauble School of Nursing & Health Sciences
Credentials
MSN, RN

Elba Colon Cancel

Title
Assistant Professor of Nursing
Department
Cauble School of Nursing & Health Sciences
Credentials
MSN, RN, CNOR

Dr. N. Mason Conklin

Title
Associate Professor
Department
School of The Arts
Credentials
B.M, M.M., Ph.D.

Dr. Amy C. Cottrill

Title
Professor
Department
College of Humanities, Sciences, and Technology
Credentials
B.A., M.Div., Ph.D.

Ms. Kimberly S. Crowe

Title
Assistant Professor
Department
Price School Of Education
Credentials
B.S., M.Ed., Ed.S., T.S.S.

Dr. Anthony D. Daniel

Title
Professor
Department
McCamish School of Business & Professions
Credentials
A.S., B.S., M.P.A., Ph.D.

Mr. James B. Davis

Title
Associate Professor
Department
School of The Arts
Credentials
B.A., M.F.A.

Christine Dean

Title
Associate Professor
Department
School of The Arts
Credentials
B.S., M.A., M.F.A.

Marcus Driskill

Title
Technical Services Librarian
Department
Library

Dr. Joy A. Farmer

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