



# Georgia Gwinnett College Catalog

2010-2011

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

The authoritative source of information concerning Board approved policies and procedures is The Policy Manual of the Board of Regents. In the event of conflict between this Catalog and The Policy Manual, the Board Policy Manual prevails. The Administrative Policy Manual is Georgia Gwinnett College's primary policy manual. In the event of a conflict between this Catalog and the Administrative Policy Manual, the Administrative Policy Manual prevails.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and the institution. While the provisions of this catalog will ordinarily be applied as stated, Georgia Gwinnett College reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the various academic and administrative offices or the Registrar's Office and on-line at <http://www.ggc.usg.edu/index.php/Admissions-Registrar-Main.html>. Students are responsible for information regarding catalog changes and current graduation requirements.



# Catalog

2010-2011

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

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## 2010 – 2011 Calendar of Academic Activities

<b>FALL 2010 CALENDAR</b>	
<b>Month Date</b>	<b>Description</b>
June 4	New Student Registration Begins
July 15	Deadline to Apply for Admission for Fall 2010
July 23	Document Deadline for Admission for Fall 2010
August 20	Deadline for Fall 2010 Tuition Payments
August 21	Late Payment Fee Begins
August 23	Classes Begin
August 29	Drop/Add Ends
September 3	Deadline for Petitions for In-State Residency
September 3	Applications for Fall 2010 Graduation Due
September 6	Labor Day Holiday
October 12	Mid-term Grades Due
October 15	Mid-term – Last Day to Withdraw with a “W”
October 25	Academic Advisement/Registration Begins for Spring 2011
November 15	Deadline to Apply for Admission for Spring 2011
November 24-28	Thanksgiving Holidays
December 9	Last Day of Classes before Final Exams
December 10-16	Final Examinations
December 18	Grades Due
January 8, 2011	Commencement
<b>SPRING 2011 CALENDAR</b>	
<b>Month Date</b>	<b>Description</b>
October 25	Academic Advisement/Registration Begins
November 15	Deadline to Apply for Admission for Spring 2011
November 29	Deadline to Submit Documents for Spring 2011
January 3	Deadline for Spring 2011 Tuition Payments and Housing
January 3-4	Registration Drop/Add is not Available
January 5	Drop/Add Begins
January 5	Late Payment Fee Begins
January 6	Classes Begin
January 17	Martin Luther King, Jr. Holiday NO CLASSES
January 20	Drop/Add Ends
January 21	Deadline for Petitions for In-State Residency
January 21	Applications for Spring 2011 Graduation Due
March 7	Mid-Term Grades Due by 9:00 AM
March 9	Mid-term – Last Day to Withdraw with a “W”
March 14-20	Spring Break – NO CLASSES
March 21	Academic Advisement/Registration Begins for Summer 2011 and Fall 2011
April 1	Deadline to Apply for Admission for Summer 2011
April 8	Deadline to Submit Documents for Admission for Summer 2011
May 4	Last Day of Classes before Final Exams
May 5 – 10	Final Examinations
May 13	Grades Due by 10:30 AM
TBA	Commencement

<b>SUMMER 2011 CALENDAR</b>	
<b>Month Date</b>	<b>Description</b>
March 21	Academic Advisement/Registration Begins
May 21	Deadline for Summer 2011 Tuition Payments for Session A and Full Summer Session
May 22	Late Payment Fee Begins for Session A and Full Summer Session
May 30	Memorial Day Holiday – NO CLASSES
May 23	Classes Begin for Summer Full and Summer A Session
May 24	Drop/Add Ends for Summer Full and Summer A Session
June 2	Deadline for Petitions for In-State Residency
June 2	Applications for Summer 2011 Graduation Due
June 31	Mid-term Grades Due Session A
June 1	Mid-term Session A – Last Day to Withdraw with a “W” for Summer Session A
June 1	Deadline to Apply for Admission for Fall 2011
June 8	Deadline to Submit Documents for Admission for Fall 2011
June 17	Mid-term Grades Due Full Summer Session
June 22	Midterm Full Summer Session – Last Day to Withdraw with a “W” for Summer Full
June 20	Last Day of Classes for Session A
June 21-22	Final Examinations for Session A
June 22	Grades Due for Session A
June 23	Classes Begin for Summer Session B
June 24	Drop/Add Ends for Session B
July 4-5	Independence Day Holiday – NO CLASSES FULL SESSION ON JULY 4 - 5 SESSION B MEETS FOR CLASSES ON TUESDAY, JULY 5
July 5	Mid-term Grades Due Session B
July 6	Mid-term Session B – Last Day to Withdraw with a “W” for Summer Session B
July 18	Last Day of Classes for Full Summer Session
July 19	Last Day of Classes for Session B
July 20-22	Final Examinations for Session B and Full
July 24	Grades Due for Session B and Full

## Tentative Academic Calendars for 2011-2014

### 2011-2012

#### *Fall 2011*

Classes begin	August 17
Labor Day	September 5
Thanksgiving	November 22-27
Classes end	December 6
Exams	December 7-13

#### *Spring 2012*

Classes begin	January 9
MLK	January 16
Spring Break	March 11-18
Classes end	April 30
Exams	May 2 - 8

#### *Summer 2012*

Classes begin	May 21
(Session A and full)	
Memorial Day	May 28
Session A ends	June 19
Exams Session A	June 20-21
Classes begin B	June 22
July 4 <sup>th</sup> Holiday	July 4
Classes end	July 19
(Session B and full)	
Exams	July 21, 23, 24
(Session B and full)	

### 2012-2013

#### *Fall 2012*

Classes begin	August 20
Labor Day	September 3
Thanksgiving	November 20-25
Classes end	December 8
Exams	December 10-15

#### *Spring 2013*

Classes begin	January 7
MLK	January 21
Spring Break	March 10-17
Classes end	April 29
Exams	May 1 - 7

#### *Summer 2013*

Classes begin	May 21
(Session A and full)	
Memorial Day	May 27
Session A ends	June 18
Exams Session A	June 19-20
Classes begin B	June 21
July 4 <sup>th</sup> Holiday	July 4
Classes end	July 19
(Session B and full)	
Exams	July 20, 22, 23
(Session B and full)	

### 2013-2014

#### *Fall 2013*

Classes begin	August 19
Labor Day	September 2
Thanksgiving	November 26-December 1
Classes end	December 7
Exams	December 9-14

#### *Spring 2014*

Classes begin	January 13
MLK	January 20
Spring Break	March 9-16
Classes end	May 5
Exams	May 6 - 10

#### *Summer 2014*

Classes begin	May 19
(Session A and full)	
Memorial Day	May 26
Session A ends	June 18
Exams Session A	June 19-20
Classes begin B	June 23
July 4 <sup>th</sup> Holiday	July 4
Classes end	July 22
(Session B and full)	
Exams	July 23-25
(Session B and full)	



# General Information





## Vision

Georgia Gwinnett College will be a premier 21<sup>st</sup> Century Liberal Arts college where learning will take place continuously in and beyond the confines of the traditional classroom. Its cornerstones will be innovative use of educational technology and a commitment to an integrated educational experience that develops the whole person. Georgia Gwinnett College will be a wellspring of educational innovation. It will be a dynamic learning community where faculty engagement in teaching and mentoring students will be the hallmark. It will be a driving force for change in student success. As such, it will be a model for innovative approaches to education, faculty engagement with students, and highly efficient student, facility, and administrative services.

## Mission

Georgia Gwinnett College provides access to targeted baccalaureate level degrees that meet the economic development needs of the growing and diverse population of the northeast Atlanta metropolitan region. It emphasizes the innovative use of technology and active-learning environments to provide students enhanced learning experiences, practical opportunities to apply knowledge, increased scheduling flexibility, and a variety of course delivery options. Georgia Gwinnett College's outstanding faculty and staff actively engage students in various learning environments, serve as mentors and advisors, and assist students through programs designed to enhance their academic, social, and personal development. Georgia Gwinnett College produces contributing citizens and future leaders for Georgia and the nation. Its graduates are inspired to contribute to the local, state, national, and international communities and are prepared to anticipate and respond effectively to an uncertain and changing world.

## Operating Principles

Georgia Gwinnett College is committed to:

- Continuous review, assessment, change, and experimentation.
- Holistic development of students.
- Building partnerships with its business and community constituents.
- Developing a workforce of highly competent teachers and staff who are also action oriented and innovative.
- Innovatively integrating technology into educational experiences.
- Diversity and building a multicultural environment to prepare students to succeed in a global society.
- Being the community of choice to work for faculty, administrators, and staff.
- Providing a supportive work environment that encompasses involvement, open communications, a spirit of collegiality and an appropriate reward system.

## History of Georgia Gwinnett College

Georgia Gwinnett College opened its doors on August 18, 2006, as Georgia Governor Sonny Perdue, GGC President Daniel J. Kaufman, Georgia Board of Regents Chairman Allan Vigil, U.S. Representative John Linder and GGC Foundation Chairman Glenn White cut the ceremonial ribbon for the nation's first four-year public college founded in the 21st century and the first four-year public institution created in Georgia in more than 100 years.

Recognizing that Gwinnett was the largest county east of the Mississippi River lacking a four-year college, the County purchased 160 acres of land located off Georgia Highway 316 and Collins Hill Road in 1994 and designated it specifically for the development of a college campus. Five years later, the Georgia Legislature showed their support by allocating nearly \$20 million for the signature building which serves as the focal point on the campus today.

The following year, Gwinnett County donated the 160 acres to establish the Gwinnett University Center (GUC), a partnership among several state institutions. Before the year ended, the Board of Regents would approve a unique public-private venture to construct the first classroom building on the new campus. The new 120,000 square-foot building was constructed in a record 10 months and by January of 2002, the College's predecessor, the Gwinnett University Center, would open its doors.

In October of 2004, the Board of Regents voted to create a new four-year college in Gwinnett County, which had doubled in population in each of the past three decades and was home to nearly 700,000 people. The new college would inhabit the GUC campus and replace the four schools then offering courses on the site.

In March of 2005, the Georgia General Assembly passed Senate Resolution 33, authored by Sen. Don Balfour, establishing a new college in Gwinnett County. That same year, Gov. Perdue deferred a \$5 million appropriation in the 2006 state budget for a 29,000 square-foot classroom building.

In September of 2005, the Georgia Board of Regents hired Dr. Daniel J. Kaufman, a retired Army brigadier general, as the College's inaugural president. A month later, the Board voted to name the institution, "Georgia Gwinnett College."

Before the end of the year, the Board of Regents approved several initial bachelor degree programs: Bachelor of Science with a major in Biology; a Bachelor of Science with a major in Psychology; a Bachelor of Science in Education with a major in Early childhood Education (including eligibility for certification in special education); a Bachelor of Applied Science with a major in Technology Management; a Bachelor of Business Administration with a major in General Business and Marketing; a Bachelor of Science in Radiologic Technology and a Bachelor of Science in Nursing.

In 2006, Georgia Gwinnett College opened its doors to 118 juniors as its first students. The following fall, the College's first freshman class joined GGC. In 2008, the College held its inaugural commencement ceremony, graduating 17 students. In January of 2009, Georgia Gwinnett College held its first winter graduation ceremony.

By the fall of 2008, a new 90,000 square-foot Library and Learning Resource Center was under construction. In early 2009, work began on Phase I of Student Housing and a new Student Center.

In May of 2009, with Gen. David H. Petraeus, U.S. commander of Central Command, as the commencement speaker, GGC graduated 38 students. In June 2009, the Commission on Colleges of the Southern Association of Colleges and Schools granted Georgia Gwinnett its initial accreditation, giving the College the ability to apply for research grants and awards from foundations for students and faculty members, and expand its degree programs. GGC now also offers majors in early childhood education, history, exercise science, mathematics, special education, English, political science and criminal justice/criminology. GGC expects to begin its nursing program soon.

When the doors opened for fall semester 2009, more than 3,000 students were on campus.

In the summer of 2010, the college celebrated the opening of its new Library and Learning Center and its first student residence halls. More than 5,000 students enrolled for the 2010 fall semester. The new Student Center will open by January 2011.

## Facilities

Georgia Gwinnett College is located at 1000 University Center Lane on approximately 200 acres located off Collins Hill Road at Ga. Highway 316/University Parkway in Lawrenceville, Georgia.

Eight academic and support buildings service the functions of Georgia Gwinnett College, along with 1029 beds of student housing:

Building A – The first academic building opened in January, 2002. With approximately 124,000 square feet, this building provides classrooms, science labs, a food court, bookstore, advisement/testing, faculty offices, and an Information Services desk with computer/internet stations available to students.

Building B – The “signature” building opened in August, 2002. With approximately 108,000 square feet, this building provides classrooms, food service, learning support labs, faculty offices, and administrative office space for the executive administration at Georgia Gwinnett College.

Building C – This classroom building opened Phase One in January, 2006, and Phase Two in August, 2007. With approximately 56,000 square feet, this building provides classrooms, a seminar room, a 300 seat auditorium, and faculty offices.

Building D – This building opened October 2007 and houses the student services functions, including the admissions office, the registrar’s office, the bursar’s office, and the financial aid office along with student development.

Building E – This 40,000 square foot Wellness Center which opened in 2008 includes state of the art exercise and weight training equipment, aerobics, two racquetball courts, basketball court, steam rooms, saunas, junior Olympic swimming pool, a jogging track, a counseling center, and outdoor deck for the use of students, faculty, and staff.

Parking Deck – A 734-car parking deck was completed in February 2008 and stands on the east edge of campus for the use of students, faculty, and staff.

Student Center – a 79,335 square foot building opened with a new dining hall serving resident students, commuter students, faculty and staff. The student affairs offices and student government functions will open there during the fall of 2010.

Student Housing – This 415,770 square foot, 1029 bed complex forms the heart of residential life on campus and is comprised of a mix of 2, 3, 4, 6, 8 and 12 bedroom suites. It is the first phase of a 2500 bed complex which will provide “on campus” living for students and academic opportunities for students and faculty. The facility incorporates academic program and academic study spaces in order to allow for scheduled teaching and seminars, as well as allow students to have study space and organization to have meeting space. Informal activities such as games and video can take place there as well.

