



Academic

2014-2015 Catalog

The 2014-2015 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 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 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 is committed to providing equal educational and employment opportunities to qualified persons regardless of economic situation or social status. Reinhardt does not discriminate in any of its policies, programs, or activities on the basis of race, age, culture, nationality, socioeconomic status, gender, religious belief, sexual orientation, physical (dis)ability, genetic information or ideology.

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.

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GENERAL INFORMATION

Introduction to Reinhardt University

Reinhardt University is a private four-year institution of higher education affiliated with the United Methodist Church. Its Main Campus is located in Waleska, Georgia on approximately 540 acres of land in the foothills of the North Georgia mountains. Ninety acres are developed to offer a rich living and learning experience to a coeducational student population.

Reinhardt University grants these undergraduate degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science and Bachelor Music Education.

Baccalaureate (four-year) majors include art, biology, business administration, communication, education, English, history, liberal studies, music, organizational leadership, public safety leadership, psychology, religion, and sociology. The pre-nursing degree is a two-year program to prepare students to transfer to a baccalaureate nursing program. A complete listing of majors and minors can be found on page 54 of this publication.

Accreditation

Reinhardt University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate, baccalaureate and master's degree programs. For accreditation information, please contact SACS at 404-679-4500 or 1866 Southern Lane, Decatur, Ga., 30033.

The Eulene Holmes Murray Department of Music is an accredited member of the National Association of Schools of Music (NASM).

Reinhardt University is approved by the Georgia Professional Standards Commission to recommend certification in early childhood education, middle grades education, secondary English/language arts education, secondary biology 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. Bachelor's

lor degrees are now offered in biology, communication, education, English, fine arts, history, liberal studies, music, psychology, religion, sociology and sport studies.

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.

University Mission Statement

The educational program emphasizes the study of the liberal arts, sciences, and professional studies within the University's historic commitment to the United Methodist faith and tradition. The University affirms that learning is best facilitated through a partnership between faculty members and students where the integration of faith and learning is essential.

Reinhardt University is committed to students who desire a small, caring community dedicated to personalized attention. It seeks students who are academically prepared and motivated to pursue a challenging educational experience. The University serves a population of traditional and non-traditional age students both as residents and commuters. The University is also committed to meeting the needs of a diverse student population including those students with distinctive learning needs. In addition, Reinhardt meets the ongoing educational needs of professionals and the local community.

Reinhardt University seeks to educate the whole person by developing the intellectual, social, personal, vocational, spiritual/moral and physical dimensions of its students. Graduates are distinguished by attributes that are developed through personal interaction with the faculty, the staff and fellow students.

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 Objectives

Reinhardt University prepares students for the world of work, for additional education, and for life's calling by emphasizing the following four Liberal Arts domains of student learning outcomes:

Domain I: Communication

Students will demonstrate:

1. Effective expression of ideas through writing, speech, and visual media.

Domain II: Critical Thinking and Inquiry

Students will demonstrate:

1. Integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.
2. Knowledge of various research methodologies, information, technological, and scientific literacy.

3. Independent thought and imagination; preparation for lifelong learning.

Domain III: Self, Society and Culture

Students will demonstrate:

1. Knowledge of the traditions of Western civilization and their global context.
2. 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.

Domain IV: Values and Ethics

Students will demonstrate:

1. Integrity and ethical responsibility.
2. Understanding of and commitment to physical, emotional, and spiritual wellness.
3. Stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles.

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 under gird 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, Ga., 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 a historic preservation complex. Most of the campus' 540 acres remain in their natural state. The city of Waleska is located just 45 minutes 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 academic dean, the humanities faculty, the McCamish School of Business, the Academic Support Office, two additional computer labs, and a student lounge. Also housed in the Lawson Center is the **Academic Support Office** and the **Center for Student Success**, which provide tutorial help, placement services, and assistance in goal setting, time management, organizational skills and study skills.

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 Building** is the oldest 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; advancement; alumni; marketing and communications; annual giving and church relations, human resources; support services; and information technology.

Visitors 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 non-academic 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 77,000 books, periodicals and various types of media (CDs, DVDs, VHS). Our online catalog provides access to over 150,000 electronic books, and our web site provides access to about 300 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.

An extensive renovation and expansion of the building was completed in the fall of 2003. The renovated facility features a well-equipped information commons, quiet study areas, group study rooms, media viewing rooms, and the very popular 24/7 after hours library.

The **Music Library in the School of Performing Arts** is located in Room 135 of the Floyd A. & Fay W. Falany Performing Arts Center. The Music Library houses musical scores, recordings, listening equipment and other materials related to music study. Electronic databases include Naxos Music, Classical Music Library, Oxford Music Online, and Alexander Street Press Music Collections. These online resources provide access to an extensive collection of electronic music journals, research materials, musical recordings, and classical, popular, and jazz music scores. The print collection is a non-circulating reference collection of materials for use within the Music Library only.

The **Library at the North Fulton Center of Reinhardt University** is a gateway to the services and collections of the Hill Freeman Library and Spruill Learning Center on the Waleska Campus of Reinhardt University. All library services – Circulation & Reserves, Interlibrary Loan, and Reference & Library Instruction

– are available to students, faculty and staff of the North Fulton Center.

The **Floyd A. and Fay W. Falany Performing Arts Center** contains a state-of-the-art concert hall 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 Performing Arts**, including the **Eulene Holmes Murray Department of Music**, the **Galt Family Instrumental Rehearsal Hall**, the **R. Stevens & Virginia Horne Tumlin Choral Room**, classrooms, choral and instrumental rehearsal halls, studios, music library 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. Reinhardt University now has the largest music program of any private college or university in the state of Georgia and the only School of Performing Arts on the college level in the state.

The **McCamish Media Arts**, on the communication wing in the Falany Performing Arts Center, includes 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. Funds are being raised for a theatre building to be constructed adjacent to the communication wing of the Falany Performing Arts Center. It will include a stage, a dance studio, offices, a scene shop and a wardrobe room.

The **Fred H. and Mozelle Bates Tarpley Education Center**, connected to the George M. Lawson Academic Center, includes classrooms, computer labs, student study space, the Moore Chapel and the Moore Plaza. It also houses offices for Arts and Humanities and Mathematics and Sciences faculty, as well as the Office of Graduate Studies. A collection of the honor code plaques signed by each entering class hangs in the middle floor atrium.

The **Price School of Education** faculty offices and the Office of Institutional Research and Effectiveness are

located on the main level of **Paul W. Jones Hall**. Education classrooms and a lounge occupy the lower level, and the student rooms are on the top floor.

Athletic 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 and coaches' 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 the lower gym and a practice and storage room 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 **Field House** opened in September 2012 with a large weight room, coaches' offices, and locker rooms for football, baseball, softball, men's and women's soccer. The entire building is outfitted with multiple projectors and televisions for film review. The **Ken White Athletic Field**, an artificial turf field, includes bleacher seating for 1,000 and is the home of soccer, lacrosse and football. A **softball practice facility** was added between the field house and softball fields during the summer of 2014.

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 meetings, studying between classes or meeting friends. The Center houses the campus bookstore, the Rec Room, and Reinhardt Central, which provides games, sporting equipment for check-out, as well as

offices for counseling services, career services, residence life, student government, student activities, campus ministry and student affairs. The building is connected to the **W. Frank and Evelyn J. Gordy Center**.

The student health offices are located in **Smith-Johnston Hall**. A registered nurse is available to assist students on health-related issues and to coordinate the services of the University physician. The office of public safety is located in the lower level of the **East Hall** apartments.

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. Reinhardt classes are held in four rooms the lower level. The **Moore Chapel in Tarpley Education Center** provides a quiet place for worship, fellowship and study. Services are also often held in the Bannister Glasshouse in the Hasty Student Life Center.

Dining and Meeting Facility

The **W. Frank and Evelyn J. Gordy Center**, a Georgian-style building, is a modern and gracious university dining and meeting facility. The “**Varsity Room**” welcomes students for dinner and late evening snacks in an atmosphere reflecting the famous Varsity Restaurant.

Residence Halls

Ten residence halls provide living accommodations for approximately 700 students; they include **Cobb Hall**, **Herbert I. and Lilla W. Gordy Hall**, **Smith-Johnston Hall**, **Roberts Hall**, two apartment-style residence halls (**East Hall** and **West Hall**), and the most recent addition, **Glenn and Marjorie Humphrey Hubbard Hall**, which also includes **Blue** and **Gold Halls**. **Roberts Hall** houses men in varied sized suites; each suite has a living room. **Smith-Johnston Hall** houses women in two-room suites with connecting baths. It has a large recreation room and laundry facilities. **Cobb Hall** houses male students in double and single occupancy rooms. **Herbert I. and Lilla W.**

Gordy Hall houses female students in a mixture of four bedroom suites, but limited number of single and double rooms are also available. **West Hall** houses female students, while **East Hall** accommodates male students. The 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 adjoining restrooms, and each two room shares a study area. The top floor of **Paul Jones Hall** offers traditional-style residence hall living for freshmen male students in single and double rooms. Paul Jones is connected to Smith-Johnston by a TV lounge.

Other University Facilities and Points of Interest

The **Evelyn Gordy Hospitality House** was first constructed on Piedmont Road in Atlanta. Purchased by Reinhardt alumni Frank Gordy in 1940, the home was moved to the Reinhardt campus in the early 1990s by Gordy’s wife, Evelyn, also 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 115,000 visitors to the Reinhardt Campus for its 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**; Native American artifacts unearthed in Cherokee County and other sites; the **Herbert L. Buffington’41 Gallery**, which features changing exhibits; the **Sellers Antique Hand Tool Collection** with thousands of historic hand tools; the 80-seat **Estelle Bennett Hughes Theater**; a Museum shop and the Bennett Family history display. Other parts of the Center include a historic Appalachian Settlement with 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.” The Center is a recipient of the Governor’s Awards in the Humanities (2010). It is open to the public, faculty, staff and students.

The Reinhardt campus also includes the **Hal B. Wansley President’s Home**, which provides living accommodations for the Reinhardt president and his or her family; and the **Bratton Memorial 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 Reinhardt Board of Trustees chairman. The Donor Plaza includes the names of those who gave to a recent capital campaign 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 Garden**, the unique sound garden between the library and student life center, was built in 1970 to honor longtime Reinhardt President 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 trees and shrubs species, celebrated its grand opening in 2009 on Alumni Day. Many of plants which were tagged by former president Dr. J.R. Burgess, Jr. 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 a beautiful addition to the Waleska campus. The **George W. McClure Water Treatment Facility** greatly enhances the University’s opportunity for expansion.

Extended Sites

Reinhardt University offers academic learning facilities and programming for adult students at extended campus sites including the North Fulton Center (NFC) located at 4100 Old Milton Parkway in Alpharetta and at the Teacher Resource Center (TRC) located at 1 North Gilmer St. in Cartersville. Courses and programming are also offered at other temporary sites to meet student demands.

The NFC houses graduate and undergraduate classrooms, computer labs, a conference room, library, student lounge and faculty offices. The TRC provides classroom space, a computer lab and a resource facility for education majors. Classes are offered during the week and Saturdays.

Both undergraduate and graduate programs are offered at the extended sites and include associate, bachelor, master’s degrees and on-line programming. Fields of study offered at the centers cover business, criminal justice, education, liberal arts and fire management. The WAIT program (Working Adults into Teaching) provides a bachelor’s degree and certification in Early Childhood Education. The Reinhardt Advantage offers accelerated degree-completion programs in General Business Studies, Organizational Management and Leadership and Public Safety Management and Leadership.

On the graduate level, the NFC offers the Master of Business Administration and the Master of Arts in Teaching, which provides certification in early childhood education, are offered at extended sites.

Continuing Education

Continuing Education courses are offered periodically at Reinhardt University. One Continuing Education Unit, CEU, is authorized for 10 hours of time in class presented by a qualified instructor in a program where clear learning objectives are presented. Classes not requiring 10 hours of instructional time will result in a percentage of CEUs.

Continuing Education is not an academic offering; therefore, no scholarships or grants are available and no academic credit is earned. Continuing Education

Certificates are issued on the last day/night of class and a record of earned CEUs is on file at Reinhardt University for 5 years.

Contact the Office of the Vice President and Dean for Academic Affairs of the University for information concerning continuing education programs.

Policy Statements

Title VI

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

Reinhardt University does not discriminate on the basis of sex in its educational programs, activities or employment practices as required by Title IX of the 1972 Education Amendments. Reinhardt University has made an in-depth study of all aspects of the University and has taken the necessary steps to eliminate discriminatory practices. Inquiries regarding compliance with Title IX may be directed to Kevin Martin, Reinhardt University, Waleska, Georgia 30183, telephone 770-720-5789, or to the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, D.C. 02212.

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 filing a written request with 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;

- and an appropriate official in response to a court order.

Students who wish to release to parents routine grade reports or other official correspondence must complete a signed authorization form with the Office of the Registrar.

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 expand the circumstances under which your education records and personally identifiable information (PII) contain 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 or 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 without your consent PII from your education records, and they may 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.



ADMISSIONS POLICIES & PROCEDURES

The Office of Admission 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>.

Application Procedures

1. Complete an application. It may be obtained from the University website.
2. Submit the application with a \$25 processing fee.
3. Have an official score report of SAT I and/or ACT scores sent to Reinhardt University. Required of beginning freshman and transfer freshman applicants. (Not required for applicants 21 or older.)
4. Have an official copy of your high school transcript sent to Reinhardt. (Not required for transfer students with 30 semester or 45 quarter credit hours of transferable credit). Home schooled students must submit official transcripts from a home school program or submit a portfolio. A student who has not graduated from an accredited high school is required to submit an official General Equivalency Diploma (GED) score.
5. Have a copy of your final high school transcript reflecting high school graduation date sent to Reinhardt prior to matriculation. This transcript must reflect your high school graduation date. Federal, state and institutional financial aid will not be disbursed without receipt of your final high school transcript.
6. 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.

7. 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.
8. Applicants who have been convicted of any felony will be asked to interview with the Vice President for Student Affairs or a designated University administrator.

Freshman Applicants

To be considered for standard admission to Reinhardt University, a student must graduate from an accredited high school. The high school grade point average should be a 2.25 or better in academic subjects. The admission decision is based on Scholastic Assessment Test (SAT I) or American University Testing (ACT) scores, high school grades and a personal interview if requested by University personnel. Review of standardized tests will include super scoring the SAT critical reading and math sections and the ACT English, Math, Reading, and Science sections.

Graduates of unaccredited schools and home schooled graduates must submit satisfactory scores on a college entrance test (SAT or ACT), a transcript or portfolio, and may be reviewed by the Admissions Committee.

Reinhardt University reserves the right to require additional testing of any applicant to complete the assessment process for determining admission eligibility.

These college preparatory units are the minimum requirement for admission into Reinhardt:

English.....	four units
Math	four units
Social Studies	three units
Natural Science.....	four units

Foreign Language..... preferred

Admission decisions are not based on religion, race, creed, color, gender, marital status, or national origin. Admission to Reinhardt University does not mean admission to a specific degree program, such as teacher education and music. See individual degree programs for admission requirements.

Joint Enrollment

Reinhardt University offers a joint enrollment program for high school students. This program allows an academically exceptional student to concurrently enroll in college and high school during his or her senior year with the recommendation of a high school counselor. In limited cases, a student may be approved to enroll in both their junior and senior year of high school.

Joint enrollment applicants must submit an official transcript indicating a 3.0 grade point average in college preparatory courses and a combined SAT score of 1020 on the Critical Reading and Math subsections combined (or equivalent ACT score).

Joint enrollment students are allowed to enroll for a maximum of six semester hours per semester up to a maximum of four semesters. Permission from a high school counselor is required for enrollment beyond six semester hours. Enrollment in this category is limited to no more than four semesters. Joint enrollment students may not live in University residence halls.

International Applicants

Reinhardt University values the presence of international students on its campus and welcomes applications from international students. International students must submit credentials to meet regular admissions requirements in addition to the following procedures.

1. Complete an application for admission and submit it to the Office of Admission with a processing fee of \$25 in U.S. currency along with a bank statement and an affidavit verifying financial responsibility of at least \$29,000 for each academic year.
2. Submit an English translation of the transcript documenting completion of a secondary high school curriculum.
3. Demonstrate proficiency in the English language by submitting scores on the Test of English as a Foreign Language, TOEFL. A TOEFL paper score of 500 or higher or TOEFL computer score of 173, or an internet based score of at least 64 must be presented. Required only if English is not your native language.
4. International transfer students must submit official transcripts from all colleges attended. Transcripts from outside the United States must be evaluated from an official credit evaluation service.
5. Upon acceptance, international students must pay a \$150 tuition deposit. The amount and the date by which this payment is due will be specified in the letter of acceptance.
6. Upon completion of the application process and receipt of all materials, Reinhardt will send the proper documentation to the applicant enabling him or her to apply for a visa. Reinhardt is approved by the U.S. Citizenship & Immigration Services, to issue Form I-20A-B for nonimmigrant (F-1) student status.

Transfer Students

Applicants who have previously attended colleges or universities must submit official transcripts from all previous post-secondary institutions (technical colleges, colleges and/or universities) attended whether credit was earned or not. Transfer students should be eligible to return to the last institution they attended and have a minimum 2.0 grade point average in order to be considered for admission to Reinhardt. Students who have cumulative grade point averages of less than a 2.0 will be considered for admission on probation by the Admissions Committee. Freshman transfer applicants (less than 45 quarter/30 semester hours of earned credit) must also meet requirements for regular freshman status admission.

Students may not disregard their records from other institutions of higher education. Failure to report pre-

vious college attendance is sufficient cause for cancellation of a student's admission or registration and of any semester credits earned at Reinhardt University.

Transfer Credit Policies

Credit earned at other post secondary institutions will be evaluated in light of the following policies:

- Only official transcripts will be evaluated.
- Credits from regionally accredited institutions will be transferred.
- 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 80 semester hours of credit will be applied toward a Reinhardt baccalaureate degree; a total of 40 semester hours will be applied toward a Reinhardt associate's degree.
- No grades of "D" will be accepted unless the student has completed a bachelor's or associate (AA or AS) degree at Reinhardt or another regionally accredited institution. Students who have completed a two year degree designated as transferable to a four year degree (AA or AS) from another regionally accredited institution will enter Reinhardt University with their Core Curriculum requirements fulfilled. Note: A C or better is required in ENG 101 and ENG 102, or ENG 103, or COM 103, or SCI 103. Other individual program requirements may also apply.
- 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.

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 who wishes to temporarily enroll at Reinhardt. The following instructions are for any student who applies as a transient student to Reinhardt University.

1. The transient student must submit the application for admission noting transient status.
2. Transient approval is handled on a term-by-term basis and a Letter of Good Standing 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.

Admission as a transient student is granted for only one semester. 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.

Readmission to Reinhardt

If a student does not enroll at Reinhardt for one or more semesters, excluding the summer term, the former student is required to file a re-admit application available in the Office of Admission. A student who completed the University withdrawal process with Reinhardt will also be required to file a re-admit application. If the student has attended another institution as a transfer student (not transient) since enrollment at Reinhardt University, official transcripts from the other colleges and universities must be submitted for evaluation. Former students who left Reinhardt with below a 2.0 GPA will have their file reviewed by the Admissions Committee. A letter of support may be submitted to the Admissions Committee. Students who last left Reinhardt on Academic Suspension will be reviewed by the Office of Academic Affairs.

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 non-degree student in any course for which they have the necessary prerequisites. No more than 15 semester hours can be completed for credit as a non-degree seeking student. Non degree seeking students are not eligible to receive financial aid.

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.

Students with Disabilities

Students with disabilities are accommodated on an individual basis. Students requiring an academic accommodation should contact the Academic Support Office. Students who require physical accommodation should contact the Office of Student Affairs and/or the Office of Public Safety. Students with specific learning disabilities and/or Attention Deficit Disorder should review the following section.

Academic Support Office

The Academic Support Office (ASO) was established in 1982 to provide supplementary instructional assistance to students with specific learning disabilities and/or Attention Deficit Disorders. The ASO is staffed by full-time professional educators. A student eligible for the program meets:

- regular college entrance requirements
- has been diagnosed with a learning disability or Attention Deficit Disorder
- may or may not have received accommodative services in the past due to ineligibility for high school services or late diagnosis

Academic Support Office Application Procedures

1. Request an ASO admission packet from the Office of Admission.
2. Complete the regular University application, indicating will seek ASO services.
3. Fill out an ASO supplemental application.
4. Send the following materials to the Office of Admission:
 - application and supplement with processing fee
 - SAT I/ACT scores. Students applying for the ASO program may take a nonstandard (untimed) test
 - official copies of high school and college transcripts

- a psychological evaluation documenting the student's learning disability. This report must include the following tests: WAIS-R or WISC-R and achievement tests, i.e. WRAT or Woodcock-Johnson and/or a medical evaluation for Attention Deficit Disorder
 - copies of Individual Education Plans for as many high school years as possible
 - three letters of reference addressing an applicant's aptitude, motivation, ability to set realistic goals, interpersonal skills and readiness for college
 - an official post-graduation high school transcript
5. Students applying to the ASO program may be asked to interview with the ASO staff.

Services Provided by the Academic Support Office

Services provided by the ASO staff include:

- academic advisement and counseling
- faculty-led tutorials (for which additional tuition is charged)
- accommodative services for a student with documented learning disabilities
- individualized testing situations
- note-taker services
- coordination of taped texts (membership in Recording for the Blind and Dyslexic is required)
- learning support group

Notes



TUITION & FEES

Expenses

Fall 2014 - Summer 2015 Undergraduate Tuition and Expenses

All charges are subject to change.

Tuition Waleska Campus

Tuition per credit hour (less than 12 semester hrs)	\$633
Full time Tuition (12 to 18 Semester Hours per Semester)	\$9,498

Room and Board Rates

	<i>Rate per semester</i>
East & West Apartments	
Room & Meals	\$4,544
Double Rooms – Gordy, Paul Jones, Roberts, and Smith Johnston Halls	
Room & Meals	\$3,638
Double Room – Cobb Hall	
Room & Meals	\$3,535
Double Room – Hubbard Hall, Blue Hall, Gold Hall	
Room & Meals	\$4,166
Private Rooms - All Halls	
Room & Meals	\$4,807

Commuter Meal Plans are available through the Gordy Center

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

Tuition per credit hour	\$395
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Graduate Programs

Tuition per credit hour	\$420
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Special Program Charges

Academic Support Services Program (per course)	\$1,050
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Undergraduate Private Music Lessons-non music major (per credit hr)	\$150
Graduate Private Music Lessons (per credit hr)	\$150
Directed Study (per credit hour)	\$85
Music Majors fee (per semester)	\$300

Per Hour Tuition--% Discount

Audit Course Fee (course not taken for credit)	50%
Audit Senior Citizen (age 55 and older)	75%
High School Joint Enrollment	50%
Experiential Learning Credit	50%

Miscellaneous Charges

- Undergraduate Graduation Fee (nonrefundable) paid by deadline based on anticipated term of graduation \$75
- Late Undergraduate Graduation Fee \$100
- Graduate Level Graduation Fee (nonrefundable) paid by deadline based on anticipated term of graduation \$100
- Late Graduate Level Graduation Fee \$125
- Transcript Fee per copy \$5
- Study Abroad Fee \$250
- Replacement Diploma \$50
- Returned Check Charge \$25
- Technology Fee (per semester) \$50
- Student Activity Fee (per semester) \$50
- Athletic Insurance Fee (athletes only; per semester) \$150

1st Year Residence Policy

Students attending the Waleska campus with less than 30 semester hours and under the age of 21 must a) live

in campus residence halls, b) live with their parents/legal guardian or c) live with their spouse.

Payments

Tuition, residence hall and meal plan fees are charged by the semester and are due approximately two weeks before the first day of class. 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. A student who finds it necessary to make special arrangements should contact the Business Office before the payment due date.

Tuition Management Services

Reinhardt University has contracted with Tuition Management Services (TMS) to allow students to spread the payment of tuition (less financial aid) for Fall and Spring semesters (not available for summer school tuition). The payments are made directly to TMS. While no interest is charged for this service, TMS does charge a one time per year fee of \$65 or a \$47 per semester fee to enroll. Please contact the Business Office for information or an application. You may contact TMS at 1-800-356-8329 or at www.reinhardt.afford.com.

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. Should a student's account become delinquent, the University reserves the right to apply any monies due to the student until the account is cleared. This includes, but is not limited to, work-study or payroll checks.

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 \$150 deposit. This deposit serves as a tuition deposit toward the student's first semester charges. The tuition deposit is nonrefundable after May 1 in the year the student applies.

Housing Deposits

Each boarding student must pay a \$200 deposit. This is a refundable deposit to be returned when a student completes enrollment.

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.

<i>Tuition Refund period</i>	<i>Percentage of institutional charges refunded</i>
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Total withdrawal during the official drop/add period	100 %
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Withdrawal after the drop/add period of the semester	0%
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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/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. Whenever a school credits FSA program funds to a student's account and those funds exceed the student's allowable charges, an 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 the later of: the date the balance occurred on the student's account, if the balance occurred after the first day of class of a payment period or the first day of classes of the payment period if the credit balance occurred on or before the first day of class of that payment period). Each student must acknowledge receipt of any award prior to receiving a check or credit on the student's account. A written request must be submitted to the Business Office should a student wish to leave a credit balance for future use.

Student Book Voucher Policy and Procedure

- Students must first secure a copy of their schedule from the Office of the Registrar.
- If a credit balance will occur on the account, and the student meets the requirements for a book voucher, the student must secure a book voucher form at the Business Office. Book vouchers can only be obtained at the Business Office.
- Only one book voucher per student per semester.
- Book vouchers will be given out one week prior to the first day of class and continue through the second week of classes.
- No book vouchers will be given after the second week of class. Students must purchase all required books at the beginning of the semester

Note: "*Beginning of the semester*" only applies to the beginning of full session fall and full session spring semester. All session I and II books should be included on the book voucher at the beginning of fall and spring semesters.

- After receiving a book voucher, the student must take the approved form and his or her class schedule to the bookstore.

- The bookstore personnel will complete the book voucher form by recording a detailed description of the entire transaction. A student will ONLY receive books for the amount approved by the Business Office. The bookstore will submit the completed forms to the Business Office. The Business Office will post book charges to the student's account.
- No student is allowed to purchase books for another student..

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. Non-federal or non-state Scholarships
6. Institutional (Reinhardt University) Scholarships

Credits involving institutional and non-institutional 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 \$1,000.00, after you have received all your financial aid. 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:

Number of calendar days completed/Number of calendar days in a period= Percentage completed (earned)

Title IV funds will be returned in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal PLUS Loan
- Federal Pell
- FSEOG
- Other Title IV

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

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.

<i>Withdraws</i>	<i>Refund</i>
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 deposits, tuition or fees paid. Students who are asked to vacate their residence hall rooms as a result of disciplinary actions (but are allowed to continue attending classes) are not eligible for a refund of that semester's room rent; however meal cards may continue to be used in the Gordy Center.

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 Office of the Registrar provides enrollment certification to the Veterans Administration for eligible students. Veterans must provide a certified copy of their DD214 or NOBE form to the Office of the Registrar 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.

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

If a student wishes to withdraw from Reinhardt University before the end of the semester, he or she must complete a withdrawal form obtained from the Office of the Registrar. The withdrawal form must be signed by the student's academic advisor, the Office of the Registrar, the Business Office and Financial Aid, as well as the Director of Residential Life and ASO advisor, if applicable. Students are responsible for making sure that the withdrawal form is filled out correctly and submitted to the Office of the Registrar.

Refunds due to a withdrawal from Reinhardt University are processed according to the submission date and the refund policies listed in this catalog.

The academic withdrawal date differs from the drop/add and refund deadline. Students who complete

the appropriate paperwork and withdraw before the official withdrawal date of each term (see **Academic Calendar**, pp. 4-5) will receive a W. Students not completing the appropriate paperwork will receive an F. A student who initiates a withdrawal after the published deadline for the last date to withdraw without penalty will receive an F.



STUDENT FINANCIAL AID

Office of 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.

Procedures for Applying for Financial Aid

General Financial Aid Procedures

1. New Students must be accepted to the University.
2. Complete the Free Application for Federal Student Aid. The FAFSA may be obtained online at <http://www.fafsa.ed.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 spring using the previous year's federal tax forms.
3. Complete the Georgia Tuition Equalization Grant Application online at www.gacollege411.org, if the student or parent (if dependent) is a legal resident of the state of Georgia.
4. Returning students must be enrolled by June 1 to renew all Reinhardt Institutional Aid, if eligible.
5. Once a new student has been accepted, they will begin receiving communication from the Office of Student Financial Aid via email. This may be an Estimated Award Letter and/or Award Letter via email. Each time a student's package changes, the student will receive a new Letter and can view his/her information on EagleWeb.

Eligibility for Federal and State Aid

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

1. Students must be U.S. citizens or eligible non-citizens 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. Students must be registered with Selective Service (if required).

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.

Primary Sources of Student Financial Assistance

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

generally requires a separate application process, except for institutional aid.

Types of Federal Aid

To receive 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 Student Worker Program.

Determining Need

A student's eligibility for need-based aid is the difference between the estimated cost of attendance and the Expected Family Contribution (EFC). Estimated cost of attendance is determined by adding actual tuition, fees and allowances for books, supplies, room, board, transportation and personal expenses. The EFC is provided by the federal processor on the Student Aid Report, which results from completing the FAFSA (see the section above). The resulting figure is the student's need factor or demonstrated financial need. A student may receive up to that figure in need-based student assistance from any source.

Federal Grants, Student Work Program and Direct Loans

The student and the University are notified by the Student Aid Reports if the student is eligible for the Federal Pell Grant. The amount of the grant is determined by the student's need and enrollment status.

After Pell grant eligibility is established, eligibility for other federal grants, Federal Student Work Program 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 classification and other eligible aid received.

To apply for student and/or parent loans, please visit our website <http://www.reinhardt.edu/Current-Students/Financial/Forms-and-Applications1.html>.

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 as described above, 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 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.

Loan borrowers are also required to complete an "exit loan counseling session" anytime when not enrolling for the next semester. Both of these loan counseling sessions can be completed online at <http://www.reinhardt.edu/current-students/financial/forms-and-applications1.html>.

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. These programs are:

- **Georgia Tuition Equalization Grant, GTEG:** Apply for the GTEG online at www.gacollege411.org. Select Reinhardt University to receive the GTEG application information.

To be eligible to receive the Georgia Tuition Equalization Grant, a student must be enrolled for at least twelve credit hours within a semester. In addition, the student must remain full time for at least 14 days from the last day of drop/add to receive the money for that semester.

- **Georgia HOPE Scholarship:** The HOPE Scholarship requires students to apply by completing the Georgia Tuition Equalization Grant form (GTEG) and HOPE Application at www.gacollege411.org.

HOPE Scholarship recipient eligibility is evaluated at the end of each semester. If the required GPA has not been earned at the end of each semester eligibility can be regained at the 30, 60, or 90 attempted semester hour levels.

- **Zell Miller Scholarship:** The Zell Miller Scholarship requires students to apply by completing the Georgia Tuition Equalization Grant (GTEG) form and HOPE Application at www.gacollege411.org. To be eligible to receive Zell Miller Scholarship you must have a 3.7 HOPE GPA, 1200 SAT/26 ACT at a single test date, and have graduated high school after 2007. Eligibility is checked at the end of each semester.

For information on any of these programs, contact the Reinhardt Financial Aid Office or visit www.gacollege411.org.

Institutional Aid Programs

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 and/or athletics and to students who have demonstrated an enthusiasm for learning and need financial assistance.

A brief list of these programs includes:

- Presidential Scholars Program
- Reinhardt Academic Scholarships
- Reinhardt Achievement Scholarships
- Reinhardt Hagan United Methodist Scholarship Program
- Fine Arts Scholarships in Music and Art
- Athletic Grants-in-Aid
- Cherokee County Grant
- Student Success Grant
- Dean's Scholarship

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

- living with parents (parent signature required);
- living with spouse (copy of marriage certificate required);
- or 24 years of age or older (copy of driver's license required)

For a complete listing of Reinhardt-administered scholarships and grants with descriptions and application procedures, contact the Office of Student Financial Aid or 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 actually 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 Web and they are all free. Scholarship books can often be found in local libraries and high

school guidance counselors' offices. Such publications usually list scholarship opportunities by alphabetical order and by academic major. If these publications are not available, contact the Office of Student Financial Aid for assistance.

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 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 for the 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 are meeting 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 Financial Aid Probation.

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

<i>hours attempted</i>	<i>minimum gpa</i>
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.

The maximum time for completion of degree requirements for students receiving aid is one and one-half times the length of the degree program. Baccalaureate programs must be completed by 12 semesters. Associate degree programs must be completed by 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 spring 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 Registrar 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.

Student Worker Program

Participation in the student worker program provides valuable work experience in various areas within the University. Two student worker programs are offered at the University - Federal student work and University student work.

- Students wishing to apply for the student worker program must complete a current FAFSA
- Timesheets are submitted to the Office of Student Financial Aid directly by each supervisor according to published deadlines
- The monthly hour limit per student is 40 hours a month and students are paid once per month.
- Students are only allowed to work outside of scheduled class times, including labs.

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

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 May 1. Applicants whose files become complete after this time will be considered based upon availability of funds. For renewal of eligible Reinhardt scholarships and grants students must be enrolled by June 1.

Notes



STUDENT SERVICES

The Reinhardt experience provides a whole person approach to education. Students are encouraged to develop intellectually, socially, personally, vocationally, spiritually/morally and physically. As a result, musical groups, student organizations, inter-collegiate athletics, intramurals, residential life, religious activities, service projects, internships, study abroad programs and student work responsibilities provide a varied complement to classroom instruction.

Office of Student Affairs

The Office of Student Affairs supports student life activities and services. This office provides counseling, career development, educational guidance, and residence hall oversight and programming. The department also directs student activities, intramural sports, student services and student health.

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 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 course work emphasizes the academic/intellectual sphere, the community of students, faculty and staff also recognizes the importance of personal, social, spiritual, career and physical development. The professionals in the Office 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.

Orientation

Reinhardt University's New Student Orientation program (NSO) is mandatory for all incoming new Main Campus students (Freshmen and Transfer). NSO is a two-step process. The first step is called Summer Orientation Advising & Registration (SOAR) which is a day-long program designed to assist incoming new students and families with their transition into the Reinhardt Community. SOAR allows for students to connect with an academic advisor and complete registration for fall courses. SOAR sessions are held during the summer prior to Fall enrollment. The second step of NSO is Eagle Bound which is a continuation of the orientation activities at SOAR and will take place the weekend before the start of Fall semester. Eagle Bound will provide new students with the additional opportunities to build relationships with other new students, engage in campus activities, learn about campus spirit & traditions, campus involvement and other topics critical to their success as a student at RU.

First Year Seminar: Connections

The First Year Seminar: Connections is a three credit hour course designed to address multiple objectives. First, students will participate in learning activities developed to enhance their ability to read effectively efficiently, and critically thus enabling them to perform quality, independent work throughout their university years and as active members of their future communities. Second, students will be provided with a methodical approach to critically analyze what they read and to recognize their own perspectives as well as those of others. Third, the course orientates first year students

to Reinhardt Universities philosophy, principles, resources as a means of supporting the transition to the higher education experience. Toward this objective, the course includes co-curricular activities organized and offered by the Student Life function of Reinhardt University. Finally, instructors teaching the First Year Seminar will offer a "course within the course" based on their instructor's area of expertise or interest, designed to challenge and engage the new student. As the course title, "Connections", suggests, these objectives and the corresponding course components merge into a coordinated effort to connect the first year student to critical reading and thinking, to the Reinhardt University community, and to rigorous academic interest and endeavor.

Residence Life

The Director of Residence Life and the residence hall staff serve residential students by helping create a positive living experience. The goals of the residential life program at Reinhardt are:

- to provide a clean, comfortable and economical dwelling place for students
- 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, recreational, 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 residential life. Interaction with other students and the social and recreational program, which students are encouraged to plan, will prepare them for leadership positions and help them establish close ties with other students in their living units. The University has three full-time resident life coordinators (RLC) and numerous resident assistants (RA). All can assist resident students with social and academic problems and interpret or implement residence hall regulations and procedures.

Resident Tele-Com Services

A resident student has access to local phone service, voice mail, computer network services and cable television. If a student wants access to these services, he or she will need to provide the necessary equipment. Reinhardt University is not responsible for the maintenance of any student's telephone, computer or television.

Questions regarding compatibility of telephones, computers or televisions should be directed to the Office of Information Technology.

Counseling Services

Counseling services help Reinhardt students learn more about themselves and their relationships with other significant individuals and institutions. Counseling services emphasize the struggles that develop when a "healthy" personality grows and changes.

The Office of Counseling Services recognizes the need for confidentiality so an individual or group feels free to explore concerns, formulate plans, make decisions and initiate appropriate actions. The counseling professionals assist students with personal and social concerns, career development, academic counseling and educational guidance. These services are provided at no additional charge.

Counseling of a more intense nature is available by referral from University counseling staff to a community resource who usually charges a fee for service. Depending on the nature of the counseling, the sessions could take place on campus or in the nearby community. In the latter case, the student is responsible for his or her transportation and expenses.

Tutoring Services

The Center for Student Success

The Center for Student Success (CSS), located in room 35 of the Lawson Building, is a tutoring service available free of charge to all students. The Center has expanded its services to include math, science and other disciplines. Additionally, the Center works with students who have difficulty reading, studying, taking notes or budgeting their time. Tutors will work with

the 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. Tutoring has proven an effective means of improving grades.

Academic Support Office

The Academic Support Office (ASO) was established in 1982 to provide supplementary instructional assistance to students with specific learning disabilities and/or Attention Deficit Disorders. The ASO is staffed by full-time professional educators. For more information see Admissions Policies and Procedures in this catalog.

Information Services

Information Technology operates a variety of technology services on campus. These services include administrative computing systems, telephone systems, Internet access, Wireless, Cable TV, Email, Disk storage, One Card Meal Card systems and a variety of desktop computer support, classroom technologies and lab computers. For more information on usage policies for these systems and the operations of these systems visit <http://it.reinhardt.edu>.

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. Visit <http://it.reinhardt.edu> for details about what hardware and software is in the labs and the hours of operation. Lab locations are:

- Center for Student Success (Lawson 35)
- Hill Freeman Library and Spruill Learning
- North Fulton Center Library

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

For more information on building hours and applications available on those computers, visit <http://it.reinhardt.edu>.

Health Services

A student's health plays a vital role in how successful he or she is in achieving academic, social and personal goals. For most students, entering college marks an important transition in health care from parental management to self-management.

The Reinhardt University Office of Student Health offers treatment of minor illnesses and injuries; assessment and referral of more serious problems to the appropriate health care resources; education, support and counseling regarding personal health concerns; blood pressure checks; weight management assistance; educational programming for student groups; and injection therapy (allergy, etc.). Other needs may be met as demand dictates.

Career Services

The Office of Career Services provides career development programs and education to Reinhardt students and alumni. Individual personality and interest assessments help verify the student'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 himself/herself as do videotaped interviews; strategy sessions assist students in developing overall career strategies in addition to providing options for a tight economy; and enhancing negotiating skills will provide a better financial outcome to the job search process.

An online Career Service Website provides valuable information on: resumes, cover letters, networking, job listings, company research, interviewing skills, scheduled career fairs and internships. As part of job placement, 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. 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 most fulfilled and best contribute their talents to society.

Student Activities

Reinhardt University realizes that co-curricular activities enrich the educational experience of University students because students who participate in campus activities have the opportunity to socialize, experience positive group interaction and cultivate leadership skills. The Dudley L. Moore, Jr. Office of Student Activities is committed to facilitating the enhancement of student learning by fostering a sense of community engagement through social, recreational, cultural and leadership development programming whereby providing opportunities to prepare students for a lifetime of stewardship and personal growth. The Moore Office of Student Activities sponsors campus entertainment, trips to local and regional destinations, tournament series, lecture series, awareness programs, multicultural programs, recreation programs, community service projects, and leadership development programs. The Moore Office of Student Activities coordinates Reinhardt Outdoors, New Student Orientation, Intramural Sports, Group Exercise, The Hiltonian (Student Newspaper), RU Green, Campus Spirit and Reinhardt Central. The Moore Office of Student Activities also advises the Student Government Association and all student organizations. Reinhardt students are encouraged to contribute to the 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 student organizations, see The Student Handbook, distributed by the Division of Student Affairs at the beginning of each academic year.

Student Governance

Student self-government plays a significant role in shaping the quality of student life at Reinhardt University. Established in 1957, the Student Government Association represents all segments of the student body and is organized to help formulate and voice student opinion regarding University policies and to allocate its funding to appropriate programs, projects, councils,

committees and student organizations. Participation in this important leadership organization is open to all students through voting in SGA elections, serving on either the Student Senate or Council for Clubs & Organization, volunteering for one of the many SGA committees and sharing questions and concerns about campus issues.

Campus Ministry

The Norman W. Paschall Office of Campus Ministry provides opportunities of spiritual nurture and development for Reinhardt students, faculty, and staff through worship, study, service, and fellowship. The Chaplain's office is committed to be in ministry with all persons in the University community regardless of religious affiliation.

Worship

- Sacred Space – Every month of fall and spring semester, students, faculty, and staff are provided opportunities to worship and grow in faith. These services are coordinated by University Chaplain, Rev. Jordan Thrasher along with the students, faculty, and staff of Reinhardt University.
- Real Deal – Wednesday nights at 8:00 in the Glass house, students gather for a time of singing, praying, sharing and studying scripture.

Study

- Virtual Chapel – Weekly devotionals, sponsored by the Chaplain's office, include a centering verse and a brief reflection.

Service

- Spring Break Mission Trip – Every year the Chaplain's office coordinates an alternate spring break experience for Reinhardt students, faculty, and staff. These trips are often the highlight of the year and provide a great opportunity to serve others and to experience God in a new way.
- Service Learning – Campus ministry sponsors several mission/service opportunities during the year. These efforts combine campus, community, and world outreach with individual reflections and social awareness.

Fellowship

- Small Groups – Students are encouraged to become involved in a small group coordinated by the Chaplain's office. These provide students with a spiritual point of connection and support in the midst of the busy and demanding life of a university student.
- Retreats – Several spiritual retreats are offered to students each year. These retreats vary in nature from freshmen-only retreats to exploring vocation.
- R.U.M. Reinhardt University Ministry – This is a coordinating body for religious life on campus. Its purpose is to build up the body of Christ at Reinhardt by upholding one another in prayer and spreading God's love throughout the Reinhardt University Campus.

Denominational Groups

*These groups are open to ALL people, regardless of religious affiliation. They seek to build up the body of faith by providing spiritual nurture to students through denominational affiliations.

- Freshley (Freshmen only)
- Baptist Collegiate Ministry
- Campus Catholics
- Wesley Fellowship (United Methodist)
- International Justice Mission

Athletics

Intercollegiate Sports

Reinhardt is a member of the National Association of Intercollegiate Athletics (NAIA) as well as the Southern States Athletic Conference (SSAC) and offers athletic scholarships to prospective student-athletes. Reinhardt offers intercollegiate competition in baseball, 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 and women's tennis, volleyball and softball.

Intramurals

The intramural program provides the opportunity for all students to participate in athletic competition regardless of skill level. Teams are sponsored by various campus organizations or by individuals. Possible

sports include flag football, basketball, softball and coed volleyball. Leagues are open to men's, women's and coed teams.

Other Services

Bookstore

The Reinhardt Bookstore is open every day classes are in session. The Bookstore carries all textbooks needed for Reinhardt classes as well as student supplies, sweatshirts, T-shirts, shorts, caps, umbrellas and other items that display the University logo. As a service, a textbook buy-back program is provided for most books at the end of each semester. This buy-back is not guaranteed and prices vary according to the need of the general market for individual books.

The Office of Public Safety

The Office of Public Safety offers a high level of security for the students, faculty and staff. The public safety officers are well-trained individuals who are dedicated to ensuring a safe and comfortable environment for all members of the Reinhardt community. The emergency line for public safety is x5911.

Campus Television

Narrowcasting to the entire campus many of its brand-new motion media creations, an excellent television production studio and complex make possible high-quality informational and entertainment programs. These facilities also enable Visual Communication classes to integrate student assignments and projects into scheduled, student produced TV programs.

Info Channel

The Info Channel provides news about campus and student events, job opportunities, and other items of interest to the Reinhardt community. For more information, contact the Production Manager of the McCamish Media Arts Center, located in the Falany Performing Arts Center.

Notes



ACADEMIC POLICIES

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 and Dean for Academic Affairs seeks to attract and retain the best faculty and to assist them in offering an outstanding education for Reinhardt students. For more information visit <http://faculty.reinhardt.edu/vpaa>.

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/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 affecting fundamentally 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 Division of Academic Affairs, and the Division of Student Affairs.

Introduction to the Academic Integrity Policies

Academic Integrity falls under the jurisdiction of the

Division 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, and 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, that is presenting words or ideas not your own as if they were your own. 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. See 3 above.

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

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 and Dean for 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 examination without the opportunity for resubmission, this grade becoming 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 examination, but allowing resubmission with the same or a different topic, resulting in a 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 procedure 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 Vice President and Dean for Academic Affairs (VPAA)

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. Then, the case moves to Level II.

LEVEL II: Hearing with the School Dean

1. A student who appeals the case should submit his/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 "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/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 and Dean for Academic Affairs. Then, the case moves to Level III.

LEVEL III: The Vice President and Dean for Academic Affairs

Upon receipt of a written Request for Appeal, the VPAA shall decide whether the processes listed above have been met satisfactorily. If not, the VPAA shall state a curative course of action.

Academic Honors and Awards

Dean's List

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

To be included on the Dean's List, a student must attain a 3.5 term grade point average based on successful completion of a minimum of 12 earned semester credit hours with no grade less than a B.

Each year the faculty designates two graduating seniors as "most outstanding" — one traditional and one nontraditional 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 and Dean for Academic Affairs of the University.

Honors Program

The Honors Program is designed for students who are bright, curious and enjoy being challenged. A first year student may be invited to apply for admission to the Reinhardt University Honors Program with the following criteria: a high school GPA of at least 3.5, an SAT score of at least 1100 (critical reading and math), and placement in college level courses (English 101 and Math 102). Students who do not meet these criteria will be considered on a case-by-case basis.

Returning students of Reinhardt University who have earned a 3.0+ GPA may take an honors section of a course. Returning students may apply to join the Honors Program with a faculty recommendation and 3.3+ GPA. Students who have completed 12 semester hours of Reinhardt University coursework with a 3.5+

GPA may apply to join the Honors Program without a faculty recommendation. Students transferring to Reinhardt University may apply to have up to three honors-designated classes transferred with a letter of application and a copy of the syllabi for the courses. The Honors Program Advisory Committee may ask for further materials. This committee will render a decision about the Honors Program credit for these courses.

In the freshman year, students enroll in three honors-designated classes along with other high-achieving students. After the first year, students in the program enroll in two or three honors classes a year. These courses challenge students to a higher level of critical thinking, reading and writing by providing more stimulating course materials and more creative assignments.

Students in the Honors Program may apply for an annual Honors Scholarship depending upon participation and achievement in the program. There are several forms of academic recognition for students who are successful in the Honors Program. The Admissions staff can provide information about this program.

For more information, visit the Honors Program website at <http://www.reinhardt.edu/honors>.

Honor Societies

Honor societies on campus include:

- **Alpha Chi** - is a coeducational academic honor society founded in 1922 whose purpose has been 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.
- **Alpha Kappa Delta** - is an international Sociology Honor Society dedicated to promoting, facilitating, and recognizing academic scholarship in the subject of sociology.
- **Beta Beta Beta (TriBeta)** – is 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.

TriBeta was founded in 1922 at Oklahoma City University—the Alpha Chapter –by Dr. Frank G. Brooks and a group of his students. At every district and national meeting, student research papers are presented. Awards are given for outstanding individual and chapter accomplishment.

- **Kappa Delta Pi** – is an International Honor Society in Education and is dedicated to scholarship and excellence in education. The Society is a community of scholars dedicated to worthy ideals; recognizes scholarship and excellence in education; promotes the development and dissemination of worthy educational ideas and practices; enhances the continuous growth and leadership of its diverse membership; fosters inquiry and reflection on significant educational issues; and maintains a high degree of professional fellowship.
- **Kappa Pi** – Kappa Pi is an international honorary art fraternity with the purpose of uniting artists who care about art in its role in life. This fraternity bonds conscientious artists together to form a unit which is influential in the art program as well as in the community.

To become a member of Kappa Pi, one must first meet the minimum requirements: completion of 12 semester hours in art, attainment of an overall *B* average in all art courses with an overall academic average of *C*, and production of outstanding artwork.

Students who meet these minimum requirements are eligible for membership in Kappa Pi. They may be selected for membership in Kappa Pi by nominations of faculty member of the art program and/or portfolio review.

- **Lambda Pi Eta (LPH)** - is the official communication studies honor society of the National Communication Association (NCA). The membership in Reinhardt University's chapter of Lambda Pi Eta is composed of undergraduate communication

majors who have achieved a high level of academic excellence. To be eligible for membership, students must be currently enrolled as a full-time student in good standing and have completed 60 semester hours in undergraduate course credits, including 12 semester hours in communication courses, with a grade point average of at least 3.25 in the major courses and 3.0 overall. All persons considered for membership shall exhibit high standards of personal and professional character and shall support the purposes of the honor society.

The goals of Lambda Pi Eta are to recognize, foster and reward outstanding scholastic achievement in communication studies; to stimulate interest in the field of communication; to promote and encourage professional development among communication majors; to provide an opportunity to discuss and exchange ideas in the field of communication; to establish and maintain closer relationships between faculty and students; and to explore options for graduate education in communication studies. LPH is a member of the Association of College Honor Societies (ACHS).

- **Phi Alpha Theta** – is a professional society whose mission is to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas among historians. Students must complete 12 semester hours of History with a GPA of at least a 3.10 and have cumulative GPA of 3.00, and be in the top 35% of the class.
- **Phi Beta Lambda (PBL)** - the college version of Future Business Leaders of America. The mission of PBL is "to bring business and education together in a positive working relationship through innovative leadership and career development programs". Students have the opportunity to compete at the district, state, and national competitions in a variety of business and career related topics. Students will also have the opportunity to complete a service project each year and other activities that lead to individual and chapter recognition/awards. There are membership dues that go to state and national PBL. Students can also

do fundraiser as a group to pay for competition and travel.

- **Pi Kappa Lambda** - is the only college honor society in music, and is so recognized by its membership in the Association of College Honor Societies. Since its establishment more than eighty years ago, Pi Kappa Lambda has consistently adhered to the principles of its founders in honoring scholarship, musicianship, and personal character. Chapters of the Society annually extend invitations to membership in PKL to the highest ranking students from junior, senior, and graduate classes. The elections are the responsibility, as well as the privilege, of a faculty committee representing all of the active members of the chapter.
- **Pi Sigma Alpha** – is the national political science honor society. It is the only recognized college honor society in the discipline of political science and is now one of the largest constituent members of the Association of College Honor Societies.

Students are eligible for induction in Pi Sigma Alpha if they have completed at least one-half the credits required for the baccalaureate degree; completed at least ten semester-credits of work in political science including at least one upper-division course, with an average grade of B or higher in those courses; and they must have achieved an overall GPA placing them in the top one-third of their whole class (e.g., junior or senior class). They need not be political science majors to qualify for membership. Students who are inducted have, through their coursework, demonstrated high scholastic achievement and that they have the potential to excel as citizens and scholars.

Student members are also eligible for tangible benefits including reduced cost test preparation courses through Princeton Review, scholarships for study or engaging in internships in Washington, D.C. The U. S. Office of Personnel Management allows its Pi Sigma Alpha members to apply for federal government positions listed at a higher entry-level grade than non-member candidates

- **Sigma Beta Delta** – is a professional society in business. Membership in Sigma Beta Delta is the

highest national recognition a business student can receive at a college or university with a Sigma Beta Delta chapter. Its purpose is to promote higher scholarship in business and to recognize and reward scholastic achievement in businesses and economic subjects. Candidates for bachelor's degree who rank in the upper 20% of their class at the time of invitation to membership may be inducted into membership following completion of at least one-half of the degree program in which they are enrolled

- **Sigma Tau Delta** - is 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. Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and literature.

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 data-collection 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, wherever possible, avoids attaching names to personal data during analysis.

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)

High school students who participate in the Advanced Placement Program may be eligible to earn college credit. In the areas that Reinhardt has courses, students may earn a maximum of 15 semester credits by AP examination. Generally, the required cut-off score to earn college credit for AP work is a three 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 a maximum of 15 semester credits in areas where Reinhardt University offers courses.

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

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 required to pursue 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 \$85 per credit hour.

Independent Study

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/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 \$85 per credit hour.

Special Topics

Each discipline has a special topics designation for courses that faculty members want to offer on a one-time or experimental basis. Each discipline has a special topics number at the freshman/sophomore level (298) and at the junior/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/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/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 five to eight page narrative describing his/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/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 life-transforming 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 and Great Britain.

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, Italy, England 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 if eligible. 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 frequently 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. For more information on international opportunities, visit the University website at <http://www.reinhardt.edu/internationalstudies/>

Study at Another Institution

A 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 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 in the Office of the Registrar. 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.

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 grade point average or better 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:

0 - 29	freshman
30 - 59	sophomore
60 - 89	junior
90+	senior

Developmental Courses

Reinhardt University offers English and mathematical developmental courses for students who need additional background in communication skills and mathematical concepts. These courses include ENG 099 (Basic Composition), MAT 098 (Pre-Algebra), and MAT 099 (Basic Algebra). They are designed to prepare students for successful completion of college-level reading classes, ENG 101 (Composition) and MAT 102 (College Algebra). Orientation for new and

transfer students includes a placement process that is designed to provide faculty advisors with enough information to recommend the level at which a student should begin.

In any developmental course, a student will receive a P for passing, which indicates work of at least a C average. A student will receive an NP (not passing) for work that is less than a C average.

To pass ENG 099 and enter ENG 101, the student must earn a P in ENG 099; to pass MAT 098 and enter MAT 099, students must earn a P in MAT 098; to pass MAT 099 and enter MAT 102, students must earn a P in MAT 099.

Grades received in developmental courses are valid for institutional credit only. Institutional credits do not count toward degree requirements at Reinhardt. Furthermore, grades of P and NP are not calculated into a grade point average. The hours are calculated for tuition, financial aid and housing purposes.

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:

<i>Semester Credits Attempted</i>	<i>Cumulative Grade-Point Average</i>
0-15.....	1.5
16-30.....	1.6
31-45.....	1.7
46+.....	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 on academic probation is expected to focus on improving his or her GPA. For this reason, a student on probation may not hold office in the Student Government Association and he or she may be barred from participation in other University activities.

A student may be continued on academic probation for one additional semester with the written permission of the Vice President and Dean for Academic Affairs provided his or her GPA shows definite improvement by the end of the first probationary semester.

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). The appeal is reviewed by the Admissions Committee. Each appeal is evaluated in light of institutional purpose and the well-being of the student involved. A student readmitted after academic suspension will be placed on academic probation. Other conditions may also be imposed.

Academic Dismissal

A student readmitted from academic suspension who fails to meet either the requirements of readmission or regular academic standards will be permanently dismissed from the University.

Academic Transcripts

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, transcripts are issued only at the written request of the student. Telephone or e-mail requests cannot be accepted. Students 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. Each official transcript requires a \$5 fee.

Class Attendance

Regular attendance at scheduled classes, laboratories and examinations 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 and Dean for 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 a drop/add form.

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 drop a class 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 any 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 a drop/add form in the Office of the Registrar, or by Web Registration, or from the Administrative Assistant at the North Fulton Center.
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 a drop/add form and submitting it to the Registrar's Office. Tuition will be charged for course withdrawals after the drop/add period. A student who wishes to withdraw from a class must obtain the signature of the instructor of the course on the drop form. 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. Students may be dropped from the class by the instructor for violation of the instructor's attendance policy with a grade of W up to the withdraw deadline or with the grade of F following the withdraw deadline. 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 instructors for an Incomplete.
5. Instructors have the authority to drop students who do not contact them or attend the first week of class meetings. 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 time-line 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:

		<i>Grade points per semester credit</i>
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 <i>Given only in case 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 I becomes an F.</i>	
W	withdrew without penalty	None
NR	not reported - no effect on grade points	

(an administrative notation in the absence of a grade)

P credit by examination None

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/Credit Hours = GPA

<i>Class</i>	<i>Credits</i>	<i>Grade</i>	<i>Quality Points</i>
ENG 101	3	A	12
CHE 121	4	C	8
SPA 101	3	B	9
PED 100	2	A	8
TOTAL	12		37

$37/12 = 3.08$ GPA

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. A student may not transfer in a course previously failed at Reinhardt.

Scholastic Standing

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

Grade Changes and Incomplete Course Work

Except for a grade of I, or 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 student’s major. 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 assignment of an F for the course.

Final Examinations

Final examinations 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 examinations in a single day, he or she may reschedule one of them through the appropriate School Dean.

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

Instructors should promptly return written tests and reports to students for review. Unless final examinations are returned to students, instructors should keep examinations 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 charge is one-half the standard course tuition/fees.

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/fees.



Petitions and Academic Appeals

Faculty Grievance

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

Grade Grievance

A student may appeal for a grade change within 30 days of the posting of grades. An appeal form is available in the Office of Academic Affairs.

Enrollment Related Appeals

The Appeals Committee reviews concerns regarding matriculation/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 are directed to submit a letter to the Registrar including the following detail:

- Name and mailing address
- What matter is being appealed – i.e. withdrawal, etc.
- Why matter is being appealed
- Requested outcome – i.e. tuition reduction, return of fees, etc.

The letter should be accompanied by supporting documentation that may include medical records, letters of support from other University personnel, etc.

Non-Academic Grievance

Information regarding procedures for a non-academic grievance is available on the University website.

Withdrawal From Reinhardt University

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

- Obtain a withdrawal form from the Registrar's Office and complete the student information portion.
- Obtain required signatures from the Academic Advisor, the Business Office, the Financial Aid office, as well as the Director of Residential Life and ASO Advisor, if applicable.
- Submit the completed withdrawal form to the Registrar's Office for processing.
- 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 W. Students not completing the appropriate paperwork or who initiates a withdrawal after the published deadline for the last date to withdraw without penalty will receive an F.

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 100, a three semester 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) and MAT 102

(College Algebra) are evaluated for placement purposes.

Applicants who present combined SAT Critical Reading and Writing sub-scores of at least 970 (or 21 ACT English) may enroll in ENG 101. Applicants who present combined SAT Critical Reading and Writing sub-scores of less than 970 (or 21 ACT English) must take and pass ENG 099 before being admitted to ENG 101.

Applicants who present a Math SAT sub-score of 520 (22 ACT Math) or better may enroll in MAT 102. All other candidates will be placed in a developmental mathematics course.

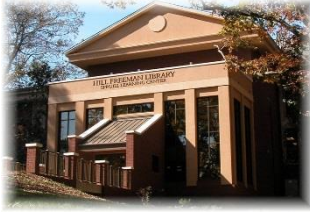
Course placement results are not a recommendation, but a requirement.

Music Theory

All entering music majors are required to take a music theory placement test. A music student must understand notation, rhythm, scales, intervals and triads before entering MUS 124 (Music Theory I).



Notes



ACADEMIC ADVISING

Academic Advisement

All new students will be advised as a part of New Student Orientation by the Dean of the intended major.

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 select classes for the following semester.

Change of Advisor

Forms for change of advisor/change of major-minor must be obtained from the Office of the Registrar. Any submitted change of advisor request is subject to review by the respective School Dean.

Change of Major/Minor

Students wishing to initiate a change of major/minor should meet with their current advisor or School Dean. When complete, the paperwork is submitted to the Office of the Registrar for processing.

Purpose of Academic Advising

Academic advising is formal and informal guidance intended to help students investigate, identify and accomplish individual academic, career and personal goals.

Goals of Academic Advising

4. Inspire students to understand their freedom of choice and accept responsibility for academic progress and planning.
5. Assist students in the exploration and definition of immediate and lifelong goals.

6. Encourage students to explore and become involved in beneficial experiences that contribute to a complete university experience.

Role/Responsibilities of the Advisee

The advisee role in academic planning is to be involved, responsible and committed to developing and implementing a career, academic and personal plan for the future which includes the following:

1. Responsible for initiating and advancing timely career and academic related plans and discussions with advisor
2. Responsible for initiating regular progress appointments and seeking advisor assistance when problems arise
3. Responsible for fulfilling requirements as agreed upon during discussions with advisor
4. Responsible for recognizing that the ultimate responsibility for timely completion of academic requirements rests with the advisee.
5. Responsible for being independently aware of requirements of degree and applying for graduation at the appropriate time.

Role/Responsibilities of the Academic Advisor

The academic advisor's role is to be a sensitive, knowledgeable and skilled link that enhances the advisee's relationship with the University. The academic advisor assists the student in achieving educational, career and personal goals through the following:

1. Know assigned advisees and their individual educational, personal and career goals.
2. Furnish accurate academic information. Provide advisees with correct and relevant information

about the university and departmental graduation requirements.

3. Maintain Advisee records. Keep current advisee records and personal information in accordance with confidentiality requirements.
4. Guide major program planning. Recommend courses which correspond with advisees' academic background and educational goals.
5. Monitor academic decision-making. Inform advisees about relevant alternatives, limitations and possible consequences of academic decisions, including information on academic standards, appeals and charges of academic dishonesty.
6. Refer to campus and community resources. Encourage and guide advisees to utilize available campus and community learning support and student development resources.
7. Encourage timely progress toward degree. Advocate timely planning and progress toward educational goals with prompt attention to problems.
8. Retention. Support student through advising to increase probability of degree completion.



GRADUATION REQUIREMENTS

General Degree Requirements

To earn a bachelor's degree, a student must complete a minimum of 120 semester hours with a cumulative grade-point average of 2.0 on all hours undertaken at Reinhardt University and on all hours in her or his major course work at Reinhardt. To earn an associate degree, a student must complete a minimum of 60 semester hours and meet the same cumulative grade-point average requirements for a bachelor's degree.

Student Responsibility

The ultimate responsibility for meeting graduation requirements rests with the individual student. 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 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.

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.

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 end of drop/add two terms preceding the anticipated graduation date. The processing fee of \$75.00 is due upon submission of the application.

Forms submitted after this date are subject to a late graduation fee of \$100.00. 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.

Graduation Requirements

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 OR completion of a minimum of 60 semester credits with a Reinhardt cumulative grade-point average of 2.0 or higher for the associate degree.
2. For the baccalaureate degree, at least 32 of the last 45 semester hours prior to graduation (including 15 upper level credits in the major) must be taken at Reinhardt OR for the associate degree, completion at Reinhardt of the last 20 semester credits immediately preceding graduation.

3. 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.
4. Satisfaction of general education requirements and major field requirements.
5. Completion of ENG 101 (Composition) and ENG 102 (Composition and Literature), or ENG 103 (Composition, Rhetoric, and Research), or COM 103 (Media Literacies for the 21st Century), or SCI 103 (Writing for the Sciences) with a grade of C or better.
6. Demonstration of basic computer competency as defined by the respective major.
7. Attainment of a grade of C or better in all courses required for the major.
8. Submission of an application for graduation to the Office of the Registrar by the deadline specified in the Academic Calendar..
9. Satisfaction of all financial and other obligations to the University and payment of a graduation fee.
10. All baccalaureate graduates must take the ETS Proficiency Profile Exam in order to meet graduation requirements.
11. Formal faculty approval for graduation.

Grades received in pre-collegiate or developmental courses are valid for institutional credit only. Institutional credits do not count toward honors or degree requirements at Reinhardt. Furthermore, grades of P and NP are not calculated into a grade point average. The hours are calculated for tuition, financial aid and housing purposes.

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 cumulative grade point averages, including all transfer credit. For Commencement announcements, honors are determined according to cumulative GPAs at the end of the Spring Session I.

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

Participation in Commencement

Commencement is held only at the end of Spring Semester. All degree requirements, including satisfaction of student financial obligations to the University, must be met at the end of spring semester for commencement participation. Or, if course work is to be completed during summer semester, a petition to participate in graduation may be approved. This form is in the Office of the Registrar. Attendance at this ceremony is expected of all students. A Baccalaureate service is held the evening before Commencement.

General Education at Reinhardt University

Reinhardt University is committed to providing students of all majors with an education based on the Liberal Arts that is constantly updated for the realities of twenty-first century life. Because Reinhardt's mission is to educate the whole person, the goal of a Reinhardt education is not only to prepare students for successful careers, but also to support and encourage their spiritual, ethical and civic growth. We want our students to be informed, involved and compassionate citizens of the world.

One of the keynotes of our general education curriculum is an emphasis on values and ethics. Through the REL 105 Moral Responsibility in the Twenty-First Century, as well as in courses across the curriculum, students are challenged to examine their own values and beliefs and to consider their obligations toward local and global communities. Our students are encouraged to celebrate their own religious and cultural traditions and to learn about and appreciate the traditions of others.

The emphasis on values and ethics is also reflected in Reinhardt's unique First Year Seminar course: Connections. This course facilitates the student's social and academic transition into college life. Students are asked to reflect upon the ethical ramifications of their own choices. At the same time, they are asked to reflect upon what a college education means and to develop strategies for academic success, especially in the areas of critical thinking, study skills, reading and writing.

The larger general education curriculum identifies areas that are crucial to a twenty-first century liberal arts education. Students develop their communication skills through writing and public speaking classes. They learn electronic research skills crucial to today's workplace. They develop their creativity through an Arts Experience option that allows them to choose from a variety of art,

music, theater and creative writing courses. They choose a science cluster, either Being Human or Planet Earth, which allows them to approach the natural world from a variety of perspectives.

One of the most important tenets of the Reinhardt General Education Curriculum is choice. We believe that students should be able to identify and follow their passions. There are general categories that we believe each student needs to know something about: Western Culture, Local and Social Identities, Global Studies. A student should know his or her own cultural roots, should be familiar with some of the great ideas and books of the past, and should have some understanding of the diversity of world cultures. But within those categories, students can choose the classes that interest them most.

Students at Reinhardt learn both inside and outside the classroom. Extracurricular and co-curricular activities supplement and reinforce the student's in-class experiences. A multitude of visiting speakers and performers bring a wealth of intellectual and artistic enrichment to the campus. Students are encouraged to get involved and participate in ways that will change and shape them. The development of student leadership is a priority, whether through SIFE, involvement in campus ministry, or service clubs like Circle K.

In Reinhardt's whole person approach to education, it's not just about tests and grades. It's about the person you become: a person with skills and knowledge, a person who discovers his or her passions and talents, a person with compassion and leadership ability, a person who celebrates his or her own traditions and appreciates those of others, a person whose contributions make his or her community and world a better place.

General Education Curriculum 48/50 hrs.**Communication (12 hrs)**

- ___ 3 ENG 101 Composition
- ___ 3 COM 108 Communicating Effectively
- ___ 3 Research Writing (Choose One): ENG 102, ENG 103, COM 103, SCI 103
- _____
- ___ 3 Arts Experience: See Options Art, Music, Theatre (AE)
- _____

Critical Thinking/Inquiry (13-15 hrs)

- ___ 3 FYS 101 First Year Seminar
- ___ 3 MAT 102 or (4) MAT 121, or (3) MAT 200

Choose Two Courses (One must be a lab science):

- ___ 4 **Lab Sciences:** BIO 107, BIO 108, CHE 121, CHE 122, GEO 125, GEO 126, MAT 215, PCS 107, PCS 108, PCS 127, PCS 128, PCS 200
- ___ 3 PSY 101, SOC 105, POL 101

_____ (lab)

Knowledge of Self, Society, Culture (18 hrs)

Students must complete at least two HIS courses, and at least one course each of ENG and REL. One of the six courses must be designated Global Studies/Foreign Language. See current academic catalog for full options list.

- ___ 3 ENG _____
- ___ 3 HIS _____
- ___ 3 HIS _____
- ___ 3 REL _____
- ___ 3 _____
- ___ 3 _____

Values/Ethics (5 hrs) (VE)

- ___ 3 Options: BUS 290, COM 370, EDU/PHI 164, PHI 204, REL 105
- _____
- ___ 2 PED 100 (Or PED 200 for Age 21 or over-4 hrs)

General Education Core Options

Various majors may require different core courses. Consult the Academic Catalog and your Advisor. Some courses appear in several domains and categories, but a course may only be used to fulfill one requirement. Also note, most courses listed earn (3) three credit hours; however, course credit hours do vary. Please check the course description section to verify.

Courses	Total Credits
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Communication Domain	12
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ENG 101 Composition
COM 108 Fundamentals of Speech

Select one of the following:

ENG 102 Composition and Literature
ENG 103 Composition and Research
COM 103 Media Literacies for the 21st Century
SCI 103 Writing for the Sciences

Arts Experience (AE)

Courses with no Prerequisites

ART 100 Introduction to Drawing
ART 105 Art Appreciation
ART 120 Two-Dimensional Design
ART 121 Three-Dimensional Design
ART 215 Art and Architecture from the Prehistoric to the Renaissance
ART 216 Art and Architecture from the Renaissance through the Modern
COM 200 RCTV Practicum (in Television Production - 1 credit hour)
COM 250 Fundamentals of Electronic Media Production I
COM 325 Web and Interactive Media Design I
ENG 280 Introduction to Creative Writing
ENG 386 Poetry Writing
ENG 387 Creative Non-Fiction
ENG 388 Scriptwriting
ENG 389 Fiction Writing
ENG 383 Literary Editing and Publishing
MUS 105 Music Appreciation
THE 105 Theatre Appreciation
THE 205 Play in Production
THE 206 Play in Performance

THE 215 Introduction to Acting

Courses with Prerequisites (Consult Academic Catalog for Specifics)

ART 308/COM 308 Digital Art I
COM 205 News Writing
COM 206 Feature Writing
COM 207 Screenwriting
COM308/ART 308 Digital Art I
COM 350 Introduction to Film/TV Studies
MUA/ MUE All courses
POL 472 Media and Politics

Critical Thinking and Inquiry Domain	13-14
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FYS 101 First Year Seminar: Connections (No Prerequisite)

Select one Mathematics course:

MAT 102 College Algebra
MAT 121 Pre-Calculus
MAT 200 Introduction to Statistics

Choose two courses:

One class must be a lab science. **Some majors require two lab sciences. Please consult the Academic Catalog and your Faculty Advisor.**

Lab Sciences

Courses with no Prerequisites

BIO 107 Introduction to Cell and Molecular Biology
BIO 108 Introduction to Organismal Biology
GEO 125 Physical Geology
PCS 107 Astronomy I: Solar Astronomy
PCS 108 Astronomy II: Stellar Astronomy

Courses with Prerequisites (Consult Academic Catalog for Specifics)

CHE 121 General Chemistry I
CHE 122 General Chemistry II
GEO 126 Historical Geology
MAT 215 Computer Programming
PCS 127 College Physics I
PCS 128 College Physics II
PCS 200 Physics for Life

Other Courses:

POL 101 American Government
PSY 101 Introduction to Psychology
SOC 105 Introduction to Sociology

Knowledge of Self, Society, and Culture Domain 18

Of the six total courses, two must be History courses, one must be an English course, and one must be a Religion course. One of the six courses must be designated Global Studies/Foreign Language. **Some majors may require specific courses. Please consult the Academic Catalog and your Faculty Advisor.**

Courses with no Prerequisites

BUS 206 Principles of Economics
COM 201 Interpersonal Communication
HIS 111 Western Civilization to 1650
HIS 112 Western Civilization since 1650
HIS 251 American History to 1865
HIS 252 American History since 1865
MUS 321 Music History I
MUS 322 Music History II
POL 101 American Government
PSY 101 Introduction to Psychology
REL 204 Survey of the Old Testament
REL 205 Survey of the New Testament
SOC 105 Introduction to Sociology
SOC 300 Global Social Problems
SOC 310 Social Inequality
SOC 320 Race and Ethnic Relations
SOC 330 Gender and Society
SOC 340 Marriages and Families
SOC 345 Parenting Roles
SOC 350 Deviant Behavior and Social Control
SOC 360 Intro to Criminology and Criminal Justice
SOC 370 Classical Sociological Theory
SOC 371 Contemporary Sociological Theory
SOC 380 Family Violence
THE 360 Dramatic Literature (cross-listed with ENG 360)
THE 410 Theatre History I
THE 411 Theatre History II
THE 430 Independent Study in Theatre History

Courses with Prerequisites (Consult Academic Catalog for Specifics)

BUS 360/HIS 360 History of American Business
COM 202 Introduction to Mass Communications and Mass Media
COM 331 Topics in Media History
COM 360 Intercultural Communication

ENG 203 British Literature I
ENG 204 British Literature II
ENG 223 American Literature I
ENG 224 American Literature II
ENG 240 Introduction to Critical Analysis
ENG 271 World Literature I
ENG 272 World Literature II
ENG 300 Medieval British Literature
ENG 301 Chaucer
ENG 303 Shakespeare
ENG 304 Milton and the Seventeenth Century
ENG 306 The Romantic Age
ENG 307 The Victorian Age
ENG 308 Restoration and Eighteenth Century Literature
ENG 310 Jane Austen
ENG 312 British Novel
ENG 321 American Poetry
ENG 323 Romanticism, Realism and Naturalism in American Literature
ENG 324 Modern American Novel
ENG 325 William Faulkner
ENG 326 Southern Literature
ENG 328 Tennessee Williams
ENG 335 Multicultural American Literature
ENG 336 African-American Literature
ENG 345 History of the English Language
ENG 372 Renaissance Literature
ENG 376 Modernism
ENG 377 Studies in Poetry
ENG 378 The Rise of the Woman Writer
FRE 320 Introduction to France and “la Francophonie” I
FRE 321 Introduction to France and “la Francophonie” II
HIS 300/REL 300 History of Christianity
HIS 302 Ancient Civilizations
HIS 304 Medieval Europe
HIS 306 Renaissance and Reformation
HIS 310 Taste & Tumult: Europe in the 18th Century
HIS 320 Nineteenth Century Europe
HIS 324 Twentieth Century Europe
HIS 334 History of Eastern Europe
HIS 350 Colonial and Revolutionary America
HIS 354 The Civil War and Reconstruction
HIS 356 America from 1900 to 1945
HIS 358 America since 1945
HIS 360/ BUS 360 History of American Business

HIS 362 Public History
 HIS 370 The History of Native Americans
 HIS 372 The American South
 HIS 374 Georgia History
 HIS 377 American Feminism
 HIS 380/REL 380 Religion in America
 HIS 390 Topics in Women's History
 HIS 392 Children and Childhood
 IDS 303 The Bible as Literature
 IDS 305 Chivalry: Medieval and Modern
 IDS 306 Monsters and Demons
 IDS 307 Nature and Culture
 IDS 309 Teaching and Learning: Education in America
 IDS 314 Vikings: History, Literature, and Mythology
 IDS 315 Good and Evil and the Future
 IDS 317 Town and Gown: Local History
 PHI 300 History of Philosophy
 PHI 304 History of Modern Philosophy
 PHI 306/POL 306 Classical Political Thought
 PHI 308/POL 308 Modern Political Thought
 PHI 310 Twentieth-Century Philosophy
 POL 306/PHI 306 Classical Political Thought
 POL 308/PHI 308 Modern Political Thought
 POL 385 Constitutional Law
 PSY 200 Developmental Psychology
 PSY 210 Personality
 PSY 310 Abnormal Psychology
 PSY 350 Social Psychology
 REL 300/HIS 300 History of Christianity
 REL 320 Studies in the Pentateuch
 REL 330 Studies in the Synoptic Gospels
 REL 334 Life and Letters of Paul
 REL 338 Studies in the Johannine Tradition
 REL 380/HIS 380 Religion in America
 SPA 315 Survey of Spanish Linguistics
 SPA 320 Survey of Spanish Peninsular Literature
 SPA 321 Survey of Spanish-American Literature
 SPA 325 Spanish Civilization and Culture
 SPA 326 Spanish-American Civilization and Culture

Global Study Courses (GS)

Select one course:

Courses with no Prerequisites

COM 365 Global Media
 COM 398 Special Topics in Global/Intercultural Communication
 EDU 225 Lifespan Development from a Multicultural Perspective
 FRE 101 Elementary French I
 HIS 120 World History I
 HIS 121 World History II
 HIS 210 World Geography
 MUS 325 World Music
 POL 311 Comparative Politics
 REL 104 Introduction to Religion
 SOC 105 Introduction to Sociology
 SOC 300 Global Social Problems
 SOC 310 Social Inequality
 SOC 320 Race and Ethnic Relations
 SOC 330 Gender and Society
 SOC 340 Marriages and Families
 SOC 345 Parenting Roles
 SOC 350 Deviant Behavior and Social Control
 SOC 380 Family Violence
 SPA 101 Elementary Spanish I
 SSC 495 Diverse People

Courses with Prerequisites (Consult Academic Catalog for Specifics)

BUS 407 International Business
 BUS 430 Managing the Global Workforce
 COM 202 Introduction to Mass Media
 COM 360 Intercultural Communication
 ENG 271 World Literature I
 ENG 272 World Literature II
 ENG 371 Global Literature in Translation II
 FRE 102 Elementary French II
 FRE 205 Intermediate French I
 FRE 206 Intermediate French II
 HIS 312/REL 312 Religion and History of Judaism and Islam
 HIS 340/REL 340 History and Religion of South Asia
 HIS 342 History of East Asia
 HIS 346 History of Africa
 HIS 347 Colonial Latin America
 HIS 348 Modern Latin America
 HIS 390 Women's History
 HIS 392 Children and Childhood
 IDS 304 Peace and Diplomacy

IDS 308 The Baroque World
IDS 310 Theology of Migrations
IDS 311 Conflict in the Twentieth Century
IDS 312 War and Society
IDS 313 Tibet: The Rooftop of the World
IDS 316 Globalization
IDS 318 Wealth and Poverty
MAT 215 Computer Programming
POL 301 International Politics
REL 308 World Christianity
REL 312/HIS 312 Religion and History of Judaism
and Islam
REL 340/HIS 340 History and Religion of South
Asia
SPA 102 Elementary Spanish II
SPA 205 Intermediate Spanish I
SPA 206 Intermediate Spanish II
SPA 301 Practical Conversation
SPA 302 Composition
SPA 310 Spanish for Business

Values and Ethics Domain 5

PED 100 Fitness for College and Life
PED 200 – 4 Hrs. may be taken for Age 21 or over

Select one course:

Courses with no Prerequisites

EDU 164/PHI 164 Values, Character and Leadership
Development
PHI 204 Introduction to Ethics
PHI 164/EDU 164 Values, Character and Leadership
Development
REL 105 Moral Responsibility in the Twenty-First
Century

Courses with Prerequisites (Consult Academic Catalog for Specifics)

BUS 290 Legal and Ethical Environment of Business
COM 370 Media Law and Ethics

****GS - Global Studies – previously known as
Multi-cultural Studies (M)**

**IDS - Interdisciplinary Studies – previously
known as Liberal Studies (LST)**



DEGREES AND ASSOCIATED MAJORS

The Academic Program

The educational process at Reinhardt is based on the following assumptions:

- Education should include more than just learning facts and developing skills; it should facilitate the fullest development of a student's maturity, responsibility and life-affirming creativity. The curriculum should provide opportunities for a forthright, in-depth wrestling with the central moral, spiritual and ethical concerns of the human experience.
- Students must assume responsibility for their own education. However, they can benefit from some professional guidance. The content of the curriculum does matter and certain sequences of courses better suit degree requirements than others.
- Teaching should be related to life. Faculty members should be models of what they teach, men and women of integrity, discipline, creativity and scholarship.
- The dynamics of learning and the content of knowledge in the educational process must be related to student needs, experiences and growth.

Definitions

Associate Degree

An associate degree may be a two-year transfer degree that indicates the completion of a student's lower division general education requirements, or it may be a specialized terminal degree designed to prepare a student for entry into a particular occupation upon the completion of the degree.

Bachelor Degree

The bachelor's degree is the academic title conferred on a student by the University for satisfactory completion of a prescribed course of study. The bachelor's degree enables a student to acquire a certain amount of general learning and to become proficient in a particular field of study or profession. The curricular structure of a bachelor's degree program includes a system general education core curriculum, institutional graduation requirements, support courses, major courses and electives. At Reinhardt the credits required for the bachelor's degree range from 120-135.

Concentration

An academic concentration within a degree program enables students to make an in-depth inquiry into a discipline or a professional field of study. It should be organized around a specific set of goals and objectives that are accomplished through an ordered series of courses, whose connections define an internal structure and whose sequence advances levels of knowledge and understanding.

Minor

A student may elect to declare a minor. An academic minor within a degree program enables a student to make an inquiry into a secondary discipline or field of study or to investigate a particular content theme. It too should be organized around a specific set of objectives or questions that are achieved through an ordered series of courses. Minors are intended to provide limited competency in the subject.

Degrees and Associated Concentrations

Reinhardt University offers the following degrees. Listed below the degrees are the concentration areas of study.

	Page
Associate Of Arts (A.A.)	
Liberal Arts	104
Associate Of Science (A.S.)	
Criminal Justice	170
Fire Management	171
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Notes

MCCAMISH SCHOOL OF BUSINESS

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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.

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 communicate effectively 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.
- **Functional Business Knowledge** - apply foundation business knowledge and skills to develop competent decisions within each
- **Business discipline** - management, marketing, accounting and information systems.

- **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 in the Business Administration major 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

Special Features and Activities

- **Phi Beta Lambda (PBL)** - the college version of Future Business Leaders of America. The mission of PBL is "to bring business and education together in a positive working relationship through innovative leadership and career development programs". Students have the opportunity to compete at the district, state, and national competitions in a variety of business and career related topics. Students will also have the opportunity to complete a service project each year and other activities that lead to individual and chapter recognition/awards. There are membership dues that go to state and national PBL. Students can also do fundraiser as a group to pay for competition and travel.
- **Sigma Beta Delta** – International Honor Society for Business, Management and Administration

- **Business community** – opportunities for internships and class-sponsored service learning experiences in real businesses
- **(Enactus)** – A nationally recognized student organization that engages the student members in community based business, management, and marketing related projects leading to participation in regional and national competitions.

Degree Programs

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

- Accounting
- General Business
- Management
- Marketing

The McCamish School of Business also provides a Bachelor of Arts in Organizational Management and Leadership with a Public Safety Leadership (PSL) options; and a Bachelor of Arts in General Business Studies. These degree programs are offered on Reinhardt University extended sites.