Library (Building I) – A 95,370 square foot library opened in August, 2010. The new building is comprised of a large information commons area, state of the art circulation desk, the center for teaching excellence, a learning support center, a 200 + seat lecture hall, and a quiet reading room. The Library is at the center of the academic life of the campus and sits across from the signature building.

## **Georgia Gwinnett College Library and Learning Center**

The mission of the GGC Library and Learning Center is to serve the information and research needs of the students, faculty, and staff of Georgia Gwinnett College, a four year unit of the University System of Georgia (USG). The library also serves as a resource center for the Gwinnett County community.

The library is centrally located on the GGC campus. The first floor contains the Information Commons, the Access Services Department, and a portion of the circulation collection. Two classrooms dedicated to library instruction also are located on the first floor. Service points on this floor include the Circulation Desk and the Information Commons Help Desk. Five study rooms available for reservation are located on the west side of the first floor.

The second floor contains the reference collection, periodicals and a portion of the circulation collection. The Reference Desk, which is staffed by degreed professional librarians, is located on the second floor as well as the Research Services Department. Also housed on the second floor is the Center for Teaching Excellence and the Academic Enhancement Center, which provides student tutoring services. Multiple study rooms are located on the west and south side of this floor.

The third floor houses the Library administrative offices as well as the oversized book collection. Also located on this floor is the Heritage Lecture Room, a multi-purpose space used to host special events and the Quiet Reading Room, which provides an area for contemplative study. The Archives Collection, a collection of documents and memorabilia relating to the founding of Georgia Gwinnett College is located near the administrative offices. Multiple study rooms are located on the west and south side of this floor.

The library's collections include more than 60,000 printed books and 27,000 electronic books. The library subscribes to more than 250 print periodical/scholarly journal titles and newspapers. GGC's library participates in the USG GALILEO/GIL consortium. GALILEO allows the library to provide access to about 200 core databases with more than 2000 journal titles in full text. The library also provides access to several databases outside of GALILEO to provide an even broader collection for research. Through GIL, the library provides access to the collections of all USG libraries. The Reserves Collection, through both electronic and print formats, holds items used in courses.

Services provided include library instruction and interlibrary loan. Instruction ranges from general orientation of the library and its resources to discipline specific sessions. Interlibrary loan allows the library to obtain books and documents otherwise not available in its collections.

The Library is open approximately 75 hours a week. For additional information on the Library, its collections and services, please contact the Georgia Gwinnett College Library, 1000 University Center Lane, Lawrenceville, GA 30043, 678-407-5317.

## **Hours of Operation**

Georgia Gwinnett College is open for classes between the following times:

Monday through Friday – 7:00 a.m. to 11:00 p.m.

Saturday – 7:00 a.m. to 7:00 p.m.

Sunday – 1:00 p.m. to 6:00 p.m.

Administrative Offices at Georgia Gwinnett College are open between the hours of  
8:00 a.m. to 5:00 p.m. Monday through Friday.

Fitness Center-Monday through Thursday – 7:00 a.m. to 7:00 p.m.

Friday – 7:00 a.m. to 4:00 p.m.

and Saturday – 9:00 a.m. to 12 p.m.

## **Holidays**

Georgia Gwinnett College's holidays shall be as follows (actual dates published each year):

New Year's Day

Martin Luther King Day

Memorial Day

Fourth of July

Labor Day

Thanksgiving Day

Day after Thanksgiving

Winter Holidays (Five Days)

## **Students' Observation of Religious Holidays**

In accordance with the University System of Georgia policies and procedures, Georgia Gwinnett College provides students the option of observing religious holidays unless doing so would impose an undue hardship on the college. Students who miss class to observe a religious holiday during scheduled class times must make arrangements in advance with the faculty member. Faculty should be sensitive to the student issues regarding religious holidays and are encouraged to provide an alternative option for making up class work.

This policy is aligned with that of the USG Academic Affairs Handbook, Section 2.1, "Semester System, Uniform Academic Calendar, Cancellation of Classes, and Religious Holidays." An excerpt dealing with the observance of religious holidays by students is provided below:

## **Religious Holiday Schedule**

Decisions as to which religious holidays are covered by institutional policy are left to the discretion of individual USG institutions since the characteristics of the student body and faculty may vary considerably among institutions.



# Admission Policies

## Admissions Policies and Procedures

### Application Deadlines

All application materials must be submitted by the dates below for each semester:

Fall Semester	June 17
Spring Semester	November 15
Summer Semester	April 1

### Admission Policy

It is the policy of Georgia Gwinnett College to create admissions requirements that fulfill the stated mission of the college, by encouraging students of diverse levels of preparation, ethnicity, and age to attend this institution and develop their full potential as individuals and members of the community. These guidelines are in keeping with Georgia Gwinnett College's strong commitment to student success, a process that begins when students first apply to the college and continues through graduation and job placement. Georgia Gwinnett College complies with the access mission institution admission standards established under University System of Georgia Board of Regents policies, and is committed to ensuring that the admissions procedures implement these standards.

### Application Procedures

All students applying for admission to Georgia Gwinnett College must complete the following procedures:

- 1) Complete an electronic Application for Admission, available at <http://www.ggc.usg.edu/index.php/Admissions-Applying-to-GGC.html> or [www.gacollege411.org](http://www.gacollege411.org). Students who are unable to complete the electronic application should contact the Georgia Gwinnett College Admissions Office at 678-407-5313.
- 2) Submit the required \$20 application fee electronically with the application.
- 3) Freshmen and applicants with fewer than 30 transfer hours must request that their most recently-attended high school submit an official high school transcript to Georgia Gwinnett College.
- 4) Applicants who have attended any college (as a transfer student or as a HOPE-ACCEL student) must request official college transcripts from all colleges previously attended. These official transcripts must be sent directly to Georgia Gwinnett College.
- 5) Students must submit the Georgia Gwinnett College Immunization Form completed and signed by a physician. For more details on the specific immunizations required for admission to Georgia Gwinnett College, consult the Georgia Gwinnett College Immunization Form available on the Georgia Gwinnett College Admissions website.
- 6) Applicants who indicate that they have a criminal conviction or criminal charges pending will be asked to provide supplemental information in consideration of the applicant's eligibility for admission to Georgia Gwinnett College. Failure to provide this information may impact the applicant's eligibility for admission.
- 7) Admission of students with disabilities follows Board of Regents policy. Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the Required High School Curriculum in these areas. Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the System. Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.

- 8) The mailing address for submission of all documents (except the electronic admissions application) is:

Georgia Gwinnett College  
Office of Admissions  
1000 University Center Lane  
Lawrenceville, GA 30043

Applicants will be provided with a username and PIN by the college to allow the student to check their application status. A final decision on your acceptance into the College will be made after all application materials have been received.

*Admission Requirements for Programs Leading to the Baccalaureate Degree*

*Freshman Requirements*

Applicants who have never attended other colleges or who have earned fewer than 30 transferable semester hours from previous colleges are classified as freshman. The following requirements are in effect for freshman applicants:

*High School Diploma*

- 1) Freshmen must have a High School Diploma from a high school accredited by a regional accrediting association (such as the Southern Association of Colleges and Schools), or by the Georgia Accrediting Commission, or from a public school regulated by a school system and state department of education. Certificates of Attendance or Special Education Diplomas are not acceptable.
- 2) High school students with a College Preparatory Diploma must have a minimum 2.00 grade point average based on the grades in the 16 units Required High School Curriculum as defined by the Board of Regents.
- 3) High School students with a Technical Preparatory Diploma must have a minimum 2.50 high school grade point average, based on the grades in the 13 academic units of the tech/prep program defined by the Board of Regents. Students with a Technical Preparatory Diploma whose cumulative grade point averages are between 2.49 and 2.20 will be admitted on Academic Probation and will be required to maintain Satisfactory Academic Progress as defined by their academic classification in order to be placed in good academic standing at Georgia Gwinnett College.

As part of the admission process and in compliance with Board of Regents Policy, each student will be evaluated to determine satisfactory completion of the following 16 units of the University System of Georgia Required High School Curriculum (RHSC):

<b>Course Category</b>	<b>Instructional Emphases</b>
ENGLISH (4 Carnegie Units Required)	Grammar and Usage; Literature (American, English, World), and Advanced Composition Skills
MATHEMATICS (4 Carnegie Units Required)	Algebra I, Algebra II, Geometry
SCIENCE (3 Carnegie Units Required)	One laboratory course from the life sciences and one laboratory course from the physical sciences
SOCIAL SCIENCE (3 Carnegie Units Required)	At least one course focusing on United States studies and one course focusing on world studies
FOREIGN LANGUAGE (2 Carnegie Units Required)	Units must be in the same language; emphasis on speaking, listening, reading, and writing in that language. Two (2) units of American Sign Language may be used to satisfy this requirement.



### RHSC Deficiencies

Students who have not completed the required RHSC units must take additional courses as outlined below to make up for the RHSC deficiencies. All RHSC deficiencies must be made up before the student has earned 20 semester hours of college level credit. College courses taken to satisfy RHSC deficiencies are required for degree completion but cannot be used to fulfill Core Curriculum or program requirements at Georgia Gwinnett College. The credits earned for these courses are calculated in the term grade point average but not in the cumulative Georgia Gwinnett College grade point average. Transfer students who satisfy RHSC requirements at another institution of the University System of Georgia will be acknowledged as having met those requirements.

<b>Area of RHSC Deficiency</b>	<b>Prescribed Remediation</b>
ENGLISH	Pass COMPASS placement tests in Reading and English or complete Student Success coursework in Reading and English. Courses used to satisfy RHSC deficiency in English and reading: ENGL 0099 Student Success Pre-College Composition
MATHEMATICS	Pass COMPASS placement tests in Mathematics or complete Student Success coursework in Mathematics. Courses used to satisfy RHSC deficiency in mathematics: MATH 0099 Student Success Pre-College Algebra
SCIENCE	Complete a laboratory science course from Area D of the General Education curriculum; course must be successfully completed with a grade of "C" or better. Courses used to satisfy RHSC deficiency in science: PSCI 1101 Physical Sciences I BIOL 1101 Biological Sciences I
SOCIAL SCIENCE	Complete a course from Area E of the General Education curriculum; course must be successfully completed with a grade of "C" or better. Courses used to satisfy RHSC deficiency in social science: ANTH 1102 Anthropology PSYC 1102 The Psychological Experience SOC 1101 Sociology HIST 1111 Survey of World History I HIST 1112 Survey of World History II HIST 1121 Survey of Western Civilization I HIST 1122 Survey of Western Civilization II
FOREIGN LANGUAGE	Complete an approved foreign language course from the General Education curriculum; course must be successfully completed with a grade of "C" or better. Courses used to satisfy RHSC deficiency in foreign language: SPAN 1001 Elementary Spanish I FREN 1001 Elementary French I

### Course Placement

Freshmen (including those with fewer than 30 semester hours) will take COMPASS Placement Exams prior to course registration in order to determine specific requirements for remediation (or exemption from remediation) in English (or English for Academic Purposes), reading, and mathematics. Students who meet the 16 RHSC unit requirements may submit the following minimum scores on a nationally administered SAT or ACT as a means of demonstrating proper proficiency in English, reading, and mathematics:

SAT Critical Reading = 480  
SAT Math = 460  
ACT English = 21  
ACT Math = 19

Proficiency in mathematics allows a student to register for an introductory mathematics course (MATH 1111, MATH 2000, and BUSA 2000). SAT or ACT scores are insufficient for enrollment in higher mathematics courses (MATH

1113, MATH 2200). A student who desires to register for a higher mathematics course must take the COMPASS Placement Exam or have CLEP, AP, or IB credit (see Alternate Credit Options).

### Non-traditional freshman

Non-traditional freshmen are defined as individuals who meet all of the following criteria:

- 1) Have been out of high school at least five years and whose high school class graduated at least five years ago.
- 2) Hold a high school diploma from an accredited or approved high school or have satisfactorily completed the GED.
- 3) Have earned fewer than 30 transferable semester credit hours.

All non-traditional freshmen must be screened for placement in learning support courses using a placement test administered by a University System institution and must meet University System criteria for exemption or exit of learning support in reading, English, and mathematics.

### Students with Fewer than 30 Transfer hours of College Credit

The college transcripts of students who have attended other colleges (but earned fewer than 30 semester hours of eligible transfer credit) will be considered as part of the admissions process. If a student meets the freshman requirements listed above and their combined GPA from previous college work is at or above a 2.00, the candidate will be admitted without condition; those who fail to meet both these requirements will be denied admission.

A student who has fewer than 30 semester hours of college credit will be admitted on Academic Probation, and will be required to maintain Satisfactory Academic Progress as defined by their academic classification in order to be placed in good academic standing at Georgia Gwinnett College, if one of the following two conditions occur: a) the student meets the freshman admission requirements listed above but has a combined GPA from previous college work below a 2.00 or b) the student does not meet the freshman admission requirements listed above but has a combined GPA from previous college work above a 2.00.

## Exceptions to Freshman Admission Requirements for Special Groups of Students

### Home School Applicants

Applicants from home school or graduates of non-accredited high schools may be considered for admission upon submission of a portfolio of the student's academic work and official SAT/ACT scores. Students who have completed each of the 16-unit RHSC areas as documented in the portfolio (or as documented by the SAT II Subject Tests) and have achieved the minimum SAT scores described in "Course Placement." All applicants in this category must be reviewed by the Admissions Committee and an interview with the candidate may be required.

### Required High School Curriculum Requirements (RHSC) - Home School and Non-Accredited High School Applicants

All home school and non-accredited high school applicants must demonstrate equivalent RHSC competence as required by Board of Regents policy. Home School applicants who receive credit from accredited institutions and curriculum providers can demonstrate compliance by submitting official transcripts from these providers. These transcripts will be evaluated for RHSC competence based on the general RHSC requirements detailed under freshmen requirements.