A Master of Business Administration (M.B.A.) is offered at the North Fulton Center and in Canton. Refer to the Graduate Studies Catalog for information.

Faculty

- Joanne Adeogun, D.B.A.
- Tina Boosel, M.B.A.
- Bob Fain, M.S.
- Dana Hall, Ph.D.
- Katherine E. Hyatt, D.B.A., *Program Coordinator of Masters of Business Administration*
- Laurie Manning, Ed.D.
- Cynthia H. Moss, M.B.A.
- Donald D. Wilson Jr., Ph.D., *Interim Dean and Program Coordinator of Organizational Leadership*
- John S. Yelvington, D.B.A., C.P.A.

Accounting Concentration

Description

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.

General Business Concentration

Description

The general business concentration provides students 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.

Management Concentration

Description

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.

Marketing Concentration

Description

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.

Reinhardt Advantage Programs, Bachelor of Arts

Organizational Management & Leadership

Program Description

The Reinhardt Advantage Program in Organizational Management & Leadership is 48-semester hour degree completion program. It produces graduates who possess the needed skills and theoretical background to be effective in leadership related positions in corporate and nonprofit governmental organizational environments impacted by the dynamics of social, cultural and market place changes. (Degree not offered on the Main Campus.)

This interdisciplinary degree also provides the appropriate background for those students wishing to attend graduate programs in leadership, business, public administration and other social science disciplines.

Public Safety Leadership Option in Organizational Leadership

This degree completion program is specifically designed for law enforcement, fire department, and emergency medical professionals seeking a degree completion program in leadership. It combines core courses in organizational leadership with courses specifically designed for this target audience.

General Business Studies

Description

The Bachelor of Arts in General Business Studies (GBS) degree completion program has been designed for mid-career, working professionals, executives, administrators, managers and business owners/entrepreneurs with a minimum of two years of college course work in general education and business administration or related discipline (72 semester credits). Course work within the degree program includes business essentials, communications and culture, strategic marketing, human resource management, economics and forecasting, accounting and finance, ethical and legal issues, and special topics in business administration.

Admission requirements

General Admission Requirements for the Bachelor of Arts in Organizational Management & Leadership degree program and in General Business Studies include the following:

1. A minimum of two years full or part-time equivalent work experience.
2. A minimum of 60 semester credit hours of transfer credit from an accredited institution, professionally recognized college or university, or a combination of college credit and credit earned through national testing programs (a maximum of 72 credit hours can transfer into this program).
3. A cumulative grade point average of 2.5 on a 4.0 scale of all attempted collegiate work. An applicant that does not meet the 2.5 G.P.A. requirement may be admitted on a probationary basis for one semester.
4. English, Math and Communications require a C or better.
5. Course work with grades of D will be accepted for transfer credit providing the applicant has obtained an associate or bachelor degree.
6. A maximum of 3 semester credit hours for physical education activity courses will be accepted for transfer credit.
7. Official transcripts from all institutions attended.

Bachelor of Science (B.S.) in Business Administration

Concentrations: Accounting – General Business – Management - Marketing

The Bachelor of Science in Business Administration (B.S.B.A) is designed for students who want to major in business and concentrate in accounting, entrepreneurship, general business, or management. These concentrations prepare students for various positions in companies of all sizes and for graduate school. Each separate concentration provides more specific preparation, dependent upon students' career aspirations.

*Courses Total
quired*

Credits

Re-

Total Credits

General Education Curriculum

48-49

100-200 Business Core

18

- BUS 150 Basic Computer Applications
- BUS 201 Principles of Accounting I (Financial)
- BUS 202 Principles of Accounting II (Managerial)
- BUS 205 Principles of Economics (Micro)
- BUS 206 Principles of Economics (Macro)
- BUS 240 Advanced Computer Applications
- BUS 290 Legal and Ethical Environment of Business

300-400 Business Core

24

- BUS 300 Business Communication
- BUS 301 Principles of Management
- BUS 302 Principles of Marketing
- BUS 303 Principles of Finance
- BUS 305 Personal Finance
- BUS 330 Statistics for Business Problem-Solving
- BUS 460 Strategic Management

Concentration

30

Note: Select one of the following four (4) concentrations. Each option requires 30 semester credits.

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

Total Semester Credits Required in Degree

120-121

Accounting (Concentration)

Accounting consists of a coherent sequence of accounting courses that provide the conceptual foundation and basic skills to begin a career in an accounting practice or to use as an appropriate background for such related careers as entrepreneurship, financial services, computer science, management, industrial engineering, law and others. This program will permit students to work in public, business, government and nonprofit organizations.

- BUS 371 Financial Accounting I
- BUS 372 Financial Accounting II
- BUS 373 Financial Accounting III
- BUS 378 Accounting Information System
- BUS 471 Cost Accounting
- BUS 474 Income Tax Accounting for Individuals
- BUS 477 Auditing
- BUS 478 Advanced Accounting

General Electives				6
Semester	Credits	for	Account-	
ing 30				

General Business (Concentration)

The general option is designed primarily for students aspiring to a career in management and marketing in government, international and nonprofit organizations.

<i>Courses</i>	<i>Total Credits Required</i>
----------------	-----------------------------------

Select seven (7) Reinhardt University BUS courses AND/OR seven (7) BUS courses transferred from other post-secondary institution(s). Also, credit by experiential learning can be used. (With approval of a McCamish School of Business advisor.)

21

Business Electives – These 9 hours may be business and/or non-business, with approval of advisor.	9
Semester	Credits
ness 30	for General Busi-

Management (Concentration)

The Management concentration prepares the student to meet expectations of the new millennium in terms of the competitive global marketplace.

Required Management courses	12
------------------------------------	-----------

- BUS 307 Organizational Behavior
- BUS 407 International Business
- BUS 422 Human Resource Management
- BUS 453 Business Research

Management Electives	9
-----------------------------	----------

- BUS 400 E-Commerce
- BUS 401 Seminar in Public Policy
- BUS 409 Project Management
- BUS 445 Sales Management
- BUS 447 Services Marketing
- BUS 451 Marketing Management

General	Elec-
tives 9	
Semester	Credits
ment 30	for Manage-

Marketing (Concentration)

Required Marketing Courses	12
-----------------------------------	-----------

- BUS 452 Buyer Behavior
- BUS 453 Business Research
- BUS 400 E-Marketing
- BUS 451 Marketing Management

Marketing Electives	9
BUS 445 Sales Management	

BUS 446 Personal/Professional Selling
BUS 447 Services Marketing
BUS 441 Business Logistics/Operations
BUS 407 International Business
COM 311 Public Relations Practices
COM 312 Advertising Principles

General Electives

Semester

ing 30

Credits

for

9

Market-

Bachelor of Arts (B.A.) in General Business Studies

<i>Courses</i>	<i>Total Credits Required</i>
General Education Entrance Competencies	72
English	6
Speech Communication	3
Math 100 or higher	3
Science	3
Social Science	6
Humanities	6
General Education Electives from any of the above categories	6
Computer Applications	3
Free Electives	36
Major Required Courses	48
GBS 310 Business Essentials	6
OML 320 Communication and Culture	6
OML 330 Human Resource Management	6
GBS 330 Strategic Marketing	6
GBS 420 Economics and Forecasting	6
GBS 430 Accounting and Finance	6
OML 430 Ethics, Values and the Law	6
OML 440 Special Topics in Organizational Management and Leadership	6
Total Semester Credits for the Degree	120

*While enrolled in GBS, OML, or PSL courses, students cannot take additional courses during the first semester, and only with approval of the Program Coordinator and/or Dean in subsequent semesters.

Bachelor of Arts (B.A.) in Organizational Management & Leadership

General Education Competencies Core and Electives requirements for entry into the Bachelor of Arts in Organizational Management & Leadership include:

Courses

Total Credits

quired

Re-

Total Credits		
General Education Entrance Competencies		72
English	6	
Speech Communications	3	
Math 100 or higher	3	
Science	3	
Social Science	6	
Humanities	6	
General Education Electives from any of the above categories	6	
Computer Applications	3	
Free Electives	36	
Major Required Courses		48
OML 300 Applied Research Methods in Managerial Leadership	6	
OML 310 Foundations of Managerial Leadership Behavior	6	
OML 320 Personal and Organizational Communications	6	
OML 330 Human Resource Management and Leadership	6	
OML 400 Non-Profit Organization Management & Leadership	6	
OML 410 Leadership Issues in Public and Community Relations	6	
OML 430 Leadership Issues in Ethics, Values, and the Law	6	
OML 440 Special Topics in Business Organization Management & Leadership	6	
Total Semester Credits Required in Degree		120

*While enrolled in GBS, OML, or PSL courses, students cannot take additional courses during the first semester, and only with approval of the Program Coordinator and/or Dean in subsequent semesters.

Bachelor of Arts (B.A.) in Organizational Management & Leadership

Public Safety Leadership (PSL) Option

General Education Competencies Core and Electives requirements for entry into the Bachelor of Arts in Organizational Management & Leadership include:

<i>Courses</i>		<i>Total Credits Required</i>
General Education Entrance Competencies		72
English	6	
Speech Communications	3	
Math 100 or higher	3	
Science	3	
Social Science	6	
Humanities	6	
General Education Electives from any of the above categories	6	
Computer Applications	3	
Free Electives	36	
Major Required Courses		48
OML 300 Research Methods in Managerial Leadership	6	
OML 310 Foundations of Managerial Leadership Behavior	6	
OML 320 Personal and Organizational Communications	6	
OML 330 Human Resource Management & Leadership	6	
OML 400 Non-Profit Organization Management & Leadership	6	
OML 410 Leadership Issues in Public and Community Relations	6	
OML 430 Leadership Issues in Ethics, Values, and the Law	6	
PSL 430 Special Topics in Public Safety Leadership	6	
Total Semester Credits Required in Degree		120

*While enrolled in GBS, OML, or PSL courses, students cannot take additional courses during the first semester, and only with approval of the Program Coordinator and/or Dean in subsequent semesters.

Business Administration Minors ****Not open to Business Majors****

To complete a minor in the following options, a student must achieve a grade of C or better in each course.

Courses

Total Credits

quired

Re-

Total Credits

Accounting Minor

18

BUS 201 Principles of Accounting I (Financial)
 BUS 202 Principles of Accounting II (Managerial)
 BUS 371 Accounting I
 BUS 372 Accounting II
 Select two additional courses from the Accounting Concentration

Business Minor

15

BUS 150 Basic Computer Applications
 BUS 205 Principles of Economics (Micro)
 BUS 305 Issues in Personal Financial Management
 BUS 301 Principles of Management
 BUS 302 Principles of Marketing

Management Minor

18

BUS 301 Principles of Management
 BUS 302 Principles of Marketing
 BUS 307 Organizational Behavior
 BUS 407 International Business
 BUS 451 Marketing Management

Marketing Minor

15

Required

BUS 302 Principles of Marketing

Electives

Choose 6 hours from Required Marketing Courses (BUS 452, BUS 453, BUS 400, BUS 451)
 Choose 6 hours from Marketing Electives (Bus 445, BUS 446, BUS 447, BUS 441, BUS 407,
 COM 311, COM 312)

Notes



PRICE SCHOOL OF EDUCATION

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Faculty

- Shawn A. Brown, Ph.D., *DATA Coordinator, Early Childhood Education*
- Nancy T. Carter, Ed.S., *Coordinator of MAT Program in Early Childhood Education, Assessment Coordinator*
- Lynda G. Chisholm, Ed.S., *Director of Educational Standards Compliance, Early Childhood Education*
- James L. Curry, Jr., Ed.D., *Dean, Middle Grades Education*
- Robert T. Epling, Ph.D., *Program Coordinator for Sport Studies, Sport Studies*
- Kelley R. Horton, M.Ed., *Sport Studies*
- Cynthia M. Kiernan, Ed.D., *Early Childhood Education*
- Harriett A. Lindsey, M.Ed., *Director of Field Experience/WAIT Coordinator, Early Childhood Education*
- Betty V. Miller, M.A., *Coordinator for Special Education, Special Education*
- Joseph W. Mullins, M.S., *Sport Studies*
- DeLores P. Nichols, Ed.S., *Lecturer, Early Childhood Education*
- Mellanie L. Robinson, Ed.D., *Program Coordinator for Early Childhood Education, Early Childhood Education*
- Julie C. Schultz, Ph.D., *Middle Grades Education*

- Secondary Education – English/Language Arts (ELA)
- Secondary Education – Mathematics (MAT)

A Bachelor's degree (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 Music and requires separate admission to the School of Music.

Persons choosing to teach in elementary and middle schools elect to major in Early Childhood Education leading to Pre-Kindergarten through Grade Five (P-5) certification or Middle Grades Education leading to Grades Four through Eight (4-8) certification, Secondary Education leading to Grades Six through Twelve (6-12) Biology, English/Language Arts, Mathematics or Music Education certification Pre-Kindergarten through Grade Twelve (P-12).

The Price School of Education also offers a non-teacher education program in Sport Studies. This program requires students to select one concentration from two career options: Sport Administration or Sport Media. Sport Administration emphasizes sport and business courses, and Sports Media emphasizes communication courses. A twelve (12) credit hour internship in a sports-related agency is required during the last semester of the program.

Degree Programs

The PSOE offers Bachelor of Science (B.S.) degrees in the following education programs:

- Early Childhood Education (ECE)
- Middle Grades Education (MGE)
- Secondary Education – Biology (BIO)

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.

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 classroom. 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 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 Proficiencies

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

DOMAIN I: PLANNING FOR DIFFERENTIATED INSTRUCTION & ASSESSMENT

Proficiency 1.0: The teacher candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.

DOMAIN II: PROVIDING DIFFERENTIATED INSTRUCTION & ASSESSMENT

Proficiency 2.0: The teacher candidate utilizes a variety of strategies to differentiate instruction and assessment.

DOMAIN III: IMPACTING STUDENT LEARNING

Proficiency 3.0: The teacher candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES IN SUPPORT OF DIFFERENTIATED INSTRUCTION & ASSESSMENT

Proficiency 4.0: 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, integration and application 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 the nine common elements of differentiated instruction. After Stage I admission, coursework will be designed to assist candidates in integrating es-

sential 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 proficiencies in a local classroom practicum setting. After Stage III admission, candidates will independently apply the PSOE proficiencies 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 2.5.
- Complete the following courses with a C or higher: ENG 101, ENG 102 (SCI 103 for Biology Education and ENG 103 or SCI 103 for Mathematics Education), COM 108, PSY 101, EDU 225 and EDU 230/EDU 229 (WAIT delivery).
- Submit a passing score on all three sections of the GACE Program Admission. Candidates may be exempt from this requirement if the candidate earned a combined Critical Reading (Verbal)/Mathematics score of 1000 on the SAT or a combined score of 43 on the Verbal and Mathematics sub scores of the ACT.
- Complete the first GACE Georgia Educator Ethics Assessment.
- Submit a background check to insure a demonstration of consistent ethical behavior.
- Provide documentation of at least 30 hours of classroom field experience.
- Demonstrate a professional disposition during general education coursework and field experience.
- Demonstrate knowledge and understanding of the PSOE Nine Common Elements of Differentiated Instruction.
- Submit an application for initial admittance to the PSOE. Stage I applications may be obtained from and returned to the Dean's Office of the PSOE.

- Complete a successful interview with the 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. They must also exhibit knowledge of subject matter through the successful completion of an English/Language Arts, Biology, Mathematics, or Music Portfolio. Students should see their program coordinator for the specific rubric criteria. Music Education Students, in addition to the above criteria, must pass the Piano Proficiency Exam in order to be formally admitted to Music Education.

For Stage II Admittance to DATA Block, ECE, MGE, and Secondary Education Candidates Must:

- Possess an overall GPA of at least 2.5 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.
- Attempt the appropriate GACE Content Assessment Tests.
- Submit an application for Stage II admittance to DATA Courses. Stage II applications may be obtained from and returned to the DATA Coordinator of the PSOE.

NOTE: Admission to DATA Block is not a requirement for Music Education Candidates.

NOTE: In addition to the criteria listed above for STAGE II Admission, candidates in Secondary Biology, English/Language Arts, Mathematics, and PK-12 Music Education must provide evidence to demonstrate how they meet the criterion: Exhibiting Knowledge of Biology, English/Language Arts, Mathematics, or Music Education subject matter. This may be done by submitting evidence in the portfolio that was initiated for Stage 1 Admission.

Rubrics for each field of study may be obtained from the Program Coordinator.

For Stage III Admittance to Candidate Teaching, All PSOE Candidates Must:

- Possess an overall GPA of at least 2.5 with grades of C or higher in all Major Field, Teaching Field, Affiliated Teaching Field, and Professional Education Courses.
- Complete the second GACE Georgia Educator Ethics Assessment.
- Provide documentation of at least 100 hours of field experience.
- Demonstrate a professional disposition during Stage II coursework and field experience.
- Demonstrate an appropriate level of scaffolded application of PSOE proficiencies.
- Demonstrate scaffolded use and integration of technology.
- Submit an application for admittance to Candidate Teaching. Stage III applications may be obtained from and returned to the Office of the Director of Field Experience.

NOTE: In addition to the criteria listed above for STAGE III Admission, candidates in Secondary Biology, English/Language Arts, Mathematics, and PK-12 Music Education must continue to submit evidence in the portfolio that exhibits knowledge of their subject matter. Music Education Candidates, in addition to the above criteria, must have attempted the appropriate GACE Content Assessment Tests and successfully performed their senior recital in order to be approved for Candidate Teaching.

For Stage III Completion of Candidate Teaching, All PSOE Candidates Must:

- Possess a GPA of at least 2.5 in all coursework.
- Complete Teacher Performance Assessment (edTPA) and successfully submit it to Pearson for official scoring.
- Demonstrate a professional disposition during Candidate Teaching and Seminars.
- Demonstrate independent application of PSOE proficiencies during Candidate Teaching.
- Present a self-assessment of proficiency development through a capstone portfolio presentation.

Early Childhood Education Program Description

The PSOE Early Childhood Education (ECE) 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 Early Childhood 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.

In addition, the Early Childhood Education Degree program is offered through a non-traditional delivery format convenient for working adults. This alternative delivery is called Working Adults Into Teaching (WAIT). WAIT students enter with an associate degree or equivalent and complete the program in approximately two years. Classes are offered at night, with the exception of student teaching, and some courses are delivered online.

In order to incorporate extensive opportunities for early childhood classroom experience in every component of the candidates' preparation, the ECE 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 early childhood teachers who are planning and implementing differentiated instruction and assessment. During Stage II DATA Block Courses, candidates will participate in an 8-week practicum in an early childhood school setting. For Stage III Candidate Teaching, candidates will spend 16 weeks in a local early childhood 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.

Middle Grades Education

Program Description

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 DATA Block semester, each MGE candidate will be assigned to a middle level team of teachers while participating in an 8-week practicum. For Stage III Candidate Teaching, candidates will spend 16 weeks in a local middle grades 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.

Secondary Education Programs (6-12) in Biology, English/Language Arts, Mathematics and Music Education (P-12)

Program Description

The Secondary Education programs in Biology, English/Language Arts, and Mathematics lead to the

Bachelor of Science (B.S.) degree. The P-12 program in Music Education leads to a B.M.E. 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 DATA courses and Candidate Teaching 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 Candidate Teaching, a fulltime supervised experience in an area public school classroom.

Special Education Concentration

Concentration Description

The Reinhardt Inclusion Teacher Education (RITE) Special Education Concentration provides the conceptual foundation and skills in inclusionary teaching for both general and special education teachers. This four-course sequence will provide the necessary skills for early childhood, middle grades, and secondary teachers so that they may meet the needs of all their students. The RITE Concentration will provide the collaborative skills necessary for teaching all students in the 21st century classroom.

Sport Studies

Program Description

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 may choose either the Sport Administration option, which emphasizes sport and business courses, or the Sport Media option, which emphasizes sport and communication courses. Students should contact the Sport Studies Program Coordinator or the Dean of the Price School of Education for updates regarding future development of new Sport Studies career options. A 12-credit internship in a sport-related agency is required as a capstone experience during the last semester of the program.

Program Goals

The Sport Studies Program is designed to develop graduates with a broad cultural perspective of sport, with practical skills suitable for employment in sport-related settings, and with ethical and moral characteristics suitable for assuming leadership roles in contemporary society.

Program Objectives

Graduates of the Sport Studies program should be able to:

- Recognize moral and ethical issues associated with sport (from contemporary and historical perspectives) and exhibit personal integrity and leadership skills when addressing such issues.
- Analyze social, cultural, and historical factors influencing the development of sport in contemporary society.
- Communicate effectively in a sport agency (i.e. sport-related professional setting) and in academic courses as evidenced by written, spoken, and visual examples.
- Use critical thinking skills in comprehending and applying sport leadership concepts.
- 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 PED 480 Sport Studies Internship when the following conditions are met:

1. All General Education Curriculum courses have been completed with a *C* or better in ENG 101 and ENG 102.
2. All Sport Studies Core courses for both options are completed with a *C* or better.
3. All Sport Administration or Sport Media option courses are completed with a *C* or better.
4. The Internship Application is completed, submitted, reviewed, and approved by the Program Coordinator by no later than the semester preceding the desired internship.

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, that is 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 examination but allow resubmission, resulting in a maximum combined grade of C.
2. Assign a grade of F or 0 on the paper, project, or examination 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 and Dean for Academic Affairs.

PSOE Grade Appeals

A candidate has the right to appeal a grade or evaluation assigned in a course, a field experience, or candidate teaching 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/candidate teaching and ask for clarification. The candidate may also ask his/her advisor for direction.
2. If the issue is not resolved, the candidate may consult with his/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 candidate teaching, 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/supervisor, 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 of 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/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.

Associate of Science in Pre-Education (A.S.)

The pre-education associate degree is a two-year program offering the basic requirements for specialization in education.

Courses

Total Credits

Required

General Education Curriculum

49

ART 105, MUS 105, THE 105, or ENG 280
 BIO 108 Introduction to Organismal Biology (with Lab)
 COM 108 Fundamentals of Speech
 ENG 101 Composition
 ENG 102 Composition and Literature or ENG 103 Composition and Research
 ENG 203, ENG 204, ENG 223, ENG 224, ENG 271, *or* ENG 272
 FYS 101 First Year Seminar
 GEO 125 Physical Geology (with Lab)
 HIS 111 Western Civ. I, HIS 112 Western Civ. II, HIS 120 World History I, or HIS 121 World History II
 HIS 251 US History I or HIS 252 US History II
 MAT 102 College Algebra
 PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)
 PHI 164/EDU 164 Values, Character, and Leadership Development
 PSY 101 Introduction to Psychology
 REL 104 Intro. to Religion, REL 204 Survey of Old Testament, or REL 205 Survey of New Testament
 SPA 101 Elementary Spanish I

PSOE Major Field Courses

9

EDU 225 Lifespan Development From a Multicultural Perspective
 EDU 230 Common Elements of Differentiated Instruction
 EDU 325 Differentiated Curriculum and Instruction

Total Semester Credits Required in Degree

58

Bachelor of Science in Biology Education

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

48-49

ART 105, MUS 105, THE 105, or ENG 280
 BIO 107 Introduction to Cell and Molecular Biology (with Lab)
 COM 108 Fundamentals of Speech
 EDU 225 Lifespan Development From a Multicultural Perspective
 ENG 101 Composition
 Literature Course
 FYS 101 First Year Seminar
 History Course
 History Course
 MAT 102 College Algebra *OR* MAT 121 Pre-Calculus Mathematics (4)
 PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)
 PHI 164/EDU 164 Values, Character, and Leadership Development
 PSY 101 Introduction to Psychology
 Religion Course
 SCI 103 Writing for the Sciences
 SPA 101 Elementary Spanish I

PSOE Biology Education Curriculum

Major Field Courses

3

EDU 230 Common Elements of Differentiated Instruction

Teaching Field Courses

32

BIO 108 General Biology (with Lab)
 BIO 280 General Zoology (with Lab)
 BIO 301 Introduction to Plant Biology (with Lab)
 BIO 320 Genetics (with Lab)
 BIO 340 Cell Biology and Physiology (with Lab)
 BIO 350 Introductory Microbiology (with Lab)
 BIO 360 Principles of Ecology (with Lab)
 BIO 405 Evolutionary Biology (with Lab)

Affiliated Teaching Field Courses

15

MAT 200 Introduction to Statistics
 CHE 121 General Chemistry I (with Lab)
 CHE 122 General Chemistry II (with Lab)
 PCS 200 Physics for Life (with Lab)

Professional Sequence Courses

30

EDU 327 Differentiated Instruction and Assessment
 EDU 329 Teaching in the Inclusion Classroom
 EDU 384 Differentiation Through Technology
 EDU 399 DATA: Reading and Writing in the Content Areas for Diverse Learners
 EDU 440 DATA: Spirituality and the Nurturing Classroom
 EDU 471 DATA: Biology

EDU 495 Candidate Teaching with Seminars: Biology (12)

Total Semester Credits Required in Degree

128-129

Bachelor of Science in Early Childhood Education

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

49

ART 105, MUS 105, THE 105, or ENG 280
 BIO 108 Introduction to Organismal Biology (with Lab)
 COM 108 Fundamentals of Speech
 ENG 101 Composition
 ENG 102 Composition and Literature or ENG 103 Composition and Research
 ENG 203, ENG 204, ENG 223, ENG 224, ENG 271, or ENG 272
 FYS 101 First Year Seminar (or RHC 100 Reinhardt Orientation: for WAIT delivery only)
 GEO 125 Physical Geology (with Lab)
 HIS 111 Western Civ. I, HIS 112 Western Civ. II, HIS 120 World History I, or HIS 121 World History II
 HIS 251 US History I or HIS 252 US History II
 MAT 102 College Algebra
 PED 100 Fitness for College and Life (2)
 PHI 164/EDU 164 Values, Character, and Leadership Development
 PSY 101 Introduction to Psychology
 REL 104 Intro. to Religion, REL 204 Survey of Old Testament, or REL 205 Survey of New Testament
 SPA 101 Elementary Spanish I

PSOE Early Childhood Education Curriculum

Major Field Courses

15

EDU 225 Lifespan Development From a Multicultural Perspective
 EDU 230 Common Elements of Differentiated Instruction (or EDU 229: for WAIT delivery only)
 EDU 318 Motivation and Learning for Diverse Students
 EDU 325 Differentiated Curriculum and Instruction
 EDU 344 Introduction to Reading

Teaching Field Courses

25

BUS 206 Principles of Economics (Macro) or HIS 210 World Geography (Both are required for WAIT delivery.)
 EDU 355 Reading Diagnosis
 EDU 366 Literacy Instruction and ESOL
 HIS 374 History of Georgia or POL 101 American Government
 MAT 210 Mathematics Concepts and Connections I
 MAT 211 Mathematics Concepts and Connections II
 PCS 200 Physics for Life (with Lab)
 PED 230 Health, Safety, and PE for Teachers or EDU 380 Integration of Creative Arts

Professional Sequence Courses

36

EDU 327 Differentiated Instruction and Assessment

EDU 329 Teaching in the Inclusion Classroom
EDU 384 Differentiation Through Technology
EDU 440 DATA: Spirituality and the Nurturing Classroom
EDU 450 DATA: Mathematics and Problem Solving (ECE)
EDU 451 DATA: Inquiry-Based Science (ECE)
EDU 452 DATA: Social Studies and Fine Arts (ECE)
EDU 453 DATA: Language Arts Integration (ECE)
EDU 479 Candidate Teaching with Seminars: ECE (12)

Total Semester Credits Required in Degree

125

Bachelor of Science in English/Language Arts Education

Courses

Total Credits

Required

48

General Education Curriculum

Any Lab Science Course
 Arts Experience Course
 COM 108 Fundamentals of Speech
 ENG 101 Composition
 ENG 102 Composition and Literature
 ENG 271 World Literature I or ENG 272 World Literature II
 FYS 101 First Year Seminar
 HIS 111 Western Civ. I, HIS 112 Western Civ. II, HIS 120 World History I, or HIS 121 World History II
 HIS 251 US History I or HIS 252 US History II
 MAT 102 College Algebra
 PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)
 PHI 164/EDU 164 Values, Character, and Leadership Development
 PSY 101 Introduction to Psychology
 REL 104 Intro. to Religion, REL 204 Survey of Old Testament, or REL 205 Survey of New Testament
 SOC 105 Introduction to Sociology
 SPA 101 Elementary Spanish I

PSOE English/Language Arts Education Curriculum

Major Field Courses

6

EDU 225 Lifespan Development from a Multicultural Perspective
 EDU 230 Common Elements of Differentiated Instruction

Teaching Field Courses

36

ENG 203 British Literature I or ENG 204 British Literature II
 ENG 223 American Literature I or ENG 224 American Literature II
 Note: One of the British/American Lit. survey courses above must cover material prior to 1800.
 ENG 240 Introduction to Critical Analysis
 ENG 303 Shakespeare
 ENG 340 Teaching Grammar in the Context of Writing or ENG 342 Advanced Grammar
 ENG 343 Introduction to Language and Linguistics or ENG 345 History of the English Language
 Select one course from the following:
 ENG 306 The Romantic Age
 ENG 307 The Victorian Age
 ENG 323 Romanticism, Realism, Naturalism in American Literature
 ENG 326 Southern Literature
 ENG 376 Modernism
 OR any other 300/400-level course after 1800
 Select one course from the following:
 ENG 300 Medieval British Literature
 ENG 308 Restoration and Eighteenth Century Literature
 ENG 372 Renaissance Literature
 OR any other 300/400-level course before 1800
 Select one course from the following:
 ENG 341 Literary Genres and Critical Approaches
 ENG 498 Special Topics in English
 OR any other 400-level critical analysis course

Select any one genre course from the following:

- ENG 312 The British Novel
- ENG 321 American Poetry
- ENG 324 Modern American Novel
- ENG 360 Dramatic Literature
- ENG 377 Studies in Poetry

Select one of the following multi-cultural courses:

- ENG 335 Multi-Cultural American Literature
- ENG 336 African-American Literature
- ENG 371 Global Literature in Translation

Select one of the following creative writing courses:

- ENG 280 Introduction to Creative Writing
- ENG 383 Literary Editing and Publishing
- ENG 386 Poetry Writing
- ENG 387 Creative Non-fiction
- ENG 388 Script Writing
- ENG 389 Fiction Writing

Elective

3

Select one elective course from any area or other discipline.

Professional Sequence Courses

33

- EDU 327 Differentiated Instruction and Assessment
- EDU 329 Teaching in the Inclusive Classroom
- EDU 350 Strategic Reading in the Secondary Classroom
- EDU 384 Differentiation Through Technology
- EDU 399 DATA: Reading and Writing in the Content Areas for Diverse Learners
- EDU 440 DATA: Spirituality and the Nurturing Classroom
- EDU 470 DATA: English/Language Arts
- EDU 494 Candidate Teaching with Seminars: English/Language Arts (12)

Total Semester Credits Required in Degree

126

Bachelor of Science in Mathematics Education

Courses

Total Credits

quired

Re-

Total Credits

General Education Curriculum

48-49

Arts Experience Course
COM 108 Fundamentals of Speech
ENG 101 Composition
ENG 103 Composition and Research or SCI 103 Writing for the Sciences
ENG 203, ENG 204, ENG 223, ENG 224, ENG 271, or ENG 272
FYS 101 First Year Seminar
HIS 111 Western Civ I, HIS 112 Western Civ II, HIS 120 World History I, or HIS 121 World History II
HIS 251 US History I or HIS 252 US History II
MAT 200 Introduction to Statistics
PCS 127 College Physics I (with Lab)
Any other Earth/Space Cluster Course
PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)
PHI 164/EDU 164 Values, Character, and Leadership Development
PSY 101 Introduction to Psychology
REL 104 Intro to Religion, REL 204 Survey of Old Testament, or REL 205 Survey of New Testament
SPA 101 Elementary Spanish I

PSOE Mathematics Education Curriculum

Major Field Courses

6

EDU 225 Lifespan Development from a Multicultural Perspective
EDU 230 Common Elements of Differentiated Instruction

Teaching Field Courses

41

MAT 121 Pre-Calculus Mathematics (4)
MAT 215 Computer Programming (4)
MAT 221 Calculus I (4)
MAT 300 College Geometry
MAT 310 Abstract Algebra
MAT 320 Linear Algebra
MAT 321 Calculus II (4)
MAT 330 Discrete Mathematics
MAT 410 Real Analysis
MAT 420 Differential Equations
MAT 421 Calculus III (4)
MAT 450 Senior Seminar in Mathematics

Professional Sequence Courses

30

EDU 327 Differentiated Instruction and Assessment
EDU 329 Teaching in the Inclusion Classroom
EDU 384 Differentiation through Technology
EDU 399 DATA: Reading and Writing in the Content Areas for Diverse Learners
EDU 440 DATA: Spirituality and the Nurturing Classroom

EDU 472 DATA: Mathematics

EDU 496 Candidate Teaching with Seminars: Mathematics (12)

Total Semester Credits Required in Degree**125-126**

Bachelor of Science in Middle Grades Education

Courses

Total Credits

quired

Re-

Total Credits

General Education Curriculum

49

ART 105, MUS 105, THE 105, or ENG 280
BIO 107, CHE 121, GEO 125, PCS 107, or PCS 127
BIO 108, CHE 122, GEO 126, PCS 108, or PCS 128
COM 108 Fundamentals of Speech
ENG 101 Composition
ENG 102 Composition and Literature or ENG 103 Composition and Research
ENG 203, ENG 204, ENG 223, ENG 224, ENG 271, or ENG 272
FYS 101 First Year Seminar
HIS 111 Western Civ. I, HIS 112 Western Civ. II, HIS 120 World History I, or HIS 121 World History II
HIS 251 US History I or HIS 252 US History II
MAT 102 College Algebra
PED 100 Fitness for College and Life (2)
PHI 164/EDU 164 Values, Character, and Leadership Development
PSY 101 Introduction to Psychology
REL 104 Intro. to Religion, REL 204 Survey of Old Testament, or REL 205 Survey of New Testament
SPA 101 Elementary Spanish I

PSOE Middle Grades Education Curriculum

Major Field Courses

12

EDU 225 Lifespan Development from a Multicultural Perspective
EDU 230 Common Elements of Differentiated Instruction
EDU 318 Motivation and Learning for Diverse Students
EDU 325 Differentiated Curriculum and Instruction

Teaching Field Courses

30-32

Note: Middle Grades majors choose two concentration areas from among Language Arts, Mathematics, Reading, Science, and Social Studies.

Language Arts Concentration (15 hours)

ENG 240 Introduction to Critical Analysis or ENG 341 Literary Genres and Critical Approaches
ENG 335 Multicultural American Literature or ENG 336 African-American Literature
ENG 340 Teaching Grammar in the Context of Writing or ENG 342 Advanced Grammar
ENG 343 Introduction to Language and Linguistics or ENG 345 History of the English Language

Select one course from the following:

ENG 310 Jane Austen
ENG 312 British Novel
ENG 323 Romanticism, Realism and Naturalism in American Literature
ENG 324 Modern American Novel
ENG 325 William Faulkner

ENG 326 Southern Literature
 ENG 378 The Rise of the Woman Writer
 ENG 387 Creative Non-fiction
 ENG 389 Fiction Writing

Mathematics Concentration (16 hours)

MAT 121 Pre-Calculus Math II (4)
 MAT 200 Introduction to Statistics
 MAT 210 Mathematics Concepts and Connections I
 MAT 211 Mathematics Concepts and Connections II
 MAT 300 College Geometry

Reading Concentration (15 hours)

EDU 344 Introduction to Reading
 EDU 355 Reading Diagnosis
 EDU 366 Literacy Instruction and ESOL
 EDU 377 Reading Through Adolescent Literature
 EDU 388 Practicum in Reading Instruction

Science Concentration (16 hours)

BIO 107 Introduction to Cell and Molecular Biology (with Lab)
 BIO 108 Introduction to Organismal Biology (with Lab)
 GEO 125 Physical Geology (with Lab)
 PCS 200 Physics for Life (with Lab)

Social Studies Concentration (15 hours)

BUS 206 Principles of Economics (Macro)
 HIS 210 World Geography
 HIS 251 US History I or HIS 252 US History II
 HIS 374 Georgia History
 POL 101 American Government

Professional Sequence Courses

33

EDU 327 Differentiated Instruction and Assessment
 EDU 329 Teaching in the Inclusion Classroom
 EDU 384 Differentiation Through Technology
 EDU 399 DATA: Reading and Writing in the Content Areas for Diverse Learners
 EDU 440 DATA: Spirituality and the Nurturing Classroom

Choose One DATA Course Below for Each Concentration Area:

EDU 460 DATA: Mathematics and Problem Solving (MGE)
 EDU 461 DATA: Inquiry-Based Science (MGE)
 EDU 462 DATA: Social Studies and Fine Arts (MGE)
 EDU 463 DATA: Language Arts Integration (MGE)
 EDU 484 Candidate Teaching with Seminars: MGE (12)

Bachelor of Music Education

Courses

Total Credits Re-

quired

Required

General Education Curriculum

48

General Education Courses Required in the Major

MUS 105 Music Appreciation
 MUS 321 Music History I
 MUS 322 Music History II
 SPA 101 Elementary Spanish I
 MUS 325 World Music
 PSY 101 Introduction to Psychology

Major Required Courses

30-31

MUS 124 Music Theory I (4)
 MUS 125 Music Theory II (4)
 MUS 130 Fundamentals of Conducting (1)
 MUS 214 Music Theory III (4)
 MUS 215 Music Theory IV (4)
 MUS 302 Conducting (2)
 Music Literature Course (2): **Choose One.**
 MUS 483 Choral Literature (2)
 MUS 491 Solo Instrumental Literature Seminar (2)
 MUS 494 Instrumental Chamber Music Literature (2)
 MUS 495 Large Instrumental Ensemble Music Literature (2)

Ensemble Participation (7) seven semesters are required. Full-time students must enroll in a major ensemble each semester. Instrumental majors must include two semesters of chamber ensembles.)

Music Electives (2)
 MUS 300 Functional Keyboard (1) (Piano Majors Only)

Advanced Theory

4

MUS 312 Form and Analysis (2)
 MUS 411 Orchestration and Arranging (2)

Music Education Courses

25

MSE 220 Educational Media and Technology in Music (2)
 MSE 323 Differentiated Curriculum, Instruction and Assessment for Elementary Music (2)
 MSE 324 Differentiated Curriculum, Instruction and Assessment for Secondary Instrumental Music (2)
 MSE 325 Differentiated Curriculum, Instruction and Assessment for Secondary Choral Music (2)

Instrumental Methods (5): **All are required.**
 MSE 351 Woodwind Methods and Materials (1)
 MSE 352 Brass Methods and Materials (1)
 MSE 353 Percussion Methods and Materials (1)
 MSE 354 String Methods and Materials (1)
 MSE 355 Vocal Techniques and Materials (1)
 MSE 490 Candidate Teaching for Music Education (12)

Applied Major

14

Applied Minor/Class Piano

4

Senior Recital Required

Piano Proficiency Exam Required

MUA 100 Performance Lab = 7 Semesters

Professional Education Required Courses

9

EDU 225 Lifestyle Development from a Multicultural Perspective
 EDU 230 Common Elements of Differentiated Instruction
 EDU 329 Teaching in the Inclusion Classroom

Total Semester Hours Required for the Degree

134-135

Special Education Concentration: Reinhardt Inclusion Teacher Education (RITE)

*Courses**Total Credits**Required***12**

EDU 330 Foundations for Teaching Diverse Students in the Inclusion Classroom

EDU 331 Strategies for Teaching Diverse Learners in the Inclusion Classroom

EDU 332 Assessment of Diverse Students in the Diverse Classroom

EDU 333 Best Practices of Collaborative Education in the Inclusion Classroom

Note: Students may take EDU 330 without being admitted to the Price School of Education; the other three courses are considered upper level courses.

Bachelor of Science in Sport Studies

*Courses**Total Credits**Re-**quired*

Total Credits

General Education Curriculum

48-50

Sport Studies Core (required for both concentrations)

45

BUS 150 Basic Computer Applications

Foreign Language Course *

MAT 200 Introduction to Statistics

PED Activity course

PED Activity course

PED Activity course

PED 250 Sport History

PED 260 Introduction to Kinesiology

PED 330 Sport in Contemporary Society

PED 350 Sport Administration

PED 360 Sport Facilities/Events

PED 200-400 Elective (3)**

PED 200-400 Elective (3)**

PED 380 Sport Studies Practicum

PED 450 Sport Marketing

PED 480 Sport Studies Internship (6-12)

* If foreign language in Gen Ed, replace with SSP elective

**If PED 480 is completed for 12 credits, SSP electives are counted in the Electives category below

Sport Administration Concentration

12

BUS 205 Principles of Economics (Micro)

BUS 301 Principles of Management

BUS 302 Principles of Marketing

BUS 305 Personal Finance Management

NOTE: Leads to Business Minor;

Business courses may be substituted with approval of Sport Studies Coordinator.

Sport Media Concentration

15

COM 200 – 400 level (5 courses)

NOTE: Leads to Communication Arts Minor

General Electives

12-15

NOTE: Six (6) credits must be 300 – 400 level courses

Total Semester Credits Required in Degree

120-122



SCHOOL OF ARTS AND HUMANITIES

A. Wayne Glowka, Dean

Telephone 770-720-5628

Fax 770-720-5590

Website: <http://www.reinhardt.edu/artshumanities>

Mission

Students in the School of Arts and Humanities acquire knowledge of the artistic, behavioral and intellectual traditions which have shaped life across the globe. In this process, students develop appreciation for the diversity of cultures as expressed through art, literature, theatre, media, world languages, history, philosophy and religion. Furthermore, students in the arts and humanities develop the ability to write and think critically, to use writing and research skills appropriate to the disciplines, to engage in the evaluation of primary sources and to use technology appropriate to the field. It is the conviction of the faculty in the School of Arts and Humanities that students, through their studies and interaction with other students and the faculty, develop the capacity to make informed choices based upon an examination of their values and beliefs and forge for themselves personal traits that fill their life with order, meaning and purpose.

School Goals

- Goal 1: Students will demonstrate knowledge and skill in the use of the English language, both in writing and in speech
- Goal 2: Students will demonstrate the ability to analyze and interpret texts, historical documents and artifacts, and works of art.
- Goal 3: Students will demonstrate the ability to advance an argument using evidence acquired from appropriate research methodologies in the humanities.
- Goal 4: Students will demonstrate the ability to produce an independent research or creative project.

- Goal 5: Students will demonstrate an interdisciplinary knowledge of the aesthetic, behavioral, and intellectual traditions of Western civilization and their global context.
- Goal 6: Students will demonstrate an awareness of the diverse lifestyles and cultures of the global community.
- Goal 7: Students will demonstrate integrity and ethics in the attribution and citation of source material.
- Goal 8: Students will demonstrate an awareness of the role of spirituality in human life.
- Goal 9: Students will demonstrate the ability to work collaboratively with others to achieve a common goal.

Degree Programs

The School of Arts and Humanities offers degree programs (majors, majors: concentrations) in the following disciplines:

- Studio Art
- Communication: Communication Arts
- Communication: Digital Film and Video
- Communication: Graphic Communication
- Communication: Media Writing
- Digital Art and Graphic Design
- English: Creative Writing
- English: Literature
- Global Communication
- History: American History
- History: European/Western History
- History: General History
- History: World/Global History
- Interdisciplinary Studies: American Studies

- Interdisciplinary Studies: Comprehensive
- Interdisciplinary Studies: Humanities
- Interdisciplinary Studies: International Studies
- Public Relations and Advertising
- Religion: Religious Studies
- Religion: Christian Vocation – Music
- Religion: Christian Vocation – Education
- World Languages and Cultures: Spanish

In addition, the School of Arts and Humanities offers minors in the following disciplines:

- Art History
- Communication Arts
- Creative Writing
- Digital Art and Graphic Design
- English
- French
- Gender Studies
- History
- International Studies
- Interdisciplinary Studies
- Global Communication
- Public Relations and Advertising
- Religion
- Spanish
- Studio Art
- Visual Communication
- Media Writing

Faculty

- Theresa L. Ast, Ph.D., *Program Coordinator of Interdisciplinary Studies*
- Viviana C. Baxter, M.Ed., *Program Coordinator of World Languages and Cultures*
- Donna L. Coffey, Ph.D., M.F.A., *Creative Writing Facilitator, Director of the Honors Program, Coordinator of First Year Seminar*
- Jym B. Davis, M.F.A.
- Catherine Emanuel, Ph.D., *Director of the Center for Student Success*
- Joy A. Farmer, Ph.D., *Program Coordinator of English*
- A. Wayne Glowka, Ph.D., *Dean*
- Anne M. Good, Ph.D., *Program Coordinator of History*

- Jonathan Good, Ph.D.
- L. Michelle Harlow, M.Ed., M.F.A.
- Graham Johnson, Ph.D.
- Curtis G. Lindquist, Ph.D.
- Aquiles E. Martinez, Ph.D., *Program Coordinator of Religion*
- Margaret M. Morlier, Ph.D., *Associate Vice President for Graduate Studies*
- T. Brett Mullinix, M.F.A., *Program Coordinator of Fine Arts*
- J. Brian O'Loughlin, Ph.D., *Program Coordinator of Communication*
- Larry H. Webb, M.Div., M.A.
- Kenneth H. Wheeler, Ph.D.
- Pamela S. Wilson, Ph.D.

Art Program

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 Digital Art and 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.

Assessment

Success in achieving the objectives in the Art major is measured in the following ways:

- Completion of courses with grade of C or better
- An exit interview with a faculty member
- Successful completion of public exhibition of one's work.
- A senior portfolio with representative work demonstrating successful completion of the major

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 such as trips to France and Italy
- Kappa Pi Honor Society

Art Faculty

- Jym B. Davis
- T. Brett Mullinix, *Program Coordinator*

Communication Program

The three major programs in Communication offer students six concentrations of study. All provide students with the opportunity to develop their intellectual curiosity and their understanding of the world. The programs emphasize creativity; critical thinking; oral, written, and visual communication skills; interpersonal skills; and research methods. 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.

Communication major degree programs include:

- Communication: Communication Arts
- Communication: Digital Film and Video
- Communication: Graphic Communication
- Communication: Media Writing
- Global Communication
- Public Relations and Advertising

Mission

The Communication faculty seek to produce graduates who can ethically and creatively meet the challenges of citizenship in a democratic and increasingly globalizing society. Based firmly in the liberal arts, our programs seek to educate future leaders who can communicate and manage effectively in the changing workplace. Our programs strive to prepare graduates to pursue graduate studies in a number of disciplines as well as to enter a professional career in communication or a related field and to contribute to the cultural life of their community.

General Information

Reinhardt's Communication majors learn to think critically, research thoroughly, write and speak clearly and eloquently, and work collaboratively to effectively produce high quality projects.

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

Graduates with Communication degrees are likely to excel at careers in media writing, directing and production; print and broadcast journalism; teaching, training and adult education; information design; marketing, public relations and advertising; writing, editing and graphic design; media management; management and design in museums and cultural centers; nonprofit administration; community education and arts administration; higher education administration; ministry and church administration; public administration, law and conflict management; social services and social work, government and public service; corporate and public sector consulting, real estate; human resource/relational management and training; and management in the non-profit sector.

Communication graduates may attend graduate school in a variety of academic or professional fields, such as media, communications, law, public administration,

professional writing, conflict management, and political science. An advanced graduate degree can lead to careers in administration and management, teaching and research at the university level, higher education administration, and law.

Our Global Communication majors, in particular, are distinguished by their strong preparation in sociology and the liberal arts, with an especially sound foundation in classical and contemporary theory and various research methods to assure that they can apply their skills to the demands of any profession.

Assessment

Success in achieving the objectives in the Communication major will be measured in the following ways, all of which are required 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 the Senior Portfolio
- An exit interview with a faculty member

Details concerning the Senior Portfolio follow below.

Teaching Philosophy and Classroom Expectation

The Communication Department offers very personalized instruction in a small-group classroom setting. Our Communication classes are usually highly *collaborative and interactive*, which means that students can expect to actively participate in class discussions, in-class activities, and group projects.

Strong writing skills are essential for Communication majors. In addition to classes that are specifically devoted to writing (such as COM 205, 206 and 340), 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 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 schedule an appointment with his or her advisor for an interview, which is an opportunity for the advisor to get to know the student and the student's major interests, strengths, and skill levels in order to appropriately advise the student about the best course pathway for the desired major as well as the student's readiness to proceed to upper-level COM course.

The Senior Portfolio

All seniors who are graduating with a degree in Communication (Communication Arts; PR / Advertising; or Global Communication) will compile and submit a Senior Portfolio in the semester prior to graduation. The portfolio of representative work will be used to assess and measure learning that has occurred in the major and general education curriculum. Students should begin gathering portfolio material during their freshman year and plan on completing the portfolio during and just after their internship, usually in the fall of their senior year. The portfolio needs to meet deadlines and criteria for passing before the student may graduate.

Each student is encouraged to make an appointment to meet with his or her major academic advisor for feedback on preparing the portfolio and to attend any portfolio workshops held in the Communication Program. Students may receive a list of items required for the portfolio from the academic advisor.

Special Activities

- Internships
- Study abroad opportunities
- Experiential learning opportunities
- Membership in pre-professional organizations such as the Public Relations Student Society of America (PRSSA) and the National Broadcasting Society
- Membership in Lambda Pi Eta Honor Society of the National Communication Association
- Work on *The Reinhardt Hiltonian*, the campus newspaper

- Competition with the Reinhardt Debate Team
- Involvement with the Reinhardt University Theatre
- Campus “Year Of” events for global learning
- Work for RUTV, our campus television station
- Join the Communication Facebook group.
- Opportunities to present work at the Robert L. Driscoll Convocation of Artists and Scholars

Communication Faculty

- J. Brian O’Loughlin, Ph.D., *Program Coordinator*
- Larry H. Webb, M.Div., M.A.
- Pamela S. Wilson, Ph.D.

English Program

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 program.

Assessment

Success in achieving the objectives of the English major will be measured in the following ways:

- Completion of each course in the major with a grade of C or better.
- An exit interview with a faculty member
- A portfolio with representative work demonstrating successful completion of the major and the general education curriculum.

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 Center for Student Success
- Contribute articles and selections to the Reinhardt writer’s publication, *Sanctuary*.
- Contribute articles to the Reinhardt publication *Perspectivas*, which addresses moral and religious issues.
- Attend local dramatic productions
- 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 Faculty

- Donna L. Coffey, Ph.D., M.F.A.
- Catherine Emanuel, Ph.D.
- Joy A. Farmer, Ph.D., *Program Coordinator*
- A. Wayne Glowka, Ph.D.
- L. Michelle Harlow, M.Ed., M.F.A.
- Graham P. Johnson, Ph.D.
- Margaret M. Morlier, Ph.D.

History Program

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.

Assessment

Success in achieving the objectives in the History major will be measured in the following ways:

- Completion of each course in the major with a grade of C or better
- An exit interview with a faculty member
- A portfolio with representative work demonstrating successful completion of the major and the general education curriculum.

Special Features and Activities

History students are offered the opportunity to participate in the following activities:

- 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
- Contribute material to *The History Channel*, the History program newsletter
- Attend faculty and student colloquia on academic topics
- Visit historical museums, archives, war memorials in the Southeast
- Present research at the Convocation of Artists and Scholars

History Faculty

- Theresa L. Ast, Ph.D.
- Anne M. Good, Ph.D., *Program Coordinator*
- Jonathan Good, Ph.D.
- Kenneth H. Wheeler, Ph.D.

Interdisciplinary Studies Program

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 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, we provide students with the knowledge and skills necessary to be productive employees, conscientious citizens, and fulfilled human beings. The Interdisciplinary Studies major also allows generous elective credits so that a student may easily complete a minor 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. 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's approval) 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 four tracks: **American Studies; Comprehensive; Humanities;**

and **International Studies**. A student may choose a faculty advisor from among the full-time English, History, or Religion faculty, and elect to pursue any one of the first four tracks at any point in his or her academic career.

However, 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, and (3) with the assistance of the IDS Coordinator, obtain written approval from the Dean of the School of Arts and Humanities.

Assessment

- Completion of required and elective coursework with a grade of C or better
- A senior portfolio with representative samples of course work taken in major
- An internship (optional) demonstrating application of academic skills in a job setting
- A thesis (optional) demonstrating interdisciplinary research and writing

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, visits to historical sites
- Lectures by respected and well-known scholars and authors

Interdisciplinary Studies Program Faculty

- Theresa L. Ast (History, *Program Coordinator*)
- Donna L. Coffey (English)
- Jym Davis (Art)
- Joy A. Farmer (English)
- Wayne Glowka (English)
- Anne Good (History)
- Jonathan Good (History)
- Donald G. Gregory (Sociology)
- L. Michelle Harlow (English, Theatre)

- Graham Johnson (English)
- Curtis G. Lindquist (Religion)
- Aquiles E. Martinez (Religion)
- Margaret M. Morlier (English)
- T. Brett Mullinix (Art)
- Pamela Wilson (Communication)

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 clean, unmarked copies of eight papers or projects from courses taken for the major. At least two of the eight papers 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.

Religion Program

The Bachelor of Arts in Religion provides opportunities to study the meaning, purpose, and destiny of human life in relation to diverse notions of "the sacred." As such, it equips students to understand the mental disposition, beliefs, values, experiences, and histories of communities of faith as expressed in their dependence and fellowship with God, varied worship activities, sacred literature, and service to society.

Committed to the Christian tradition and the United Methodist Church, the Religion program offers three tracks to prepare students for a religious career. In the Religious Studies concentration, students focus primarily on Biblical and Christian theological themes along with an in-depth study of one other major world religion. In the Christian Vocation-Music concentration, students focus on the integration of theological studies and music to serve churches in their worship ministry more effectively. In the Christian Vocation-Religious Education concentration, students focus on the integration of theological studies and education to

serve churches in their teaching ministry more effectively.

Special Features and Activities

Religion major students are offered the opportunity to participate in the following activities:

- Visits to and study of various north Georgia religious communities
- Publication of their own student essays in selected classes
- Participation with other students and faculty in writing articles addressing moral and spiritual issues for publication in *Perspectivas*.
- Hear and discuss issues with well-known church and academic scholars and leaders such as Dr. Lyda Pierce, Dr. Justo Gonzalez and Dr. James T. Laney
- Participate in mission trips sponsored by the Chaplain's office to places like Texas, Kentucky, Mexico, Jamaica, Honduras, Venezuela and Poland.
- Discuss with religious practitioners various forms of ministry to better discover one's own calling and vocation.
- Participate in regular and planned visits to Emory University, Candler School of Theology.
- Present research at the Robert L. Driscoll Convocation of Artists and Scholars

Faculty

- Curtis G. Lindquist, Ph.D.
- Aquiles E. Martinez, Ph.D., *Program Coordinator*

World Languages and Cultures

Spanish Concentration

Mission

In an effort to educate the whole person within the tradition of the liberal arts, Reinhardt University offers students the opportunity to study World Languages and Cultures. This major prepares students to be competitive in the job market and in admission to further study at the graduate level with advanced knowledge

of languages and cultures. The major requires 24 semester hours at the 300 and 400 level in a primary language and its cultures, 15 semester hours in a second target language and its cultures, and a cultural praxis normally consisting of a semester of international study (substitutions must be approved by the Dean of the School of Arts and Humanities).

The inaugural track in the program offers Spanish as the primary target language with French as the secondary target language. A student may transfer credits in a different secondary target language from another institution with approval of the Dean of the School of Arts and Humanities.

Assessment

Success in achieving the objectives in the World Languages and Cultures major is measured in the following ways:

- Completion of each course in the primary and secondary target languages with a grade of C or better
- Presentation of a senior portfolio
- Satisfactory performance in the senior exit interview, which will be conducted in both the primary and secondary target languages

Special Features and Activities

- Strong emphasis upon conversational language use
- Intense study of culture and civilization
- Required cultural praxis consisting of a semester of international study (or approved substitution)
- Opportunity to present research at the Robert L. Driscoll Convocation of Artists and Scholars

Faculty

- Viviana C. Baxter, M.Ed., *Program Coordinator*

Associate of Arts in Liberal Arts (A.A.)

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.

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

45-47

*Three hours of global studies is not required.

Major

17-19

Students may take electives at the 100 level and above.

Total Semester Credits Required in Degree

64

Bachelor of Fine Arts in Studio Art (B.F.A.)

Courses

Total Credits

quired

Re-

Total Credits

General Education Curriculum

48-50

Major Required Courses

48

Art Foundation

ART 100 Introduction to Drawing
ART 120 Two-Dimensional Design
ART 121 Three-Dimensional Design
ART 201 Advanced Drawing
ART 215 Art and Architecture from the Prehistoric to the Renaissance
ART 216 Art and Architecture from the Renaissance through the Modern
ART 220 Introduction to Painting in Water Media
ART 231 Printmaking Techniques
ART 250 Ceramics: Hand Building
ART 260 Introduction to Black and White Photography
ART 316 Survey of Indigenous Arts of the Americas
ART 320 Introduction to Painting in Oil Media
ART 340 Sculpture: Fabrication, Assemblage and Multimedia
ART 350 Ceramics: Wheel Throwing
ART 365 Alternative Photography and Mixed Media

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

Capstone

ART 491 Concentration Seminar*
ART 492 Thesis Exhibition and Portfolio*

Taken only during Senior Year

General Electives

22-24

Total Semester Credits Required in Degree

120

Bachelor of Arts in Communication (B.A.)

Concentrations: Communication Arts, Digital Film and Video, Graphic Communication, Media Writing

Communication Arts Concentration

The Communication Arts concentration provides graduates with a broad background of knowledge in the major areas of communication for today's global communication context and convergent media environment, including intercultural and interpersonal communication, journalism, mass media, public relations, advertising, graphics and electronic media. Students develop integrated skills in written, visual and oral communication along with essential critical thinking, research, and leadership abilities. The coursework, culminating in a professional internship and portfolio, prepare students for professional careers or for graduate study in a number of disciplines.

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

48-50

Major Required Courses

30

COM 201 Interpersonal Communication
 COM 202 Introduction to Mass Communication and Mass Media
 COM 331 Media History
 COM 340 Professional Writing and Communication Skills
 COM 360 Intercultural Communication
 COM 370 Media Law and Ethics
 COM 403 Theories of Media and Visual Culture
 COM 407 Communication Internship
 COM 490 Capstone Seminar in Communication
 SSC 321 Qualitative Research Methods
 Senior Portfolio

Major Electives (select six)

18

COM 200 RCTV Practicum
 COM 205 Journalism: News Writing
 COM 206 Journalism: Feature Writing
 COM 207 Screenwriting Development and Protocols for Motion Media
 COM 210 Photojournalism
 COM 220 Audio Design
 COM 250 Fundamentals of Electronic Media Production I
 COM 251 Fundamentals of Electronic Media Production II
 COM 252 Media and Sports
 COM 305 Organizational Communication
 COM 307 Broadcast Journalism
 ART/COM 308 Digital Art I
 ART/COM 309 Digital Art II
 COM 310 Editing and Post-Production in Motion Media
 COM 311 Public Relations Practices
 COM 312 Advertising Principles
 COM 313 Educational Public Relations
 COM 314 Strategies for the Public Relations and Advertising Campaign

COM 315 Producing and Directing for Motion Media
 COM 320 Technical Writing
 COM 325 Web and Interactive Media Design I
 COM 326 Web and Interactive Media Design II
 COM 350 Introduction to Film and TV Studies
 COM 351/ENG 351 Literature and Film
 COM 352 Styles and Genres in Motion Media
 COM 365 Global Media
 COM 406 Special Project
 COM 450 Thesis Project
 COM/POL 472 Media and Politics

General Electives**22-24****Total Semester Credits Required in Degree****120**

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.

Digital Film and Video Concentration

The Digital Film and Video concentration provides students with the knowledge and skills needed to pursue artistic or creative commercial interests in digital motion media for the convergent global media environment. Firmly grounded in the liberal arts, this concentration provides a foundation in media history, theory and criticism and also develops integrated skills in writing, design, technological and oral communication. Through courses in digital video production, web design, editing, and directing, culminating in a professional internship and portfolio, students are well prepared to enter a media production career or to pursue graduate study.

*Courses**Total Credits**Re-**quired***Total Credits****General Education Curriculum****48-50****Major Required Courses****54**

COM 202 Introduction to Mass Communication and Mass Media
 COM 207 Screenwriting Development and Protocols for Motion Media
 COM 220 Audio Design
 COM 250 Fundamentals of Electronic Media Production I
 COM 251 Fundamentals of Electronic Media Production II
 COM 307 Broadcast Journalism
 COM 310 Editing and Post-Production in Motion Media
 COM 315 Producing and Directing for Motion Media
 COM 325 Web and Interactive Media Design
 COM 340 Professional Writing and Communication
 COM 350 Introduction to Film and Television Studies
 COM 360 Intercultural Communication
 COM 370 Media Law and Ethics
 COM 403 Theories of Media and Visual Culture

COM 407 Communication Internship
 COM 490 Capstone Seminar in Communication
 Senior Portfolio

General Electives**16-18****Total Semester Credits Required in Degree****120**

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.

Graphic Communication Concentration

The Graphic Communication concentration provides students with an understanding of how to create, design, and mobilize images, symbols, and representations to communicate effectively in the graphic media field. Firmly grounded in the liberal arts, the concentration combines skills in communication graphics, digital technologies and fine arts, informed by knowledge of media history, theory, and criticism. The unique combination of coursework, culminating in a professional internship, leads students to pursue artistic and creative professions or to pursue graduate study.

*Courses**Total Credits**Re-**quired***Total Credits****General Education Curriculum****48-50****Major Required Courses****52**

ART 120 Two-Dimensional Design
 ART 121 Three-Dimensional Design
 ART 260 Black and White Photography
 ART/COM 308 Digital Art I
 ART/COM 309 Digital Art II
 COM 202 Introduction to Mass Communication and Mass Media
 COM 210 Photojournalism
 COM 250 Fundamentals of Electronic Media Production I
 COM 311 Public Relations Practice
 COM 312 Advertising Principles
 COM 314 Strategies for the Advertising/Public Relations Campaign
 COM 325 Web and Interactive Media Design
 COM 340 Professional Writing and Communication
 COM 360 Intercultural Communication
 COM 403 Theories of Media and Visual Culture
 COM 407 Communication Internship
 COM 490 Capstone Seminar in Communication
 Senior Portfolio

General Electives**18-20****Total Semester Credits Required in Degree****120**

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.

Media Writing Concentration

The Media Writing concentration prepares students for professional writing careers in today's convergent global media environment: print or online journalism, corporate or nonprofit communication, publishing and editing, public relations/advertising, screenwriting, and other media fields. In addition to skills in writing, visual design and oral communication, students gain a broad base of knowledge in interpersonal and intercultural communication, critical theory, ethics, and research methods, culminating in a professional internship. Graduates are poised to enter a writing or communication career or to pursue graduate study.

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

48-50

Major Required Courses

30

- COM 201 Interpersonal Communication
- COM 202 Introduction to Mass Communication and Mass Media
- COM 331 Media History
- COM 340 Professional Writing and Communication Skills
- COM 360 Intercultural Communication
- COM 370 Media Law and Ethics
- COM 403 Theories of Media and Visual Culture
- COM 407 Communication Internship
- COM 490 Capstone Seminar in Communication
- SSC 321 Qualitative Research Methods
- Senior Portfolio

Major Electives (select six)

18

- COM 200 RCTV Practicum (*limit 3 credit hours towards degree*)
- COM 205 Journalism: News Writing
- COM 206 Journalism: Feature Writing
- COM 207 Screenwriting Development and Protocols for Motion Media
- COM 210 Photojournalism
- COM 307 Broadcast Journalism
- COM 311 Public Relations Practices
- COM 312 Advertising Principles
- COM 313 Educational Public Relations
- COM 314 Strategies for the Advertising/Public Relations Campaign
- COM 320 Technical Writing
- COM 325 Web and Interactive Media Design I
- COM 326 Web and Interactive Media Design II

COM 352 Styles and Genres in Motion Media

COM 398 Special Topics in Global/Intercultural Communication

COM 406 Special Project

COM 298/498 Special Topics

COM 450 Thesis Project

General Electives

22-24

Total Semester Credits Required in Degree

120

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.

Bachelor of Arts in Global Communication (B.A.)

Global Communication is an interdisciplinary degree program based in communication and the social sciences. Since globalization is redefining the concept of borders, facilitated by a convergence of media technologies, this major focuses on intercultural communication, cultural studies, and mass media in a global context. Global Communication majors cultivate strong critical thinking, problem-solving, and creative technology skills for research, writing, design and presentation. Students are encouraged to participate in study abroad opportunities. This program, culminating in a professional internship as well as an independent thesis project, prepares students for the professional global workplace and for participation in professional and graduate programs.

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

48-50

Whenever possible, students should take the following courses as part of their general education core curriculum and/or general electives:

HIS 210 World Geography
SOC 105 Introduction to Sociology
A foreign language (two semesters are recommended)

Major Required Courses

30

COM 201 Interpersonal Communication
COM 202 Introduction to Mass Communication and Mass Media
COM 340 Professional Writing and Communication
COM 360 Intercultural Communication
COM 403 Theories of Media and Visual Culture
COM 407 Communication Internship
COM 450 Thesis (Capstone) Project *or* COM 490 Capstone Senior Seminar
SOC 300 Global Social Problems *or* SOC 310 Social Inequality
SOC 370 Classical Social Theory
SSC 321 Qualitative Research Methods
Senior Portfolio

COM Electives (select three)

9

Any 200-, 300- or 400-level COM course

SOC/SSC Electives (select one)

3

Any 300- or 400-level SOC or SSC course

Other Major Electives (select two)

6

BUS 407 International Business
BUS 430 Managing the Global Workforce
ENG: Any 300- or 400-level English course
FRE: Any 300- or 400-level French course
HIS: Any 300- or 400-level History course
PED 250 History of Sport
PED 330 Sport in Contemporary Society
POL: Any 300-level Political Science course
PSY 350 Social Psychology
SOC/SSC: Any 300- or 400-level SOC or SSC course
SPA: Any 300- or 400-level Spanish course

General Electives

22-24

Total Semester Credits Required in Degree

120

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.

Bachelor of Arts in Public Relations and Advertising (B.A.)

The Public Relations/Advertising degree program emphasizes the integration of public relations and advertising in today's global media landscape. This major program prepares graduates for the professional challenges of building credibility for organizations, creating marketing campaigns, and promoting trust between businesses, organizations and their external publics. Graduates gain critical theoretical and historical knowledge as well as hands-on writing, planning, design and presentation skills. This coursework, culminating in a professional internship, enables students to pursue a PR/advertising career or graduate study.

Courses

Total Credits

Re-

quired

Total Credits	
General Education Curriculum	48-50
Major Required Courses	54
COM 201 Interpersonal Communication	
COM 202 Introduction to Mass Communication and Mass Media	
COM 205 News Writing	
COM 206 Feature Writing	
ART/COM 308 Digital Design Application I	
ART/COM 309 Digital Design Application II	
COM 311 Public Relations	
COM 312 Principles of Advertising	
COM 314 Strategies for the Advertising/Public Relations Campaign	
COM 331 Media History	
COM 340 Professional Writing and Communication	
COM 360 Intercultural Communication	
COM 370 Media Law and Ethics	
COM 403 Theories of Media and Visual Culture	
COM 407 Internship	
COM 490 Capstone Seminar in Communication	
SSC 321 Qualitative Research Methods	
Senior Portfolio	
One of the following Major electives:	
COM 210 Photojournalism	
COM 250 Fundamentals of Electronic Media Production I	
COM 307 Broadcast Journalism	
COM 325 Web and Interactive Media Design I	
General Electives	16-18
Total Semester Credits Required in Degree	120

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.

Bachelor of Fine Arts in Digital Art and Graphic Design (B.F.A.)

<i>Courses</i>	<i>Total Credits</i>
<i>Required</i>	<i>Re-</i>
Total Credits	
General Education Curriculum	48-50
Major Required Courses	
Foundation	18
ART 100 Introduction to Drawing	
ART 120 Two-Dimensional Design	
ART 121 Three-Dimensional Design	
ART 201 Advanced Drawing	
ART 215 Art and Architecture from the Prehistoric to the Renaissance	
ART 216 Art and Architecture from the Renaissance through the Modern	
Note: ART 100, ART 120, ART 121, and ART 201 should be completed before the end of the sophomore year.	
Core	21
ART 220 Introduction to Painting in Water Media or ART 320 Introduction to Painting in Oil Media	
ART 231 Printmaking Fundamentals	
ART 260 Introduction to Black and White Photography	
ART 261 Introduction to Digital Photography	
ART 308 Digital Art I	
ART 309 Digital Art II	
ART 362 Digital Motion Media	
Capstone	6
ART 491 Concentration Seminar	
ART 492 Thesis Exhibition and Portfolio	
General Electives	25-27
Total Semester Credits Required in Degree	120

Bachelor of Arts in English (B.A.)

Courses

Total Credits

quired

Re-

Total Credits

General Education Curriculum

48-50

English majors are strongly advised to take ENG 102 as part of their general education curriculum. Also, English majors who choose to satisfy their language requirement through course work but who lack the foundation to take language at the intermediate (200) level or pass an intermediate-level translation test should choose a year of foreign language as part of their general education curriculum.

Common English Core

9 or 15

Select one major-author course:

- ENG 301 Chaucer
- ENG 303 Shakespeare
- ENG 304 Milton and the Seventeenth Century
- ENG 310 Jane Austen
- ENG 325 William Faulkner
- ENG 328 Tennessee Williams

Select one single-genre course:

- ENG 312 British Novel
- ENG 321 American Poetry
- ENG 324 Modern American Novel
- ENG 360 Dramatic Literature
- ENG 377 Studies in Poetry

Select one of the following:

- ENG 340 Teaching Grammar in the Context of Writing
- ENG 341 Literary Genres and Critical Approaches
- ENG 342 Advanced Grammar
- ENG 343 Introduction to Language and Linguistics
- ENG 345 History of the English Language

Foreign Language proficiency

All English majors must attain intermediate-level proficiency in a foreign language. Students may demonstrate proficiency by passing two 200-level foreign-language courses with a *C* or better in each OR by passing an intermediate-level translation test in the language of their choice.

Concentration

Select one of the following two (2) concentrations. Each option requires thirty semester credits.

30

Literature Concentration

24

ENG 240 Introduction to Critical Analysis (to be completed before students attempt any 300- or 400-level literature course)

Two 300- or 400-level English courses before 1800 and one 300- or 400-level English course after 1800
OR one 300- or 400-level English before 1800 and two 300- or 400-level English courses after 1800

Two 300- or 400-level English courses not used to satisfy any other requirement in the major.

One 300- or 400-level foreign-language course OR one 300- or 400-level global or multicultural English literature course

Select one:

ENG 407 Internship

ENG 450 Senior Thesis

Interdisciplinary Applications (IDS): Select two

6

Creative Writing Concentration

30

ENG 280 Introduction to Creative Writing

ENG 386 Poetry Writing

ENG 387 Creative Nonfiction

ENG 388 Scriptwriting

ENG 389 Fiction Writing

One 300- or 400-level English course before 1900

One 300- or 400-level English course after 1900

Select one:

ENG 383 Literary Editing and Publishing

ENG 407 Internship

ENG 450 Senior Thesis

ENG 480 Senior Seminar

General Electives

Student who elect to take two foreign-language courses at the 200-level to satisfy the foreign-language requirement will take **25 or 27** elective hours; students who satisfy the foreign-language requirement by passing a translation test will take **31 or 33** elective hours.

Total Semester Credits Required in Degree

120

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.

Bachelor of Arts in History (B.A.)

Courses

Total Credits

Re-

quired

Total Credits	
General Education Curriculum	48-50
(must include EITHER HIS 111 and HIS 112 OR HIS 120 and HIS 121)	
Major Required Courses	12
HIS 251 American History to 1865 (may not be used to satisfy core requirements)	
HIS 252 American History Since 1865 (may not be used to satisfy core requirements)	
Two upper-level IDS courses	
History Concentration –American, European/Western, General or World/Global	15
History Electives (300/400 level)	15
General Electives	28-30
Total Semester Credits Required in Degree	120

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 a 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 from 300 or 400 level courses, which will be submitted to their academic advisors for review during the final semester of the senior year.

American History Concentration	15
HIS 350 Colonial and Revolutionary America	
HIS 354 Civil War and Reconstruction	
HIS 356 America from 1900 to 1945	
HIS 358 America since 1945	
HIS 360 US Business History	
HIS 362 Public History	
HIS 370 The History of Native Americans	
HIS 372 The American South	
HIS 374 History of Georgia	
HIS 377 American Feminism	
HIS 380 Religion in America	
HIS 450 Senior Thesis	
HIS 490 Internship in History	

HIS 498 Special Topics in History (Relevant Topic)

HIS 499 Independent Study in History

European/Western History Concentration

15

HIS 302 Ancient Civilizations

HIS 304 Medieval Europe

HIS 306 Renaissance and Reformation

HIS 310 Taste and Tumult: Europe in the Eighteenth Century

HIS 320 Nineteenth-Century Europe

HIS 324 Europe in the Twentieth Century

HIS 328 Modern Germany

HIS 334 East European History

HIS 336 History of the Holocaust

HIS 338 History of Science

HIS 390 Topics in Women's History

HIS 392 Children and Childhood

HIS 450 Senior Thesis

HIS 490 Internship in History

HIS 498 Special Topics in History (Relevant Topic)

HIS 499 Independent Study in History

General History (300/400 level) Concentration

15

World/Global History Concentration

15

HIS 300 History of Christianity

HIS 302 Ancient Civilizations

HIS 312 Religion and History of Judaism and Islam

HIS 340 History and Religion of South Asia

HIS 342 History of East Asia

HIS 346 History of Africa

HIS 347 Latin America

HIS 390 Topics in Women's History

HIS 450 Senior Thesis

HIS 490 Internship in History

HIS 498 Special Topics in History (Relevant topic)

HIS 499 Independent Study in History

Bachelor of Arts in Interdisciplinary Studies (B.A.)

American Studies Concentration

Courses

Total Credits

Required

General Education Curriculum

48-50

It is recommended that majors take ENG 223 or ENG 224 and HIS 251 or HIS 252 to satisfy the General Education Requirements within “Knowledge of Self and Society”.

AMST majors should take one of the following introductory classes before taking other required upper level IDS courses.

ENG 240 Introduction to Critical Analysis
SSC 321 Qualitative Research Methods

Take four (4) IDS courses

12

IDS 303 The Bible as Literature
IDS 307 Nature and Culture
IDS 309 Teaching & Learning: Education in America
IDS 317 Town and Gown: Local History and Culture
IDS 310 Theology of Migrations
IDS 320 America: Monuments, Essays, Film
IDS 321 Great American Books

Take three (3) ENG courses

9

ENG 321 American Poetry
ENG 324 Modern American Novel
ENG 326 Southern Literature
ENG 328 Tennessee Williams
ENG 335 Multi-Cultural American Literature
ENG 336 African-American Literature

Take three (3) HIS courses

9

HIS 347 Colonial Latin America
HIS 350 Colonial America
HIS 354 Civil War & Reconstruction
HIS 356 America, 1900-1945
HIS 358 America Since 1945
HIS 360 History of American Business
HIS 370 American Feminism
HIS 372 The American South
HIS 380 Religion in America

Take any five (5) courses, no more than three (3) in one discipline

15

ART 317 Survey of American Art

ART 319 Survey of Folk and Outsider Art

COM 331 Topics in Media History

COM 360 Intercultural Communications

COM 472 Media and Politics

PED 250 Sport History

PED 330 Sport in Contemporary Society

PED 335 Baseball and American Culture

PED 460 The Olympics

POL 368 Public Policy

POL 385 Constitutional Law

POL 472 Media and Politics

SOC 310 Social Inequality: Class, Race, Gender

SOC 320 Race Relations

SOC 340 Gender and Society

SOC 345 Parenting Roles: Mothering and Fathering

Majors going to Graduate School should take **IDS 450 – Senior Thesis/Capstone**.

Majors entering the job market after graduation should take **IDS 490 – Internship**.

Majors, with their Advisor's permission, may opt instead for a **fifth IDS course**.

General Electives

19-21

Total Semester Credits Required in Degree

120

**Be aware that many upper level courses have prerequisites – see Academic Catalog*

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.

Comprehensive Concentration

Courses

Total Credits

Required

General Education Curriculum

48-50

Major Required Courses – Select three courses

9

IDS 302 Great Books

IDS 303 The Bible as Literature

IDS 304 Peace and Diplomacy

IDS 305 Chivalry: Medieval and Modern

IDS 306 Monsters and Demons

IDS 307 Nature and Culture

IDS 308 The Baroque World

IDS 309 Teaching & Learning: Education in America

IDS 310 Theology of Migrations

IDS 311 Conflict in the Twentieth Century

IDS 312 War and Society

IDS 313 Vikings: History, Literature, and Mythology

IDS 314 Tibet: Rooftop of the World

IDS 315 Good and Evil and the Future

IDS 316 Globalization: East and West

IDS 317 Town and Gown: Local History and Culture

IDS 318 Wealth and Poverty

IDS 319 History and Legend

Primary Discipline 15Select **five** 300- or 400-level courses from any single academic discipline.**Secondary Discipline** 9Select **three** 300- or 400-level courses from any second academic discipline.**Tertiary Discipline** 9Select **three** 300- or 400-level courses from any third academic discipline.**General Electives/Minor** 28-30**Total Semester Credits Required in Degree** 120**Be aware that many upper level courses have prerequisites – see Academic Catalog*

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.

Humanities Concentration*Courses**Total Credits
Required***General Education Curriculum** 48-50**Major Required Courses – Select four courses** 12

IDS 302 Great Books
 IDS 303 The Bible as Literature
 IDS 304 Peace and Diplomacy
 IDS 305 Chivalry: Medieval and Modern
 IDS 306 Monsters and Demons
 IDS 307 Nature and Culture
 IDS 308 The Baroque World
 IDS 309 Teaching & Learning: Education in America
 IDS 310 Theology of Migrations
 IDS 311 Conflict in the Twentieth Century
 IDS 312 War and Society
 IDS 313 Vikings: History, Literature, and Mythology
 IDS 314 Tibet: Rooftop of the World
 IDS 315 Good and Evil and the Future
 IDS 316 Globalization: East and West
 IDS 317 Town and Gown: Local History and Culture
 IDS 318 Wealth and Poverty
 IDS 319 History and Legend
 IDS 450 Senior Thesis
 IDS 490 Internship

Primary Discipline 15Select **five** 300- or 400- level courses from a single discipline: English, history, or religion**Secondary Discipline** 9Select **three** 300- or 400-level courses from a second discipline: Art history, communication, English, history, philosophy, political science, religion, or sociology.

Tertiary Discipline **9**

Select **three** 300- or 400-level courses from a third discipline: Art history, communication, English, history, philosophy, political science, religion, or sociology.

General Electives **25-27**

Total Semester Credits Required in Degree **120**

**Be aware that many upper level courses have prerequisites – see Academic Catalog.*

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.

International Studies Concentration

Courses

*Total Credits
Required*

General Education Curriculum **48-50**

Major Required Courses – Select two courses **6**

- IDS 302 Great Books
- IDS 303 The Bible as Literature
- IDS 304 Peace and Diplomacy
- IDS 305 Chivalry: Medieval and Modern,
- IDS 306 Monsters and Demons
- IDS 307 Nature and Culture
- IDS 308 The Baroque World
- IDS 309 Teaching & Learning: Education in America
- IDS 310 Theology of Migrations
- IDS 311 Conflict in the Twentieth Century
- IDS 312 War and Society
- IDS 313 Vikings: History, Literature, and Mythology
- IDS 314 Tibet: Rooftop of the World
- IDS 315 Good and Evil and the Future
- IDS 316 Globalization: East and West
- IDS 317 Town and Gown: Local History and Culture
- IDS 318 Wealth and Poverty
- IDS 319 History and Legend
- IDS 450 Senior Thesis
- IDS 490 Internship

History - Select four courses **12**

- HIS 340 History and Religion of South Asia
- HIS 342 History of East Asia
- HIS 346 History of Africa
- HIS 347 History of Latin America
- HIS 320 Nineteenth Century Europe
- HIS 324 Europe in the Twentieth Century
- HIS/REL 312 Religion and History of Judaism
- HIS 336 The Holocaust

English/Religion - Select five courses **15**

- ENG 271 World Literature I
- ENG 272 World Literature II
- ENG 336 African-American Literature

ENG 371 Global Literature in Translation
REL 308 World Christianity
REL 312 Religion and History of Judaism and Islam
REL 340 History and Religion in South Asia

Communications/Sociology/Political Science - Select five courses**15**

COM 350 Introduction to Film and TV Studies
COM 360 Intercultural Communication
COM 365 Global Media
COM 398 Special Topics in Global/Intercultural Com.,
COM 403 Theories of Media and Visual Culture
SOC 300 Global Social Problems
SOC 310 Social Inequity: Class, Race, and Gender
SOC 330 Gender and Society
POL 301 International Politics
POL 311 Comparative Politics
POL 472 Media and Politics

General Electives/Minor**22-24****Total Semester Credits Required in Degree****120**

**Be aware that many upper level courses have prerequisites – see Academic Catalog.*

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.

Bachelor of Arts in Religion (B.A.)

Courses

Total Credits

Re-

quired

Total Credits

Religious Studies Concentration

In this concentration, students will focus primarily on Biblical and Christian theological themes along with an in-depth study of one other major world religion.

General Education Curriculum

48-50

General Education Courses Required in all Tracks

REL 104 Introduction to Religion

REL 204 Survey of the Old Testament OR

REL 205 Survey of the New Testament

Major Required Courses

Select four courses from the following:

12

REL 300 History of Christianity

REL 308 World Christianity

REL 310 Twentieth-Century Christianity

REL 317 Christian Ethics

REL 380 Religion in America

REL 390 Christian Vocation and Service

Select one course from the following:

3

REL 312 Religion and History in Judaism and Islam

REL 340 History and Religion in South Asia

Select four courses from the following:

12

REL 204 or 205 (whichever was not taken to satisfy the general education requirement)

REL 320 Studies in Pentateuch

REL 330 Studies in Synoptic Gospels

REL 334 Life and Letters of Paul

REL 338 Studies in the Johannine Literature

Interdisciplinary Studies

6

Choose two upper level IDS courses

Select one course from the following:

3

REL 450 Senior Thesis

REL 460 Internship

General Electives for Religious Studies track

34-36

(students are strongly encouraged to take upper-level courses as part of their elective hours.)