Home School applicants who have credits from non-accredited institutions and curriculum providers, as well as applicants from non-accredited High Schools, will submit a Home School/Non-Accredited High School College Preparatory Credit Evaluation Form (or a transcript in similar form) and one of the following:

- SAT II or CLEP scores in Biology, Chemistry or Physics, American History and World History, and a foreign language. Applicants should contact the Admissions Office for the minimum score criteria
- A detailed description of course work completed in each subject area that includes the subject title, course description, texts or program used, and primary teacher *as well as* writing samples, reading lists, major projects and assignments, exceptional learning experiences, and additional standardized test scores such as the Iowa Basic Skills that can be used to evaluate RHSC compliance. Each subject should be representative of one Carnegie Unit (or academic year) of study. The Admissions Committee will review the portfolio for RHSC

compliance, and at its sole discretion can recommend that an applicant has met some, all or none of the RHSC requirements.

- Applicants who do not satisfy these requirements may still be admitted, but will be required to enroll in the appropriate courses (outlined above under the general “RHSC Requirements”) to satisfy the RHSC deficiencies.

#### Home School Portfolio Review Procedures

The committee will review the student portfolio with the primary goal of determining the applicant’s potential for success at the college level. If the committee is not satisfied with the material submitted in the portfolio it will seek additional information from the applicant as a condition for admission. If the committee’s request is not satisfied, the applicant will be denied admission. Information of how applicants can satisfy the portfolio requirement and guidance in preparing their portfolio is contained on the GGC website at <http://www.ggc.edu/admissions/forms-and-documents> by clicking on the Home School Evaluation Form.

#### General Educational Development (GED)

Persons over 18 years of age (or whose class has already graduated from high school) whose secondary schooling was interrupted may be admitted by presenting General Educational Development (GED) equivalency. Official GED test score reports must be mailed directly from the Technical College System of Georgia (TCSG) to the Georgia Gwinnett College Admissions Office. GED applicants are strongly suggested (but not required) to take either the College Board Scholastic Assessment Test (SAT) or the American College Test (ACT), the results of which will be made part of the applicant’s portfolio. All GED applications must be reviewed by the Admissions Committee, and an interview with the candidate may be required.

#### Dual Enrollment/Joint Enrollment/Early Admission of High School Students

The University System of Georgia (USG) recognizes the need to provide academically talented high school students with opportunities for acceleration of their formal academic programs. This recognition has led to the development of three organized programs:

- 1) A dual enrollment program in which a student, while continuing his/her enrollment in high school, enrolls in a course(s) for both high school and college credit.
- 2) A joint enrollment program in which a student, while continuing his/her enrollment in high school as a junior or senior, enrolls in courses for college credit.
- 3) An early admissions program in which the student enrolls as a full-time college student following completion of the junior year in high school.

Georgia Gwinnett College has chosen to implement Dual Enrollment, Joint Enrollment and Move on When Ready (MOWR). To participate in either the dual enrollment or joint enrollment program a student must be enrolled in public school regulated by a school system and state department of education or private secondary high school which is accredited by one of the following:

- 1) A regional accrediting association (such as the Southern Association of Colleges and Schools)
- 2) The Georgia Accrediting Commission
- 3) The Georgia Private School Accrediting Commission (GAPSAC)
- 4) The Accrediting Commission for Independent Study (ACIS)

To participate in the Move on When Ready Program, a qualified student must be enrolled in a public high school.

The minimum admission standards for dual enrollment and joint enrollment and early admission are:

- 1) A minimum 480 verbal and 460 math scores on the SAT-1 and a combined SAT score of 970 or a minimum of 21 English and 19 mathematics score on the ACT and at least a composite score of 20.

- 2) Minimum cumulative high school GPA of 3.0 or higher in courses taken from the required 16 RHSC units;
- 3) Exemption of all Student Success requirements;
- 4) Written consent of parent or guardian (if the student is a minor);
- 5) On track towards the completion of the University System of Georgia 16-unit RHSC requirements and high school graduation.

Students wishing to complete RHSC or high school graduation requirements by enrolling in college courses must meet the following additional admission requirements:

- 1) RHSC English and/or Social Science - Students planning to complete their 4th year high school English and/or social studies requirements with college credit must have an SAT I Verbal score of 530 or higher or ACT English score of 23.
- 2) RHSC Math - Student's planning to complete their 4th year of high school mathematics must have completed Algebra I and II and Geometry and have a SAT I Mathematics score of at least 530 or ACT Mathematics scores of at least 22.
- 3) Electives - Students can enroll in appropriate elective courses as approved by the high school counselor. (Students must have completed two units of a foreign language to enroll in a college foreign language course and three units of science prior to enrolling in a college science course.)

#### ACCEL Program

Students who are interested in dual enrollment or joint enrollment may be eligible for funding under ACCEL, the State of Georgia's dual admission program. For additional information about the ACCEL program, students should contact their high school guidance counselor or the director of the ACCEL program at the Georgia State Department of Education.

The minimum admissions standards for the dual enrollment, joint enrollment, and early admissions programs have been developed to allow certain students to receive both high school and college credit for some courses.

#### Approved College Courses: Dual Enrollment

Students can select courses from the University System of Georgia Core Curriculum or courses for which Core Curriculum courses are prerequisites or co-requisites. Students wishing to take courses outside of those described above must obtain permission of the dean of the college or chair of the department offering the course and the chief academic officer or his/her designee. Exceptions will be considered only under unusual circumstances. Students will be carefully advised and allowed admission only to those courses for which they have adequate preparation. High school students seeking to use college courses to satisfy high school graduation requirements will be directed to contact their high school counselor for a list of approved courses.

#### Acceptance of Transfer Credit: Dual Enrollment

College credit earned at an accredited institution prior to high school graduation will be considered as transfer credit if the student was enrolled as a joint enrollment/early admission student and had a minimum SAT I score of 970 (or ACT Composite of 20) and a HSGPA of 3.00 (B) on a 4.00 scale or if the student was a participant in an approved Early College program. College credit earned at an accredited institution prior to high school graduation will be considered if approved by the receiving institution, and if the student has completed 30 or more credit hours of transferable college (not including the hours earned prior to high school graduation), and if the student has satisfied any or all Learning Support requirements.

#### Move on When Ready (MOWR)

"The Move on When Ready Act," (MOWR) permits 11th and 12th grade students to leave their assigned high schools and attend post secondary institutions full-time to earn course credit that will apply towards high school graduation and college. MOWR is intended as another option (not replacement) for the 11th and 12th grades, in addition to other regular dual enrollment programs, residential programs, early college, career academics and charter schools.

### Georgia Gwinnett College admissions requirements for Move On When Ready

- 1) Be a student who is entering the 11th or 12th grade and who spent the prior year (2 consecutive semesters) in attendance at a Georgia public high school.
  - 2) 3.5 Core Academic GPA
  - 3) 1200 Combined Critical Reading/Math SAT with 600 Critical Reading and 600 Math
- OR
- 27 ACT Composite with 27 English & 25 Math

### Transfer Student Requirements

Applicants who have attended other colleges and have earned more than 30 semester hours are classified as transfer students. Students admitted from other colleges are required to meet all general requirements regarding examinations and application deadlines. Students planning to transfer from other colleges must request that the Registrar's Office at each college previously attended forward an official transcript to the Admissions Office at Georgia Gwinnett College. Official transcripts are required whether or not the applicant receives transfer credit. Documents must be mailed directly from the other college to the Georgia Gwinnett College Admissions Office.

### Admission Requirements

- 1) Transfer applicants must present a cumulative grade point average of 2.50 or above (based on a 4.00 scale) on all work attempted and must be in good academic standing at the last institution attended in order to be admitted to Georgia Gwinnett College in good academic standing.
- 2) Transfer applicants whose cumulative grade point averages are below 2.50 and above 2.00 will be admitted on Academic Probation and will be required to maintain Satisfactory Academic Progress as defined by their academic classification in order to be placed in good academic standing at Georgia Gwinnett College.

### Transfer of Credit

Evaluations of transfer credit are available for student viewing on their account on Banner Web upon completion of the admissions process and attendance at a Georgia Gwinnett College Bear Essentials Orientation Session. Georgia Gwinnett College stands behind and assumes responsibility for all credits recorded on official student transcripts.

- 1) Credit earned in regionally accredited colleges may be transferred at full value to Georgia Gwinnett College provided the course content is comparable to that of a course offered by Georgia Gwinnett College or, for non-comparable courses, those that satisfy the guidelines of the University System of Georgia.
- 2) Transfer students are required to earn a grade of "C" or better in all Area A requirements (ENGL 1101 and 1102, MATH 1111, or equivalents) in order for those courses to transfer to Georgia Gwinnett College. In addition, a grade of "C" or better is required in all courses used in Area F and in the major.
- 3) Other courses earned at regionally accredited institutions may be permitted to transfer with grades of "D," to the extent that the grades on all credits accepted for transfer average to at least 2.50.
- 4) The transfer grade-point-average (GPA) will not be included in the student's institutional GPA at Georgia Gwinnett College but will be included in the total GPA used to determine academic honors and used by certain financial aid sources (i.e., HOPE scholarship).
- 5) The total number of combined hours through military experiences shall not exceed 15 semester hours. In order to determine military credit, the student must submit discharge paperwork (DD-214) or a military course transcript (AARTS, SMART, CCAF, etc.).
- 6) Transfer credit from colleges and universities outside the United States must be evaluated by an approved evaluation service such as [Joseph Silny & Associates](#); [World Education Services](#); or [Educational Credential Evaluators, Inc.](#) The student must submit transcripts to an evaluation service and request that an appropriate evaluation be submitted to the Georgia Gwinnett College Admissions Office.

- 7) Transfer students must complete the Georgia Gwinnett College Competency Test. Documentation of completion of the Regents Examinations or exemption of Regents at a previous University System of Georgia institution will transfer to Georgia Gwinnett College.
- 8) Transfer students must complete requirements in United States History and Constitution as well as Georgia History and Constitution prior to graduation. Completion of American History and American Government at a previous University System of Georgia institution will transfer to Georgia Gwinnett College. Completion of American History and American Government at a non-University System of Georgia institution (including out-of-state institutions) will satisfy the U.S. History and Constitution requirement upon transfer, but not the Georgia History and Constitution requirement. A proficiency examination in these legislative requirements is available for the student to complete prior to graduation. See the Testing Center for additional information.

### *Transfer Admission Guarantee (TAG) with Georgia Perimeter College*

Georgia Gwinnett College has entered into an agreement with Georgia Perimeter College to admit students who have completed an Associate's degree from Georgia Perimeter College. The goals of this agreement are:

- 1) To minimize barriers to transfer and assist prospective transfer students at Georgia Perimeter College to progress toward their baccalaureate degree;
- 2) To enable Georgia Perimeter College students to follow a course of study that allows them to begin upper division course work immediately upon transfer;
- 3) To assure Georgia Perimeter College students that if they follow the terms of their approved transfer agreement, they are admitted to Georgia Gwinnett College in the term agreed upon;
- 4) To facilitate cooperation between the counseling offices and the transfer centers at Georgia Gwinnett College and Georgia Perimeter College.

The agreement will guarantee general admission to Georgia Gwinnett College of Georgia Perimeter College students who fulfill the criteria listed below; it does not necessarily assure admission to a specific major. Georgia Gwinnett College and Georgia Perimeter College will form an oversight committee charged with evaluation and review of this agreement. This committee will meet on a biannual basis during March to review the agreement and reconfirm it for the next academic period. Either institution may terminate this agreement for any reason by providing written notice before August 1<sup>st</sup> of the academic year in which the transfer agreement shall terminate.

### *Conditions of the Agreement*

To qualify for the Transfer Admission Guarantee, a student must:

- 1) Complete the Intent to Transfer Form signed by both the student and a Georgia Perimeter College Transfer Admission Guarantee counselor.
- 2) Submit a Georgia Gwinnett College Undergraduate Application for Admission during the application filing period the student wishes to transfer.
- 3) Complete, with a grade of C grades or better, the English composition and mathematics courses required for admission at least two semesters preceding the term the student plans to transfer to Georgia Gwinnett College.
- 4) Earn an Associate's degree at Georgia Perimeter College by the end of the semester preceding transfer
- 5) Complete the last 30 of their 60 or more Georgia Gwinnett College transferable units at Georgia Perimeter College
- 6) Earn a cumulative GPA of at least 2.3 in all Georgia Gwinnett College transferable course work by the end of the current semester and maintain a 2.3 GPA or higher in all courses taken prior to transfer.
- 7) Meet conditions of Georgia Gwinnett College Code of Student Conduct.

### Required Course Pattern

Completion of the core curriculum (with a grade of C or better in each course) is required:

#### **Area A:**

ENGL 1101 and ENGL 1102 and one math course from the following: MATH 1101 (Math modeling)MATH1111 (College Algebra), MATH 1113 (Pre-calculus) or MATH 2431 (Calculus I). Math-based majors and future Science and Technology majors are required to take MATH 2431.

#### **Area B:**

Required of all majors:

COMM 1201

Education, Science and Technology and Liberal Arts majors take:

CSCI 1300

Business majors choose from:

ATEC 1201, RSCH 1203, SURB 1105 or FL 1002 or higher

#### **Area C:**

One English Literature course and one of the following humanities electives:

ARTS 1301, FILM 1301, HUMN 1301, HUMN 1303, HUMN 1305, MUSC 1301, MUSC 303, Phil 1301, Phil 2120, Phil 2641, RELI 1301, THEA 1301 or Foreign Language 1002 or higher

#### **Area D:**

One of the following science sequences

Business, Education or Liberal Arts majors choose from:

ASTR 1010, 1010L and 1020, 1020L; or

BIOL 1402, 1402L and 1403, 1403L; or

CHEM 1151, 1151L and 1152, 1152L; or

GEOL 1121, 1121L and 1122, 1122L; or

PHYS 1111, 1111L and 1112, 1112L

Science and Technology majors choose from:

CHEM 1211, 1211L and 1212, 1212L; or

PHYS 2211, 2211L and 2212, 2212L

And one of the following:

MATH 1113 or MATH 1431 or MATH 1433 or MATH 2420 or MATH 2431 or MATH 2432 or any 3-hour or 4-hour science course.

#### **Area E:**

POLS 1101 and either HIST 2111 or HIST 2112 and either HIST 1111 or HIST 1112 and one elective from the following: ANTH 1102, ECON 2105, GEOG 1101, PSYC 1101 or SOCI 1101. (Georgia Gwinnett College prefers that students take two semesters of US History. If possible enroll in the second US History course in Area F if it is an option in the Area F for your program of study.)