Total Semester Credits Required in Degree

120

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.

Christian Vocation – Music Concentration

In this concentration, students will focus on the integration of theological studies and music to serve churches in their worship more effectively.

Courses

Total Credits

Required

48-50

General Education Curriculum

General Education Courses required in all Tracks

REL 104 Introduction to Religion

REL 204 Survey of the Old Testament OR

REL 205 Survey of the New Testament

Major Required Courses

46

Religion Required Courses (24 hours)

REL 204 or 205 (whichever was not taken to satisfy the general education requirement)

REL 390 Christian Service and Vocation

REL 460 Internship

Select five additional Religion courses

Music Required Courses (22 hours)

MUS 124 Music Theory I

MUS 125 Music Theory II

MUS 321 Music History I or MUS 322 Music History II

Select any approved 300-400 level music course

Primary Applied Instrument – (one hour each semester for 4 semesters)

Secondary Applied Instrument – (one hour each semester for 2 semesters)

Ensemble (4 semesters)

*Individual substitutions may be permitted with consultation with Religion Program Coordinator.

General Electives for Christian Vocation – Music Education Track

24-26

Total Semester Credits Required in Degree

120

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.

Christian Vocation - Religious Education Concentration

In this concentration, students will focus on the integration of theological studies and education to serve churches in their teaching ministry more effectively.

Courses

Total Credits

Required

48-50

General Education Curriculum

General Education Courses Required in all Tracks

REL 104 Introduction to Religion

REL 204 Survey of the Old Testament OR

REL 205 Survey of the New Testament

Major Required Courses

Religion Required

Courses 24

REL 204 or 205 (whichever was not taken to satisfy the general education requirement)

REL 390 Christian Service and Vocation

REL 460 Internship

Select five additional Religion Courses

Education Required Courses

18

EDU 225 Lifespan Development from a Multicultural Perspective

EDU 230 Common Elements of Differentiated Instruction

EDU 318 Motivation and Learning for Diverse Students

EDU 329 Teaching in the Inclusion Classroom

EDU 325 Differentiated Curriculum and Instruction

EDU 440 Spirituality and the Nurturing Classroom Environment (with a required practicum experience)

General Electives for Christian Vocation – Religious Education Track

28-30

Total Semester Credits Required in Degree

120

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.

** Students in all concentrations will fill out an Exit Interview and present a Portfolio*

Bachelor of Arts in World Languages and Cultures, Spanish Concentration (B. A.)

<i>Courses</i>	<i>Total Credits</i>
<i>Required</i>	
General Education Curriculum	48-50
Major Required Courses	45
200-Level World Languages and Cultures Core	18
Pre-requisites for Upper-Level Spanish Courses	up to 12
Students must either take the pre-requisite courses for upper-level courses in Spanish or place out of them by examination.	
SPA 101 Elementary Spanish I (if not used in the general education core)	
SPA 102 Elementary Spanish II (if not used in the general education core)	
SPA 205 Intermediate Spanish I	
SPA 206 Intermediate Spanish II	
Secondary Language Courses	up to 12
Students must attain elementary proficiency in a second non-English language either by taking classes through the fourth level or by placing out of them by examination.	
FRE 101 Elementary French I (if not used in the general education core)	
FRE 102 Elementary French II (if not used in the general education core)	
FRE 205 Intermediate French I	
FRE 206 Intermediate French II	
Other Suggested Courses	up to 18
Students who place out of required language courses by examination may fulfill the requirements of this area with the following courses if they are not used to fulfill general education core requirements.	
ART 215 Art History I	
ART 216 Art History II	
ART 298 Special Topics in Art	
ENG 271 World Literature I	
ENG 272 World Literature II	
ENG 260 Introduction to Theater	
ENG 298 Special Topics in English	
HIS 210 World Geography	
HIS 298 Special Topics in History	
SOC 200 Global Social Problems	
300-, 400-Level Spanish Core	24
Proficiency in Spanish (Domain One)	9
SPA 301 Practical Conversation	
SPA 302 Spanish Composition	
SPA 315 Survey of Spanish Linguistics	
Spanish Cultural Knowledge: Literature (Domain Two)	6
SPA 320 Survey of Spanish Peninsular Literature	
SPA 321 Survey of Spanish-American Literature	
SPA 498 Special Topics in Spanish (on a literary topic)	

SPA 499 Independent Study in Spanish (on a literary topic)	
Spanish Cultural Knowledge: Other (Domain Two)	6
SPA 310 Spanish for Business	
SPA 325 Spanish Civilization and Culture	
SPA 326 Spanish-American Civilization and Culture	
SPA 498 Special Topics in Spanish (on a relevant topic)	
SPA 499 Independent Study in Spanish (on a relevant topic)	
Senior Capstone	3
SPA 490 Senior Capstone	
Secondary Language Cultural Knowledge	3
Any 300- or 400-level French course	
General Electives	25-27
Total Semester Credits Required in Degree	120

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.

Bachelor of Science in English/Language Arts Education

Courses

Total Credits

Required

General Education Curriculum

48

Any Lab Science Course
Arts Experience Course
COM 108 Fundamentals of Speech
ENG 101 Composition
ENG 102 Composition and Literature
ENG 271 World Literature I or ENG 272 World Literature II
FYS 101 First Year Seminar
HIS 111 Western Civ. I, HIS 112 Western Civ. II, HIS 120 World History I, or HIS 121 World History II
HIS 251 US History I or HIS 252 US History II
MAT 102 College Algebra
PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)
PHI 164/EDU 164 Values, Character, and Leadership Development
PSY 101 Introduction to Psychology
REL 104 Intro. to Religion, REL 204 Survey of Old Testament, or REL 205 Survey of New Testament
SOC 105 Introduction to Sociology
SPA 101 Elementary Spanish I

PSOE English/Language Arts Education Curriculum

Major Field Courses

6

EDU 225 Lifespan Development from a Multicultural Perspective
EDU 230 Common Elements of Differentiated Instruction

Teaching Field Courses

36

ENG 203 British Literature I or ENG 204 British Literature II
ENG 223 American Literature I or ENG 224 American Literature II
Note: One of the British/American Lit. survey courses above must cover material prior to 1800.
ENG 240 Introduction to Critical Analysis
ENG 303 Shakespeare
ENG 340 Teaching Grammar in the Context of Writing or ENG 342 Advanced Grammar
ENG 343 Introduction to Language and Linguistics or ENG 345 History of the English Language
Select one course from the following:
ENG 306 The Romantic Age
ENG 307 The Victorian Age
ENG 323 Romanticism, Realism, Naturalism in American Literature
ENG 326 Southern Literature
ENG 376 Modernism
OR any other 300/400-level course after 1800
Select one course from the following:
ENG 300 Medieval British Literature
ENG 308 Restoration and Eighteenth Century Literature
ENG 372 Renaissance Literature
OR any other 300/400-level course before 1800
Select one course from the following:
ENG 341 Literary Genres and Critical Approaches
ENG 498 Special Topics in English
OR any other 400-level critical analysis course
Select any one genre course from the following:

ENG 312 The British Novel
ENG 321 American Poetry
ENG 324 Modern American Novel
ENG 360 Dramatic Literature
ENG 377 Studies in Poetry

Select one of the following multi-cultural courses:

ENG 335 Multi-Cultural American Literature
ENG 336 African-American Literature
ENG 371 Global Literature in Translation

Select one of the following creative writing courses:

ENG 280 Introduction to Creative Writing
ENG 383 Literary Editing and Publishing
ENG 386 Poetry Writing
ENG 387 Creative Non-fiction
ENG 388 Script Writing
ENG 389 Fiction Writing

Elective**3**

Select one elective course from any area or other discipline.

Professional Sequence Courses**33**

EDU 327 Differentiated Instruction and Assessment
EDU 329 Teaching in the Inclusive Classroom
EDU 350 Strategic Reading in the Secondary Classroom
EDU 384 Differentiation Through Technology
EDU 399 DATA: Reading and Writing in the Content Areas for Diverse Learners
EDU 440 DATA: Spirituality and the Nurturing Classroom
EDU 470 DATA: English/Language Arts
EDU 494 Candidate Teaching with Seminars: English/Language Arts (12)

Total Semester Credits Required in Degree**126**

Cultural Praxis

For graduation, students should demonstrate close familiarity with the culture and daily lives of people who speak the primary target language. This familiarity should be fulfilled by participating in a study-abroad program for at least one semester.

However, students who are unable to spend a semester abroad may substitute one of the following experiences to fulfill the cultural praxis requirement:

- Having lived as an adult over an extended period of time in a country whose primary language and culture are those being emphasized by the primary target language track
- Living and working in a local heritage community over an extended period of time
- Participating in and completing significant cultural learning scenarios (service learning projects, international experiences of duration less than a semester, local heritage community experiences of short duration, or internet and mass media projects).

In all cases, the substitution must be approved by the Dean of Arts & Humanities.

Other Graduation Requirements

- As part of the senior capstone course, the student should present a portfolio of representative work from all upper-level classes required for the major; artifacts, reflections, and illustrations from the cultural praxis; a reflective essay; and a revised and enlarged research paper from a previous class. One copy of the portfolio will remain in program files.
- Each graduating student will be required to undergo a senior exit interview conducted primarily in the primary target language (Spanish), but part will be conducted in the secondary target language (French). Topics for the interview may include the student's coursework, cultural praxis, portfolio, and career plans. The interview will be conducted by the capstone instructor and one other competent faculty member.
- Each graduating student will take a comprehensive examination that tests reading, writing, speaking, and listening in the primary target language and general cultural knowledge associated with the speakers of that language.

Arts and Humanities Minors

Courses

Total Credits

Re-

quired

Total Credits

Art History Minor

18

ART 215 Art and Architecture from the Prehistoric to the Renaissance
 ART 216 Art and Architecture from the Renaissance through the Modern
 ART 317 Survey of American Art
 ART 318 Survey of Modern Art
 ART 319 Survey of Folk and Outsider Art
 ART 499 Independent Study

Communication Arts Minor

15

Any five communications classes at the 200-level or above

Creative Writing Minor

15

Students must choose five courses (15 credit hours) from the following list:

ENG 280 Introduction to Creative Writing
 ENG 386 Poetry Writing
 ENG 387 Creative Nonfiction
 ENG 388 Scriptwriting
 ENG 389 Fiction Writing
 ENG 450 Senior Thesis (Creative Writing option)

Digital Art and Graphic Design Minor

21

ART 120 Two Dimensional Design
 ART 308 Digital Art I
 ART 309 Digital Art II

Students may select 12 hours from the following courses. Six hours must be from 300-level courses.

ART 100 Introduction to Drawing
 ART 231 Printmaking Fundamentals
 ART 260 Black and White Photography
 ART 261 Digital Photography
 ART 362 Digital Motion Media
 ART 365 Alternative Photography Mixed Media
 COM 310 Photojournalism
 COM 325 Web & Interactive Media
 COM 326 Web Media II

English Minor

15

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 and four 300- or 400-level English courses.

French Minor

12-18

Pre-requisite Courses for the Minor

0-6

(The student may place out of this requirement by demonstrating proficiency through an examination.)

FRE 205 Intermediate French I

FRE 206 Intermediate French II

Minor Electives

12

Choose four courses from the following:

FRE 301 Practical Conversation

FRE 302 Grammar and Composition

FRE 320 Introduction to France and la Francophonie I

FRE 321 Introduction to France and la Francophonie II

FRE 498 Independent Study in French

Gender Studies Minor

12

To complete a Gender Studies minor, a student must complete any **four** of the courses listed below or any course approved by the Interdisciplinary Studies Coordinator or the Dean of the School of Arts and Humanities, with a C or better. No more than one course may be at the 200-level, and courses chosen must represent at least two different disciplines. These courses are in addition to any courses taken to fulfill the requirements of the General Education Core or the student's major.

COM 498 Special Topics

ENG 298/498 Special Topics (e.g. Emily Dickinson)

ENG 371 The Rise of the Woman Writer

ENG 450 Senior Thesis

HIS 377 American Feminism

HIS 380 Topics in Women's History

HIS 392 Children and Childhood

IDS 301 Interdisciplinary Topics (when relevant)

IDS 450 Senior Thesis

PSY 498 Special Topics

SOC 310 Social Inequality: Class, Race, Gender

SOC 330 Gender and Society

SOC 340 Marriage and Family

SOC 345 Parenting Roles: Mothering and Fathering

SOC 380 Family Violence

Global Communication Minor

15

COM 202 Introduction to Mass Communication/Media

COM 360 Intercultural Communication or COM 365 Global Media

9 hours of COM or SOC or SSC electives (200-level or above)

History Minor

12

To complete a Minor in History, a student must pass, with a C or better, four courses from the following list. These courses are in addition to any History courses taken to fulfill the requirements of the General Education Core or the student's major.

Western and American History (select up to three)

HIS 300 History of Christianity

HIS 302 Ancient Civilizations

- HIS 305 Medieval Europe
- HIS 306 Renaissance and Reformation
- HIS 307 Military History
- HIS 310 Taste and Tumult: Europe in the Eighteenth Century
- HIS 320 Nineteenth-Century Europe
- HIS 324 Europe in the Twentieth Century
- HIS 328 Modern Germany
- HIS 338 History of Science
- HIS 350 Colonial and Revolutionary America
- HIS 354 Civil War and Reconstruction
- HIS 356 America from 1900-1945
- HIS 358 America since 1945
- HIS 306/BUS 360 History of American Business
- HIS 362 Public History
- HIS 372 American South
- HIS 374 History of Georgia
- HIS 377 American Feminism
- HIS 380 Religion in America
- HIS 392 Children and Childhood
- HIS 498 Special Topics in Western or American History
- Non-Western History (select one or more)**
- HIS 312 History of Judaism and Islam
- HIS 334 History of Eastern Europe
- HIS 340 History and Religion of South Asia
- HIS 342 History of East Asia
- HIS 346 History of Africa
- HIS 347 History of Colonial Latin America
- HIS 348 History of Modern Latin America
- HIS 370 History of Native Americans
- HIS 390 Topics in Women's History
- HIS 498 Special Topics in Non-Western History

Note: A student may not take all four courses with the same professor. A student may count only one History 499 toward fulfilling the requirements for a minor in History.

Interdisciplinary Studies Minor

15

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:

- | | |
|--|---|
| IDS -Interdisciplinary Topics (two courses) | 6 |
| English, History, and/or Religion Courses at the 300-Level (three courses) | 9 |

International Studies Minor

12

To obtain an International Studies minor, a student must complete any **four** of the courses listed below or any course approved by the Interdisciplinary Studies Coordinator or the Dean of the School of Arts and Humanities, with a C or better. No more than one course may be at the 200-level, and courses chosen must represent at least two different disciplines. These courses are in addition to any courses taken to fulfill the requirements of the General Education Core or the student's major.

COM 360 Intercultural Communication
COM 498 Special Topics (e.g. Media and Globalization, World Cinema)
HIS 210 World Geography
HIS 312/REL 312 Religion and History of Judaism and Islam
HIS 324 Europe in the Twentieth Century
HIS 328 History of Germany
HIS 334 History of Eastern Europe
HIS 340/REL 340 History and Religion of South Asia
HIS 342 History of East Asia
HIS 346 History of Africa
HIS 347 History of Colonial Latin America
HIS 348 History of Modern Latin America
HIS 370 History of Native Americans
POL 301 International Politics
POL 311 Comparative Politics
REL 308 World Christianity

Public Relations and Advertising Minor

15

COM 202 Introduction to Mass Communication and Mass Media

Any four of the following communications courses:
ART/COM 308 Digital Design Applications I
ART/COM 309 Digital Design Applications II
COM 311 Public Relations Practices
COM 312 Advertising Principles
COM 314 Strategies for the Public Relations/Advertising Campaign
COM 210 Photojournalism
COM 250 Fundamentals of Electronic Media I
COM 251 Fundamentals of Electronic Media II
COM 252 Media and Sports
COM 307 Broadcast Journalism
COM 320 Technical Writing
COM 406 Special Project

Religion Minor

18

General Education:
REL 104 Introduction to Religion
REL 204 Survey of Old Testament
OR REL 205 Survey of the New Testament

Any **four** courses in religion beyond the General Education Requirements

Spanish Minor**18**

Minor Required Courses:

SPA 205 Intermediate Spanish I*

SPA 206 Intermediate Spanish II*

**Students may exempt these courses by instructor-approved placement*

Electives: select **four** courses from the following:

SPA 301 Practical Conversation

SPA 302 Spanish Composition

SPA 310 Spanish for Business

SPA 315 Survey of Spanish Linguistics

SPA 320 Survey of Spanish Peninsular Literature

SPA 321 Survey of Spanish-American Literature

SPA 325 Spanish Civilization and Culture

SPA 326 Spanish-American Civilization and Culture

SPA 490 Senior Capstone

SPA 498 Special Topics in Spanish

SPA 499 Independent Study in Spanish

Studio Art Minor**21**

ART 100 Introduction to Drawing

ART 120 Two Dimensional

OR ART 121 Three Dimensional Design

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

Students may select 15 hours from the following courses. Six hours must be from 300-level courses.

ART 220 Introduction to Painting

ART 231 Printmaking Techniques

ART 250 Ceramics I

ART 260 Introduction to Black and White Photography

ART 261 Digital Photography

ART 320 Introduction to Painting in Oil Media

ART 340 Sculpture: Multimedia

ART 350 Ceramics II

ART 365 Alternative Photography Mixed Media

Visual Communication Minor**16**

Choose 16 hours from the following courses:

COM 103 Media Literacies for the 21st Century

COM 200 Reinhardt University Television (RUTV) Practicum

COM 202 Introduction to Mass Communication and Mass Media

COM 210 Photojournalism

COM 250 Fundamentals of Electronic Media Production I

COM 251 Fundamentals of Electronic Media Production II

COM 307 Broadcast Journalism

ART/COM 308 Digital Design Applications I

ART/COM 309 Digital Design Applications II

COM 310 Editing and Post-Production of Motion Media

COM 315 Producing and Directing for Motion Media
COM 325 Web & Interactive Media Design I
COM 326 Web & Interactive Media Design II

Writing for the Media Minor

15

COM 202 Introduction to Mass Communication and Mass Media

Any *four* of the following Communications courses:

COM 205 Journalism: News Writing

COM 206 Journalism: Feature Writing

COM 207 Screenwriting Development and Protocols for Motion Media

COM 311 Public Relations

COM 312 Advertising Principles

COM 340 Professional Writing and Communication Skills



SCHOOL OF PERFORMING ARTS

DENNIS K. McINTIRE

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E-MAIL: DKM@REINHARDT.EDU

WEBSITE: [HTTP://WWW.REINHARDT.EDU/CAM](http://WWW.REINHARDT.EDU/CAM)

Mission

In a caring community, the School of Performing Arts offers qualified students a variety of learning opportunities and challenges to become well-trained musicians, prepared to pursue graduate studies in music, or a professional career in music. Undergraduate programs stress training in the basic music disciplines, proficiency in applied and theoretical areas as well as the completion of the liberal arts core curriculum. The School provides all university and community members opportunities to enrich their musical experiences through participation in performance ensembles, private and class instruction, music appreciation and world music classes. The School of Performing Arts aggressively supports the cultural life of the university and community by sponsoring music department events and Artist and Concert series.

Objectives

- To build a school that examines the ancient, classical and contemporary aspects and artistic values of the music and theatre disciplines
- To develop a school that serves as the focal point and example of interdisciplinary activity at the University
- To place music and theatre studies within a broader cultural context
- To examine the comprehensive nature of the disciplines to meet the demands of today's marketplace

- To continue to offer quality performance experiences and service learning for students on a local, national and international level
- To reflect a commitment to the importance of gaining experience and introducing students to professional challenges
- To develop and build relationships within the local and metro Atlanta community and to serve as a center for learning and academic excellence
- To develop well-rounded professionals who can contribute to the contemporary world

Degree Programs

The School of Performing Arts offers a bachelor's degree (B.A.) in the following area:

- Theatre

A bachelor's degree (B.F.A.) in the following area:

- Musical Theater

A bachelor's degree (B.M.) in the following areas:

- Music performance
- Sacred Music

A bachelor's degree (B.M.E.) in the following area:

- Music Education (P-12)

The Master of Music degree is offered in:

- Music Education
- Conducting
- Piano Pedagogy
- Composition
- Performance

General Information

Performing Arts students must successfully complete all University-wide general education requirements as related to the music program and meet the specific core requirements of the curricula they select in the School of Performing Arts.

Students with adequate preparation in music normally complete all requirements for the B.M degree in eight semesters. Students with deficiencies may require additional time. Music Education majors will complete requirements in nine semesters.

Candidates for the Bachelor of Music degree in performance must complete, at a minimum, junior and senior recitals in the major performance area. Recitals must meet the minimum standards for performance excellence as established by the music faculty. Students in music education and Sacred Music must complete a senior recital. Musical Theatre students must complete a senior showcase.

All candidates for the Bachelor of Music and Bachelor of Music Education degrees must demonstrate piano proficiency. The required skills are built into a four semester class piano sequence. Students completing the four semester hours of class piano with a grade of "C" or better will have demonstrated the appropriate proficiency. Students majoring in piano or minoring in music must pass a proficiency test. The specific requirements are listed in the Music Student Handbook.

All music majors must sign up for MUA 100 Performance Lab. Music majors and minors are required to attend a specific number of the on-campus concerts each semester. Music Education majors must complete 7 semesters and all other music majors must complete 8 semesters in order to graduate with a degree in music. Music minors must complete 4 semesters of Performance Lab. Students will check in at the atrium before the event begins check out after the event is over. Late arrivals (5 minutes) and those who leave before the event ends will not receive attendance credit.

The Music Library is located in the Falany Performing Arts Center. It houses scores, recordings, composers'

collected works, music education, and pedagogical materials. Four computer stations, printer, and listening equipment are available in the library for student use.

Students majoring or minoring in music must participate in a major performance ensemble each semester they are enrolled as a full-time student. All students whose major area is wind, brass or percussion will enroll in Reinhardt Winds. Students whose performance area is voice will enroll in the Concert Choir. String performance students will enroll in Reinhardt Symphony Orchestra. Piano performance majors will enroll in the Wind Ensemble, Concert Choir, or Orchestra, and Guitar performance 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.

Music Program Objectives

- To develop professional musicians for a variety of career fields
- To foster the growth of music skills in performance, analysis, appreciation, improvisation and composition, for performance and creative purposes
- To provide a background in the historical development of musical styles and forms that will enable the student to understand the development of music and to build for future developments
- To assist the student in recognizing the interaction of music and other disciplines in relating this interaction to society and culture
- To challenge students to develop initiative and self-discipline as necessary components in achieving musical stature
- To prepare qualified students with an adequate foundation for advanced study

Admission Policies

Prospective students must meet the general admission standards of Reinhardt University.

Students who desire a major in music must complete an application for music study, provide two letters of recommendation, pass an audition in the performance area, and complete a placement exam in music theory. Students with deficiencies may be admitted with the understanding that remedial work will be required. Information on the application and audition process may be obtained from the School of Performing Arts. The prospective music major is formally admitted to the School of Music only after all requirements have been met.

Students majoring in Music Education must meet all of 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 music faculty considers student advisement one of their most important responsibilities. Each student is assigned an advisor during the freshman year.

Students are encouraged to make regular appointments with the advisor. The department 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 a personal copy of their checklist, since the completion of graduation requirements is the 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 cancelled, 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 Faculty

- Matthew Anderson – Guitar, Theory
- Reverie Berger – Voice
- M. David Gregory – Wind Ensemble, Music Education, Conducting
- Dennis K. McIntire – Choral Ensembles
- Susan E. Naylor – Piano, Theory, Program Coordinator of Undergraduate Music Studies
- Robert Opitz – Athletic Band, Trumpet
- Rebecca Salter – Applied Voice
- Anne Schantz – voice
- Cory Schantz - voice
- Martha Shaw – Choral Activities
- Paula Thomas-Lee—Piano, Music History, Music Education

Adjunct Faculty Music

- Alison Adams - Voice
- Marla Bishop – Piano
- Susan Bennet Brady – Harp
- Kelly Bryant – Flute
- Wanda Cantrell – P/T Staff Accompanist
- Mason Conklin – Theory, Piano
- Jere Flint – Orchestra
- Cecilia Fraschillo – Music Education
- Tom Fraschillo – Conducting
- Anton Harris - Saxophone
- David Harrison – Music Education
- Jeanne Heinze - Clarinet
- Olivia Kieffer – Percussion
- Marcena Kinney – P/T Staff Accompanist
- Emily Laminack - Violin
- Nancy Maddox – Cello, Chamber Music
- Harry Maddox – Low Brass, Brass Ensembles
- Charity Neese – Staff Accompanist, Ensemble Coordinator
- Pam Radford – P/T Staff Accompanist
- Charles Sayre - Composition
- Lisa Sayre—Oboe
- Joe Seidel—Organ
- Ulisses Silva – Viola

- Diliaana Slavova – Staff Accompanist
- Fabia Smith – Staff Accompanist
- Miriam Smith – Violin
- Tiffany Tindale - Dance
- Shelly Unger, Bassoon
- Alexander Wasserman – Theory
- Helen Werling – French Horn
- Melanie Williams – Staff Accompanist, Church Music

Theatre Studies

Mission

The Theatre Studies B.A. focuses on all aspects of theatre production – acting, directing, technical design, and literary analysis – and includes 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.

Assessment

- Success in achieving the objectives in the theatre studies major will be measured in the following ways: Completion of each course in the major with a grade of C or better
- An exit interview with a faculty member
- A portfolio with representative work demonstrating successful completion of the major and the general education curriculum.

Special Features

- Participate in University theatre productions
- Participate in a theatre internship
- Attend local dramatic productions

Theatre Faculty

- Stewart Hawley, Ph.D.
- David Nisbet, M.F.A., *Program Coordinator*

Bachelor of Arts in Theatre Studies (B.A.)

Courses

Total Credits

General Education Curriculum

Required

48-50

General Education Courses Required in the Major

THE 105 Theatre Appreciation

**Students must earn a C or better to take a higher level THE course*

Major Required Courses

23

THE 205 Play in Production

THE 206 Play in Performance

THE 220 Acting I

THE 325 Introduction to Directing

THE 330 Elements of Theatrical Design

THE 335 Movement for Theatre

THE 360 Dramatic Literature (cross-listed with ENG 360)

THE 410 Theatre History I

THE 411 Theatre History II

Major Electives – Choose four

12

THE 225 Voice for the Actor I

THE 315 Advanced Acting

THE 320 Audition Techniques

THE 425 Advanced Directing

THE 430 Independent Study in Theatre History

THE 432 Theatre Internship

General Electives

35-37

Total Semester Credits Required in Degree

120

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.

Bachelor of Fine Arts (B.F.A.) in Musical Theatre

The BFA degree is designed to prepare students for careers in musical theatre performance or to pursue graduate studies in a theatre related field.

Courses

Total Credits

Required

General Education Curriculum

48

General Education Courses Required in the Major

MUS 325 World Music
THE 410 Theatre History I
THE 411 Theatre History II

Major Required Courses

MUS 130 Fundamentals of Conducting
MUS 143 Music Theory I
MUS 153 Music Theory I Lab
MUS 144 Music Theory II
MUS 154 Music Theory II Lab
MUS 467 Musical Theatre Workshop (6)
MUT 324 History of Musical Theatre
MUT 160 Ballet 1
MUT 161 Ballet 2
MUT 260 Ballet 3
MUT 261 Ballet 4
MUT 170 Jazz/Tap 1
MUT 171 Jazz/Tap 2
MUT 270 Jazz/Tap 3
MUT 271 Jazz/Tap 4
MUT 350 Acting in Musical Theatre 1
MUT 351 Acting in Musical Theatre 2
MUS 360 Diction for Singers 1
MUS 361 Diction for Singers 2

Theatre Courses

THE 215 Introduction to Acting
THE 225 Voice for the Actor
THE 230 Acting I
THE 315 Advanced Acting
THE 320 Audition Techniques
THE 330 Elements of Theatrical Design
THE 335 Movement for Theatre
THE 111 Theatre Lab I
THE 112 Theatre Lab II
THE 113 Theatre Lab III
THE 114 Theatre Lab IV
Six Theatre Electives

Applied Major

16

Applied Minor/Class Piano

4

Senior Showcase Required

MUA 100 Performance Lab – 8 semesters required

Ensemble Participation – 4 semesters required

Total Semester Hours Required for the Degree

127

Bachelor of Music (B.M.) in Performance

The Bachelor of Music Program is designed to provide graduates with a background in music. Students will be able to think critically about their art in relation to the liberal arts. Students will also become proficient in the practical application through the progression and refinement of their musical skills. Listed requirements are the minimum acceptable for completion of a music degree. Music students generally complete additional hours in their course of study.

The School of Music offers a concentration in Performance. In addition to the core music courses, students may select from four specialty tracks; vocal, piano, organ or instrumental. Graduates of this program may pursue graduate study, offer private studio teaching or pursue professional performance opportunities.

Courses

Total Credits

quired

Re-

Total Credits

General Education Curriculum

48

General Education Courses Required in the Major

MUS 105 Music Appreciation

MUS 321 Music History I (satisfies HIS 111 requirement)

MUS 322 Music History II (satisfies HIS 112 requirement)

Foreign Language/Multicultural Studies Requirement

Music majors must take MUS 325 World Music and one additional three credit course chosen from the list in the General Education Requirements of the catalog. Students with a voice concentration must take a two-course sequence in foreign language.

Major Required Courses

20

MUS 143 Music Theory I *and* MUS 153 Music Theory I Lab

MUS 144 Music Theory II *and* MUS 154 Music Theory II Lab

MUS 216 Music Theory III *and* MUS 226 Music Theory III Lab

MUS 217 Music Theory IV *and* MUS 227 Music Theory IV Lab

Instrumental majors must complete MUS 411 Orchestration and Arranging. All students will complete MUS 312 Form and Analysis, and piano, voice and organ majors will choose one additional course from:

MUA 410 Composition

MUS 310 Counterpoint

MUS 411 Orchestration and Arranging

Applied Major

16

Applied Minor/Class Piano

4

Music Ensemble (each semester)

8

Junior and Senior Recital Required

Piano Proficiency Exam Required

MUA 100 Performance Lab = 8 semesters

*Courses**Total Credits**quired**Re-*

Total Credits

Select One of the Following Tracks:**Vocal Track****11**

MUS 130 Conducting
 MUS 360 Diction for Singers I (Italian and German)
 MUS 361 Diction for Singers II (French and English)
 MUS 460 Vocal Literature
 MUS 465 Vocal Pedagogy
 MUS 467 Music Theater Workshop or Opera Workshop

Piano Track**12**

MUS 300 Functional Keyboard Musicianship
 MUS 130 Conducting
 MUS 370 Stringed Keyboard Literature I (Baroque/Classical)
 MUS 372 Stringed Keyboard Literature II (Romantic/Contemporary)
 MUS 470 Accompanying
 MUS 473 Piano Pedagogy I
 MUS 474 Piano Pedagogy II
 MUS 475 Group Piano Pedagogy I
 MUS 476 Group Piano Pedagogy II

Organ Track**9**

MUS 130 Conducting
 MUS 380 Organ Literature
 MUS 470 Accompanying
 MUS 482 Service Playing and Standard Choral Literature
 MUS 485 Organ Pedagogy

Instrumental Track**9**

MSE 351, 352, 353, or 354 (choose two appropriate to applied major)
 MUS 130 Conducting
 MUS 491 Solo Instrumental Literature Seminar
 MUS 494 Instrumental Chamber Music Literature
 MUS 495 Large Instrumental Ensemble Music Literature

Music Electives

Piano majors

12

Voice, Organ and Instrumental majors

15

Total Semester Credits Required in Degree**120-121**

Bachelor of Music (B.M.) in Sacred Music

The School of Music offers a concentration in Sacred Music. This degree program is consistent with Reinhardt's mission and focus as a faith-based institution. The curriculum prepares learners for a variety of opportunities in the sacred music field.

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

48

General Education Courses Required in the Major

MUS 105 Music Appreciation

MUS 321 Music History I (satisfies HIS 111 requirement)

MUS 322 Music History II (satisfies HIS 112 requirement)

Humanities Requirement: Must take REL 104 Introduction to Religion

Foreign Language/Multicultural Studies Requirement: Music majors must take MUS 325 World Music and one additional three credit course chosen from the list in the General Education Requirements of the catalog.

Supportive Courses in Music

25-26

MUS 130 Fundamentals of Conducting

MUS 143 Music Theory I *and* MUS 153 Music Theory I Lab

MUS 144 Music Theory II *and* MUS 154 Music Theory II Lab

MUS 216 Music Theory III *and* MUS 226 Music Theory III Lab

MUS 217 Music Theory IV *and* MUS 227 Music Theory IV Lab

MUS 300 Functional Keyboard (piano majors only)

MUS 302 Advanced Conducting

MUS 312 Form and Analysis

Advanced Theory Course (2 hours)

Music Literature Course (2 hours)

Church Music Studies

38

Applied Performance Major

12

Applied Performance Minor (Piano)

4

Performance Ensemble (each semester)

8

MUS 430 Church Music Administration

MUS 431 Structure of Worship

MUS 432 Congregational Song

MUS 433 Internship

REL 300 History of Christianity

Religion Elective

Electives

10

Senior Recital Required

Pass Piano Proficiency

MUA 100 Performance Lab = 8 semesters

Total Semester Credits Required in the Degree**120-121**

Bachelor of Music Education (B.M.E.)

The Music Education degree is designed to prepare students for teaching positions in public education and leads to K-12 certification in Georgia. Students must be admitted to the Price School of Education, Teacher Education Program and meet all specific graduation requirements from the PSOE and the School of Music.

<i>Courses</i>	<i>Total Credits Required</i>
General Education Curriculum	48
General Education Courses Required in the Major	
MUS 105 Music Appreciation	
MUS 321 Music History I (satisfies HIS 111 requirement)	
MUS 322 Music History II (satisfies HIS 112 requirement)	
Foreign Language/Multicultural Studies Requirement	
Music majors complete a two-course sequence, which includes SPA 101 Spanish I and MUS 325 World Music	
PSY 101 Introduction to Psychology	
Major Required Courses	21-22
MUS 130 Fundamentals of Conducting	
MUS 143 Music Theory I <i>and</i> MUS 153 Music Theory I Lab	
MUS 144 Music Theory II <i>and</i> MUS 154 Music Theory II Lab	
MUS 216 Music Theory III <i>and</i> MUS 226 Music Theory III Lab	
MUS 217 Music Theory IV <i>and</i> MUS 227 Music Theory IV Lab	
MUS 300 Functional Keyboard (piano majors only)	
MUS 302 Conducting	
A Music Literature Course	
Ensemble Participation (seven semesters required; full-time students must participate in a major ensemble each semester. Instrumental majors must include two semesters of chamber ensembles)	
Advanced Theory	4
MUS 312 Form and Analysis	
MUS 411 Orchestration and Arranging	
Music Education Courses	25
MSE 323 Elementary Material and Methods	
MSE 324 Secondary Instrumental Materials and Methods	
MSE 325 Secondary Choral Materials and Methods	
Instrumental Methods: MSE 351, 352, 353, 354, 355	
MSE 220 Educational Media and Technology in Music	
MSE 490 Candidate Teaching for Music Education	
Applied Major	14
Applied Minor/Class Piano	4
Senior Recital Required	
Piano Proficiency Exam Required	
MUA 100 Performance Lab = 7 Semesters	
Professional Education Required Courses	9
EDU 225 Lifestyle Development from a Multicultural Perspective	
EDU 230 Common Elements of Differentiated Instruction	
EDU 329 Teaching in the Inclusion Classroom	
Total Semester Hours Required for the Degree	127

School of Performing Arts Minors

Music Minor

Courses

Total Credits

Re-

quired

Total Credits

Total Credit Hours

22

General Education Course Required

MUS 105 Music Appreciation

Minor Required Courses

MUS 143 Music Theory I and MUS 153 Music Theory I Lab

MUS 144 Music Theory II and MUS 154 Music Theory II Lab

MUS 322 Music History II

Primary applied instrument (one hour each for four semesters)

Ensemble (four hours; one hour each semester)

- Ensemble participation is expected during each semester in which the student is enrolled in classes leading to the minor in music.
- Music minors must attend a specific number of the music events listed on the required concert list each semester as a requirement for receiving the minor in music.

Theatre Studies Minor

14-15

Fourteen or fifteen hours from the courses listed below with a grade of “C” or better (*in addition* to any THE course-work taken to satisfy the requirements of the General Education Core).

THE 205 Play in Production

THE 206 Play in Performance

THE 215 Introduction to Acting

THE 220 Acting I

THE 225 Voice for the Actor I

THE 320 Audition Techniques

THE 325 Introduction to Directing

THE 330 Elements of Theatrical Design

THE 335 Movements for Theatre

THE 360 Dramatic Literature

THE 410 Theatre History I

THE 411 Theatre History II



SCHOOL OF MATHEMATICS AND SCIENCES

William J. DeAngelis, Dean

Telephone: 770-720-9102 Fax: 770-720-5602

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Website: <http://www.reinhardt.edu/mathscience>

Mission

The School of Mathematics and Science endeavors to build an understanding and appreciation of classic and contemporary thought and research in the sciences. The School creates a framework to explore the highly dynamic and diverse areas of modern science. Biology, Mathematics, Political Science, Psychology and Sociology are fields that require students to be skilled intellectually and creatively. Within a framework of social commitment and the liberal arts, students will become well versed in the theories and techniques that will be required to function in the dynamic society of the future.

Objectives

- To provide a School that examines the classic and contemporary theories and technologies of Biology, Mathematics, Political Science, Psychology and Sociology
- To teach science within a context of social commitment and the liberal arts
- To prepare students for professional and graduate schools as well as for professional work experiences
- To examine the relationships that exist from the electronic level to the highest organismal levels and on to the universe as a whole
- To provide students with an opportunity for research experiences
- To build a framework to begin to answer the questions: Who are we? How did we get here? Where are we going?

- To provide support and service courses in the areas of Chemistry, Geology, Physics, and Political Science to support Biology, Mathematics,

Political Science, Psychology and Sociology majors.

Degree Programs

The School of Mathematics and Science offers bachelor's degree programs (B.S.) in the following areas:

- Biology
- Mathematics
- Political Science
- Psychology
- Sociology (concentrations in: Criminology/Criminal Justice, Family Studies, Cultural Diversity)

An associate degree (A.S.) is offered in Pre-Nursing.

Faculty

- Cheryl Brown, Ph.D.
- William J. DeAngelis, Ph.D., J.D., *Dean, Program Coordinator of Psychology*
- Aliya Donnell, Ph.D.
- Andy M. Edwards, M.Ed.
- Zachary Felix, Ph.D., *Program Coordinator of Biology Education*
- SimonPeter Gomez, Ph.D.
- Donald G. Gregory, Ph.D., *Program Coordinator of Sociology*
- Robin C. McNally, M.S.
- G. David Moore, Ph.D.
- S. Beth Russell, Ph.D.

- Irma Santoro, Ph.D., *Program Coordinator of Biology*
- Danielle Satre, Ph.D..
- Elizabeth Smith, M.S., *Program Coordinator of Mathematics Education*
- M. Katrina Smith, Ph.D.
- Francesco Strazzullo, Ph.D., *Program Coordinator of Mathematics*

Student Learning Outcomes

The School maintains the following student learning outcomes as its objectives:

- Students will participate in research projects
- Students will demonstrate an understanding of the roles of research and theory in science
- Students will demonstrate preparedness for professional work, professional schools, or graduate education.

Special Features and Activities

- Behavioral Sciences Club - a networking group for Psychology and Sociology majors.
- Internships are available to provide professional experiences
- Honorary Biology Society - student led organization providing campus activity in biology oriented areas
- Alpha Kappa Delta: National Honorary Society in Sociology
- Community outreach projects
- A large and biologically diverse campus that is available to students for field experiences
- Professors are involved in active research. Students are encouraged to participate in research activities.
- Student involvement in activities of the Georgia Academy of Science
- Field trips and outstanding outside speakers
- A faculty with a wide range of interests
- Pre-Nursing activities
- Convocation of Artists and Scholars
- Interdisciplinary National Honor Society in Social Sciences

Biology Program

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 size 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 allows for an educational experience that is highly personal, while the rigorous assignments in each course challenge Reinhardt students to maximize their educational experience.

Assessment

Success in the Biology major will be measured in the following ways:

- Completion of each course in the major with a grade of C or better
- An exit interview with a faculty member
- Completion of the Major Field Test

Special Features and Activities

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

- BBB honorary society in Biology
- Field and laboratory experiences providing hands on education in developing techniques and technology
- Student research activities
- Guest lectures in current biological topics
- Individual and small group instruction
- Support for articles published in the Georgia Journal of Science

Biology Faculty

- Aliya Donnell, Ph.D.
- Zachary Felix, Ph.D., *Program Coordinator of Biology Education*

- Irma Santoro, Ph.D., *Program Coordinator*
- Danielle Satre, Ph.D., *Program Coordinator, Pre-Nursing*

Mathematics Program

Mission

In an increasingly technological world, demand for mathematics has grown tremendously. 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, 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.

Assessment

Success in the Mathematics major will be measured in the following ways:

- Completion of each course in the major with a *C* or better
- An exit interview with a faculty member
- Completion of the Major Field Test

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
- Individual and small group instruction

Mathematics Faculty

- Robin C. McNally, M.S.
- Elizabeth Smith, M.S., *Program Coordinator of Mathematics Education*

- Francesco Strazzullo, Ph.D., *Program Coordinator of Mathematics*

Political Science Program

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 inter-dependent, 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 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.

Assessment

Success in achieving the learning objectives of the Political Science major will be measured in the following ways:

- Completion of an original political science research paper in POL 420 Senior Seminar in Political Science.
- Completion of each course in the major with a grade of *C* or better.
- Compilation of a student portfolio of scholarly products consisting of evidence of mastery of the types of political science writing including a scientific research paper, a position paper, a political

editorial, a legal case brief, and an analytical essay.

- For students who take SSC Social Science Internship, a portfolio documenting the internship experience.

Special Features and Activities

- Join Pi Sigma Alpha, the national political science honor society.

Political Science Faculty

- Simon Peter Gomez, Ph.D.

Psychology Program

Mission

Psychology is the scientific study of behavior. Students learn to apply scientific methods and data analysis techniques to a variety of human and non-human behaviors. Also, an emphasis is placed on developing students' proficiency in academic skills; for example, papers and oral presentations are part of many of the psychology courses. Students who have majored in psychology can 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.

Assessment

Success in achieving the objectives in the Psychology major will be measured in the following ways:

- Completion of each course in the major with a grade of *C* or better

Special Features and Activities

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

- Student research
- Internships
- SBS Club
- Social activities with other majors and faculty

Psychology Faculty

- William J. DeAngelis, Ph.D., J.D., Dean, *Program Coordinator of Psychology*

- S. Beth Russell, Ph.D.
- M. Katrina Smith, Ph.D.

Sociology Program

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 global. The core competencies of its graduates prepare 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 and 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. *Main Campus Only.*

Assessment

Success in achieving the objectives in the Sociology major will be measured in the following ways:

- Completion of each course in the major with a *C* or better

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

Sociology Faculty

- Cheryl Brown, Ph.D.
- Donald G. Gregory, Ph.D., *Program Coordinator of Sociology*

Associate of Science in Pre-Nursing (A.S.)

The pre-nursing degree is a two-year program offering the basic requirements for specialization in nursing and transfer to a baccalaureate nursing program.

Currently the program has an articulation agreement with Emory's Woodruff School of Nursing, which guarantees students that the Emory school of nursing will accept all course work completed at Reinhardt. The pre-nursing program at Reinhardt boasts all graduates of the program, who have transferred to Emory and other nursing schools in the state, have successfully completed their nursing degrees in the programs that accepted them.

Courses

Total Credits

quired

Re-

Total Credits

General Education Curriculum

39

General Education Courses Required in the Major:

MAT 102 College Algebra
 BIO 107 Introduction to Cell and Molecular Biology
 PSY 101 Introduction to Psychology
 SCI 103 Writing for the Sciences

Major

26

BIO 211 Human Anatomy & Physiology I
 BIO 212 Human Anatomy & Physiology II
 BIO 251 Microbiology
 CHE 121 General Chemistry I
 CHE 280 Survey of Organic Chemistry
 MAT 200 Introduction to Statistics
 PSY 200 Developmental Psychology

Majors must also present evidence of successful completion of a course in CPR, cardiopulmonary resuscitation.

Total Semester Credits Required in Degree

65

Bachelor of Science in Biology (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 service, education, the 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, occupational therapy, physical therapy, physician assistant, medical technology, health information management, forestry and others.

General Biology (Concentration)

The general biology concentration allows individuals to customize their programs to reflect their passions.

Courses

Total Credits

Required

General Education Curriculum

49

General Education Courses Required in the Major

BIO 107 Introduction to Cell and Molecular Biology and BIO 280, BIO 301, or BIO 350
 PCS 127 College Physics I
 SCI 103 Writing for the Sciences

Major Required Courses

21

BIO 251 Intro Microbiology
 BIO 280 General Zoology
 BIO 300 Biology Seminar
 BIO 301 Introduction to Plant Biology
 BIO 320 Genetics
 BIO 360 Principles of Ecology

Major Electives (select four)

14-16

BIO 211 Anatomy and Physiology I
 BIO 212 Anatomy and Physiology II
 BIO 304 Taxonomy of Vascular Plants
 BIO 305 Invertebrate Biology
 BIO 310 Vertebrate Zoology
 BIO 340 Cell Biology and Physiology
 BIO 405 Evolutionary Biology
 BIO 410 Immunobiology
 BIO 425 Aquatic Zoology
 BIO 431 Limnology
 BIO 440 Biochemistry
 BIO 450 Thesis Project
 GEO 125 Physical Geology
 GEO 126 Historical Geology
 GEO 200 Earth and Atmospheric Sciences
 PCS 128 College Physics II
 MAT 321 Calculus II

Associate Fields

23

CHE 121 General Chemistry I
 CHE 122 General Chemistry II
 CHE 340 Organic Chemistry I
 CHE 341 Organic Chemistry II

MAT 200 Introduction to Statistics
MAT 221 Calculus I

General Electives**11-13****Total Semester Credits Required in Degree****120****Pre-Medical, Pre-Dental and Pre-Pharmacy (Concentration)**

Preparation for medical, dental, and pharmacy schools is slanted toward molecular biology. Additional math (calculus II), psychology, sociology and microeconomics are also useful.

Courses

*Total Credits
Required*

General Education Courses Required in the Major**49**

BIO 107 Introduction to Cell and Molecular Biology and BIO 280, BIO 301, or BIO 350
PCS 127 College Physics I
SCI 103 Writing for the Sciences

Major Required Courses**21**

BIO 251 Intro Microbiology
BIO 280 General Zoology
BIO 300 Biology Seminar
BIO 301 Intro to Plant Biology
BIO 320 Genetics
BIO 360 Principles of Ecology

Major Electives (recommended)**15**

BIO 340 Cell Biology
BIO 410 Immunobiology
BIO 440 Biochemistry
PCS 128 General Physics II

Associate Fields**23**

CHE 121 General Chemistry I
CHE 122 General Chemistry II
CHE 340 Organic Chemistry I
CHE 341 Organic Chemistry II
MAT 200 Intro to Statistics
MAT 221 Calculus I

General Electives**12****Total Semester Credits Required in Degree****120****Pre-Veterinary (Concentration)**

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

Courses

*Total Credits
Required*

General Education Courses Required in the Major**49**

BIO 107 Introduction to Cell and Molecular Biology and BIO 280, BIO 301, or BIO 350
PCS 127 College Physics I
SCI 103 Writing for the Sciences

Major Required Courses	21
BIO 251 Intro Microbiology	
BIO 280 General Zoology	
BIO 300 Biology Seminar	
BIO 301 Intro to Plant Biology	
BIO 320 Genetics	
BIO 360 Principles of Ecology	
Major Electives (recommended)	15
BIO 305 Invertebrate Zoology	
BIO 310 Vertebrate Zoology	
BIO 340 Cell Biology	
BIO 440 Biochemistry	
Associate Fields	23
CHE 121 General Chemistry I	
CHE 122 General Chemistry II	
CHE 340 Organic Chemistry I	
CHE 341 Organic Chemistry II	
MAT 200 Intro to Statistics	
MAT 221 Calculus I	
General Electives	12
Total Semester Credits Required in Degree	120

Pre-Physical Therapy (Concentration)

Preparation for graduate work in physical therapy includes a two unit sequence in Human Anatomy and Physiology and a second course in Physics in the major electives.

<i>Courses</i>	<i>Total Credits Required</i>
General Education Courses Required in the Major	49
BIO 107 Introduction to Cell and Molecular Biology and BIO 280, BIO 301, or BIO 350	
PCS 127 College Physics I	
SCI 103 Writing for the Sciences	
Major Required Courses	21
BIO 251 Intro Microbiology	
BIO 280 General Zoology	
BIO 300 Biology Seminar	
BIO 301 Intro to Plant Biology	
BIO 320 Genetics	
BIO 360 Principles of Ecology	
Major Electives (recommended)	16
BIO 211 Anatomy and Physiology I	
BIO 212 Anatomy and Physiology II	
BIO 340 Cell Biology	
PCS 128 General Physics II	
Associate Fields	23
CHE 121 General Chemistry I	
CHE 122 General Chemistry II	

CHE 340 Organic Chemistry I
 CHE 341 Organic Chemistry II
 MAT 200 Intro to Statistics
 MAT 221 Calculus I

General Electives 11

Total Semester Credits Required in Degree 120

Pre-Field Biology (Concentration)

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

Courses *Total Credits
Required*

General Education Courses Required in the Major 49

BIO 107 Introduction to Cell and Molecular Biology and BIO 280, BIO 301, or BIO 350
 PCS 127 College Physics I
 SCI 103 Writing for the Sciences

Major Required Courses 21

BIO 350 Intro Microbiology
 BIO 280 General Zoology
 BIO 300 Biology Seminar
 BIO 301 Intro to Plant Biology
 BIO 320 Genetics
 BIO 360 Principles of Ecology

Major Electives (recommendations) 16

BIO 304 Taxonomy of Vascular Plants
 BIO 305 Invertebrate Zoology
 BIO 310 Vertebrate Zoology
 BIO 450 Thesis Project

Associate Fields 23

CHE 121 General Chemistry I
 CHE 122 General Chemistry II
 CHE 340 Organic Chemistry I
 CHE 341 Organic Chemistry II
 MAT 200 Intro to Statistics
 MAT 221 Calculus I

General Electives 11

Total Semester Credits Required in Degree 120

Bachelor of Science in Biology Education

Courses

Total Credits

quired

Re-

Total Credits

General Education Curriculum

48-49

ART 105, MUS 105, THE 105, or ENG 280
 BIO 107 Introduction to Cell and Molecular Biology (with Lab)
 COM 108 Fundamentals of Speech
 EDU 225 Lifespan Development From a Multicultural Perspective
 ENG 101 Composition
 Literature Course
 FYS 101 First Year Seminar
 History Course
 History Course
 MAT 102 College Algebra *OR* MAT 121 Pre-Calculus Mathematics (4)
 PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)
 PHI 164/EDU 164 Values, Character, and Leadership Development
 PSY 101 Introduction to Psychology
 Religion Course
 SCI 103 Writing for the Sciences
 SPA 101 Elementary Spanish I

PSOE Biology Education Curriculum

Major Field Courses

3

EDU 230 Common Elements of Differentiated Instruction

Teaching Field Courses

32

BIO 108 General Biology (with Lab)
 BIO 280 General Zoology (with Lab)
 BIO 301 Introduction to Plant Biology (with Lab)
 BIO 320 Genetics (with Lab)
 BIO 340 Cell Biology and Physiology (with Lab)
 BIO 350 Introductory Microbiology (with Lab)
 BIO 360 Principles of Ecology (with Lab)
 BIO 405 Evolutionary Biology (with Lab)

Affiliated Teaching Field Courses

15

MAT 200 Introduction to Statistics
 CHE 121 General Chemistry I (with Lab)
 CHE 122 General Chemistry II (with Lab)
 PCS 200 Physics for Life (with Lab)

Professional Sequence Courses

30

EDU 327 Differentiated Instruction and Assessment
 EDU 329 Teaching in the Inclusion Classroom
 EDU 384 Differentiation Through Technology
 EDU 399 DATA: Reading and Writing in the Content Areas for Diverse Learners
 EDU 440 DATA: Spirituality and the Nurturing Classroom
 EDU 471 DATA: Biology

EDU 495 Candidate Teaching with Seminars: Biology (12)

Total Semester Credits Required in Degree**128-129**

Bachelor of Science in Criminal Justice - Sociology (B.S.)

This major focuses on the criminal justice system, deviance and the law. This combination allows those wishing to pursue careers in law enforcement to gain an understanding of deviance, organizational behavior, administration, and grant writing.

*Courses**Total Credits**quired**Re-*

Total Credits

General Education Curriculum**48-49**

SCI 103 Writing for the Sciences

SOC 105 Introduction to Sociology

**Must make a C or better to take higher level SOC course work

Major Required

Courses 41

Sociology Core

Professional Development Courses

14

SSC 315 Statistics for Social and Behavioral Sciences

SSC 321 Qualitative Research Methods

SSC 325 Survey Design and Analysis

SSC 340 Program Evaluation and Needs Assessment

SSC 470 Independent Research Project *or* SSC 490 Social Science Internship

Theoretical Foundations

6

SOC 370 Classical Sociological Theory

SOC 371 Contemporary Sociological Theory

Content Courses

21

POL 385 Constitutional Law

SOC 300 Global Social Problems

SOC 310 Social Inequality: Class, Race and Gender

SOC 340 Marriages and Families

SOC 350 Deviant Behavior and Social Control

SOC 360 Introduction to Criminal Justice and Criminology

SOC 380 Family Violence

General Electives **30-31**

Total Semester Credits Required in Degree **120**

Bachelor of Science in Cultural Diversity - Sociology (B.S.)

We live in an increasingly diverse world. Employers are demanding that their employees be trained in issues of multiculturalism and diversity. Students in this major will have in-depth exposure to the complexity of culture and society. Students will acquire a global perspective and the conceptual tools necessary to work in a variety of professional and academic positions.

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

48-49

SCI 103 Writing for the Sciences

SOC 105 Introduction to Sociology

**Must make a C or better to take higher level SOC course work

Major Required

Courses 41

Sociology Core

Professional Development Courses

14

SSC 315 Statistics for Social and Behavioral Sciences

SSC 321 Qualitative Research Methods

SSC 325 Survey Design and Analysis

SSC 340 Program Evaluation and Needs Assessment

SSC 470 Independent Research Project *or* SSC 490 Social Science Internship

Theoretical Foundations

6

SOC 370 Classical Sociological Theory

SOC 371 Contemporary Sociological Theory

Content Courses

21

COM 360 Intercultural Communication

SOC 300 Global Social Problems

SOC 310 Social Inequality: Class, Race and Gender

SOC 320 Race and Ethnic Relations

SOC 330 Gender and Society

SOC 340 Marriages and Families

SSC 495 Diverse People

General Electives

30-31

Total Semester Credits Required in Degree

120

Bachelor of Science in Mathematics (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, biotechnology, actuarial science, and mathematical modeling. It also prepares students for further study in mathematics.

<i>Courses</i>	<i>Total Credits</i>
<i>quired</i>	<i>Re-</i>

Total Credits	
General Education Curriculum	49
General Education Courses Required in the Major	
MAT 200 Statistics	
SCI 103 Writing for the Sciences	
Major Required Courses	44
MAT 121 Pre-Calculus	
MAT 215 Computer Programming	
MAT 221 Calculus I	
MAT 300 College Geometry	
MAT 310 Abstract Algebra	
MAT 320 Linear Algebra	
MAT 321 Calculus II	
MAT 330 Discrete Mathematics	
MAT 410 Real Analysis	
MAT 420 Differential Equations	
MAT 421 Calculus III	
MAT 430 Numerical Analysis	
MAT 450 Senior Seminar in Mathematics	
Associate Field Required Course (select one cycle)	8
PCS 127 Physics I and PCS 128 Physics II <i>OR</i>	
PCS 201 Physics with Calculus I and PCS 202 Physics with Calculus II	
General Electives	19
Total Semester Credits Required in Degree	120

Quantitative Sciences Concentration

The Quantitative Science 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.

<i>Courses</i>	<i>Total Credits</i>
<i>quired</i>	<i>Re-</i>

Total Credits	
General Education Curriculum	49
General Education Courses Required in the Major	
SCI 103 Writing for the Sciences	
MAT 200 Statistics	
BIO 107 Introduction to Cell and Molecular Biology	
BIO 108 Introduction to Organismal Biology	
Major Required Courses	44
MAT 121 Pre-Calculus	
MAT 215 Computer Programming	
MAT 221 Calculus I	
MAT 300 College Geometry	
MAT 310 Abstract Algebra	
MAT 320 Linear Algebra	
MAT 321 Calculus II	
MAT 330 Discrete Mathematics	
MAT 410 Real Analysis	
MAT 420 Differential Equations	
MAT 421 Calculus III	
MAT 430 Numerical Analysis	
MAT 450 Senior Seminar in Mathematics	
Associate Field Required Courses (select one cycle)	8
PCS 127 Physics I and PCS 128 Physics II	
PCS 201 Physics with Calculus I and PCS 202 Physics with Calculus II	
Associate Field Elective Courses (select four)	15-16
BIO 320 Genetics	
BIO 340 Cell Biology and Physiology	
BIO 350 Introduction to Microbiology	
BIO 360 Principles of Ecology	
BIO 410 Immunobiology	
BIO 440 Biochemistry	
CHE 121 General Chemistry I	
CHE 122 General Chemistry II	
CHE 240 Organic Chemistry I	
CHE 241 Organic Chemistry II	
GEO 125 Physical Geology	
GEO 126 Historical Geology	
General Elective Courses	4-5
Total Semester Credits Required in Degree	120-122

Bachelor of Science in Mathematics Education

Courses

Total Credits

quired

Re-

Total Credits

General Education Curriculum

48-49

Arts Experience Course
 COM 108 Fundamentals of Speech
 ENG 101 Composition
 ENG 103 Composition and Research or SCI 103 Writing for the Sciences
 ENG 203, ENG 204, ENG 223, ENG 224, ENG 271, or ENG 272
 FYS 101 First Year Seminar
 HIS 111 Western Civ I, HIS 112 Western Civ II, HIS 120 World History I, or HIS 121 World History II
 HIS 251 US History I or HIS 252 US History II
 MAT 200 Introduction to Statistics
 PCS 127 College Physics I (with Lab)
 Any other Earth/Space Cluster Course
 PED 100 Fitness for College and Life (2) or PED 200 Lifetime Fitness and Wellness (for students age 21 and older) (4)
 PHI 164/EDU 164 Values, Character, and Leadership Development
 PSY 101 Introduction to Psychology
 REL 104 Intro to Religion, REL 204 Survey of Old Testament, or REL 205 Survey of New Testament
 SPA 101 Elementary Spanish I

PSOE Mathematics Education Curriculum

Major Field Courses

6

EDU 225 Lifespan Development from a Multicultural Perspective
 EDU 230 Common Elements of Differentiated Instruction

Teaching Field Courses

41

MAT 121 Pre-Calculus Mathematics (4)
 MAT 215 Computer Programming (4)
 MAT 221 Calculus I (4)
 MAT 300 College Geometry
 MAT 310 Abstract Algebra
 MAT 320 Linear Algebra
 MAT 321 Calculus II (4)
 MAT 330 Discrete Mathematics
 MAT 410 Real Analysis
 MAT 420 Differential Equations
 MAT 421 Calculus III (4)
 MAT 450 Senior Seminar in Mathematics

Professional Sequence Courses

30

EDU 327 Differentiated Instruction and Assessment
 EDU 329 Teaching in the Inclusion Classroom
 EDU 384 Differentiation through Technology
 EDU 399 DATA: Reading and Writing in the Content Areas for Diverse Learners
 EDU 440 DATA: Spirituality and the Nurturing Classroom
 EDU 472 DATA: Mathematics
 EDU 496 Candidate Teaching with Seminars: Mathematics (12)

Total Semester Credits Required in Degree**125-126**

Bachelor of Science in Political 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.

Courses

Total Credits

Required

48-49

General Education Core

General Education Courses Required in the Major

- SCI 103 Writing for the Sciences
- POL 101 American Government
- BUS 206 Principles of Economics (Macro)

Major Required Courses

21

- SSC 315 Statistics for the Social and Behavioral Sciences
- SSC 321 Qualitative Research Methods
- SSC 325 Survey Design and Analysis
- SSC 340 Program Evaluation and Needs Assessment
- POL 311 Comparative Politics
- POL 301 International Politics
- POL 420 Senior Seminar

Choose one of the following:

- POL 306 Classical Political Thought *or*
- POL 308 Modern Political Thought

Major Electives (select four)

12

- POL 368 Interest Groups and Public Policy
- POL 385 Constitutional Law
- POL 472 Media and Politics
- POL 498 Special Topics in Political Science
- POL 499 Independent Study in Political Science
- SSC 490 Social Science Internship

General Electives

39

Total Semester Credits Required in the Degree

120

Bachelor of Science in Psychology (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.

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

49

General Education Courses Required in the Major

PSY 101 Introduction to Psychology*

SOC 105 Introduction to Sociology

SCI 103 Writing for the Sciences

BIO 107 Introduction to Cell and Molecular Biology

BIO 108 Introduction to Organismal Biology

**Students must make a C or better in PSY 101 in order to take a higher level PSY course.*

Major Required Courses

25

PSY 200 Life-span Developmental Psychology

PSY 210 Personality

PSY 310 Abnormal Psychology

PSY 330 Physiological Psychology

PSY 325 Experimental Methodology in Psychology

PSY 420 Senior Seminar in Psychology

SSC 315 Statistics for the Social and Behavioral Sciences

SSC 321 Qualitative Research Methods

Major Electives (select three)

9

PSY 340 Cognition and Memory

PSY 350 Social Psychology

PSY 360 Behavior Analysis

PSY 498 Special Topics in Psychology

PSY 499 Independent Study in Psychology

SSC 470 Independent Research Project

SSC 490 Social Science Internship

General Electives

37

Note: At least half of the General Electives must be upper level courses (300-400).

Total Semester Credits Required in Degree

120

Bachelor of Science in Social Services - Sociology (B.S.)

Reinhardt University will offer its students the ability to fine-tune their knowledge focusing on issues of families such as parenting skills, child development and families' relation to other institutions. This major allows the graduate a wide range of post-graduate studies and a respected area of study within the business world. This concentration also allows those interested in pursuing advanced degrees in social work a solid undergraduate foundation.

Courses

Total Credits

Re-

quired

Total Credits

General Education Curriculum

48-49

SCI 103 Writing for the Sciences

SOC 105 Introduction to Sociology

****Must make a C or better to take higher level SOC course work**

Major Required

Courses 41

Sociology Core

Professional Development Courses

14

SSC 315 Statistics for Social and Behavioral Sciences

SSC 321 Qualitative Research Methods

SSC 325 Survey Design and Analysis

SSC 340 Program Evaluation and Needs Assessment

SSC 470 Independent Research Project *or* SSC 490 Social Science Internship

Theoretical Foundations

6

SOC 370 Classical Sociological Theory

SOC 371 Contemporary Sociological Theory

Content Courses

21

PSY 200 Lifespan Development

SOC 300 Global Social Problems

SOC 310 Social Inequality: Class, Race and Gender

SOC 330 Gender and Society

SOC 340 Marriages and Families

SOC 345 Parenting Roles: Mothering and Fathering

SOC 380 Family Violence

General Electives

30-31

Total Semester Credits Required in Degree 120

Mathematics and Sciences Minors

Courses

Total Credits

Re-

quired

Total Credits

Biology Minor

The biology minor is open to all students who complete BIO 107 and/or BIO 108 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.

Total Credit Hours

at least 12

Minor Required Courses

9

BIO 107 Introduction to Cell and Molecular Biology (Required unless satisfied in other major/minor or General Education Curriculum)

BIO 108 Introduction to Organismal Biology (Required unless satisfied in other major/minor or General Education Curriculum)

BIO 300 Biology Seminar

Minor Electives (select at least two)

7-8

BIO 211 Anatomy and Physiology I

BIO 212 Anatomy and Physiology II

BIO 251 Introductory Microbiology

BIO 280 General Zoology

BIO 301 Introduction to Plant Biology

BIO 304 Taxonomy of Vascular Plants

BIO 305 Invertebrate Biology

BIO 310 Vertebrate Zoology

BIO 320 Genetics

BIO 340 Cell Biology and Physiology

BIO 360 Principles of Ecology

BIO 405 Evolutionary Biology

BIO 410 Immunobiology

BIO 431 Limnology

BIO 440 Biochemistry

Mathematics 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/her own skills. The Mathematics Minor is open to all students who complete the basic calculus cycle and enrich it with the election of at least another MAT course, completing at least 12 credit hours in courses numbered MAT.

Total Credit Hours

at least 12

Minor Required Courses

4-12

MAT 121 Precalculus (*required unless satisfied in other major/minor or General Education Curriculum*)

MAT 221 Calculus I (*required unless satisfied in other major/minor*)

MAT 321 Calculus II

Minor Electives (select at least one)

3-8

MAT 215 Computer Programming

MAT 300 College Geometry
 MAT 310 Abstract Algebra
 MAT 320 Linear Algebra
 MAT 330 Discrete Mathematics
 MAT 410 Real Analysis
 MAT 420 Differential Equations
 MAT 421 Calculus III
 MAT 430 Numerical Analysis

Political Science 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.

Total Credit Hours

18

General Education Course Requirements

POL 101 American Government
 SCI 103 Writing for the Sciences

Minor Required Courses

12

POL 301 International Politics
 POL 311 Comparative Politics
 SSC 315 Statistics for the Social and Behavioral Sciences *or*
 SSC 321 Qualitative Research Methods

Choose one of the following:

POL 306/PHI 306 Classical Political Thought *or*
 POL 308/PHI 308 Modern Political Thought

Minor Electives (choose two)

6

POL 368 Interest Groups and Public Policy
 POL 385 Constitutional Law
 POL 420 Senior Seminar
 POL 472 Media and Politics
 POL 498 Special Topics in Political Science
 POL 499 Independent Study in Political Science
 SSC 490 Social Science Internship

Pre-Law 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.

Total Credit Hours

18

General Education Course Requirement

POL 101 American Government
 PSY 101 Introduction to Psychology
 COM 108 Communicating Effectively

Minor Required Courses **6**

POL 385 Constitutional Law

Choose one of the following:

POL 306/PHI 306 Classical Political Thought *or*
 POL 308/PHI 308 Modern Political Thought

Minor Electives (choose at least four) **12**

BUS 290 Legal and Ethical Environment of Business
 COM 370 Media Law and Ethics
 POL 498 Special Topics in Political Science
 SOC 250 Deviant Behavior and Social Control
 SOC 360 Principles of Criminal Justice and Criminology
 SOC 380 Family Violence
 SSC 490 Social Science Internship

Psychology Minor

Total Credit Hours **19**

General Education Course Requirement

PSY 101 Introduction to Psychology

Minor Required Courses **13**

PSY 200 Life-Span Developmental Psychology
 PSY 210 Personality
 PSY 320 Statistics for Psychologists
 PSY 325 Experimental Methodology in Psychology

Minor Electives (select two) **6**

PSY 310 Abnormal Psychology
 PSY 330 Physiological Psychology
 PSY 340 Cognition and Memory
 PSY 350 Social Psychology
 PSY 360 Behavior Analysis
 PSY 498 Special Topics in Psychology
 PSY 499 Independent Study in Psychology

Sociology Minor

Total Credit Hours **15-16**

General Education Course Requirement

SOC 105 Introduction to Sociology

Minor Required Courses: Must choose one of the following courses: **3-4**

SSC 315 Statistics for Social and Behavioral Sciences
 SSC 321 Qualitative Research Methods

Minor Elective Courses **12**

Any four courses with a SOC or SSC prefix not already used for minor or major program requirements.

Social Science Research Minor

Total Credit Hours **18**

Minor Required Courses **10**

PSY 320 Statistics for Psychologists
 PSY 325 Experimental Methodology in Psychology
 SSC 315 Statistics for Social and Behavioral Sciences

SSC 321 Qualitative Research Methods

SSC 325 Survey Design & Analysis

SSC 340 Program Evaluation and Needs Assessment

SCHOOL OF PROFESSIONAL STUDIES

Mission

The School of Professional Studies houses programs for the adult learner which include online programming, certificate programs, associate, bachelor and master's degree program. The emphasis of the School is on programs that help adult students advance their careers, improve their knowledge base and skill set, and improve job placement opportunities. The School of Professional Studies also encompasses the Public Safety Institute and the Police Academy.

Degree Programs

The School of Professional Studies offers bachelor's degree programs in the following areas:

- Criminal Justice (B.C.J.)
- Healthcare Administration (B.H.A.)

An associate of science degree (A.S.) is offered in

1. Criminal Justice
2. Fire Management

Faculty

- **Jeffrey K. Black**, *Instructor of Criminal Justice; Police Academy Lead Instructor*
- **Lester W. Drawdy, III**, *Interim Dean; Coordinator for Criminal Justice Program; Director of Police Academy*
- **Philip J. Unger**, *Assistant Professor; Coordinator of Health Care Administration Program*

Bachelor of Criminal Justice Program

The Bachelor of Criminal Justice (BCJ) is a 54 credit hour online degree completion program which focuses on the roles and interactions of the key components of

the U.S. Criminal Justice System and issues that affect its structure and functioning. Emphasis is placed on theory as it

relates to current practice. The coursework is designed to enhance critical thinking skills and decision making capabilities essential for leaders in the field of criminal justice. The program prepares entry-level persons for diverse career opportunities and enhances career development potential for practitioners in the public and private sectors.

Admission requirements

Prospective students must meet the general admission standards of Reinhardt University. Transfer students must have a cumulative grade point average of 2.0 on a 4.0 scale for all attempted collegiate work. An applicant that does not meet the 2.0 G.P.A. requirement may be admitted on a provisional basis for one semester. A maximum of 80 credit hours can transfer into this program.

No grades of "D" will be accepted for transfer unless the student has completed a bachelor's or associate (AA or AS) degree at Reinhardt or another regionally accredited institution. Courses satisfying the English General Education Competency and all Major Courses require a grade of "C" or better.

Official transcripts from all institutions attended are required for admissions consideration.

Bachelor of Healthcare Administration Program

The Bachelor of Health Care Administration (BHA) Program is designed for undergraduate students preparing for careers as managers in the public and private health

care sector. Courses provide a comprehensive understanding of the health care delivery system in the United States, examine the special characteristics and requirements of organizations providing health care services, and address the skills and knowledge required in order to function as a professional manager in the field.

Admission requirements

A minimum of 30 semester credit hours of transfer credit, which includes ENG 101 or an equivalent course, from an accredited institution, professionally recognized college or university, or a combination of college credit and credit earned through national testing programs (a maximum of 80 credit hours can transfer into this program).

A cumulative grade point average of 2.0 on a 4.0 scale of all attempted collegiate work. An applicant that does not meet the 2.0 G.P.A. requirement may be admitted on a provisional basis for one semester.

No grades of “D” will be accepted for transfer unless the student has completed a bachelor’s or associate (AA or AS) degree at Reinhardt or another regionally accredited institution. Courses satisfying the English General Education Competency and all Major Courses require a grade of “C” or better.

Official transcripts from all institutions attended are required for admissions consideration.

Technical & Professional Training Credit

Students in the School of Professional Studies may be awarded lower division semester credit hours for certified technical and professional training. Up to 30 semester credits can be requested and awarded toward the bachelor’s degree in the area of free electives. Grades and quality points are not given for technical and professional training credit.

Credit is based on learning with consideration given to contact hours, content, and mastery of pertinent materials. A student may petition for the award of academic credit if proper and sufficient documentation is provided demonstrating learning equivalent to that which could be

obtained in a lower-division Reinhardt University college course. The student may be required to supplement the documentation by a demonstration of the knowledge for which credit is requested. Petitions for the awarding of credit must be reviewed and approved by the appropriate program coordinator, school dean, dean for academic affairs, and the University registrar.

To be eligible, a student must meet the following criteria:

- Be enrolled in a Reinhardt University degree completion program;
- Currently hold an active professional certification or license issued by a recognized state or national organization approved by the Program Coordinator and/or Dean;
- Document at least 2 full-time years of relevant technical/professional employment;
- Have a cumulative GPA of 2.0 or higher

To request credit a student must:

- Meet with the appropriate program coordinator and/or Dean to ascertain the courses(s) for which the student believes he/she has college level learning experience;
- Submit proof of holding an active professional certification / licensure approved by the Program Coordinator and /or Dean;
- Submit a current resume or curricula vitae with verifiable proof of having been employed for at least 2 full years in a relevant profession;
- Provide official verification of training completion for which the student believes he/she has college level learning experience (i.e. certificate, letter, etc.);
- Provide official verification of the hours spent in training;
- Provide a syllabus or prescribed program of instruction documenting learning objectives and/or student outcomes;
- Submit a completed Technical and Professional Training Credit Petition along with any supplemental documentation requested by the program coordinator, school dean, dean for academic affairs, or University registrar.

Associate of Science in Criminal Justice (A.S.)

The Associate of Science in Criminal Justice program is offered at the *North Fulton Center* and is structured as career training for those interested in law enforcement, the legal system, local, state and federal government and homeland security. Students who wish to pursue a four-year degree after completing the AS degree are appropriately tracked into one of the University's Advantage degree completion programs.

Georgia P.O.S.T. Basic Peace Officer Certification:

Completion of specified major course 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.

<i>Courses</i>		<i>Total Credits</i>
<i>quired</i>		<i>Re-</i>
Total Credits		
General Education Curriculum		36
English—ENG 101 and 102	6	
Fundamentals of Speech—COM 108	3	
Mathematics—MAT 102	3	
Natural Science	3	
Social Science	6	
Humanities	6	
Computer Applications (BUS 150)	3	
Core Curriculum Electives from the above areas	6	
Free Electives		6
Major Required Courses		
CRJ 201 Introduction to Criminal Justice for Law Enforcement		3
Completion of the following:		15
CRJ 206 Fundamentals of Criminal Investigation for Law Enforcement	3	
CRJ 215 Basic Law Enforcement Procedures	6	
CRJ 254 Criminal Procedure for Law Enforcement	3	
CRJ 275 Introduction to Criminal Law for Law Enforcement	3	

*Students not qualified to seek peace officer certification may fulfill 15 semester hours of major required courses with other criminal justice coursework identified under course descriptions. Substitute criminal justice coursework will not lead to basic peace officer certification and will only be offered at the discretion of the Dean of the School of Professional Studies.

Total Semester Credits Required in Degree**60**

Associate of Science in Fire Management (A.S.)

An Associate of Science in Fire Management is offered at the North Fulton Center and will prepare you to excel and advance in the career field of firefighting. There is a direct correlation between education and successful pursuit of a career path in firefighting. Course scheduling is designed to be flexible due to the uncertainty and time demands that many public safety professionals face in today's world.

Upon graduation, graduates may choose to apply their skills in all levels of structural firefighting, disaster planning and recovery, urban search and rescue, emergency medical services, or incident command.

Courses

Total Credits

quired

Re-

Total Credits

General Education Curriculum

38

ENG 101 Composition

ENG 102 Composition/Literature

COM 108 Fundamentals of

Speech

BUS 300 Business Communication

BIO 107 General Biology

CHE 121 General Chemistry

PSY 101 Introduction to Psychology

SOC 105 Introduction to Sociology

MAT 102 College Algebra

BUS 150 Basic Computer Applications

POL 101 American Government

Choose one Humanities Elec-
tive

Major Course Requirements

27

FMG 201 Fire Prevention

FMG 202 Principles of Fire Fighter Safety & Survival

FMG 203 Fire Protection Systems

FMG 204 Fire Behavior & Combustion

FMG 205 Principles of Emergency Services

FMG 206 Building Construction for Fire Protection

FMG 207 Fire Protection, Hydraulics & Water Supply

FMG 208 Fire Strategy & Tactics

FMG 209 Budget Management

Total Semester Credits Required in Degree

65

Bachelor of Criminal Justice (B.C.J.)

The Bachelor of Criminal Justice is a 54 credit hour online degree completion program which focuses on the roles and interactions of the key components of the U.S. Criminal Justice System and issues that affect its structure and functioning. Emphasis is placed on theory as it relates to current practice. The coursework is designed to enhance critical thinking skills and decision making capabilities essential for leaders in the field of criminal justice. The program prepares entry-level persons for diverse career opportunities and enhances career development potential for practitioners in the public and private sectors. A total of 120 credit hours are required to earn the degree, thirty-six meeting Reinhardt University's Advantage general education requirements and **thirty** qualified free electives.

Courses

Total Credits

Required

General Education Entrance Competencies

66

English	6
Speech Communication	3
Math (College Algebra or above)	3
Science	3
Social Science	6
Humanities	6
General Education Electives from any of the above categories	6
Computer Applications	3
Free Electives	30

Major Required Courses **Grade of C or higher required for all courses

54

RHU 101 Orientation to Online Learning	3
CRJ 201 Introduction to Criminal Justice	3
CRJ 300 Criminal Evidence & Procedure	3
CRJ 310 Criminal Justice Research	3
CRJ 320 Survey of American Law Enforcement	3
CRJ 330 Survey of Correctional Thought & Practices	3
CRJ 340 Ethical Issues in Criminal Justice	3
CRJ 350 Current Trends in Law Enforcement	3
CRJ 400 Seminar in Cyberspace Criminal Activity	3
CRJ 410 Criminality & Criminological Theory	3
CRJ 420 Juvenile Justice & Delinquency	3
CRJ 430 Managing Criminal Justice Organization	3
CRJ 440 Terrorism & Counterterrorism	3
CRJ 450 Incident Command Paradigms	3
CRJ 460 Fraud Investigation	3
CRJ 470 Comparative Criminal Justice Systems	3
CRJ 480 Seminar in Criminal Justice	3
CRJ 490 Directed Research in Criminal Justice	3

Total Semester Credits Required in Degree

120

**CRJ 480 and CRJ 490 may be substituted with other upper-level criminal justice coursework with the approval of the Program Coordinator and/or Dean.

Bachelor of Healthcare Administration (B.H.A.)

The Bachelor of Healthcare Administration (BHA) Program is designed for undergraduate students preparing for careers as managers in the public and private health care sector. Courses provide 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. This program consists of a minimum of 48 credit hours, all of which are offered on-line, excepting the optional internship course. A total of 120 credit hours are required to earn the degree, thirty-six meeting Reinhardt University's Advantage general education requirements and thirty-six as qualified electives.

General Education Competencies Core and Electives requirements for the Bachelor of Healthcare Administration degree:

Courses

*Total Credits
Re-*

quired

Total Credits		
General Education Competencies Core		72

College Algebra or above	
English	6
Speech Communications	3
Science	3
Social Science	6
Humanities	6
General Education Electives from any of the above categories	6
Computer Applications	3
Free Electives	36

Major Required Courses **Grade of C or higher required for all courses	48
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HCA 300 Advanced Concepts in Healthcare Administration
 HCA 301 Advanced Medical Terminology for Healthcare Administration
 HCA 302 Information Management in Healthcare Administration
 HCA 303 Organizational Behavior in the Healthcare Sector
 HCA 304 Healthcare Law, Regulations and Ethics
 HCA 305 Strategic Management in Healthcare Organizations
 HCA 306 The Economics of Healthcare
 HCA 307 Human Resource Management in Healthcare Organizations
 HCA 308 Institutional Accounting and Finance for Healthcare Administrators
 HCA 401 Clinical Data Management
 HCA 402 Institutional Patient Safety and Infection Prevention
 HCA 403 Public Health Administration
 HCA 404 Supply Chain Management in Healthcare
 HCA 405 The Impact of Regulatory Policy on Healthcare
 HCA 406 Healthcare Quality Management and Assessment
 HCA 410 Capstone Course in Healthcare Administration *OR*
 HCA 490 Healthcare Administration Internship (3-6 credit hours)

Police Academy – Basic Law Enforcement Training Course

The Basic Law Enforcement Training Course consists of a sequence of specialized criminal justice classes offered at the North Fulton Center. The program provides qualified individuals the opportunity to earn Basic Peace Officer Certification through the Georgia Peace Officer Standards and Training Council. Academic credit earned through completion of these specialized criminal justice classes may be applied to the Associate of Science in Criminal Justice and/or the Bachelor of Criminal Justice. In some cases, academic credit may be used to satisfy general elective requirements in other majors at Reinhardt University with prior approval from an academic advisor and the appropriate school dean.

Credit from other institutions, irrespective of title or description, may not be transferred in to satisfy coursework required for this program. Students must be approved by the Georgia P.O.S.T. Council and meet University specific entrance standards to participate.

Required Courses

Total Credits

CRJ 206 Fundamentals of Criminal Investigation for Law Enforcement	3
CRJ 215 Basic Law Enforcement Procedures	6
CRJ 254 Criminal Procedure for Law Enforcement	3
CRJ 275 Introduction to Criminal Law for Law Enforcement	3



COURSE DESCRIPTIONS

Curriculum Abbreviations

ART	Art
BIO	Biology
BUS	Business Administration
CHE	Chemistry
COM	Communications
CRJ	Criminal Justice
EDU	Education
ENG	English
FMG	Fire Management
FRE	French
FYS	First Year Seminar
GBS	General Business Studies
GEO	Geology
HCA	Healthcare Administration
HIS	History
IDS	Interdisciplinary Studies
MAT	Mathematics
MSE	Music Education
MUA	Music Applied
MUE	Music Ensemble
MUS	Music
MUT	Music Theater
OML	Organizational Management & Leadership
PHI	Philosophy
PED	Physical Education
PCS	Physics
POL	Political Science
PSL	Public Safety Leadership
PSY	Psychology
RHC	Orientation
REL	Religion
SCI	Sciences
SOC	Sociology

SPA	Spanish
SSC	Social Science
THE	Theatre

ART- Art Courses

ART 100. Introduction to Drawing (AE) 3

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.

ART 105. Art Appreciation (AE) 3

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.

ART 120. Two-Dimensional Design (AE) 3

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.

ART 121. Three-Dimensional Design (AE) 3

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.