#### **Area F:**

18 hours of courses related to the major. See individual programs of study for specific requirement. For Liberal Arts majors, PSYC 2618 (Psychology of Women) will transfer to Georgia Gwinnett College but cannot be used to satisfy Area F requirements.

#### **Additional Courses:**

PHED 1101 (Choices for Life) and a 1 credit hour activity course or PHED 2006 or PHED 2022

### Non-Traditional Students

In order to make the USG more accessible to citizens who are not of traditional college-going age and to encourage a higher proportion of Georgians to benefit from life-long learning, institutions may admit as many non-traditional students as is appropriate based on institutional mission, academic programs, and success in retaining and graduating non-traditional students.

The number of non-traditional students an institution enrolls will not be counted against the percent of Limited Admissions allowed each institution. Institutions may set additional criteria for admission of non-traditional students.

### Non-Traditional Freshmen

Non-traditional freshmen are defined as individuals who meet all of the following criteria:

- 1) Have been out of high school at least five years and whose high school class graduated at least five years ago;
- 2) Hold a high school diploma from an accredited or approved high school or have satisfactorily completed the GED; and,
- 3) Have earned fewer than 30 transferable semester credit hours.

All non-traditional freshmen must be screened for placement in learning support courses using a placement test administered by a USG institution and must meet USG criteria for exemption or exit of learning support in reading, English, and mathematics.

For students transferring from a Commission on Colleges (COC)-accredited TCSG college, comparable scores from the TCSG college may be used according to guidelines issued by the USG chief academic officer.

As an alternative, an institution may allow non-traditional freshmen who have within the past seven (7) years posted SAT scores of at least 500 in both Verbal/Critical Reading and Mathematics or ACT scores of at least 21 on both English and Mathematics to exempt the placement test.

### Non-Traditional Transfers

Non-traditional transfer students are defined as individuals who meet all of the following criteria:

Have been out of high school at least five years or whose high school class graduated at least five (5) years ago; and, have earned thirty (30) or more transferable hours of college credit.

A non-traditional transfer student can be admitted, according to the institution's policy, if his/her transfer GPA is below the transfer standard for the institution's sector. These students do not count against the number of Limited Admissions allowed for transfer students at that institution. Institutions should require placement criteria as appropriate.

### Persons Aged 62 or Over

Pursuant to provisions of the Georgia Constitution, the University System of Georgia establishes the following rules with respect to enrollment of persons 62 years of age or older in programs of University System of Georgia schools. To be eligible for enrollment under this provision such persons:

- 1) Must be residents of Georgia, 62 years of age or older at the time of registration, and shall present a birth certificate or other comparable written documentation of age to enable the institution to determine eligibility
- 2) May enroll as a regular or auditing student in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies, laboratory or shop fees
- 3) Shall meet all University System of Georgia and institution undergraduate requirements; however, institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and minimum test scores are inappropriate. In those instances involving discretionary admission institutions will provide diagnostic methods to determine whether or not participation in Learning Support will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
- 4) Shall have all usual student and institutional records maintained; however, institutions will not report such students for budgetary purposes.
- 5) Must meet all University System of Georgia, institution, and legislated degree requirements if they are degree-seeking students



## Course Credits for International Baccalaureate Diploma Completion

### System-wide Implementation Guidelines:

In recognition of the fact that a strong predictor of college success is a rigorous high school curriculum, USG institutions will award academic credit for appropriate courses in the USG core curriculum for corresponding subject areas in a completed International Baccalaureate (“IB”) Diploma Program in which the student obtained designated end of course assessment scores.

Both Standard Level (college preparatory) and Higher Level (college comparable) courses will be considered for credit in a completed Diploma Program, as the program does not allow students to take all Higher Level courses. Higher Level end-of-course assessment scores of four or more and Standard Level scores of five or better suggest that the IB Program work is comparable to a college course.

The course credit schema in the table below will be used system-wide, with allowances made for variable credits in each category to account for labs, and on occasion, for depth of material covered in the IB Program subject area that may be comparable to more than one college level course.

Semester Credit Hours Granted		
Score	Standard Level	Higher Level
4	0	3 - 4
5	0 - 4	3 - 8
6 – 7	3 - 8	3 - 12

The particular courses for which students receive college credit may vary from institution to institution, depending on what courses the institution offers. Determinations of course comparability will be made by the respective departments. Institutions shall, however, attempt to have consistency across the USG on common numbered core courses.

The total college course credits awarded for IB assessments may not exceed 24.

All institutions shall have a widely disseminated policy governing the award of course credits for IB assessments. The policy will apply to both resident and non-resident students.

Institutions will collect data on IB students, analyze the data, and recommend revisions to the policy if warranted. A student may opt not to accept credits if he/she sees that acceptance of credits may disadvantage him/her. Further, if a student believes that the assessment of his/her work from the IB Diploma Program and subsequent awarding of credits for such is in error, he/she may file an appeal with the appropriate department chair and request a re-assessment. As with other academic matters, if the issue is not satisfactorily resolved at the department level, the student may then appeal to the dean of the respective college, with a final appeal to the vice president for academic affairs, whose decision in the matter will be final.

Individual Institution Implementation Guidelines: Along with the system-wide policy, individual institutions may choose to offer additional benefits. After the appropriate core courses are credited, if the student (diploma completer) has additional acceptable IB assessment scores (4 or better for HL, 5 or better for SL) that have not been awarded course credits, individual institutions may award credit for other lower-division courses outside of the core for up to a maximum of 24 credits (total).

Institutions may choose to award other benefits to diploma completers as well (e.g. early registration, parking pass, etc). If that is the case, details will be available on the institution’s website.

Institutions may choose to award credit to students who did not complete the diploma program but were awarded a certificate for completion of a specific subject area for Higher Level courses with an assessment score of 4 or better.

### Notes about Admission

An applicant may be declared eligible for admission, registration, enrollment or re-enrollment at University System institution only after satisfying all requirements established by the University System of Georgia and the institution concerned. The institution shall have the right to examine and appraise the character, personality and qualifications of the applicant. In order that this examination and appraisal may be made, the applicant shall furnish to the institution such biographical and other information, including references, as may be required. Each unit of the University System reserves the right to refuse admission to a non-resident of Georgia, to an applicant whose admission would cause the institution to exceed its maximum capacity, to an applicant whose request for admission is only to a program that is already filled, to an applicant whose transcript(s) are from unaccredited institution or who is otherwise ineligible for admission. Applicants seeking additional information on referral of students to other institutions, right to limit admissions, limited admissions/Presidential exceptions, or the use of social security numbers, should refer to the Board of Regent's manual: [www.usg.edu](http://www.usg.edu).

### Readmission

Students who must apply for readmission include transients and students who have not been enrolled for 12 consecutive months (3 terms) as well as students changing classification. If the student does not enroll, the process must be repeated. The application for readmission is online at [www.gacollege411.org](http://www.gacollege411.org). The readmission application must be submitted along with the non-refundable processing fee and any required supporting credentials fees by the deadline for the term of the desired re-enrollment.

## *Advanced Placement, College Level Entrance Program, International Baccalaureate and Military Experience*

Georgia Gwinnett College accepts college credit by examination through the United States Military, the College-Level Examination Program (CLEP), the Advanced Placement (AP) Program, and the International Baccalaureate (IB). For information regarding testing, please refer to Testing Service's website at:

<http://www.ggc.usg.edu/index.php/Admissions-Testing-homepage.html>. For additional information regarding experiential learning credit, please refer to the Registrar's website at <http://www.ggc.usg.edu/index.php/Admissions-Registrar-Main.html>. The following rules govern the awarding of credit by examination:

- 1) The maximum credit that can be earned by any alternative credit is limited to 30 semester hours (15 military, 24 IB).
- 2) A student who is currently enrolled in the course or has earned a grade other than a W in the course may not earn CLEP credit for the course.
- 3) CLEP, AP, IB, and military credits carry no academic grade and are not computed into the grade point average (GPA).
- 4) Credits earned through CLEP may be transferred from other institutions in the University System of Georgia upon verification that CLEP scores are equal to or higher than those required by Georgia Gwinnett College. Students are responsible for verifying the score by having the College Board send an official score to Georgia Gwinnett College.
- 5) Students who failed to achieve the CLEP score necessary to receive credit must wait six months before being allowed to re-test.
- 6) Information about specific test scores may be found on the website, at the testing center, or in the Registrar's Office

The process for determining if credit should be awarded is:

- 1) Faculty members in the academic discipline shall review the topic areas covered in the test and compare those with corresponding GGC courses. Based on this comparison they shall identify an appropriate test scores for which credit will be awarded and then recommend those test scores to the Dean of the School.
- 2) The Dean will review the faculty recommendations and approve or disapprove the recommendation.
- 3) If the courses impacted are General Education courses the General Education Committee will also review the recommendation.
- 4) If approved by the Dean and the General Education Committee (if necessary), the recommended test scores will be forwarded to the Vice President of Academic and Student Affairs (VPASA) for review and final decision.
- 5) If approved by the VPASA the test scores will be forwarded to the Executive Director of Enrollment Management for inclusion in the policy for Alternative Credit Options and credit will be given.

The process of approving credit for military experience will include a review of the student's SMART, AARTS or CCAF transcript or the DD 214.

## International Students

International students seeking admission to Georgia Gwinnett College and who are present in the United States on a Permanent Resident Alien status must submit a copy of their Permanent Resident card. Georgia Gwinnett College is not approved by the US Department of Homeland Security to enroll international students who need an I-20.

## *Admission Requirements for Undergraduate Programs Not Leading to the Baccalaureate Degree Auditors*

Students who submit evidence of graduation from a high school or a GED certificate may register to audit a course as space in the course permits. Under extraordinary circumstances, the president may waive the requirement of high school

diploma or equivalent. Students registered as auditors shall be required to pay the regular tuition and fees for enrollment.

### Non-Degree Students

Students may enroll as non-degree students for a maximum of 12 semester credit hours (including institutional credit). Students may not enroll in any course for which there is a learning support prerequisite unless they have been screened for and have exempted the relevant learning support course.

### Post-Baccalaureate Students

Students who have earned the baccalaureate degree from a regionally accredited institution may enroll as non-degree students in courses with no limitation on the number of hours of undergraduate credit these students can earn.

### Transient Students

#### *Transient Students from Other Institutions*

A student enrolled in a degree program at another accredited college or university may apply to Georgia Gwinnett College for transient status. Such a student is one who expects to return to the college or university where previously enrolled and must have the permission of the home institution to attend Georgia Gwinnett College. The applicant who desires transient status must submit an application and a transient letter from the home institution. Transient students are admitted on a semester basis only. Georgia Gwinnett College does not guarantee that a transient student will be able to secure the courses desired, nor is Georgia Gwinnett College responsible for advising a transient student of courses that are applicable to their program of study at the home institution. Transcripts are not automatically forwarded to the home institution. Transient students must submit a written request to have a transcript sent back to the home institution.

### *Admission Appeals*

Any applicant denied admission to Georgia Gwinnett College may appeal the decision by submitting a written Request for Admissions Appeal to the Admissions Committee. The Committee will review an appeal to determine the student's potential for college-level academic work; an interview with the student may also be required. If an appeal is approved the student will be admitted conditionally with a probationary status and must complete any prescribed conditions as specified by the Committee. Any exceptions to this policy must be appealed to the Vice President for Academic and Student Affairs.



# Financial Information

## Tuition & Fees

Georgia Gwinnett College, along with all the University System of Georgia (USG) colleges and universities, participates in a guaranteed tuition policy. This policy means students may qualify for a guaranteed tuition rate for up to four years, providing more financial stability and encouraging students to graduate on time.

*2010-2011*

### In-State Tuition

New and Existing Students	Tuition per credit hour
Incoming freshmen and Transfer students from a non- USG school, and continuing and transfer students who began at a USG school before Fall 2007	\$107
Continuing and transfer students with <b>less than 60 hours</b> who began at a USG school between Fall 2007 and Summer 2008	\$78
Continuing and transfer students with <b>more than 60 hours</b> who began at a USG School between Fall 2007 and Summer 2008	\$120
Continuing and transfer students who began at a USG school between fall 2008 and summer 2009	\$100

### Out-of-State Tuition

New and Existing Students	Tuition per credit hour
Incoming freshmen and transfer students from a non-USG school and continuing and transfer students who began at a USG school before fall 2007	\$407
Continuing and transfer students with <b>less than 60 hours</b> who began at a USG school between Fall 2007 and Summer 2008	\$312
Continuing and transfer students with <b>more than 60 hours</b> who began at a USG School between Fall 2007 and Summer 2008	\$480
Continuing and transfer students who began at a USG school between Fall 2008 and Summer 2009	\$400

### 2010-2011 Fees

#### Mandatory Fees

- Activity Fees - \$55 for 2 credit hours and above
- Health Fee- \$20
- International Studies Fee - \$5 for 2 credit hours and above
- Intramural Fee - \$40 for 6 credit hours and above, \$20 for 2-5 credit hours
- Parking - \$100 for 7 credit hours and above; \$50 for 2-6 credit hours
- Recreation - \$30 for 6 or more credit hours, \$15 for 2-5 credit hours
- Institutional fee - \$95
- Student Center Fee - \$100 for 6 or more credit hours, \$50 for 2-5 credit hours
- Student Recreation Center fee - \$40 for 6 or more credit hours, \$20 for 2-5 credit hours
- Technology - \$75
- Orientation fee - \$40 for new students attending orientation

### Meal Plans

#### All students living on-campus:

Plan A – Unlimited Meal Plan with \$100 Declining Balance	\$1,255
*Default meal plan for students living on-campus	
Plan B – 14 Meals per Week with \$250 Declining Balance	\$1,255
Plan C – 7 Meals per Week with \$375 Declining Balance	\$1,210
Plan D – 85 Meals with \$525 Declining Balance	\$1,160

#### All freshmen students *not* living on-campus:

Plan E – 60 Meals with \$50 Declining Balance	\$400
Plan F – 30 Meals with \$100 Declining Balance	\$275
Plan G – 15 Meals with \$100 Declining Balance	\$200
*Default meal plan for commuter students registered for 7 or more hours	
Plan H – \$200 Declining Balance Plan	\$200
*Default meal plan for commuter students registered for 6 hours or less. These students will only be charged \$100.	