ART 201. Advanced Drawing 3

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*

ART 215. Art and Architecture from the Prehistoric to the Renaissance (AE) 3

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.

ART 216. Art and Architecture from the Renaissance through the Modern (AE) 3

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.

ART 220. Introduction to Painting in Water Media 3

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.

ART 231. Printmaking Fundamentals 3

This course surveys different types of screen-printing techniques, methods, and materials and includes treatment of screen-printing history.

ART 250. Ceramics: Hand Building 3

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, aesthetic and historical issues will be discussed as they relate to the ceramic processes.

ART 260. Introduction to Black and White Photography 3

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 that can be switched to a manual override.

ART 261. Introduction to Digital Photography 3

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.

Prerequisite: ART 260 or ART/COM 308

ART 298. Special Topics in Art 3

This course, which explores a topic of contemporary interest to the study of art, is offered as needed to students with sophomore standing.

ART 299. Independent Study in Art 3

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing.

ART 300/EDU 300. Creative and Mental Growth 3

This course reviews the theoretical and empirical literature related to developing creativity and critical thinking, 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, developmental growth of children, methodology of teaching and the creative use of art processes and materials. It is designed to provide teacher education can-

didates 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.

ART 301/EDU 301. Creative Arts Curriculum and Methods **3**

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.

ART 308/COM 308. Digital Art I (AE) **3**

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 or 100*

ART 309/COM 309. Digital Art II **3**

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 complement 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

ART 310. Figure I **3**

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 the figure through various formal, compositional and aesthetic approaches. Historical and contemporary views of figurative art will be discussed.

ART 311. Figure II **3**

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.

ART 316. Survey of Indigenous Arts of the Americas **3**

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.

ART 317. Survey of American Art **3**

This course surveys American painting, sculpture and architecture from the colonial period to the present.

ART 318. Survey of Modern Art **3**

This course surveys the painting, sculpture and architecture of the 20th century.

ART 319. Survey of Folk and Outsider Art **3**

This course surveys works of folk and outsider artists, both historic and contemporary.

ART 320. Introduction to Painting in Oil Media **3**

This course introduces the student to the techniques of oil and acrylic painting from both historical and contemporary points of view. Techniques of alla prima, under painting 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*

ART 340. Sculpture: Fabrication, Assemblage and Multimedia **3**

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. *Prerequisite: ART 240 or 121*

ART 350. Ceramics: Wheel Throwing 3

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. *Prerequisite: ART 250*

ART 362. Digital Motion Media 3

This class explores the use of digital video cameras, both high and low resolution; simple animation techniques; audio capturing; and linear editing processes.

ART 365. Alternative Photography and Mixed Media 3

This course introduces the student to alternative photographic processes: solarization, transparent textural transfer, photo emulsion transfer, photo collage and pinhole photography.

ART 480. Art Internship 1-6

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.

ART 491. Concentration Seminar 3

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.

ART 492. Thesis Exhibition and Portfolio 3

In this course, the student will develop a written thesis in conjunction with an exhibition of work done over the past year and a 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 491 Concentration Seminar and permission of supervising instructor*

ART 498. Special Topics in Art 3

This course, which explores a topic of contemporary interest to the study of art, is offered as needed to students with junior-senior standing.

ART 499. Independent Study 3

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing.

BIO - Biology Courses

BIO 107. Introduction to Cell and Molecular Biology (BH, ES) 4

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.

BIO 108. Introduction to Organismal Biology (BH, ES) 4

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.

BIO 211. Human Anatomy and Physiology I 4

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 107*

BIO 212. Human Anatomy and Physiology II 4

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 211*

BIO 251. Introductory Microbiology 4

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 107*

BIO 280. General Zoology 4

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. *Prerequisite: BIO 107 or permission of instructor*

BIO 298. Special Topics in Biology 4

This course, which explores a topic of contemporary interest to the study of biology, is offered as needed to students with sophomore standing.

BIO 299. Independent Study in Biology 4

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

BIO 300. Biology Seminar 1

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 107 (or permission of the instructor) is a required prerequisite to BIO 300. This course is a required course for the Biology B.S. degree.

BIO 301. Introduction to Plant Biology 4

This course is a survey of the plant kingdom with an emphasis on the structure and function of angiosperms. The course requires active field work. The course includes both lecture and laboratory instruction. *Prerequisites: BIO 107*

BIO 304. Taxonomy of Vascular Plants 4

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 301*

BIO 305. Invertebrate Zoology 4

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 107 or BIO 280 or permission of instructor.*

BIO 310. Vertebrate Zoology 4

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 107 or permission of instructor*

BIO 320. Genetics 4

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 107 or permission of instructor*

BIO 340. Cell Biology and Physiology 4

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 107 or permission of instructor*

BIO 360. Principles of Ecology 4

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 107 or permission of instructor*

BIO 370. Floral and Faunal Reconnaissance and Analysis 4

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.

BIO 405. Evolutionary Biology 4

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 107 and BIO 320 or permission of instructor*

BIO 410. Immunobiology 4

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 107 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.

BIO 425. Aquatic Zoology 4

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.

BIO 431. Limnology 4

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*

BIO 440. Biochemistry 3

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 107, CHE 340, and at least one other 200-level or higher course in Biology*

BIO 450. Thesis Project 3

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.

BIO 498. Special Topics in Biology 4

This course, which explores a topic of contemporary interest to the study of biology, is offered as needed to students with junior-senior standing.

BIO 499. Independent Study in Biology 4

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. *Prerequisite: Permission of instructor*

BUS - Business Administration Courses

BUS 101. Introduction to Business and Entrepreneurship 3

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.

BUS 150. Basic Computer Applications 3

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.

BUS 201. Principles of Accounting I (Financial) 3

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 102 or Permission of Instructor*

BUS 202. Principles of Accounting II (Managerial) 3

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. *Prerequisite: BUS 201*

BUS 205. Principles of Economics (Micro) 3

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 102 or higher*

BUS 206. Principles of Economics (Macro) 3

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 102 or higher*

BUS 240. Advanced Microsoft Office Applications 3

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.

BUS 290. Legal and Ethical Environment of Business (VE) 3

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.

BUS 298. Special Topics in Business Administration 3

This course, which explores a topic of contemporary interest to the study of business administration, is offered as needed to students with sophomore standing.

BUS 299. Independent Study in Business**Administration 3**

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

All 300/400 level BUSINESS courses require completion of ENG 101 and 102 with a "C" or better before enrolling in upper level courses.

BUS 300. Business Communication 3

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*

BUS 301. Principles of Management 3

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.

BUS 302. Principles of Marketing 3

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.

BUS 303. Principles of Finance 3

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*

BUS 305. Issues in Personal Financial**Management 3**

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.

BUS 307. Organizational Behavior 3

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.

BUS 312. Computerized Accounting Systems 3

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*

BUS 330. Statistics for Business Problem-Solving**3**

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 102, BUS 150 with a grade of C or better*

BUS 360/HIS 360. History of American Business 3

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.

BUS 370. Money and Banking 3

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*

BUS 371. Financial Accounting I 3

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*

BUS 372. Financial Accounting II 3

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*

BUS 373. Financial Accounting III 3

This course covers the measurement and reporting of stockholders' equity, earnings per share, investments, revenue, income taxes, pensions and leases. *Prerequisite: BUS 372*

BUS 378. Accounting Information Systems 3

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*

BUS 380. Guided Field Experience/Internship 3

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 not be met by regular, pre-existing full-time employment. BUS 299 or BUS 381 may be accomplished in conjunction with regular, pre-existing full time employment, by meeting the expectations of those courses. *Prerequisite: junior standing*

BUS 381. Business Practicum 3

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*

BUS 400. Principles of eMarketing 3

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*

BUS 401. Seminar in Public Policy 3

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*

BUS 404. Creativity and Change 3

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*

BUS 407. International Business 3

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*

BUS 409. Project Management 3

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*

BUS 422. Human Resource Management 3

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*

BUS 445. Sales Management 3

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 205, 206, 301 (or 307), and 302*

BUS 446. Personal Selling 3

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 205, BUS 206 and BUS 302*

BUS 447 Services Marketing 3

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*

BUS 451. Marketing Management 3

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 205 or 206 and BUS 302*

BUS 452. Buyer Behavior 3

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 economics will be presented to explain both purchase and consumption behaviors. *Prerequisite: BUS 302*

BUS 453. Business Research 3

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*

BUS 460. Strategic Management 3

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*

BUS 471. Cost Accounting 3

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*

BUS 474. Income Tax Accounting for Individuals 3

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*

BUS 477. Auditing 3

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*

BUS 478. Advanced Accounting 3

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*

BUS 498. Special Topics in Business Administration 1-3

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.

BUS 499. Independent Study in Business Administration 1-3

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. *Prerequisite: Permission of instructor*

CHE - Chemistry Courses**CHE 121. General Chemistry I (ES) 4**

This course is an introduction to the nature of matter and its transformations. Atoms and compounds, qualitative and quantitative 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*

CHE 122. General Chemistry II (ES) 4

This course is a continuation of CHE 121, with emphasis on gas laws, solutions, acid-base equilibria and molecular geometry. The course includes both lecture and laboratory instruction. *Prerequisite: CHE 121*

CHE 280. Brief Introduction to Organic Chemistry 4

This course is a survey of organic chemistry for nursing students. The basic functional groups of organic chemistry are covered. Emphasis is placed on modern mechanisms and structure. The course is not designed

for biology majors. The course includes both lecture and lab. *Prerequisite: CHE 121*

CHE 298. Special Topics in Chemistry 4

This course, which explores a topic of contemporary interest to the study of chemistry, is offered as needed to students with sophomore standing.

CHE 299. Independent Study in Chemistry 4

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

CHE 340. Organic Chemistry I 4

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 121 and 122*

CHE 341. Organic Chemistry II 4

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 340*

COM -Communications Courses**COM 103. Media Literacies for the 21st Century 3**

Mass media has become a pervasive and ubiquitous part of our lives. In this course, students explore the ways that forms of mass media shape our identities and shape the direction of our global society. Students learn of the imperative to become critical consumers of media as they utilize the information provided by media to become active citizens. This course focuses upon developing the skills and awareness needed for students to explore a range of information sources with a critical eye, become a competent creator/producer of media messages (from traditional college research papers to weblogs), become a critical “reader” who can

analyze and interpret media messages, and to participate effectively in collaborative knowledge production and problem solving.

COM 108. Communicating Effectively 3

This course is an integrated communication skills course that incorporates skills in speaking, writing, listening, research and information literacy, leadership, teamwork, visual design, and the use of classroom technologies. Students will 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.

COM 200. Reinhardt University Television (RUTV) Practicum (AE) 2

This two-credit course, open to all interested students regardless of their major, provides opportunities for students to help create “magazine-style” TV shows appearing on Reinhardt University Television. Working in small teams, students explore various roles in pre-production, production and post-production phases of a TV project. Each student will have the opportunity to develop special skills in areas of particular interests including writing (news or dramatic), reporting, camera, audio, editing, and promotion. May be repeated for credit.

COM 201. Interpersonal Communication 3

This course develops communication skills in a variety of relationships including professional, family and social interactions. It also focuses on verbal and nonverbal communication with particular emphasis on listening skills and conversational skills.

COM 202. Introduction to Mass Communications and Mass Media (GS) 3

This course provides an introduction to the changing role and cultural impact of mass media in our society along with 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: Sophomore standing or permission of instructor*

COM 205. Journalism: News Writing (AE) 3

This course teaches the basics of news reporting, journalistic writing, interviewing skills and investigative and analytical coverage of public issues. *Prerequisite:*

ENG 101 and either ENG 102 or ENG 103 or COM 103 or SCI 103

COM 206. Journalism: Feature Writing (AE) 3

This course teaches techniques of creative non-fiction writing and the development of human interest stories for a variety of media environments. Students also develop skills in research, interviewing, observation, description and constructive dialogue. *Prerequisites: ENG 101 and either ENG 102 or ENG 103 or COM 103 or SCI 103*

COM 207. Screenwriting Development and Protocols for Motion Media (AE) 4

This course examines the various roles that the script fulfills as the primary conceptualizing, defining and guiding document for the media production process. Through writing projects and exercises, the student learns the different styles and purposes for the script as it is used in motion media, especially television and motion pictures, and explores essential story elements such as narrative form, dramatic tension and conflict, character development, plot, point of view, dialogue and setting. The course also examines related legal and professional issues. *Prerequisite: ENG 101*

COM 210. Photojournalism 3

This course explores the challenges faced by modern professional photojournalists and the techniques used to address these challenges. The course also demonstrates the practical application of photographic theory and principle and develops the student’s individual vision and writing skills.

COM 220. Audio Design 3

This course teaches students the basic concepts, theories and methodologies of audio design and production for media projects that use moving images and dynamic sound. It also gives the students 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.

COM 250. Fundamentals of Electronic Media Production I (AE) 4

This course teaches the primary concepts, guidelines and techniques used to create professional media projects that employ moving images and dynamic sound, such as film and television. By learning and using TV

production equipment in the studio and on location, the student will 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.

COM 251. Fundamentals of Electronic Media

Production II 4

This course provides guidelines and techniques useful for moving the student's media production abilities to a higher professional level, including the various elements of creating excellence in a media project's subject matter and in its technical quality. Serving on a production team, the student will create short TV projects through closely supervised, hands-on learning experiences. Students will develop advanced skills in lighting, camera work, sound recording, working with actors and artistic considerations. *Prerequisite: COM 250, or permission of instructor*

COM 252. Media and Sports 3

This course examines the interrelationship between sports and media in today's society. Drawing on theories of rhetoric and social criticism, students examine media's role in telling the story of sports, and in telling that story, shaping and reinforcing cultural values. Students study several critical approaches to sports and public discourse and will apply those approaches to sports organizations and popular media. Students examine approaches taken by communication scholars who have critically analyzed sports discourse.

COM 298. Special Topics in Communication 3

This course, which explores a topic of contemporary interest to the study of communication, may be repeated for credit.

COM 299. Independent Study in Communication 3

This course is an independent course of research and/or creative scholarship in consultation with a supervising professor. *Prerequisite: Sophomore standing and COM 202 or permission of instructor.*

Prerequisites for all 300- and 400-level communications courses are ENG 101 and ENG 102, ENG 103, COM 103 or SCI 103

COM 305. Organizational Communication 3

This course provides students an overview of the relationships between organizational and communication theories, presents a model for examining communication processes, and suggests methods of diagnosing/managing organizational communication. *Prerequisite: Sophomore standing*

COM 307. Broadcast Journalism 3

This course applies journalistic writing principles to the broadcast arena and introduces the technology and applications necessary for broadcast production. *Prerequisites: COM 202 and either COM 205 or 206 or COM 340, or permission of instructor*

COM 308/ART 308. Digital Art I (AE) 3

This course is an introduction to the fundamentals of digital art and graphic design, using 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 100 or ART 120 or permission of instructor*

COM 309/ART 309. Digital Art II 3

This course will expand 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 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: COM/ART 308*

COM 310. Editing and Post-Production of Motion Media 4

This course takes the student through an in-depth examination of the many conceptual and practical issues faced when editing motion-media productions, especially television programs, documentaries and dramatic films. Through intensive, hands-on work with digital non-linear editing systems, the student gains familiarity with professional editing practices and techniques. *Prerequisites: COM 250 or permission of instructor.*

COM 311. Public Relations Practices 3

This course examines effective public relations principles and techniques and provides students with the ability to plan and develop successful public relations campaigns for specific audiences. *Prerequisite: COM 202 and Junior standing or permission of instructor*

COM 312. Advertising Principles 3

This course examines advertising principles and practices and provides students with the techniques for the development of effective advertising vehicles. *Prerequisite: COM 202 and Junior standing or permission of instructor*

COM 313. Education Public Relations 3

This advanced public relations course examines the skills necessary for communicating with internal and external publics in the educational environment and introduces the practical application of these skills for practitioners, teachers, administrators and staff members. *Prerequisite: COM 311 and Junior standing or permission of instructor*

COM 314. Strategies for Advertising and Public Relations Campaigns 3

This advanced course explores the cross-functional organization of integrated marketing communication with special emphasis on the areas of advertising, public relations and marketing. It underlines the influence of strategic decision-making necessary to coordinate communication effectiveness and results. The course offers hands-on experience along with the skills and techniques needed to influence and change the market through a comprehensive and well-organized plan. *Prerequisites: COM 311 and COM 312 and Junior standing*

COM 315. Producing and Directing for Motion Media 4

This course examines the roles and responsibilities of the producer and the director in creating a media project such as a TV program, motion picture, streaming video segment, or other moving-image production. The student learns how to guide media production teams efficiently and also explores the crucial values of personal initiative, dependability and follow-through. *Prerequisite: COM 250 and Junior standing*

COM 320. Technical Writing 3

This course addresses writing skills and practices needed for specialized corporate and technical arenas with applications such as training manuals and procedural manuals. *Prerequisites: Sophomore standing*

COM 325. Web & Interactive Media Design I (AE) 3

This course focuses 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 will learn critical skills; develop their visual aesthetics, interactive design, technical and analytical skills; and achieve an introductory understanding of industry-standard tools. *Prerequisites: Junior standing or permission of instructor*

COM 326. Web & Interactive Media Design II 3

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 will 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*

COM 331. Topics in Media History 3

This course focuses upon the development of particular media industries and the interrelation between the media industry, its products and its audience or consumers, all within the larger social and cultural history of the period and the nation. Each time it is taught with a different focus, such as History of Broadcasting, Film History, History of Media Technologies, History of Advertising, History of Journalism, Radio History, and so on. May be repeated for credit. *Prerequisite: Junior Standing or permission of instructor*

COM 340. Professional Writing and Communication Skills 3

This course focuses on developing effective upper-level writing and presentation skills for the academic environment and for professional communication careers. *Prerequisites:* COM 108, Junior standing or permission of instructor

COM 350. Introduction to Television and Film Studies (AE) 4

This course provides students with interpretive skills for understanding and analyzing cinematic and television texts, both fiction and nonfiction (documentary), within a variety of stylistic, historical and cultural contexts. *Prerequisite:* COM 202 or permission from instructor

COM 351/ENG 351. Literature and Film 3

This course explores the relationship between literature and the cinema, emphasizing films that make creative use of literary works and traditions.

COM 352. Styles and Genres 3

This course focuses upon characteristic forms, styles and genres of particular bodies of film or television, with special emphasis on the textual analysis of formal and stylistic strategies that may be considered to be artistically valued. These may involve analysis of narrative structures and elements (or rhetorical conventions, for nonfiction forms) as well as elements of visual storytelling such as cinematography, lighting, sound, staging, editing and special effects. For each, we will examine the critical and philosophical assumptions underlying the choices available to film producers and directors in creating the shape of each work, and we will also consider the impact of audience response and of financial pressures upon stylistic choices. *Prerequisites:* Junior standing or permission of instructor

COM 360. Intercultural Communications (GS) 3

This course emphasizes the importance of communication among culturally and ethnically diverse populations in an effort to create understanding and build a bridge between different cultures and ethnic groups. *Prerequisites:* Junior standing or permission of instructor

COM 365. Global Media (GS) 3

This multicultural course examines the media in one or more geographical or cultural regions of the globe. Special attention is paid to the cultures, societies and politics of the region that have a bearing upon the artistic and industrial production of media, the forms and styles of those media, and the roles that media play in the cultures and societies of the region, as well as in the larger globalized economy. The focal topic of the course will vary from semester to semester. May be repeated for credit. *Prerequisites:* Junior standing or permission of instructor

COM 370. Media Law & Ethics (VE) 3

This course introduces students to the study of legal and ethical issues in the field of communication, particularly those affecting the contemporary mass media industries. *Prerequisites:* COM 202 and Junior standing or permission of instructor

COM 398: Special Topics in Global/Intercultural Communication (GS) 3

This course explores global or international issues of contemporary interest to the study of communication or advanced issues in intercultural communication. May be repeated for credit. *Prerequisite:* Junior standing and COM 202 or permission of instructor.

COM 403. Theories of Media and Visual Culture 3

This course focuses on 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. The course places media and visual culture issues in the context of globalization and the rise of consumer culture. *Prerequisites:* Senior standing, COM 202 and COM 360 or permission of instructor

COM 406. Special Projects 1-6

This independent learning course provides students with the opportunity to develop special print or electronic media pieces for the College or local community organizations. May take one calendar year to complete course. *Prerequisites:* Junior standing and completion of 18 hours of COM courses at the 200-level or above; must be preapproved by instructor

COM 407. Communication/English Internship 3-6

A supervised program of study for the communication/English major, this course is designed to provide practical, hands-on experience. The internship will cover areas such as marketing, editorial writing, human resources, public relations, TV production, news media, etc. May take one calendar year to complete course. *Prerequisite: Completion of 24 credit hours of COM (or ENG, for ENG majors) courses at the 200-level or above, plus a faculty member's recommendation.*

COM 450. Thesis Project 3

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 Communication Program Coordinator. May be repeated for credit. *Prerequisite: Junior standing and preapproval by instructor*

COM 472. Media and Politics 3

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*

COM 490. Capstone Seminar in Communication 3

This course provides advanced students with the opportunity to integrate all that they have learned in their major coursework in a collaborative seminar that exposes students to cutting-edge practices and ideas and encourages them to develop advanced intellectual skills as lifelong learners. The course focuses on a single topic applied across a range of communication environments, such as journalism, advertising, film, tel-

evision, publishing, as well as intercultural and interpersonal communication. The seminar uses a student-led pedagogical style in which students take greater responsibility for their own learning, and be engaging with current ideas and advanced publications in the discipline rather than textbooks. The course culminates in a major project that allows each student to produce advanced research or applied work related to his or her major field of interest and that will serve as a stepping stone to graduate school or the professional world. *Prerequisite: Senior standing and COM 403, or permission of instructor.*

COM 498. Special Topics in Communication 3

This senior-level seminar course explores a topic of contemporary interest to the study of communication. May be repeated for credit. *Prerequisites: Junior or Senior standing and COM 202 or permission of instructor.*

COM 499. Independent Study 3

This course is an independent course of advanced research and/or creative scholarship in consultation with a supervising professor. *Prerequisite: Junior/Senior standing and permission of instructor.*

CRJ – Criminal Justice Courses

CRJ 201. Introduction to Criminal Justice for Law Enforcement 3

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.

CRJ 202. Criminology for Law Enforcement 3

This is a basic course presenting the history of criminological thought, including traditional and contemporary schools of thought.

CRJ 203 Juvenile Justice for Law Enforcement 3

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.

CRJ 204. Corrections for Law Enforcement 3

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.

CRJ 205. Basic Law Enforcement Procedures 3

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.

CRJ 206. Fundamental of Criminal Investigation for Law Enforcement 3

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.*

CRJ 215. Basic Law Enforcement Procedures 6

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.*

CRJ 252. Criminal Justice Administration for Law Enforcement 3

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.

CRJ 253. Constitutional Law for Law Enforcement 3

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-trial procedures, trials, post-conviction processes and definition of offenses.

CRJ 254. Criminal Procedure for Law Enforcement 3

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.*

CRJ 275. Introduction to Criminal Law for Law Enforcement 3

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.

CRJ 295. Survey of Criminal Justice Problems for Law Enforcement 3

Offered as needed, this course deals with realistic problems encountered in the criminal justice field in order to develop the student's use and appreciation of logical reasoning and the scientific method as applied in law and in the social sciences. The object is to enable the student to apply the scientific method to the analysis of problems in the administration of justice. *Prerequisites: CRJ 201 and 252.*

CRJ 298. Special Topics in Criminal Justice for Law Enforcement 3

This course, which explores a topic of contemporary interest to the study of criminal justice, is offered as needed to students with sophomore standing.

CRJ 299. Independent Study in Criminal Justice for Law Enforcement 3

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of the instructor.*

CRJ 300. Criminal Evidence and Procedure 3

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.

CRJ 310. Criminal Justice Research Methods 3

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.

CRJ 320. Survey of American Law Enforcement 3

This course provides an overview and analysis of the American system of law enforcement, examining the origins, development, roles, and operations of policing

in a 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.

CRJ 330. Survey of Correctional Thought & Practices 3

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.

CRJ 340. Ethical Issues in Criminal Justice 3

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.

CRJ 350. Current Trends in Law Enforcement 3

This course will examine recent trends and developments that affect policing roles, styles, and functions with emphasis on the philosophy and components community policing.

CRJ 400. Seminar in Cyberspace Criminal Activity 3

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.

CRJ 410. Criminality and Criminological Theory 3

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.

CRJ 420. Juvenile Justice and Delinquency 3

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 3

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.

CRJ 440. Terrorism and Counterterrorism 3

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.

CRJ 450. Incident Command Paradigms 3

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.

CRJ 460. Fraud Investigations 3

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.

CRJ 470. Comparative Criminal Justice Systems 3

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.

CRJ 480. Seminar in Criminal Justice 3

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.

CRJ 485. Introduction to Forensic Science 3

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.

CRJ 490. Directed Research in Criminal Justice 3

An individualized study project conducted on behalf of a criminal justice agency or organization involving objective observation and reporting of information relating to relevant issues with a focus on understanding and interpreting data. Documented research paper required, and must relate to criminal justice subject area.

CRJ 495. Victimology 3

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.

EDU - Education Courses

EDU 164/PHI 164. Values, Character and Leadership Development (VE) 3

This course considers how values and character develop across the human life span and how they may be promoted by character education through an ex-

amination 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.

EDU 225. Lifespan Development from a Multicultural Perspective 3

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*

EDU 229. Basic Elements of Differentiated Instruction 2

This is the first education course in the professional sequence that all Reinhardt WAIT students must take if they plan to enter the early childhood education program in the Price School of Education. During the course, students will acquire a basic knowledge and understanding of the three basic tenets of differentiated instruction and the PSOE teacher candidate proficiencies realized through the DATA Model that describe differentiated approaches for teaching and assessment. Each student will also gain a basic knowledge and understanding of nine common elements of differentiated instruction that are reflected in the DATA Model and throughout each of his/her forthcoming teacher preparation courses. EDU 229 is taken concurrently with RHC 100, a one-semester hour orientation course. Field experience is required. *Prerequisite: PSY 101*

EDU 230. Common Elements of Differentiated Instruction 3

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*

EDU 318. Motivation and Learning for Diverse Students 3

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*

EDU 325. Differentiated Curriculum and Instruction 3

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 229 (WAIT Delivery) or EDU 230*

EDU 327. Differentiated Instruction and Assessment 3

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*

EDU 329. Teaching in the Inclusion Classroom 3

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*

EDU 330. Foundations for Teaching Diverse Students in the Inclusion Classroom 3

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.

EDU 331. Strategies for Teaching Diverse Learners in the Inclusion Classroom 3

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*

EDU 332. Assessment of Diverse Students in the Inclusion Classroom 3

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*

EDU 333. Best Practices of Collaborative Education in the Inclusion Classroom 3

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*

EDU 344. Introduction to Reading 3

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.

EDU 350. Strategic Reading in the Secondary Classroom 3

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*

EDU 355. Diagnosis of Reading 3

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*

EDU 366. Literacy Instruction and ESOL 3

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*

EDU 377. Reading Through Adolescent Literature 3

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*

EDU 380. Integration of Creative Arts 3

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*

EDU 384. Differentiation Through Technology 3

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*

EDU 388. Practicum in Reading Instruction 3

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 with scaffolded assistance from instructors and should be taken during the semester before the DATA block. Extensive field experience is required. *Prerequisites: Stage I Admission to PSOE, EDU 344 and EDU 355*

EDU 399. DATA: Reading and Writing in the Content Areas for Diverse Learners 3

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 with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 440. DATA: Spirituality and the Nurturing Classroom 3

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. Scaffolded assistance from instructors is provided. *Prerequisite: Stage II Admission to DATA Block*

EDU 450. DATA: Mathematics and Problem Solving (ECE) 3

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 with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 451. DATA: Inquiry-Based Science (ECE) 3

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 with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 452. DATA: Social Studies and Fine Arts (ECE) 3

This DATA 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 with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 453. DATA: Language Arts Integration (ECE) 3

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 with scaffolded assis-

tance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block.*

EDU 460. DATA: Mathematics and Problem-Solving (MGE) 3

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 with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 461. DATA: Inquiry-Based Science (MGE) 3

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 with scaffolded assis-

tance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 462. DATA: Social Studies and Fine Arts (MGE) **3**

This DATA 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 with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 463. DATA: Language Arts Integration (MGE) **3**

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 pro-

file. This course will focus heavily on teacher candidate proficiency development with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 470. DATA: English/Language Arts **3**

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 with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 471. DATA: Biology **3**

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 with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

EDU 472. DATA: Mathematics **3**

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 with scaffolded assistance from DATA instructors and should be taken during the semester before the candidate teaching experience. *Prerequisite: Stage II Admission to DATA Block*

**EDU 479. Candidate Teaching with Seminars:
Early Childhood Education 12**

Candidate Teaching 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 Candidate Teaching*

**EDU 484. Candidate Teaching with Seminars:
Middle Grades Education 12**

Candidate Teaching 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 Candidate Teaching*

**EDU 494. Candidate Teaching with Seminars:
English/Language Arts 12**

Candidate Teaching 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 Candidate Teaching*

**EDU 495. Candidate Teaching with Seminars: Bi-
ology 12**

Candidate Teaching 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*

**EDU 496. Candidate Teaching with Seminars:
Mathematics 12**

Candidate Teaching 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 Candidate Teaching*

ENG - English Courses

ENG 095. Critical Reading 3

This course emphasizes the tools needed for effective college-level reading, including comprehension, vocabulary, critical thinking, study skills and analysis. Grades received in developmental courses are valid for institutional credit only. Institutional credits do not

count toward degree requirements at Reinhardt. Furthermore, grades of *P* and *NP* are not calculated into a grade point average. The hours are calculated for tuition, financial aid and housing purposes.

ENG 099. Basic Composition 3

This course is designed to prepare the student for successful completion of ENG 101. It concentrates on grammar, paragraph development, the expository essay and interpretive reading. Students placed in this class must pass it before taking ENG 101. Grades received in developmental courses are valid for institutional credit only. Institutional credits do not count toward degree requirements at Reinhardt. Furthermore, grades of *P* and *NP* are not calculated into a grade point average. The hours are calculated for tuition, financial aid and housing purposes.

ENG 101. Composition 3

This course introduces and develops analytical thinking and writing skills, with an emphasis on the organization and development of the short paper. Non-fiction prose readings, designed to stimulate critical discussion and inquiry, provide a basis for writing and support intellectual growth. *Prerequisite: University placement in ENG 101 or a P in ENG 099*

ENG 102. Composition and Literature 3

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.*

ENG 103. Composition, Rhetoric and Research 3

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.*

Prerequisite for all 200-level English courses, except ENG 280: ENG 102, or ENG 103, or COM 103 or SCI 103 with a grade of C or better

ENG 203. British Literature I 3

This course surveys major works, writers and genres from the Anglo-Saxon period through the Renaissance.

ENG 204. British Literature II 3

This course surveys major works, writers and genres from the eighteenth century to the present.

ENG 223. American Literature I 3

This course surveys American literature from the colonial period through the Civil War, emphasizing major writers, contexts and approaches to literature.

ENG 224. American Literature II 3

This course surveys American literature from the Civil War to the present.

ENG 240. Introduction to Critical Analysis 3

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.

ENG 260. Introduction to Theater 3

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.

ENG 271. World Literature I (GS) 3

This course surveys world literature from the earliest recorded texts of antiquity through the Renaissance, with special attention to the classics.

ENG 272. World Literature II (GS) 3

This course surveys world literature from the 17th century to the present.

ENG 280. Introduction to Creative Writing (AE) 3

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.

ENG 298. Special Topics in English 3

This course, which explores a topic of contemporary interest to the study of English, is offered as needed to students with sophomore standing.

ENG 299. Independent Study in English 3

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

Prerequisite for all 300- and 400-level English courses, except the creative writing courses: ENG 101, ENG 102 or ENG 103 or COM 103 or SCI 103, and one 200-level literature survey course (ENG 203, 204, 223, 224, 271, or 272) or permission of the program coordinator and instructor

ENG 300. Medieval British Literature 3

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.

ENG 301. Chaucer 3

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.

ENG 303. Shakespeare 3

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.

ENG 304. Milton and the Seventeenth Century 3

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*.

ENG 306. The Romantic Age 3

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.

ENG 307. The Victorian Age 3

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.

ENG 308. Restoration and Eighteenth Century Literature 3

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.

ENG 310. Jane Austen 3

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.

ENG 312. British Novel 3

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.

ENG 321. American Poetry 3

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.

ENG 323. Romanticism, Realism and Naturalism in American Literature 3

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.

ENG 324. Modern American Novel 3

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.

ENG 325. William Faulkner 3

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.

ENG 326. Southern Literature 3

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.

ENG 328. Tennessee Williams 3

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.

ENG 335. Multi-Cultural American Literature 3

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.

ENG 336. African-American Literature 3

This course considers important African-American short fiction, novels, poetry and drama. Background

information on authors is considered as it relates to their works.

ENG 340. Teaching Grammar in the Context of Writing 3

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.

ENG 341. Literary Genres and Critical Approaches 3

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.

ENG 342. Advanced Grammar 3

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.

ENG 343. Introduction to Language and Linguistics 3

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.

ENG 345. History of the English Language 3

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.

ENG 351/COM 351. Literature and Film 3

This course explores the relationship between literature and the cinema, emphasizing films that make creative use of literary works and traditions.

ENG 360/THE 360. Dramatic Literature 3

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.

ENG 371. Global Literature in Translation II (GS) 3

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.

ENG 372. Renaissance Literature 3

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.

ENG 376. Modernism 3

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.

ENG 377. Studies in Poetry 3

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.

ENG 378. The Rise of the Woman Writer 3

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.

ENG 383. Literary Editing and Publishing (AE) 3

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.

ENG 386. Poetry Writing (AE) 3

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.

ENG 387. Creative Nonfiction (AE) 3

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

ENG 388. Scriptwriting (AE) 3

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.

ENG 389. Fiction Writing (AE) 3

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.

ENG/COM 407. Communication Internship 3-6

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*

ENG 450. Senior Thesis 3

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*

ENG 480. Senior Seminar in Creative Writing 3

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*

ENG 498. Special Topics in English 3

This course, which explores a topic of contemporary interest to the study of English, is offered as needed to students with junior-senior standing.

ENG 499. Independent Study in English 3

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. *Prerequisite: Permission of instructor*

FMG – Fire Management Courses

FMG 201. Fire Prevention 3

This course provides fundamental information regarding the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with

built-in fire protection systems, fire investigation, and fire and life-safety education.

FMG 202. Principles of Fire and Emergency Services Safety and Survival 3

This course introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services.

FMG 203. Fire Protection Systems 3

This course provides information relating to the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers.

FMG 204. Fire Behavior and Combustion 3

This course explores the theories and fundamentals of how and why fires start, spread, and how they are controlled.

FMG 205. Principles of Emergency Services 3

This course provides an overview to fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics.

FMG 206. Building Construction for Fire Protection 3

This course provides the components of building construction that relate to fire and life safety. The focus of this course is on firefighter safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies.

FMG 207. Fire Protection Hydraulics and Water Supply 3

This course provides a foundation of theoretical knowledge in order to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and to solve water supply problems.

FMG 208. Fire Strategy and Tactics 3

This course provides an in-depth analysis of the principles of fire control through utilization of personnel, equipment, and extinguishing agents on the fire ground.

FMG 209. Budget Management 3

This course states laws relating to public agency budgeting. Topics include formulating a mission statement, goals and objectives and determining the funds necessary to operate a fire department for a fiscal year; the analysis of the productivity of a fire department through a cost/benefit analysis; role playing presenting a fire department budget to a public hearing, city council, or a district board. Policies and practices that can be used to control and report on a budget throughout the fiscal year will be examined.

FYS – First Year Seminar**FYS 101. First Year Seminar: Connections 3**

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.

FRE - French Courses**FRE 101. Elementary French I (GS) 3**

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.

FRE 102. Elementary French II (GS) 3

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*

FRE 205. Intermediate French I (GS) 3

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*

FRE 206. Intermediate French II (GS) 3

This course is a continuation of FRE 205. It stresses fluency, vocabulary and enhanced reading, writing and listening skills. *Prerequisite: FRE 205 or equivalent*

FRE 301. Practical Conversation (GS) 3

This course stresses expansion of effective listening comprehension and speaking skills through culturally and linguistically appropriate activities. *Prerequisite: FRE 206 or permission of instructor.*

FRE 302. French Grammar and Composition (GS) 3

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.*

FRE 320. Introduction to France and “la Francophonie” I (GS) 3

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.*

FRE 321. Introduction to France and “la Francophonie” II (GS) 3

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.*

FRE 498. Special Topics in French 3

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*

GBS – General Business Studies

GBS 310. Business Essentials 6

This course is designed to provide an overview of the many facets of business organizations and their functions and operations, both in the United States and elsewhere. Topics include forms of ownership and the processes used in production, marketing, finance and accounting, human resource and management in business operations, as well as the global dimensions of business.

GBS 330. Strategic Marketing Management 6

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 management process is a detailed discussion of the markets within which business must operate and the processes a 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 and to prepare a strategic marketing plan for a for profit or non-profit organization.

GBS 420. Economics, Budgeting and Forecasting 6

This course analyzes, first, the resource allocation process, focusing on the affect of 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 analyses 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/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.

GBS 430. Corporate Accounting and Finance 6

This course analyzes, 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 analyzes the compilation of financial statements resulting from the 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.

GEO - Geology Courses

GEO 125. Physical Geology (ES) 4

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 origin 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.

GEO 126. Historical Geology (ES) 4

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*

GEO 200. Earth and Atmospheric Science 4

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 107 and BIO 108*

GEO 298. Special Topics in Geology 4

This course, which explores a topic of contemporary interest to the study of geology, is offered as needed to students with sophomore standing.

GEO 299. Independent Study in Geology 4

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

HCA – Healthcare Administration**HCA 300. Advanced Concepts in Healthcare Administration 3**

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.

HCA 301. Advanced Medical Terminology for Healthcare Administrators 3

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.

HCA 302. Information Management in Healthcare Administration 3

This course introduces students to the practice and processes of information management in various healthcare organizations. The main focus will be on the relation between information systems and the management of healthcare delivery processes. The intent of the course is to identify the key issues currently confronting the management of healthcare information systems and to suggest reasonable responses. Regulatory and financial implications are also examined.

HCA 303. Organizational Behavior in the Healthcare Sector 3

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.

HCA 304. Healthcare Law, Regulations, and Ethics 3

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.

HCA 305: Strategic Management in Healthcare Organizations 3

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.

HCA 306. The Economics of Healthcare 3

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.

HCA 307. Human Resource Management in Healthcare Organizations 3

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.

HCA 308. Institutional Accounting and Finance for Healthcare Administrators 3

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.

HCA 401. Clinical Data Management 3

Topics include the assembly and management of health records (including electronic forms), patient and disease classification systems, other standardized data sets, and their relation to reimbursement systems, healthcare research, and institutional quality management and improvement.

HCA 402. Institutional Patient Safety and Infection Prevention 3

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.

HCA 403. Public Health Administration 3

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.

HCA 404. Supply Chain Management for Healthcare 3

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.

HCA 405. The Impact of Regulatory Policy on Healthcare 3

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.

HCA 406. Healthcare Quality Management and Assessment 3

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.

HCA 410. Capstone Course in Healthcare Administration 3

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.

HCA 490. Healthcare Administration Internship 3-6

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.

HIS- History Courses

HIS 111. Western Civilization to 1650 3

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.

HIS 112. Western Civilization Since 1650 3

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.

HIS 120. World History I: Prehistory-1500 (GS) 3

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.

HIS 121. World History II: 1500-Present (GS) 3

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.

HIS 210. World Geography (GS) 3

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.

HIS 235. Conflict in the Twentieth Century 3

This course examines the impact of armed conflict in various geographic regions as presented in historical films, scholarly books, and academic articles.

HIS 251. American History to 1865 3

This course is a survey of American 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.

HIS 252. American History Since 1865 3

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.

HIS 298. Special Topics in History 3

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with sophomore standing.

HIS 299. Independent Study in History 3

This course, which involves supervised research on a specified topic, is available as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

Prerequisites for all 300- and 400-level history courses are ENG 101 and ENG 102, ENG 103, COM 103, or SCI 103

HIS 300/REL 300. History of Christianity 3

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, Schleiermacher 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.

HIS 302. Ancient Civilizations 3

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.

HIS 304. Medieval Europe 3

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.

HIS 306. Renaissance and Reformation 3

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.

HIS 310. Taste and Tumult: Europe in the Eighteenth Century 3

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.

HIS 312/REL312. Religion and History of Judaism and Islam (GS) 3

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.

HIS 320. Nineteenth Century Europe 3

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.

HIS 324. Europe in the Twentieth Century: 1914 to Present 3

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.

HIS 328. History of Germany 3

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.

HIS 334. History of Eastern Europe 3

This course begins by examining tribal migrations and settlements in Eastern Europe during the early medieval period. Attention is given to the religions that co-existed 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.

HIS 336. History of the Holocaust 3

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, resisters, 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.

HIS 338. History of Science 3

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.

HIS 340/REL 340. History and Religion of South Asia (GS) 3

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.

HIS 342. History of East Asia (GS) 3

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.

HIS 346. History of Africa (GS) 3

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.

HIS 347. Colonial Latin America (GS) 3

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.

HIS 348. Modern Latin America (GS) 3

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.

HIS 350. Colonial and Revolutionary America 3

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.

HIS 354. The Civil War and Reconstruction 3

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.

HIS 356. America from 1900 to 1945 3

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.

HIS 358. America Since 1945 3

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.

HIS 360/BUS 360. History of American Business 3

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.

HIS 362. Public History 3

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.

HIS 370. The History of Native Americans 3

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.

HIS 372. The American South 3

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.

HIS 374. History of Georgia 3

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.

HIS 377. American Feminism 3

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.

HIS 380/REL 380. Religion in America 3

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.

HIS 390. Topics in Women's History 3

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.

HIS 392. Children and Childhood 3

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.

HIS 450. Senior Thesis 3

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.

HIS 490. Internship in History 3

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.

HIS 498. Special Topics in History 3

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with junior-senior standing.

HIS 499. Independent Study in History 3

This course, which involves supervised research on a specified topic, is offered as needed to students with junior-senior standing. *Prerequisite: Permission of instructor*

HON – Honors Courses

HON 301. Honors Special Topics 1

Open to juniors and seniors in the Reinhardt University 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 Director of the Honors Program).*

IDS – Interdisciplinary Studies

Course Prerequisite for all IDS courses: ENG 101 and ENG 102 or ENG 103 or COM 103 or SCI 103 with a C or better

IDS 302. Great Books 3

Changing topics and professors. Watch for information on a semester by semester basis.

IDS 303. The Bible as Literature 3

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.

IDS 304. Peace and Diplomacy (GS) 3

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.

IDS 305. Chivalry: Medieval and Modern 3

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.

IDS 306. Monsters and Demons 3

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.

IDS 307: Nature and Culture 3

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?

IDS 308. The Baroque World (GS) 3

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.

IDS 309. Teaching & Learning: Education in America 3

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 be 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?

IDS 310. Theology of Migrations (GS) 3

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.

IDS 311. Conflict in the Twentieth Century (GS) 3

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.

IDS 312. War and Society (GS) 3

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.

IDS 313. Tibet: Rooftop of the World (GS) 3

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.

IDS 314. Vikings: History, Literature, and Mythology 3

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.

IDS 315. Good, Evil, and the Future 3

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".

IDS 316. Globalization (GS) 3

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.

IDS 317. Town and Gown: Local History and Culture 3

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.

IDS 318. Wealth and Poverty (GS) 3

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.

IDS 319. History and Legend 3

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.

IDS 320. America Through Essay, Film, and Monument 3

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.

IDS 321. Great American Books 3

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.

IDS 450. Senior Thesis 3

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.

IDS 490. Internship 3

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.

IDS 498. Special Topics 3

This course explores a topic of interdisciplinary interest.

MAT - Mathematics Courses

MAT 099. Basic Algebra 3

This course strengthens understanding of mathematics fundamentals and serves as preparation for higher-level mathematics courses. Topics include percents, ratios, the real number system, absolute value, the arithmetic of the rational numbers, linear equations and inequalities, absolute value equations and inequalities, systems of equations and inequalities in two variables, graphs, polynomials and factoring, rational expressions and equations and exponents. Grades received in developmental courses are valid for institutional credit only. Institutional credits do not count toward degree requirements at Reinhardt. Furthermore, grades of P and NP are not calculated into a grade point average. The hours are calculated for tuition, financial aid and housing purposes. *Prerequisite: University placement*

MAT 102. College Algebra 3

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 in or a P in MAT 099*

MAT 121. Precalculus 4

This course is designed for students planning to major in mathematics or science. It is designed as a preparation for calculus. Topics include rational, exponential, and logarithmic functions, nonlinear 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, conic sections, and parametric equations. *Prerequisite: University placement or grade of C or better in MAT 102*

MAT 200. Introduction to Statistics 3

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 C or better in MAT 102 or MAT 121*

MAT 210. Mathematics Concepts/Connections I 3

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: Grade of C or better in MAT 102*

MAT 211. Mathematics Concepts/Connection II 3

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: Grade of C or better in MAT 102*

MAT 215. Computer Programming (BH, ES, GS) 4

This course introduces students to the basics of logically analyzing the steps needed to accomplish a task using a computer. Students learn how to build an algorithm and the fundamentals of the C++ programming language. As application of the skills developed in this course, other programming languages like the html and the maple languages will be studied. *Prerequisite: University placement or a grade of C or better in MAT 102*

MAT 221. Calculus I 4

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: University placement in or grade of C or better in MAT 121*

MAT 298. Special Topics in Mathematics 3

This course, which explores a topic of contemporary interest to the study of mathematics, is offered as needed to students with sophomore standing.

MAT 299. Independent Study in Mathematics 3

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

MAT 300. College Geometry 3

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: Grade of C or better in MAT 102*

MAT 310. Abstract Algebra 3

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: Grade of C or better in MAT 102*

MAT 320. Linear Algebra 3

Topics in this course include systems of linear equations, matrices, determinants, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors. *Prerequisite: Grade of C or better in MAT 102*

MAT 321. Calculus II 4

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: Grade of C or better in MAT 221*

MAT 330. Discrete Mathematics 3

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 C or better in MAT 102 and in any other MAT course 200-level or above*

MAT 410. Real Analysis 3

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*

MAT 420. Differential Equations 3

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*

MAT 421. Calculus III 4

A 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*

MAT 430. Numerical Analysis 3

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*

MAT 450. Senior Seminar in Mathematics 3

The Senior Seminar in Mathematics is a capstone course for mathematics majors and secondary mathe-

tics 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.*

MSE – Music Education Courses

MSE 220. Educational Media and Technology in Music 2

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.

MSE 323. Differentiated Curriculum, Instruction and Assessment for Music in the Elementary Grades 2

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 20 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.

MSE 324. Differentiated Curriculum, Instruction and Assessment for Instrumental Music in the Secondary Grades 2

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.

MSE 325. Differentiated Curriculum, Instruction, and Assessment for Choral Music in the Secondary Grades 2

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.

MSE 351. Woodwind Methods and Materials 1

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.

MSE 352. Brass Methods and Materials 1

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.

MSE 353. Percussion Methods and Materials 1

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.

MSE 354. String Methods and Materials 1

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.

MSE 355. Vocal Techniques and Materials 1

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.

MSE 490. Candidate Teaching in Music Education 12

Music Education Candidate Teaching 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

MUA - Applied Music Courses

Private lessons in one or more applied areas are part of the curriculum for music majors and are given credit per semester on the following basis: one half hour of private instruction equals one hour of credit (a minimum of one hour of daily practice is required); one hour of private instruction equals two hours of credit (a minimum of two hours of daily practice required). Class piano is required of music majors until the student has passed all elements of the piano proficiency exam as described in The Music Major Handbook. Non-music majors may also receive University credit for private lessons depending on the level of proficiency. Fees for private lessons are not included in tuition. University instructors will advise students as to the level of study and length of lessons. Students enrolled for credit in a primary applied area must perform for a faculty panel in a jury at the end of each semester unless an alternate method of assessing progress is agreed upon by the private instructor.

MUA 113. Class Piano I (AE)	1
MUA 114. Class Piano II (AE)	1
MUA 130. Bass Guitar (AE)	1-2
MUA 131. Bassoon (AE)	1-2
MUA 132. Cello (AE)	1-2
MUA 133. Clarinet (AE)	1-2
MUA 135. Flute (AE)	1-2
MUA 136. French Horn (AE)	1-2
MUA 137. Classical Guitar (AE)	1-2
MUA 138. Harpsichord (AE)	1-2
MUA 139. Oboe (AE)	1-2
MUA 140. Organ (AE)	1-2
MUA 141. Percussion (AE)	1-2
MUA 142. Piano (AE)	1-2
MUA 143. Saxophone (AE)	1-2

MUA 144. Trombone (AE)	1-2
MUA 145. Trumpet (AE)	1-2
MUA 146. Viola (AE)	1-2
MUA 147. Violin (AE)	1-2
MUA 148. Voice (AE)	1-2
MUA 149. Tuba (AE)	1-2
MUA 150. String Bass (AE)	1-2
MUA 151. Euphonium (AE)	1-2
MUA 152. Harp (AE)	1-2
MUA 160. Class Guitar (AE)	1-2
MUA 161. Banjo (AE)	1-2
MUA 213. Class Piano III (AE)	1
MUA 214. Class Piano IV (AE)	1
MUA 410. Composition (AE)	1-2
MUA 412. Conducting (AE)	1-2

MUE - Music Ensemble Courses

MUE 100. Concert Choir (AE)	1
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.	
MUE 103. Reinhardt University Winds (AE)	1
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 twice a week and requires one to two performances per semester, is open to music majors, 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 University. Ensemble scholarships for course tuition are available through audition. *Prerequisite: Audition and permission of the director.*

MUE 104. Mixed Instrumental Chamber Ensemble (AE)	1
MUE 105. Orchestra (AE)	1
MUE 106. Woodwind Chamber Ensemble (AE)	1
MUE 107. String Chamber Ensemble (AE)	1
MUE 108. Brass Chamber Ensemble (AE)	1
MUE 109. Guitar Chamber Ensemble (AE)	1
MUE 112. Keyboard Ensemble (AE)	1
MUE 113. Percussion Ensemble (AE)	1
MUE 114. Pep Band	1
MUE 115. Marching Band	1

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.

MUS – Music Courses

MUS 105. Music Appreciation (AE)	3
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.	

MUS 130. Fundamentals of Conducting	1
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.	

MUS 143. Music Theory I	3
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.	

MUS 144. Music Theory II	3
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. <i>Prerequisite: MUS 143 or theory proficiency test</i>	

MUS 153. Music Theory I Lab	1
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MUS 154. Music Theory II Lab	1
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MUS 216. Music Theory III	3
A continuation of MUS 125, this course introduces chromaticism, secondary dominant and leading tone functions, modulation to foreign keys, binary and ternary forms, augmented 6 th chords, neopolitan chords, and diatonic seventh chords. The class will meet three times a week. <i>Prerequisite: MUS 144 or theory proficiency test</i>	

MUS 217. Music Theory IV	3
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. <i>Prerequisite: MUS 216</i>	

MUS 226. Music Theory III Lab	1
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MUS 227. Music Theory IV Lab	1
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MUS 299. Independent Study in Music	3
This course, which involves supervised research on a selected topic, is offered as needed to students with at least sophomore standing. <i>Prerequisite: Permission of instructor</i>	

MUS 300. Functional Keyboard Musicianship 1

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.

MUS 302. Conducting 2

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*

MUS 310. Counterpoint 2

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*

MUS 312. Form and Analysis 2

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.

MUS 321. Music History I 3

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. *Limited to music majors.*

MUS 322. Music History II 3

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. *Limited to music majors.*

MUS 325. World Music 3

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.

MUS 360. Diction for Singers I 2

This course encompasses the fundamentals of the singer's pronunciation of English and Italian. Students will be introduced to and use the International Phonetic Alphabet. Students are required to read and sing songs in English and Italian.

MUS 361. Diction for Singers II 2

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.

MUS 370. Stringed Keyboard Lit. I (Baroque/Classical) 2

This course will be a chronological survey of works for harpsichord, clavichord, fortepiano, and pianoforte -- the instruments, composers, forms and styles, and significance in music and society. Instruction will be given in the protocol of solo performance.

MUS 372. Stringed Keyboard Lit. II (Romantic/Contemporary) 2

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.

MUS 380. Organ Literature 2

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.

MUS 411. Orchestration and Arranging 2

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*

MUS 430. Church Music Administration 2

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.

MUS 431. Structure of Worship 2

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.

MUS 432. Congregational Song 2

This course is a survey of Christian Hymnody and related forms including recent hymns, collections and their utilization in worship.

MUS 433. Internship 2

Supervised practical field work in Church Music.

MUS 460. Vocal Literature 2

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*

MUS 465. Vocal Pedagogy 2

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.*

MUS 467. Music Theater Workshop 1

This course includes the study and performance of selections of music designed for the stage, including musical theater, opera and operetta. Students in the workshop will be assigned roles and/or chorus parts to learn and memorize for public program. Students will be instructed in basic acting skills and stage deportment.

MUS 468. Opera Workshop 1

MUS 470. Accompanying 2

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.

MUS 473. Piano Pedagogy I 1

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.

MUS 474. Piano Pedagogy II 1

This course is a continuation of MUS 473. Observation and supervised teaching experiences will be required. *Prerequisite: MUS 473*

MUS 475. Group Piano Pedagogy I 1

This course will explore all aspects of organizing, teaching, and evaluating class (group) piano instruction at the elementary through intermediate level.

MUS 476. Group Piano Pedagogy II 1

This course is a continuation of MUS 475. Observation and supervised teaching experiences will be required. *Prerequisite: MUS 475*

MUS 482. Service Playing 1

A study of the practical problems of the church organist. Hymn playing, accompanying, trans-position, sight reading, modulation, and improvisation are covered.

MUS 483. Choral Literature 2

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*

MUS 485. Organ Pedagogy 2

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.

MUS 491. Solo Instrumental Literature Seminar 2

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.

MUS 494. Instrumental Chamber Music**Literature 2**

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.

MUS 495. Large Instrumental Ensemble Music**Literature 2**

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.

MUT – Music Theater**MUT 160, 161, 260, 261. Ballet 1-4 1**

This is a Continuing Development series of courses. Each is a prerequisite for the next numbered course. Class will meet twice a week and will consist of one unit of ballet terminology, barre and center exercises based upon the classical ballet vocabulary. Students will also learn ballet theories of order, tempo, placement and musical awareness.

MUT 170, 171, 270, 271. Jazz/Tap 1-4 1

This is Continuing Development series of courses. Each is a prerequisite for the next numbered course. Class will consist of center warm-up and placement exercises, across the floor combinations and rhythmic explorations. Students will learn transference of their weight, dynamics, precision, visual design of lines and internal functioning.

MUT 324. History of Musical Theatre 3

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.**

MUT 350. Acting in Musical Theatre I 3

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.**

MUT 351. Acting in Musical Theatre II 3

A continuation of MUT 350, this 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.**

Organizational Management & Leadership (OML)**OML 300. Applied Research Methods for the Social Sciences 6**

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.

OML 310. Foundations of Leadership 6

This course gives students a theoretical and practical understanding of organization theory, organizational behavior and leadership styles and effectiveness.

OML 320. Managing Communication and Cultural Change in Organizations 6

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. Emphases include ethnocentrism, stereotyping, prejudice and discrimination, group identity, variations in cultural values and a cross-cultural appreciation of diverse styles of managing and leading in an international context.

OML 330. Human Resource Management & Leadership 6

This course examines the human relations practices which are common to most public safety agencies. Included among these topics are recruitment, training, interpersonal skills, retention, motivation and evaluation of personnel. This course also examines 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 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.

OML 340. Diversity and Social Change 6

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.

OML 400. Non-Profit Organization Management & Leadership 6

The course will address the fundamental principles of non-profit managerial leadership as well as the roles and functions of a non-profit board of directors and the executive management team. Topics to be studied and discussed include: non-profit management and governance, basic budgeting and financial terms, public relations and service marketing functions, how to maximize fundraising opportunities, human resource planning and volunteer recruitment and management.

OML 410. Leadership Issues in Public & Community Relations 6

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 opinion, and constituent dynamics.

OML 430. Ethics Values and the Law 6

The course "Ethics, Values and the Law" focuses upon changing organizations. As organizations change, organizations 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.

OML 440. Special Topics in Business Management & Leadership 6

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.

Organizational Management & Leadership Professional Public Safety Leadership (PSL)

PSL 440. Special Topics in Public Safety Leadership 6

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.

PHI - Philosophy Courses

PHI 104. Introduction to Philosophy 3

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.

PHI 105. Critical Thinking 3

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.

PHI 164/EDU 164. Values, Character and Leadership Development (VE) 3

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.

PHI 204. Introduction to Ethics (VE) 3

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.

PHI 298. Special Topics in Philosophy 3

This course, which explores a topic of contemporary interest to the study of philosophy, is offered as needed to students with sophomore standing.

PHI 299. Independent Study in Philosophy 3

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

Before enrolling in 300/400 level Philosophy courses, completion of ENG 101 and ENG 102 or ENG 103 or COM 103 or SCI 103 with a grade of "C" or better is required.

PHI 300. History of Philosophy 3

This course covers selected aspects of the history of 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.

PHI 304. History of Modern Philosophy 3

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.

PHI 306/POL 306. Classical Political Thought 3

This course surveys the political thought of Plato, Aristotle, Cicero, St. Augustine, St. Thomas and Machiavelli. *Prerequisite: ENG 101 only*

PHI 308/POL 308. Modern Political Thought 3

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 only*

PHI 310. Twentieth-Century Philosophy 3

This course examines the major philosophers of the 20th century, including such figures as Hussrl, Heidegger, Sartre, Wittgenstein and others.

PHI 498. Special Topics in Philosophy 3

This course, which explores a topic of contemporary interest to the study of history, is offered as needed to students with junior-senior standing.

PHI 499. Independent Study in Philosophy 3

This course, which involves supervised research on a specified topic, is offered as needed to students with junior-senior standing. *Prerequisite: Permission of instructor*

PED - Physical Education Courses

PED 100. Fitness for College and Life 2

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. Required course for all traditional students.

PED 101. Aerobics 1

Activity based course emphasizing aerobic fitness through various activities. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 103. Archery 1

Activity based course emphasizing beginning level archery skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 105. Basketball 1

Activity based course emphasizing beginning level basketball skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 107. Bowling 1

Activity based course emphasizing beginning and intermediate level bowling skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 109. Golf 1

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.

PED 111. Racquetball 1

Activity based course emphasizing beginning and intermediate level racquetball skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 113. Soccer 1

Activity based course emphasizing beginning level soccer skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 114. Camping 1

Activity based course emphasizing beginning level camping skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 115. Softball 1

Activity based course emphasizing beginning and intermediate level softball skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 116. Line Dance 1

Activity based course emphasizing beginning level line dancing skills. Course also addresses equipment, etiquette, safety and terminology.

PED 117. Tennis 1

Activity based course emphasizing beginning and intermediate level tennis skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 118. Karate 1

Activity based course emphasizing beginning level karate skills. Course also addresses equipment, etiquette, rules, safety, and terminology.

PED 119. Volleyball 1

Activity based course emphasizing beginning level volleyball skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 121. Walk/Jog 1

Activity based course emphasizing cardio respiratory fitness through an individualized walk/jog program.

PED 123. Weight Training 1

Activity based course emphasizing weight training exercises and spotting techniques. Course also addresses equipment, etiquette, safety and terminology.

PED 127. Social Dance 1

Activity based course emphasizing beginning social dance skills. Course also addresses equipment, etiquette, rules, safety and terminology.

PED 128. Advanced Weight Training 1

Activity based course emphasizing advanced level weight training. Course also addresses equipment, etiquette, rules, safety, and terminology. Prerequisite: PED 123 or Permission of Instructor.

PED 200. Adult Fitness and Wellness 4

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.

PED 220. Skillful Movement I: Fitness Activities 2

Skill acquisition and analysis, teaching methods and strategies in weight training and aerobic activities. Required for all Physical Education majors.

PED 221. Skillful Movement II: Individual and Dual Activities 2

Skill acquisition and analysis, teaching methods and strategies in badminton, golf and tennis.

PED 222. Skillful Movement III: Team Sports B 2

Skill acquisition and analysis, teaching methods and strategies in flag football, soccer and volleyball.

PED 223. Skillful Movement IV: Team Sports B 2

Skill acquisition and analysis, teaching methods and strategies in basketball, field/floor hockey and softball.

PED 224. Skillful Movement V: Educational Dance/Gymnastics/Recreational Games 2

Skill acquisition and analysis, teaching methods and strategies in educational dance, gymnastics and cooperative recreational games.

PED 225. Introduction to Athletic Training 3

This course will explore the basic topics and issues pertaining to athletic training as established by the National Athletic Trainers' Association. No prerequisite.

PED 230. Health and Physical Activity for Education Majors 3

This course emphasizes content knowledge for health instruction in Grades P-5 and appropriate teaching content and practices for movement activities. Required course for all Early Childhood Education majors.

PED 240. Coaching Strategies-Football/Wrestling 3

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. No prerequisite.

PED 243. Coaching Strategies - Basketball/ Volleyball 3

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.

PED 250. History of Sport 3

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.

PED 260. Introduction to Kinesiology and Sport Studies 3

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 specific 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.

PED 298. Special Topics in Health and Physical Education 1-3

This course, which explores a topic of contemporary interest to the study of health and physical education,

is offered as needed to students with sophomore standing.

PED 299. Independent Study in Health and Physical Education 1-3

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

PED 310. Contemporary Health Issues 3

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 sexuality (including teen pregnancy and parenting) and environmental and consumer health topics. This course is designed to be flexible in addressing emerging health concerns. While PED 310 is a content course, effort will be made to link content to classroom uses for the P-12 health instructor. No pre-requisite.

PED 315. Emergency Care and Athletic Injury Prevention 3

This course addresses basic principles for the prevention, recognition, and care of athletic injuries.

PED 320. Tests and Measurements 3

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.

PED 325. Principles of Strength/Conditioning 3

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.

PED 330. Sport in Contemporary Society 3

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. *Prerequisite: ENG 101, PED 250 and PED 260*

PED 335. Baseball and American Culture 3

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.

PED 340. Coaching Principles 3

This course introduces students to the coaching profession. Emphasis is placed on high school and inter-collegiate 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.

PED 350. Sport Administration 3

This course emphasizes principles of leadership and administration for sport, athletic, and physical education related programs and organizations. Experiential learning and class trips (none overnight) are integral aspects of the course. Required course in the Sport Studies Program (recommended for junior level Sport Studies majors). *Prerequisite: PED 250*

PED 360. Sport Facilities and Events 3

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. *Prerequisite: PED 250 and PED 260*

PED 370. Athletics and Media Relations 3

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*

PED 380. Sport Studies Practicum 3

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. Applications for this practicum experience should be submitted to and approved by the Sport Studies Program Coordinator during the semester prior to actual enrollment in PED 380.

PED 420. Kinesiology 3

This course emphasizes the analysis and application of mechanical principles of human movement with emphasis on safe instructional and performance practices.

Prerequisite: BIO 111

PED 430. Exercise Physiology 3

This course examines physiological responses 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. *Prerequisite: BIO 111*

PED 435. Sport Sales and Promotion 3

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.*

PED 450. Sport Marketing and Research 3

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.*

PED 460. The Olympics 3

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.

PED 480. Sport Studies Internship 6-12

This course is an extensive internship for senior level Sport Studies majors that requires 300-600 hours of work experience in a sport-related setting geared to the individual student's career goals. Applications for the internship should be submitted to and approved by the Sport Studies Program Coordinator during the semester prior to actual enrollment in PED 480.

PED 498. Special Topics in Health and Physical Education 1-3

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.

PED 499. Independent Study in Health and Physical Education 1-3

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. *Prerequisite: Permission of instructor*

PCS - Physics Courses

PCS 107. Astronomy I: Solar Astronomy (ES) 4

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.

PCS 108. Astronomy II: Stellar Astronomy (ES) 4

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.

PCS 127. College Physics I (ES) 4

This course begins with mechanics, including linear kinematics, Newton's laws, statistics, 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. *Prerequisite: MAT 102 or placement*

PCS 128. College Physics II (ES) 4

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 127*

PCS 200. Physics for Life (ES) 4

This course covers mechanics, wave motion, sound, electricity, magnetism, light, astronomy and relativity for education majors. Topics are chosen to meet the state educational requirements for science. *Prerequisite: MAT 102*

PCS 201. Physics with Calculus I (ES) 4

This course begins with mechanics, including linear kinematics, Newton's laws, statistics, 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. *Corequisite: MAT 221*

PCS 202. Physics with Calculus II (ES) 4

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. *Corequisite: MAT 321*

PCS 298. Special Topics in Physics 4

This course, which explores a topic of contemporary interest to the study of physics, is offered to students with sophomore standing.

PCS 299. Independent Study in Physics 4

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

POL - Political Science Courses

POL 101. American Government (LS) 3

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.

POL 298. Special Topics in Political Science 3

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.

POL 299. Independent Study in Political Science 3

This course, which involves supervised research on a selected topic, is offered as needed to students with

sophomore standing. *Prerequisite: Permission of instructor*

POL 301. International Politics (GS) 3

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.

POL 306/PHI 306. Classical Political Thought 3

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*

POL 308/PHI 308. Modern Political Thought 3

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*

POL 311M. Comparative Politics (GS) 3

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.

POL 368. Interest Groups and Public Policy 3

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*

POL 385. Constitutional Law (LS) 3

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*

POL 420. Senior Seminar in Political Science 3

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*

POL 472. Media and Politics (AE) 3

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*

POL 498. Special Topics in Political Science 3

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.

POL 499. Independent Study in Political Science 3

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. *Prerequisite: Permission of instructor*

PSY- Psychology Courses

PSY 101. Introduction to Psychology (BH, LS)

3

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.

PSY 200. Life-span Developmental Psychology (LS) 3

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 life-span will also be addressed, along with applications of theories of human development to real world problems. *Prerequisites: PSY 101 with a grade of C or better or Permission of Instructor*

PSY 210. Personality (LS) 3

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 or Permission of Instructor*

PSY 310. Abnormal Psychology (LS) 3

This course is a survey of the various emotional and behavioral disorders, including etiology and treatment. *Prerequisite: PSY 101 with a grade of C or better or permission of instructor*

PSY 325. Experimental Methodology in Psychology 4

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; PSY 320 with a grade of "C" or better.*

PSY 330. Physiological Psychology 3

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*

PSY 340. Cognition and Memory 3

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*

PSY 350. Social Psychology (LS) 3

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*

PSY 360. Behavior Analysis 3

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, 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*

PSY 420. Senior Seminar in Psychology 3

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. *Prerequisites: PSY 101, PSY 320, and PSY 325 with a grade of C or better in these prerequisites or permission of Instructor*

PSY 498. Special Topics in Psychology 3

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*

PSY 499. Independent Study in Psychology 3

This course is offered as needed to students. *Prerequisites: Completion of PSY 101, PSY 320, and PSY 325 with a grade of C or better and Proposal approved by Instructor*

RHC - Orientation Course**RHC 100. Reinhardt University Orientation for WAIT Students 1**

This course for new WAIT students reviews the purpose, personnel, and resources of the University and teaches academic regulations, course selection procedures, and other skills for academic success.

RHC 101. Orientation to Online Learning 3

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.

REL- Religion Courses**REL 104. Introduction to Religion (GS) 3**

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.

REL 105. Moral Responsibility in the Twenty-First Century (VE) 3

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.

REL 204. Survey of the Old Testament 3

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.

REL 205. Survey of the New Testament 3

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.

REL 298. Special Topics in Religion 3

This course, which explores a topic of contemporary interest to the study of religion, is offered as needed to students with sophomore standing.

REL 299. Independent Study in Religion 3

This course, which involves supervised research on a selected topic, is offered to students with sophomore standing. *Prerequisite: Permission of instructor*

REL 300/HIS 300. History of Christianity 3

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, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 301. Church Leadership 3

This course explores the nature of church leadership from its theological basis to its organizational demands. The primary emphasis will be on, but not limited to, church leadership in the local church.

REL 303. Youth Ministry 3

This course explores the multiple facets of youth ministry with primary emphasis on youth ministry in the local church.

REL 308. World Christianity (GS) 3

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, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 310. Recent Christian Thought 3

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, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 312/HIS 312. Religion and History of Judaism and Islam (GS) 3

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, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 317. Christian Ethics (VE) 3

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, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 320. Studies in the Pentateuch 3

A descriptive and critical analysis of the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy (i.e. "The Pentateuch" or "Tora") as literary expressions of the theological, historical and cultural views and values of Ancient Israel. *Prerequisites: ENG 101, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 330. Studies in the Synoptic Gospels 3

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, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 334. Life and Letters of Paul 3

This course studies the conversion, calling and ministry of the apostle Paul, with special emphasis on his literary activity and the social roles he played on behalf of the Gentile faith communities. *Prerequisites: ENG 101, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 338. Studies in Johannine Literature 3

This course explores the Gospel of John and the three epistles of John. Distinctive historical, literary and theological features of the Johannine literature are considered. *Prerequisites: ENG 101, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 340/HIS 340. History and Religion in South Asia (GS) 3

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, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 380/HIS 380. Religion in America 3

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, ENG 102 or ENG 103 or COM 103 or SCI 103*

REL 390. Christian Vocation and Service 3

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.

REL 450. Senior Thesis 3

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.

REL 460. Internship 3

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.

REL 498. Special Topics in Religion 3

This course, which explores a topic of contemporary interest to the study of religion, is offered as needed to students with junior-senior standing.

REL 499. Independent Study in Religion 3

This course, which involves supervised research on a selected topic, is offered as needed to students with junior-senior standing. *Prerequisite: Permission of instructor*

SCI – Sciences**SCI 103. Writing for the Sciences 3**

This course introduces writing and research strategies for scientists through the use of appropriate databases and critical thinking. Emphasis is given to writing re-

ports such as literature reviews, lab reports and research articles through practice and examples as well as critical reading.

SCI 105. Life Science 3

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.

SOC - Sociology Courses**SOC 105. Introduction to Sociology (BH, LS, GS)3**

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.

SOC 298. Special Topics in Sociology 3

This course, which explores a topic of contemporary interest to the study of sociology, is offered as needed to students with sophomore standing.

SOC 299. Independent Study in Sociology 3

This course, which involves supervised research on a selected topic, is offered as needed to students with sophomore standing. *Prerequisite: Permission of instructor*

SOC 300. Global Social Problems (LS, GS) 3

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.

SOC 310. Social Inequality: Class, Race and Gender (LS, GS) 3

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.

SOC 320. Race and Ethnic Relations (LS, GS) 3

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.

SOC 330. Gender and Society (LS, GS) 3

This course examines the construction, transformation, socialization and maintenance of gender and its use as a means of defining roles and power.

SOC 340. Marriages and Families (LS, GS) 3

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.

SOC 345. Parenting Roles: Mothering and Fathering (LS, GS) 3

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.

SOC 350. Deviant Behavior and Social Control (LS, GS) 3

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.

SOC 360. Principles of Criminal Justice and Criminology (LS) 3

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.

SOC 370. Classical Sociological Theory (WC, LS) 3

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.

SOC 371. Contemporary Sociological Theory (WC, LS) 3

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*

SOC 380. Family Violence (LS, GS) 3

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.

SOC 498. Special Topics in Sociology 3

This course, which explores a topic of contemporary interest to the study of sociology, is offered periodically to students with junior or senior standing.

SPA - Spanish Courses

SPA 101. Elementary Spanish I (GS) 3

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

SPA 102. Elementary Spanish II (GS) 3

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*

SPA 205. Intermediate Spanish I (GS) 3

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

SPA 206. Intermediate Spanish II (GS) 3

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*

SPA 298. Special Topics in Spanish 3

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*

SPA 299. Independent Study in Spanish 3

This course, which involves supervised research on a selected topic, is offered as needed. *Prerequisite: SPA 206 or the equivalent or permission of instructor*

SPA 301. Practical Conversation (GS) 3

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*

SPA 302. Spanish Composition (GS) 3

Review of grammar and improvement of writing skills in Spanish. *Prerequisites: SPA 206 or equivalent*

SPA 310. Spanish for Business (GS) 3

This course introduces oral and written skills needed for business and trade transactions with Spanish-speaking countries. *Prerequisite: SPA 206 or equivalent*

SPA 315. Survey of Spanish Linguistics (GS) 3

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*

SPA 320. Survey of Spanish Peninsular Literature (GS) 3

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*

SPA 321. Survey of Spanish-American Literature (GS) 3

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*

SPA 325. Spanish Civilization and Culture (GS) 3

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*

SPA 326. Spanish-American Civilization and Culture (GS) 3

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*

SPA 490. Senior Capstone 3

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*

SPA 498. Special Topics in Spanish 3

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*

SPA 499. Independent Study in Spanish 3

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*

SSC - Social Science Courses

SSC 298. Special Topics in Social Science 1-3

This course, which explores a topic of contemporary interest to the study of social sciences, is offered as needed.

SSC 315. Statistics for Social and Behavioral Sciences 3

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.*

SSC 321. Qualitative Research Methods 3

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.

SSC 325. Survey Design & Analysis 3

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.

SSC 340. Program Evaluation and Needs Assessment 3

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.

SSC 470. Independent Research Project 3

This practicum is designed to give the student faculty guidance in conducting a research project dealing with a topic in the social sciences. *Prerequisites: Completion of sophomore year and proposal approved by instructor*

SSC 490. Social Science Internship 3

A supervised program of study for majors in the Behavioral Sciences requiring hands-on experience in criminal justice, government, clinical, political, or nonprofit organizations. *Prerequisites: Completion of the sophomore year and availability of placement approved by instructor*

SSC 495. Diverse Peoples (GS) 3

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.

SSC 498. Special Topics in Social Science 3

This course, which explores a topic of contemporary interest to the study of social science, is offered as needed.

THE - Theatre Courses

THE 105. Theatre Appreciation (AE) 3

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.

THE 111. Theatre Lab I 1

This course will provide the student with first-hand experience with the “behind-the-scenes” workings of production theatre

THE 112. Theatre Lab II 1

This course will provide the student with first-hand experience with the “behind-the-scenes” workings of production theatre

THE 113. Theatre Lab III 1

This course will provide the student with first-hand experience with the “behind-the-scenes” workings of production theatre

THE 114. Theatre Lab IV 1

This course will provide the student with first-hand experience with the “behind-the-scenes” workings of production theatre

THE 205. Play in Production Workshop (AE) 1

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.*

THE 206. Play in Performance Workshop (AE) 1

This course is for students participating in a theatre production as a performer. *May be retaken for credit with the instructor's permission.*

THE 215. Introduction to Acting (AE) 3

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.

THE 220. Acting I (AE) 3

Acting I is a preliminary level acting course exploring the fundamentals of theatre through voice, movement and scripted materials. Primarily for Theatre majors.

THE 225. Voice for the Actor I 3

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, resonance, 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.

THE 315. Advanced Acting 3

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 215 or THE 220*

THE 320. Audition Techniques 3

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.

THE 325. Introduction to Directing 3

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. *Prerequisite: THE 105 or THE 205 or THE 206*

THE 330. Elements of Theatrical Design 3

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 105 or THE 205 or THE 206*

THE 335. Movement for Theatre 3

This course is an intermediate movement, alignment and movement sequencing section, designed for theatre students to rehearse and define movement skills.

THE 360/ENG 360. Dramatic Literature 3

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.

THE 410. Theatre History I 3-6

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.

THE 411. Theatre History II 3

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.

THE 425. Advanced Directing 3

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

THE 430. Independent Study in Theatre History 3

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*

THE 431. Special Topics in Technical Theatre 3

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*

THE 432. Theatre Internship 3

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.

WLC - World Languages and Cultures

WLC 198. Special Topics (GS) 3

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.

WLC 298. Special Topics (GS) 3

A continuation of WLC 198 that concentrates on progressive acquisition of both cultural and linguistic skills.



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2013-2014

(As of August 15, 2013)

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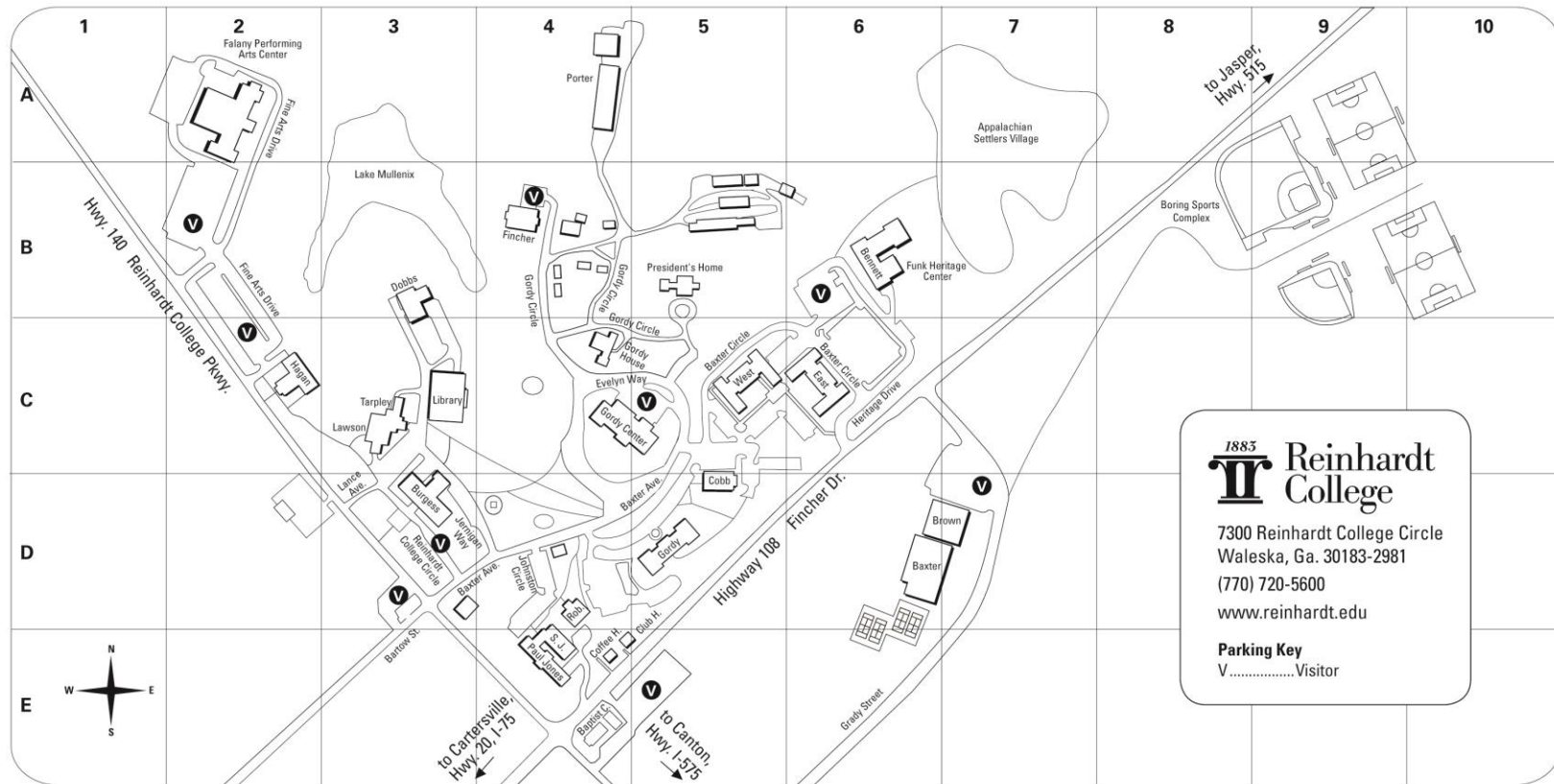
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1883
Reinhardt
College

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www.reinhardt.edu

Parking Key
V Visitor

Admissions House **D3**
Bratton Carillon **D4**
Burgess Administration Building (Hoke O'Kelley Auditorium) **D3**
Burgess Echo Garden **C4**
Capital Campaign Recognition Plaza **D4**
Club House **E4**
Coffee House **E4**
Cobb Hall **D5**
Dobbs Building, Samuel C. **B3**
East Hall **C6**
Facilities/Grounds Office **B5**
Falany Performing Arts Center, Floyd A. & Fay W. **A2**
Fincher Visual Arts Center, William W. Fincher Jr. & Eunice L. **B4**

Gordy Hospitality House, Evelyn **C4**
Gordy Hall, Herbert I. & Lilla W. (Bookshop) **D5**
Gordy Center, W. Frank & Evelyn J. **C4, C5**
Hagan Chapel, Blanche (Waleska United Methodist Church) **C2**
Hill Freeman Library and Spruill Learning Center **C3**
Johnston Hall, Smith L. **E4**
Jones Hall, Paul W. **E4**
Lake Mullenix **B3**
Lawson Academic Center, George M. **C3**
Milk Barn Studio **B4**
Paschall Plaza, Norman W. **D3**
Porter Storage Building, Randall **A4**
Porter Barn **B5, B6**
Post Office (Waleska) **D2**

President's Home, Hal B. Wansley **B5**
Roberts Hall **D4**
Tarpley Education Center, Fred H. & Mozelle Bates (Moore Chapel & Moore Plaza) **C3**
Upchurch Maintenance Facility **A4**
Volleyball Court **D4**
Waleska First Baptist Church **E4**
West Hall **C5**
Wilson Greenhouse, Dowman **B5**

Rollins Wellness Complex, John (Athletic Facilities)
Baxter Recreation Center, Joseph (weight room) **D6**
Brown Athletic Center, James & Sis **D6, D7**
Intramural Field **D6**

Tennis Courts **D6, E6**
Boring Sports Complex, Jim & Syble **A9, B9, B10**
Baseball Field **B8, B9**
Soccer Game Field **A9**
Soccer Practice Field **B10**
Softball Field **B9**
Parking for Athletic Events **C7, D7**

Funk Heritage Center, F. James & Florrie G. **B6, A7**
Appalachian Settlers Village **A7, B7**
Bennett History Museum, John H. Bennett Sr. & Ethel C. **B6**
Northcutt Discovery Trail, Lou Reeta Barton **A7, B6, B7**

7/31/05