### Miscellaneous Fees

Science Lab Fee	\$50
Student Liability Insurance-	\$17 (for internships only)
Application Fees -	\$20.00
Graduation Fee -	\$50.00
Transcript Fee -	\$3.00, \$10 for rushed orders, \$25 for FedEx Fee
Parking Fine -	\$30
Late Payment Fee -	\$25
Late Registration Fee -	\$50
ID Replacement -	\$10
Compass Placement Test -	\$20, \$50 for non-GGC students, \$10 for retest
Miller Analogies Test -	\$75.00
College Level Exam Program -	\$97.00
Distance Learning Exam -	\$50.00
DSST Fee -	\$90.00
Michigan Test of English Proficiency -	\$40
Georgia History Exam -	\$15
Georgia U.S. Constitution Exam -	\$15
ITEC 1001 Placement Exam -	\$20
World Language Placement Spanish Exam -	\$20
World Language Placement French Exam -	\$20
Math 0099 Software -	\$65
Student Teacher Education Fee -	\$100
Background Check (Teaching) -	\$25

### United States Citizens

- A. An independent student who has established and maintained a domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term shall be classified as "in-state" for tuition purposes.
- 1) It is presumed that no student shall have gained or acquired in-state classification while attending any postsecondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a postsecondary educational institution in this state.
  - 2) A dependent student shall be classified as "in-state" for tuition purposes if either i) the dependent student's parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the student has graduated from a Georgia high school or ii) the dependent student's parent has established and maintained domicile in the State of

Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the parent claimed the student as a dependent on the parent's most recent federal income tax return.

- B. A dependent student shall be classified as "in-state" for tuition purposes if a U.S. court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term, provided that appointment was not made to avoid payment of out-of-state tuition and the U.S. court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term.
- 1) If an independent student classified as "in-state" relocates temporarily but returns to the State of Georgia within 12 months, the student shall be entitled to retain in-state tuition classification.
  - 2) If the parent or U.S. court-appointed legal guardian of a dependent student currently classified as "in-state" for tuition purposes establishes domicile outside of Georgia after having established and maintained domicile in the State of Georgia, the student may retain in-state tuition classification as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian.

### Noncitizens

Noncitizens initially shall not be classified as "in-state" for tuition purposes unless there is evidence to warrant consideration of in-state classification. Lawful permanent residents, refugees, asylees, or other eligible noncitizens as defined by federal Title IV regulations may be extended the same consideration as citizens of the United States in determining whether they qualify for in-state classification. International students who reside in the United States under nonimmigrant status conditioned at least in part upon intent not to abandon a foreign domicile are not eligible for in-state classification.

A glossary defining the terms in the tuition classification policy can be found in the University System of Georgia Board of Regents Tuition Classification Guidelines Manual.

### Tuition Differential Waivers

See section 704.041 in the Board of Regents Manual [www.usg.edu](http://www.usg.edu) for instances in which an institution may waive the differential between in state and out-of-state tuition.

### Meal Plans

Beginning fall 2008, Georgia Gwinnett College Dining and Sodexo expanded campus dining services into the "A" building to include Quiznos Sub, a hot line featuring a rotating menu of well balanced items, plus a pizza and pasta station, all in addition to the "B" building's Georgia Gwinnett College City Café featuring Starbucks Coffee. Students may use funds on their Claw Card at any of the campus dining services. Balances will carry over from semester to semester but must be used by the final day of the summer semester. Dining Dollars are billed to student accounts at the rate of \$200 for full-time (enrolled in 7 credit hours or more) and is optional for students enrolled in 6 credit hours or less at the rate of \$100 at the beginning of each semester. Additional funds can be added to the card at any time by visiting Student Accounts. These additional funds, Cave Cash, do not expire, as they roll over from semester to semester until the student withdraws or graduates. At such time, refunds for amounts greater than \$20.00 may be requested from the Student Accounts department.

### Refund Policy

The refund amount for students withdrawing from the institution shall be based on a pro rata percentage determined by dividing the number of calendar days in the semester that the student completed by the total calendar days in the semester. The total calendar days in a semester includes weekends, but excludes scheduled breaks of five or more days and days that a student was on an approved leave of absence. The unearned portion shall be refunded up to the point in time that the amount earned equals 60%.

Students who withdraw from the institution when the calculated percentage of completion is greater than 60% are not entitled to a refund of any portion of institutional charges.



A refund of all nonresident fees, matriculation fees, and other mandatory fees shall be made in the event of the death of a student at any time during the academic session.

Tuition and fees awarded by scholarship or grant from an agency or authority of the State of Georgia on behalf of a student receiving a refund under this policy shall be reimbursed to such agency or authority.

This refund policy governs all categories of complete withdrawals from the College for a semester or longer, regardless of whether the withdrawal is voluntary or administrative in nature.

### Refund Policy for Veterans

The school will refund the unused portion of prepaid tuition and fees on a pro rata basis. Any amount in excess of \$10.00 for an enrollment or registration fee will also be prorated.

### Military Service Refunds

Full refunds of tuition and mandatory fees and pro rata refunds of elective fees are hereby authorized for students who are:

- 1) Military reservists (including members of the National Guard) and who receive emergency orders to active duty after having enrolled in a University System institution and paid tuition and fees;
- 2) Active duty military personnel and who receive an emergency reassignment after having enrolled in a University System institution and paid tuition and fees;
- 3) Otherwise unusually and detrimentally affected by the emergency activation of members of the reserve components or the emergency deployment of active duty personnel of the Armed Forces of the United States and who demonstrate a need for exceptional equitable relief.



## Financial Aid

### Contact Information

Office of Financial Aid  
Georgia Gwinnett College  
1000 University Center Lane  
Lawrenceville, GA 30043  
Phone: 678-407-5701  
Fax: 678-407-5747  
ggcfinancialaid@ggc.edu

<http://www.ggc.edu/admissions/financial-aid>

### Eligibility for Financial Aid

- 1) Eligibility depends on many factors. To receive aid from the student aid programs offered at Georgia Gwinnett College, students must satisfy the following:
- 2) Be enrolled or accepted for enrollment as a regular student working toward a degree in an eligible program of study.
- 3) Have a high school diploma or a General Education Development (GED) Certificate.
- 4) Be a U.S. Citizen or an eligible non-citizen.
- 5) Have a valid Social Security Number.
- 6) Not be in default on a Federal Stafford Loan or own an over-payment on a Federal Student Grant.
- 7) Make Satisfactory Academic Progress (SAP).
- 8) Register with the Selective Service if required. If the student is a male age 18-25 and has not yet registered with the Selective Service, he can give the Selective Service permission to register him by checking a box on the Free Application for Federal Student Aid (FAFSA). He can also register through the Internet at [www.sss.gov](http://www.sss.gov).
- 9) Sign a statement on the FAFSA certifying that the student (1) will use federal and/or state student financial aid only to pay for attending an institution of higher learning, (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money back on a federal student grant or has made satisfactory arrangements to repay it, and (4) will notify the school if he or she defaults on a federal student loan.

### Applying for Financial Aid

A student must complete a Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) in order to be considered for financial aid at Georgia Gwinnett College. When completing the FAFSA, use the Federal School Code of 041429. The FAFSA serves as the initial application for all Federal Grants and Loans in addition to being one of the ways a student can apply for HOPE Scholarship. Once the GGC Office of Financial Aid receives a completed FAFSA, the student will be evaluated for financial aid based on the U.S. Department of Education's federal methodology of needs analysis.

## Cost of Attendance

For students living off-campus the Cost of Attendance for 2010-2011 is:

	In-State Resident	Out-of-State Resident
Tuition/Fees*	\$4,730	\$13,730
Estimated Books/Supplies	\$1,100	\$1,100
Estimated Room/Board	\$8,500	\$8,500
Estimated Transportation	\$2,200	\$2,200
Estimated Miscellaneous Expenses	\$2,000	\$2,000
Total Cost of Attendance	\$18,530	\$27,530

For students living with their parents the Cost of attendance for 2010-2011 is:

	In-State Resident	Out-of-State Resident
Tuition/Fees*	\$4,730	\$13,730
Estimated Books/Supplies	\$1,100	\$1,100
Estimated Room/Board	\$3,500	\$3,500
Estimated Transportation	\$2,200	\$2,200
Estimated Miscellaneous Expenses	\$2,000	\$2,000
Total Cost of Attendance	\$13,530	\$22,530

For students living on-campus the Cost of attendance for 2010-2011 is:

	In-State Resident	Out-of-State Resident
Tuition/Fees*	\$4,330	\$13,330
Estimated Books/Supplies	\$1,100	\$1,100
Estimated Room/Board	\$8,621	\$8,621
Estimated Transportation	\$1,100	\$1,100
Estimated Miscellaneous Expenses	\$2,000	\$2,000
Total Cost of Attendance	\$17,151	\$26,151

\*The tuition rate may vary depending on what rate the student is being charged.

## Types of Financial Aid

### HOPE Scholarship

The Georgia HOPE Scholarship is a state-funded scholarship program from the Georgia Lottery for Education. Its purpose is to assist Georgia students in attending eligible Georgia postsecondary institutions to increase academic achievement, to keep the best and brightest students in Georgia, and to expand educational opportunities beyond high school to all Georgians.

### Eligibility for HOPE Scholarship:

Student must have graduated from an eligible high school with a 3.0 GPA in college prep or a 3.2 GPA in technical prep, as defined by the HOPE program, or have earned at least a 3.0 grade point average at the college level at specific credit-hour checkpoints.

- 1) Be enrolled as a degree-seeking student
- 2) Meet the residency requirements determined by the Georgia Student Finance Commission
- 3) Meet U.S. citizenship or eligible non-citizen requirements
- 4) Be in compliance with Selective Service registration requirements
- 5) Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990
- 6) Not be in default or owe a refund on a student financial aid program
- 7) Maintain satisfactory academic progress

- 8) Must have a completed HOPE application or current year FAFSA on file.

The HOPE scholarship covers full tuition and a portion of mandatory fees. HOPE recipients are also entitled to a book allowance of \$150 per semester if enrolled in six (6) or more credit hours, or \$75 if enrolled in fewer than six credit hours.

If you graduated from a Georgia high school after May 1, 2007 or later, you may view your initial HOPE eligibility status at [www.gacollege411.org](http://www.gacollege411.org).

If you graduated from a Georgia high school before May 1, 2007, but never attended a college or university, you will need to submit an official high school transcript to the Georgia Student Finance Commission for a complete review.

#### HOPE Fee Allowance

By action of the Georgia General Assembly, the maximum covered fee amount under the HOPE Scholarship is capped based on the 2003-04 fee allowance. Thus, if an institution increases mandatory fees, HOPE will NOT pay the difference. For example, if your mandatory fees are \$550.00, HOPE only covers \$148; you are responsible for the remaining \$402 fee balance. To offset a portion of this balance, you may elect to have your book allowance applied to your remaining fees by completing a HOPE authorization form in BANNERWeb.

#### Checkpoint Requirements

Eligible students may continue to receive the HOPE Scholarship if they have a 3.00 or better HOPE GPA at the end of the semesters in which they attempt their 30/60/90th semester hours. In addition, there is an End-of-Spring Semester Checkpoint for all HOPE Scholarship recipients. You must have a cumulative 3.0 GPA at the end of each Spring term in order to continue eligibility, except for Freshman recipients who enrolled in fewer than 12 hours for each of their first three terms.

Students not meeting the academic requirements following high school may be eligible to receive the HOPE Scholarship after attempting the equivalent of at least 30 semester hours of coursework, provided they meet the Georgia residency and U.S. citizenship requirements set forth above and have a HOPE GPA of 3.00 at the end of the term in which the 30th semester credit hour is attempted. Students who have attempted more than 30 hours of coursework must have had at least a 3.00 HOPE GPA at the end of the semester in which the 30th/60th/90th hours were attempted in order to gain HOPE.

Attempted means all course work including W's and developmental courses taken after high school graduation regardless of whether HOPE paid for the course or not.

#### HOPE Limits:

- 1) A student is ineligible to receive the HOPE Scholarship if the student has attempted 127 semester hours of college degree credit, regardless of whether or not HOPE funds were received while earning the degree; or
- 2) A student has received payment from any combination of HOPE Scholarship, HOPE ACCEL, or HOPE Grant funds totaling 127 semester hours; or
- 3) A student earned a baccalaureate (four-year) college degree, regardless of whether or not HOPE funds were received while earning the degree

#### HOPE for GED Recipients

Legal residents of Georgia who earned a General Education Development (high school equivalency) diploma awarded by the Georgia Department of Technical and Adult Education after June 30, 1993 may receive a one-time \$500 HOPE award. This award can be used toward tuition, books, and other educational costs at an eligible public technical institute or public or private college/university in a degree, diploma, or certificate program. Full-time enrollment is not required. Students must use their GED HOPE eligibility within 24 months of the date of the GED diploma. Military personnel have 52 months to exercise eligibility. Students receiving this award may also qualify for other HOPE programs.

#### HOPE for Transient Students

Transient students who are eligible for HOPE Scholarship funds must have their home institution provide a HOPE Transient Certificate to Georgia Gwinnett College before receiving HOPE Scholarship funds.

For complete information on HOPE eligibility, please refer to the [GACollege411.org](http://GACollege411.org) website.

### Federal Pell Grant

The Federal Pell Grant is a federally funded program that provides need-based grants to undergraduate students who have not earned a bachelor's degree. The application is the FAFSA. Eligibility is based on the Expected Family Contribution (EFC). Students receive their EFC on the Student Aid Report (SAR) after submitting the FAFSA. The EFC range for Federal Pell Grant eligibility is 0 to 5,273. The awards range from a maximum of \$5,550 per year (0 EFC) to a minimum of \$555 (5,273 EFC) per year for full-time enrollment. Part-time enrollment is prorated. Students receiving the Federal Pell Grant may also be eligible for other types of financial aid. A student may receive additional Pell Grant funds for the Summer Term if they are completing coursework to facilitate the acceleration of their program. The student must be enrolled at least half-time (6 hours) and be working on their second academic year of work for the award year (greater than 24 hours).

### Academic Competitiveness Grant (ACG)

An Academic Competitiveness Grant will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study (second year students must have a 3.0 cumulative college grade point average) to students enrolled at least half-time who are U.S. citizens or eligible non-citizens, eligible for a Federal Pell Grant, and who had successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Eligible students who are enrolled part-time will receive a prorated amount. 2010-2011 is the final year of the ACG. It will not be available after 2010-2011.

### National Science and Mathematics Access to Retain Talent (SMART) Grant

Third year and fourth year students with a 3.0 cumulative grade point average majoring in physical, life or computer science, engineering, mathematics, technology, or a critical foreign language are eligible to receive this award. They must be a U. S. citizen or eligible non-citizen, a Federal Pell Grant recipient, and be enrolled at least half-time. Awards in this program are \$4,000 for each of the third and fourth academic year of study. Eligible students who are enrolled part-time will receive a prorated amount. 2010-2011 is the final year of the SMART Grant. It will not be available after 2010-2011.

### William D. Ford Federal Direct Stafford Subsidized Loan

The William D. Ford Federal Direct Stafford Subsidized Loan program allows students who are enrolled at least half-time to borrow money from the federal government at a low interest rate. Interest rates are fixed based on current Federal Stafford loan rates. No repayments are due and no interest accrues until six months after the student graduates, leaves the College, or ceases to be a half-time student. Origination and processing fees of approximately one-half percent are deducted from the loan amount borrowed.

Listed below is the maximum amount a student may borrow each academic year of college:

Freshmen (up to 29 earned hours)	\$3,500
Sophomores (30-59 earned hours)	\$4,500
Juniors and Seniors (60 or more earned hours)	\$5,500

Eligible students are also able to borrow an addition \$2,000 per academic year in the Stafford Unsubsidized Loan program.

An independent student or a dependent student whose parents are unable to obtain a PLUS loan may borrow the following amounts from the unsubsidized loan in addition to the Stafford Loan limits:

Freshman/Sophomore	up to \$4,000 a year
Junior/Senior	up to \$5,000 a year

### William D. Ford Federal Direct Stafford Unsubsidized Loan

Any student that is enrolled at least half-time, regardless of need, may borrow from the William D. Ford Federal Direct Unsubsidized Stafford Loan Program. The procedures to receive a loan are the same as for the William D. Ford Federal Direct Subsidized Stafford Loan. The annual loan limits are the same and include any funds borrowed through the guaranteed program. Repayment of the loan is deferred as long as the student is enrolled at least half-time; however, interest on the loan starts accruing from the initial disbursement date and is recommended to be paid while the student is in school. The interest can also be deferred but would be compounded to the principal of the loan. Interest rates are fixed based on current Federal Stafford loan rates. Origination and processing fees of approximately one percent are deducted from the loan amount borrowed.

PLEASE NOTE: Students who are first-time borrowers and are in the first-year of their undergraduate study cannot receive the first installment of a Stafford Loan disbursement until 30 calendar days after the student's program of study began.

### William D. Ford Federal Direct Parent Loan for Undergraduate Students (PLUS)

This program is available to parents of dependent students who are enrolled at least half-time. Parent borrowers may borrow from the federal government up to the cost of attendance at GGC minus other aid. The interest rate is fixed based on the current PLUS loan rates. Parents are allowed to select their loan amount. However, a credit check is required. The student will be allowed to borrow under the William D. Ford Federal Direct Unsubsidized Stafford Loan Program if the parents cannot borrow under the PLUS Loan Program.

### Veterans' Educational Benefits

The Office of Financial Aid assists former service personnel and other students eligible for veterans' educational benefits. The office certifies enrollment with the Veterans Administration. Eligible students should be prepared to pay the initial costs for tuition and fees since payment of benefits are paid directly to the student and may not begin until six to eight weeks after initial enrollment for all VA programs other than Chapter 33 (Post 9/11). Tuition and fee payments for Chapter 33 students will be sent directly to the school. The student will not be responsible for the amount approved by the VA, but will be responsible for any amount that is not covered by the VA. Students may apply for financial aid to help cover their tuition, fees and living expenses, if eligible. Veterans who would like more information about applying for benefits should visit the following website <http://www.ggc.edu/admissions/financial-aid/va-benefits>.

### *Satisfactory Academic Progress Standards*

In order for a student to receive financial aid at Georgia Gwinnett College, the student must demonstrate Satisfactory Academic Progress (SAP). SAP includes two standards: qualitative and quantitative. Students must meet both standards to continue receiving financial aid.

#### ***Qualitative***

In order to maintain eligibility for financial aid with the qualitative standard, a student must maintain the academic standing necessary to remain at GGC. The qualitative policy is the same as the academic policies of GGC.

Semester Hours Attempted Plus Transfer Credit	Minimum Cumulative GPA (GGC Credit Only)
0-15	1.50
16-30	1.60
31-45	1.80
More than 45	2.00

If a student fails to meet the qualitative standard for academic progress, then he/she will be placed on financial aid probation for one year.

The checkpoint for SAP is at the end of each spring semester.

### ***Quantitative***

Regulations allow a student to maintain eligibility for attempting credit hours that are 150% of the credit hours required to receive a degree. In order to meet this quantitative standard, students must complete and pass (earn) 67% of courses attempted each academic year. Courses earned include grades of A, B, C, or D. Courses attempted include any course in which grades of A, B, C, D, F, W, WF, or I are given.

If a student fails to meet the quantitative standard for academic progress, then he/she will be placed on financial aid probation for one year.

The checkpoint for SAP is at the end of each spring semester.

Once a student reaches 150% of the number of credit hours required for his/her program, he/she will be ineligible to receive further financial aid. All attempted course hours must be included in this calculation, including those that are not included in the student's GPA for repeated course work and terms for which the student did not receive any financial aid. Students who are seeking a double major or double degree will have 150% of the total amount of hours it would take to complete both majors or degrees.

### ***Treatment of Student Success & English for Academic Purposes Courses***

#### **Student Success Courses**

Student Success courses are non-credit courses but they do count as institutional load credit in the semester in which they are taken. These courses do count for the student's enrollment status for that semester. However, they bear no quality points and no GPA hours. Therefore, they are not included in SAP considerations. However, the attempted hours on these courses do accumulate for HOPE scholarship eligibility checkpoints and will count toward the student's HOPE GPA calculation.

Per federal regulation, a student is limited to one academic year's (30 semester hours) of remedial coursework in order to retain eligibility for financial aid funds.

#### **English for Academic Purposes (EAP)**

EAP courses are non-credit courses but they do count as institutional load credit in the semester in which they are taken. These courses do count for the student's enrollment status for that semester. However, they bear no quality points and no GPA hours. Therefore, they are not included in SAP considerations. However, the attempted hours on these courses do accumulate for HOPE scholarship eligibility checkpoints and will count toward the student's HOPE GPA calculation.

Per federal regulation, EAP courses do not count against the one academic year limit of non-credit coursework for eligibility for financial aid funds.

#### **Audit Courses**

Students are not eligible to receive financial aid for audited courses. Audited courses are not included in the number of hours attempted or earned for SAP consideration.

#### **Repeated Courses**

In the case of courses that are repeated, the higher grade will substitute for the lower grade on the student's academic degree evaluation. The higher grade will replace the lower grade in the computation of the student's GGC-GPA. However, the repeated course will be counted as an attempt for the maximum timeframe component of 150% of the required number of hours for the degree program. NOTE: All grades may be factored into the cumulative GPA in compliance with certain financial aid programs and certain credentialing programs external to the College. A student will be limited to two repeats of a course (a maximum of three attempts).

#### **Probationary Periods**

If a student fails to meet the quantitative and/or qualitative standards for academic progress, then he/she will be placed on financial aid probation for one year. If the student fails to meet the standards of academic progress at the end of the probation period, the student will lose eligibility for financial aid for a period not less than one term of enrollment in

addition to any other consequences imposed by the College. The student must demonstrate compliance with all standards of academic progress to regain eligibility for financial aid.

In order for the student to meet the requirements of his/her probationary period, the student must meet both the qualitative and quantitative standards for Satisfactory Academic Progress at the end of the one year probationary period. If the student fails to meet the requirements for his/her probationary period, the student will be ineligible to receive federal and/or state aid until he/she meets the appropriate requirements for Satisfactory Academic Progress based on the GGC GPA and hours.

### Appeals

Students who fail to meet Satisfactory Academic Progress may appeal his/her status based on extenuating circumstances. Examples may include but are not limited to health reasons, family reasons, or personal reasons. The appeal must be submitted to the Director of Financial Aid (DFA) in writing prior to the beginning of the term of enrollment in which aid would have ordinarily been denied. The appeal statement of the student should explain the extenuating circumstances. Documentation supporting the student's appeal must be submitted at the same time as the appeal. In addition, it is recommended that letters of support from an academic mentor/faculty member and a relative, clergy, supervisor, or other associate be submitted. A meeting with the DFA may be necessary. The decision of the DFA is final. If a student is granted an appeal for SAP then the student will be placed on probation for the standard probationary period of one year.

### Refund Process for Students Receiving Federal Title IV Financial Assistance

Federal and State regulations assume that you "earn" your Federal financial aid awards and HOPE directly in proportion to the number of days of the term that you attend until you withdraw. If you completely withdraw from school during a term, the school must calculate according to a specific formula the portion of the total scheduled financial assistance you have earned and are therefore entitled to receive up to the time you withdraw. If you or GGC receives more assistance than you earn, the unearned excess funds must be returned to the Department of Education or Georgia Student Finance Commission for HOPE Scholarship. On the other hand, if you or GGC receives less assistance than the amount you have earned, you may be able to receive those additional funds.

The portion of your Federal student aid or HOPE scholarship you are entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days you completed before you withdrew. For example, if you complete 30% of the semester, you earn 30% of the assistance you were originally scheduled to receive. This means that 70% of your scheduled awards remain unearned and must be returned to the Department of Education or the Georgia Student Finance Commission. Once you have completed more than 60% of the semester, you have earned all (100%) of your assistance. If you withdraw from GGC before completing 60% of the semester, you may have to repay any unearned financial aid funds that were already disbursed to you.

If you received excess funds based on this calculation, GGC must return a portion of the excess equal to the lesser of:

The student's institutional charges multiplied by the unearned percentage of funds, or  
The entire amount of the excess funds

If GGC is not required to return all the excess funds, you must return the remaining amount. The order that GGC and you must return these funds is as follows:

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Parent Loan (PLUS)
- Pell Grant
- Academic Competitiveness Grant
- National SMART Grant
- Other Title IV aid programs

If you are required to repay loan funds, this is done in accordance with the terms of your loan promissory note. If you must repay any grant funds, the law states that you are not required to repay 50% of the grant assistance that you were eligible for during the payment period. Any grant amount that a student must repay is considered a grant overpayment and therefore must be repaid to appropriate federal and/or state program. GGC will notify the appropriate federal



and/or state program that a grant overpayment exists. Students who owe a grant overpayment to a federal and/or state source will not be eligible for future aid from those sources until the grant overpayment is resolved with that entity.

**Example:**

Student received Federal Title IV aid as follows: \$1,750.00 in Subsidized Stafford Loan and \$782.00 in Pell Grant.

The student had \$1,750.00 in institutional charges.

The student withdrew on day 25 of a semester having 112 days. The withdrawal date is the date the student began the withdrawal process at GGC.

The student has earned 22.3% (25 days divided by 112 days) of the Title IV aid, which equals \$564.64 (loans of \$1,750.00 plus grant of \$782.00 times 22.3%).

The student has unearned aid of \$1,967.37 (total aid received of \$2,532.00 minus aid earned of \$564.64) that must be returned to the federal programs.

The institution must return \$1,359.75 (\$1,750.00 institutional charges times 77.7% unearned aid); all of this will be returned to the Subsidized Stafford Loan.

The remaining \$607.62 (unearned aid of \$1,967.37 minus amount institution returned of \$1,359.75) must be returned by the student. The student must repay \$390.25 (\$1,750.00 received in loan minus \$1,359.75 returned to loan by institution) to the Subsidized Stafford Loan in accordance with the terms of the loan.

The student must return \$108.68 to the Pell Grant Program. This calculated using the remaining unearned aid of \$607.62 minus \$390.25 returned to loan funds by student equals \$217.37 multiplied by 50% (students are required to return 50% of unearned grant funds).



# Policies and Procedures

## Ethics Policy

### Georgia Gwinnett College Ethics Policy

#### 1) Introduction

Georgia Gwinnett College (GGC) is committed to the highest ethical and professional standards of conduct in pursuit of the mission to create a more educated Georgia. Accomplishing this mission demands integrity, good judgment and dedication to public service from all members of the GGC community. As a University System of Georgia (USG) member institution, Georgia Gwinnett College affirms each person's accountability for individual actions while recognizing that the shared GGC/USG mission and the shared enterprises require a shared set of core values and ethical conduct to which each member of the GGC community must be held accountable. Furthermore, GGC acknowledges that an organizational culture grounded in trust is essential to supporting these core values and ethical conduct. The following Statement of Core Values and Code of Conduct are intended to build, maintain and protect that trust, recognizing that each member of the GGC community is responsible for doing his/her part by upholding the highest standards of competence and character.

#### 2) Applicability

The Statement of Core Values and the Code of Conduct comprise the GGC Ethics Policy. The GGC Ethics Policy applies to all members of the GGC community. The GGC community includes all members of the College, all individuals employed by or acting on behalf of GGC including volunteers, vendors, contractors, members of the governing boards and employees of all cooperative organizations affiliated with GGC. Violations of the GGC Ethics Policy may result in disciplinary action including dismissal or termination.

All individuals employed by GGC in any capacity shall participate in GGC Ethics Policy training and shall certify compliance with the GGC Ethics Policy on a periodic basis, when requested by the institution. Cooperative organizations, vendors and contractors shall certify compliance with the GGC Ethics Policy by written agreement. The GGC Ethics Policy governs only official conduct performed by or on behalf of GGC.

#### 3) Statement of Core Values

- a. Integrity - We will be honest, fair, impartial and unbiased in our dealings both with and on behalf of the GGC.
- b. Excellence - We will perform our duties to foster a culture of excellence and high quality in everything we do.
- c. Accountability - We firmly believe that education in the form of scholarship, research, teaching, service and developing others is a public trust. We will live up to this trust through safeguarding our resources and being good stewards of the human, intellectual, physical and fiscal resources given to our care.
- d. Respect - We recognize the inherent dignity and rights of every person, and we will do our utmost to fulfill our resulting responsibility to treat each person with fairness, compassion and decency.

#### 4) Purpose of the Code of Conduct

Every member of the GGC community is required to adhere to the GGC Statement of Core Values – Integrity Excellence Accountability Respect – that form and guide the daily work of the organization. GGC recognizes that each member of the GGC community attempts to live by his or her own values, beliefs and ethical decision making processes. The purpose of the Code of Conduct is to guide members of the GGC community in applying the underlying GGC Statement of Core Values to the decisions and choices that are made in the course of everyday endeavors.

#### 5) Code of Conduct

We will:

- a. Uphold the highest standards of intellectual honesty and integrity in the conduct of teaching, research, service and grants administration.
- b. Act as good stewards of the resources and information entrusted to our care.

- c. Perform assigned duties and professional responsibilities in such a manner so as to further the GGC mission.
- d. Treat fellow employees, students and the public with dignity and respect.
- e. Refrain from discriminating against, harassing or threatening others.
- f. Comply with all applicable laws, rules, regulations and professional standards.
- g. Respect the intellectual property rights of others.
- h. Avoid improper political activities as defined in law and Board of Regents Policy.
- i. Protect human health and safety and the environment in all GGC operations and activities.
- j. Report wrongdoing to the proper authorities; refrain from retaliating against those who do report violations; and cooperate fully with authorized investigations.
- k. Disclose and avoid improper conflicts of interest.
- l. Refrain from accepting any gift or thing of value in those instances prohibited by law or Board of Regents and institutional policy.
- m. Not use our position or authority improperly to advance the interests of a friend or relative.

6) Interpretation and Sources

The Statement of Core Values and Code of Conduct do not address every conceivable situation or ethical dilemma that may be faced by members of the GGC community. Members of the GGC community are expected to exercise good judgment absent specific guidance from this policy or other applicable laws, rules and regulations. Specific questions pertaining to the Statement of Core Values of Code of Conduct should be directed to a supervisor or other competent authority at Georgia Gwinnett College or to the institution's Legal Affairs and Diversity Services Team.

Further, in accordance with Board of Regents Ethics Policy, GGC employees and affiliates should refer to specific explanatory notes and references (noted below) which can also be found on the University System of Georgia WEB site at <http://www.usg.edu/compliance/ethics>.

USG Explanatory Notes and References

7) Uphold the highest standards of intellectual honesty and integrity in the conduct of teaching, research, service and grants administration.

Members of the USG community engaged in research are expected to do so in accordance with institutional, governmental and professional standards while upholding the highest standards of integrity, intellectual honesty and scholarship. Unacceptable violations of research integrity include, but are not limited to: (a) plagiarism defined as using another's ideas, writings, research, or intellectual property and representing it as your own original work, (b) falsification of data, which includes direct alteration of findings or failing to disclose data that would substantively change the research findings and (c) fabrication of research data. Research integrity requires that principal investigators and others with a fiduciary obligation for grant funds use those funds in a manner consistent with the grantor's terms and conditions and applicable laws, rules and regulations. Finally, research involving human subjects shall be conducted only after appropriate review and approval by institutional review boards (IRBs) and should be conducted in accordance with IRB principles.

8) Act as good stewards of the resources and information entrusted to our care.

USG property is intended for use in support of the USG mission and legitimate public purposes.

USG property shall not be used for personal gain or purposes except for incidental personal use of email, a telephone to make a local telephone call or incidental Internet use that is not inconsistent with applicable laws and policies. However, members of the USG community should note that such use must not interfere with the performance of official functions or that individual's own job performance. Additionally, members of the USG community should understand that there is no expectation of privacy once any personal material is placed on a government system.

Members of the USG community are required to maintain the integrity and accuracy of the documents and records for which they are responsible. No employee may alter, falsify or destroy any original record or document absent valid authority to do so. Member of the USG community must also comply with the USG Records Retention Series that can be found at the following URL: <http://www.usg.edu/usgweb/busserv/series/search.phtml>.

The USG is the custodian of many types of information, including that which is confidential, proprietary and private. Individuals who have access to such information are expected to be familiar and to comply with applicable laws, policies, directives and agreements pertaining to access, use, protection and disclosure of such information. Computer security and privacy are also subject to law and USG policy.

USG employees are required to maintain the integrity and accuracy of all documents and records relative to sick leave, vacation/annual leave and all others forms of leave.

The following policies should be read in concert with this section of the code of conduct:

- a. BOR Policies 802.07 - 802.07.07 regarding leave,
- b. BOR Policy 711.09 for information on removing laptops and similar items off site,
- c. BOR Policy 910.09 for information on removing other institutional property from campus for personal use,
- d. BOR Policy 707.02 for information on prohibited personal use of institutional purchasing channels,
- e. BOR Policy 711.02 for information on the operation of private business enterprises on a USG campus and
- f. BOR Policy 910 for information pertaining to use of a campus facility by an outside party

## Disability Services

The Office of Disability Services at Georgia Gwinnett College encourages all students to reach their full potential, both academically and personally, by providing equal access to classes and campus life. The Office of Disability Services works to

- 1) Provide reasonable accommodations that ensure an accessible educational, academic and social environment to students with documented disabilities.
- 2) Advocate for students and teach students to advocate for themselves.
- 3) Educate faculty, staff and students regarding disability related issues.
- 4) Continually evaluate physical accessibility at the College and look at changing conditions that may affect a person's accommodations.

Upon acceptance, any student with a documented disability or special need should notify The Office of Disability Services in Student Affairs at 678-407-5883 to receive assistance or accommodations.

## Academic Freedom

It is Georgia Gwinnett College's policy to publish academic freedom statement in all major policy documents that are used by the faculty, staff and students. GGC is committed to the protection of Academic Freedom by providing grievance procedures that can be used in causes of violation of Academic Freedom. Grievance procedures can be found in section V of this document.

### *Academic Freedom Statement*

As a liberal arts college dedicated to the holistic development of students and to the production of graduates who can anticipate and respond effectively to the changing world, Georgia Gwinnett College affirms the vital role of diverse perspectives in helping students to develop their own knowledge and their ability to evaluate knowledge claims critically. The administration, faculty, staff and students share responsibility for fostering a climate that is favorable to the free exchange of ideas and to the examination of conflicting ideas and interpretations using generally accepted disciplinary standards of inquiry. Freedom of speech and expression extends to all members of the academic community, subject to commonly accepted constitutional limits on speech that is libelous or slanderous, incites violence, or discriminates against or harasses others.

Academic freedom is essential to the integrity of intellectual inquiry and scholarly criticism, to the dissemination of knowledge, and to the search for truth and wisdom. It is the foundation upon which the all of the intellectual activity of the college rests. Faculty members are free to pursue scholarly interests without fear of censure, discipline, or reprisal. This freedom extends to the display, publication, and performance of creative work. Faculty may speak freely on all matters of college governance, and may speak, work, or act as an individual in the public arena without fear of institutional discipline or restraint.

A fundamental goal of liberal arts education is the development of students' skills of analysis and critical inquiry. To this end, faculty are free to teach and discuss any aspect of a given topic pertinent to the course being taught as a means of teaching students to explore and evaluate competing perspectives and interpretations as they learn to assemble their own informed judgments. Faculty have a concomitant responsibility to teach students to evaluate knowledge claims using standards of evidence accepted in their respective disciplines, and to promote respect for competing views offered by others. Students have the right to a safe classroom environment in which they can explore controversial ideas in an atmosphere characterized by openness, tolerance and civility, and where they will be graded only on the intellectual merits of their work.

The College has established formal grievance procedures for addressing claims of unfair academic treatment by any member of the campus community.

Our view of academic freedom incorporates the principles of academic freedom stated by the American Association of University Professors (AAUP) as follows:

- 1) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of [his/her] other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- 2) The teacher is entitled to freedom in the classroom in discussing [his/her] subject, but [he/she] should be careful not to introduce into his/her teaching controversial matter which has no relation to his/her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- 3) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When [he/she] speaks or writes as a citizen, [he/she] should be free from institutional censorship or discipline, but [his/her] special position in the community imposes obligations. As a person of learning and an educational officer, [he/she] should remember that the public may judge [his/her] profession and [his/her] institution by [his/her] utterances. Hence, [he/she] should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that [he/she] is not an institutional spokesperson.

The faculty also endorses the Statement on Academic Rights and Responsibilities published by the American Council on Education.

## **Statement of Student Rights and Responsibilities**

Georgia Gwinnett College has as its primary mission the development of an intellectual community within an environment that values honesty, fairness, integrity and respect for others. In accordance with the American Council on Education statement on Academic Rights and Responsibilities, GGC welcomes intellectual pluralism and the free exchange of ideas. The institution encourages debate over complex and difficult issues about which individuals disagree. Such discussions will be held in an environment characterized by openness, tolerance, and civility. As such, GGC recognizes its responsibility to provide a secure learning environment which allows members of the community to express their views in ways which do not disrupt the operation of the college.

Standards for Georgia Gwinnett College students are higher than those of communities not engaged solely in scholarly pursuits. Upon accepting membership, GGC students acquire rights in, as well as responsibilities to, the Georgia Gwinnett College Community. These rights and responsibilities, embraced by the GGC community in the spirit of the institution's mission, are considered critical to producing graduates inspired to contribute to local, state, national, and international communities and graduates who are prepared to anticipate and respond to an uncertain and changing world.

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Specific student rights include:

- The right to access technology, classrooms, information resources, and outstanding instruction in various active-learning environments which enhance the student learning experience
- The right to attend classes in a physically safe environment which promotes active-learning and student engagement
- The right to communicate ideas in written and oral form free of discrimination as defined by federal, state, local, and institutional regulations

- The right to express diverse opinions, to think creatively and critically, in inter- and multidisciplinary contexts, in ways which do not infringe on the rights of others
- The right to participate in activities, programs, and leadership opportunities designed to enhance academic, social, and personal development while providing practical opportunities for the application of knowledge
- The right to access established academic and administrative policies and procedures for presenting, addressing, and resolving student concerns, complaints, and grievances
- The right to participate in an institutional system of shared governance designed to inspire and encourage student development through community participation on judicial boards, programming boards, and other institutional boards
- The right to be free from unreasonable intrusion in personal, health, safety, or student disciplinary records

Students are not only members of the academic community but are also members of the larger society. Students retain the rights, guarantees and protections afforded to, and the responsibilities held by, all citizens. A student may be subject to prosecution by local, state, or federal law enforcement agencies irrespective of whether the College initiates student integrity proceedings in a given situation.

As members of the College community, students have the responsibility to:

- Adhere to local, state, and federal laws
- Act in a manner that demonstrates integrity and respect for others and the campus environment
- Follow the College conduct regulations contained in the Student Handbook: Rights, Responsibilities, and General Information
- Adhere to the principles contained in the Honor Statement

It is furthermore an expectation of the College Community that students will engage in learning opportunities inside and outside the classroom, participate in on-going assessment of the campus learning environment, utilize the campus mentoring program, and ultimately, contribute to the local, state, national, and international community.

The Georgia Gwinnett College community recognizes that every situation a student may encounter may not be anticipated in a written document. In order to provide direction for the expectation that students demonstrate integrity and respect for others and the campus environment, Georgia Gwinnett College has created a Code of Conduct as a means of clearly articulating student rights, responsibilities, and expectations.

The Code of Conduct, developed by the Office of the AVP SA, provides useful information to students, clubs and organizations that have been charged with violating a conduct regulation. All procedures for responding to possible violations of conduct regulations, including specifics of the student integrity process, a listing of possible sanctions, complaint, and appeals procedures are included in the Student Handbook: rights, responsibilities, and general information. These procedures have been established to ensure due process and fundamental fairness to all involved in the College's student integrity process.

Georgia Gwinnett College has adopted conduct regulations for individuals and organizations and has established a student integrity process to foster an active learning environment designed to enhance academic, social, and personal development while protecting the rights and privileges of all students. When a student, club or organization is suspected of violating a conduct regulation, the Office of the AVP SA or hi/her designee is responsible for investigating alleged conduct regulation violations and coordinating the student integrity process.



## **GGC Equal Opportunity, Affirmative Action, Prohibited Discrimination, and Harassment Policy**

### *Equal Opportunity, Affirmative Action, Prohibited Discrimination and Harassment Policies and Complaint Procedures*

#### Policies Outline

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#### Oversight Responsibilities

All units within the Georgia Gwinnett College campus community are responsible for compliance with these policies and procedures. The Legal Affairs and Diversity Services Team has been established to oversee the College's equal opportunity, affirmative action, prohibited discrimination, harassment and related policies, and to investigate complaints of alleged discrimination, harassment, and violations against persons in the protected classes. Establishment of the Legal and Diversity Services Team fosters the College's interest in promoting a diverse campus and ensuring compliance with applicable federal and state statutes. Questions concerning these policies and procedures should be directed to:

Cedestra Jordan-Chapman, General Counsel & Chief Legal Affairs and Diversity Officer Telephone: 678-407-5838; or  
Danielle McKnight, Legal Affairs and Diversity Services Coordinator  
Telephone: 678-407-5049

#### Equal Opportunity and Affirmative Action Policy Statement

It continues to be the policy of Georgia Gwinnett College to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, creed, religion, national origin, sex, age, sexual orientation, veteran status or disability.

The college's affirmative action program and related policies are developed in compliance with Executive Orders 11246 and 11375, as amended; Title VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Age Discrimination in Employment Act of 1967; the Vietnam Era Veterans Readjustment Assistance Act of 1974, as it amends 38 U.S.C. 4212; the Rehabilitation Act of 1973 (Sections 503 & 504); the Americans with Disabilities Act of 1990 (Title II) and their implementing regulations.

In conformance with the federal regulations listed above, Georgia Gwinnett College does not discriminate against any employee or applicant for employment or against any student or applicant for admission with regard to any opportunity for which the employee or student is qualified. Georgia Gwinnett College will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. Every member of this college community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. The policy has the unequivocal support of the Office of the President. All members of the

staff, faculty, and student body are expected to ensure that nondiscriminatory practices are followed at Georgia Gwinnett College.

### Prohibited Discrimination and Harassment

Georgia Gwinnett College prohibits its faculty, staff and students from engaging in any form of prohibited discrimination or protected status harassment (including sexual harassment), and expects these individuals to refrain from committing acts of bias within the College's jurisdiction. Such prohibition include, but are not limited to, actions which discriminate, harass, threaten or physically/verbally abuse another individual, with the intent or effect of unreasonably interfering with that person's work/academic performance, or employment/enrollment opportunity; or creates an intimidating or hostile work/academic environment based on that person's membership in a protected group.

As an equal opportunity institution, Georgia Gwinnett College is committed to nondiscriminatory practices consistent with federal and state requirements and objectives. Georgia Gwinnett College affirms its commitment to keeping its workplace and academic programs free of discrimination and harassment and maintaining an environment that recognizes the inherent worth and dignity of every person. Consistent with the College's commitment to equal opportunity, affirmative action, and academic freedom; unlawful discrimination, harassment, and threatening conduct based on race, color, sex, age, sexual orientation, religion, creed, national origin, disability, veteran status or other protected rights under federal and state laws are prohibited.

### Equal Opportunity/ Affirmative Action Federal & State Laws

**EXECUTIVE ORDER 11246 (AS AMENDED BY 11375)** - requires affirmative action programs for women and minorities and prohibits job discrimination on the basis of race, color, religion, sex, or national origin.

**SECTION 402, VETERANS READJUSTMENT ACT OF 1974**- requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era and prohibits discrimination based on Vietnam-era veteran status or special disabled veteran status in federally assisted programs.

**SECTION 503, REHABILITATION ACT OF 1973** - requires affirmative action to employ and advance in employment, qualified individuals with disabilities and prohibits discrimination based on disability in federally assisted programs.

**TITLE VII OF THE CIVIL RIGHTS ACT OF 1964 (TITLE VII)**, which prohibits employment discrimination based on race, color, religion, sex, or national origin.

**THE EQUAL PAY ACT OF 1963 (EPA)**, which protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination.

**THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967 (ADEA)**, which protects individuals who are 40 years of age or older.

**TITLE I OF THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)**, which prohibits employment discrimination against qualified individuals with disabilities in the private sector, and in state and local governments.

**SECTION 501 OF THE REHABILITATION ACT OF 1973**, which prohibits discrimination against qualified individuals with disabilities who work in the federal governments.

**THE CIVIL RIGHTS ACT OF 1991**, which provides monetary damages in cases of intentional employment discrimination.

**Under Title VII, ADA, and the ADEA**, it is illegal to discriminate in any aspect of employment including: Hiring and firing; compensation, assignment, or classification of employees; transfer, promotion, layoff, or recall; job advertisements; recruitment; testing; use of company facilities; training and apprenticeship programs; fringe benefits; pay, retirement plans, and disability leave; or other terms and conditions of employment.

**Title IX of the Education Amendments of 1972**, which prohibits sex discrimination against students and employees of educational institutions.

### Filing a Complaint

Persons who complain, (hereafter “complainant”) that they are victims of discrimination or harassment are encouraged to use the College’s internal procedures described in this document to resolve complaints. A complainant may also file discrimination or harassment complaints with appropriate state and federal agencies under Title VII and Title IX, in accordance with those agency procedures.

### Internal Complaint Procedures

Any employee, student, affiliate, patron or visitor who believes he or she has experienced or witnessed discriminatory, harassing, or threatening behavior should report the incident(s) promptly by notifying the Legal Affairs and Diversity Services Team (678) 407-5838 or 5049, or his/her supervisor, or any member of the College’s administration such as a Vice President, academic dean, director, or other College administrator. Regardless of the rank or level of the employee receiving notice of a potential complaint, all personnel shall respond immediately to complaints of discrimination or harassment by notifying the Legal Affairs and Diversity Services Team, when they receive or otherwise become aware of such complaints. Prompt reporting of complaints is vital to the College’s ability to resolve the matter.

Failure of a Vice President, dean, director, faculty, other College administrator or staff member to report a complaint which has been brought to their attention to Legal Affairs and Diversity is a violation under this policy, which is subject to sanctions.

In addition to using any of the above options, students who wish to file a complaint may also notify the dean of students or a faculty member, who shall forward the matter to Legal and Diversity Affairs on their behalf.

In the case of violence or the threat of violence, Public Safety (678-407-5333) and/or other appropriate local law enforcement agency should be notified immediately.

### Protected Rights Issues-Who Can File a Complaint?

Georgia Gwinnett College employees and students, applicants for employment or admission, and participants in any of the College’s programs may file a complaint on the basis of allegations of unlawfully discriminatory, retaliatory, threatening or harassing behavior, or noncompliance with state or federal antidiscrimination laws, or Board of Regents and University antidiscrimination policies. Such complaints may be filed by either a person who alleges that he or she personally suffered as a result of such behavior, or any person who has knowledge that an individual or any specific class of individuals has been subjected to such behavior. The complaint should be initiated as soon as possible from the date when the alleged behavior/action occurred or when the complainant first obtained knowledge of the facts of the allegation.

### How Will the Complaint Be Handled?

The Legal Affairs and Diversity Services Team is responsible for ensuring compliance with the College’s Equal Opportunity, Affirmative Action, and related policies, and will, as appropriate, receive and investigate complaints alleging unlawful discrimination, retaliation or harassment, or failure to comply with state or federal antidiscrimination laws, or Board of Regents and University antidiscrimination policies. All complaints alleging discrimination and harassment, including sexual harassment shall be handled by the Legal Affairs and Diversity Services Department. Upon initiation of the complaint, the complainant will be asked to complete the complaint form to be signed by the complainant and a member of the Legal Affairs and Diversity Services Team or their designee, where appropriate. A copy of the completed form will be provided to the complainant. A complainant who is unable to put a complaint in writing will be assisted in the process by the Legal Affairs and Diversity Services Team.

Complaints will be investigated in a manner that protects the confidentiality of the parties and the facts of the case to the extent allowed by applicable law, including the Georgia Open Records Act and the Family Educational Rights and Privacy Act (FERPA). A record of each complaint and subsequent related actions will be maintained in the Legal Affairs and Diversity Services Offices.

When authorized by the President, the General Counsel/Chief Legal Affairs and Diversity Officer will initiate a fact-finding process. The first step in the initial processing shall include a determination as to whether Alternative Dispute Resolution (ADR) is appropriate based on the nature of the complaint.

### **Alternative Dispute Resolution (ADR)**

Georgia Gwinnett College can offer mediation, a form of ADR, as a means of resolving conflicts that are within the power of the parties to resolve. In mediation, the two parties discuss their differences in the presence of a neutral third party who acts as a facilitator.

If Alternative Dispute Resolution is appropriate, attempts will be made to resolve the complaint at the lowest level possible and to engage in ADR before initiating formal investigative procedures. A member of the Legal Affairs and Diversity Team shall oversee the ADR process or request that the President appoint a mediator for the matter. If a resolution is reached through ADR, the matter will be deemed resolved, the complaint will be closed, and no further action shall be required. At the determination of the Legal Affairs and Diversity Services Team, ADR may also be introduced at other stages in an investigation if agreed to by both parties to the complaint. If ADR is unavailable based on the nature of the complaint or circumstances, the Legal Affairs and Diversity Team shall commence formal investigative procedures.

### **Formal Investigation**

In cases where ADR is not appropriate or does not generate a satisfactory resolution, the Legal Affairs and Diversity Services Team will notify the President that a formal investigation is necessary; and said formal investigation shall begin no later than 15 business days from the notification of an unsuccessful ADR attempt, absent sufficient justification for delay. The Legal Affairs and Diversity Services Team may choose one of the following courses of actions, at their discretion, based on the circumstances of the particular allegation:

- a. Assign a one person lead investigator to handle the formal process; or
- b. Convene an Investigative Panel from the Legal Affairs and Diversity Team to investigate the complaint (comprising no less than two (2) and no more than three (3) team members). In instances where members of the legal team are unable to participate, the President may appoint alternates, at his discretion. Once convened, the Investigative Panel will review the preliminary information and determine the investigative schedule for each matter, on a case by case basis. The General Counsel/Chief Legal Affairs and Diversity Officer or her designee will serve as the chair of all Investigative Panels.

The Lead investigator or Investigative Panel Chair will notify all parties and arrange interview schedules. The complainant and the respondent(s) will be interviewed separately by the Legal Affairs and Diversity Services Department, or his /her designee, during which time they should present any information that supports their respective positions. The Legal Affairs and Diversity Services Team, or their designee, may interview other individuals to provide additional information. Witnesses named by either the respondent or the complainant, and others deemed to have information relevant to the charges, may be interviewed in the attempt to discover the facts related to the complaint. If at any point during the formal investigation, the Legal and Diversity Team feels resolution is possible, the investigation may be interrupted. If the matter is resolved before the investigation is complete, the investigation shall be discontinued and the complaint will be closed with no further action.

Further, if at any time during the Complaint review, investigation process, or mediation process, the Legal and Diversity Team determines a Complaint is invalid, untrue, or filed for reasons not covered under these EEO policies, the Team may discontinue the Complaint review and make a recommendation to the President based on the record. Sanctions may also be recommended in accordance with this policy.

In unresolved matters, the investigation shall proceed until full completion and an investigative report with recommendations shall be prepared by the Legal Affairs and Diversity Team and forwarded to the President for review within 30 business days, absent sufficient justification for delay. The General Counsel/Chief Legal Affairs and Diversity Officer will meet with the President within 10 business days of the completion of the report to discuss the recommendations.

### **Investigative Determination Notice**

In all cases, the Legal Affairs and Diversity Services Team will serve as a fact finder and will have authority to make recommendations, but only the President shall have authority to initiate or implement disciplinary action. The President or his designee shall make the determination, and within a reasonable time (no later than 20 days) of the discussion with the Legal Affairs and Diversity Services Team about the report, the President or his designee will notify the complainant, with a copy to the respondent, of the investigative determination reached and, if appropriate, any future course of action. If disciplinary action is to be taken, notification of such should be sent to the respondent with no copy to the

complainant. If future compliance measures are implemented as a result of the complaint, the President shall designate the appropriate officer to oversee the necessary actions and to conduct periodic reviews.

**The President reserves the right to charge the Legal Affairs and Diversity Services Team with conducting an investigation of a complaint even when no formal complaint has been filed or when a filed complaint is subsequently withdrawn by the complainant. The complaint procedure timelines may also be modified by the President, at his discretion, when presented with appropriate justification; such modifications will be made on a case by case basis and must be reasonable.**

### **Appeals**

If an employee or student wishes to request reconsideration of a decision rendered by the President or his designee in a discrimination or harassment complaint matter, he/she must file an appeal (including documentation justifying the reasons for the appeal) with the President's Office within 10 business days from the date of the decision notice letter. The President will respond to the appeal within 10 business days from the date of receipt. The appeal decision of the President will be the final institutional decision. Further appeals, within the University System of Georgia, where applicable, are governed under the policies and bylaws of the Board of Regents of the University System of Georgia and must be submitted within established timelines in accordance with Board of Regents policy. If a complainant is dissatisfied with the final institutional decision and wishes to appeal to an outside state or federal agency, he/she must do so within their established time limits.

### **Retaliation and Protection for Participants**

Retaliation against a person who expresses a complaint or participates in the complaint review process in good faith is a violation of state and federal laws and may lead to disciplinary action(s), including but not limited to employment dismissal or enrollment suspension/dismissal from the College. Retaliation is prohibited under these policies and procedures.

### **False Claims and Statements**

Falsification of claims, false statements, and false allegations against members of the campus community, in furtherance of these policies or other GGC or USG policies is prohibited, and may lead to disciplinary actions, including but not limited to employment dismissal or enrollment suspension/dismissal from the College.

### **Duty to Cooperation During Investigations**

This policy statement is hereby incorporated to ensure that the employees and students of Georgia Gwinnett College are informed of their responsibility to participate in investigative activities. An employee/student of Georgia Gwinnett College shall cooperate to the fullest extent possible in any internal investigation conducted by the College or the Board of Regents thereof when directed to do so by persons who have been given investigative authority by the President of the institution. Failure to cooperate fully shall be grounds for adverse personnel or enrollment actions, including but not limited to job termination, suspension, or dismissal from the College.

### **Disciplinary Actions**

Investigative findings concerning students under these policies will be forwarded to the Vice President of Academic & Student Affairs and Associate Vice President for Student Affairs for administration of disciplinary actions. Investigative findings concerning faculty and staff under the College's discrimination and harassment policies will be forwarded to the President and to the applicable Vice President, where appropriate. If disciplinary actions are recommended, the President's decision shall govern. In accordance with Board of Regents policy, the College grievance procedures are not available for appeal of investigative findings and disciplinary decisions resulting from actions taken in accordance with the College's harassment/discrimination policies. For further guidance, refer to the Appeals section of this Policy.

## **Campus Discrimination and Harassment Policy Statements**

### **Sexual Harassment Policy Statement**

Sexual harassment of any member of the College community is prohibited. Sexual harassment is a form of unlawful discrimination. It violates federal and state laws, and Board of Regents' policies, which provide that it shall be an unlawful discriminatory practice for any employer to fail or refuse to hire, or discharge, or otherwise discriminate against

any person with respect to any matter directly or indirectly related to employment (or academic standing) because of the individual's sex.

It is the policy of Georgia Gwinnett College to respond promptly to complaints of sexual harassment. This policy extends to members of the College's student body, faculty and staff, and participants in the College's programs, and applies whether the harasser is a member of the College's student body, faculty, staff, or a provider of service to the College.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or
- Submission to or rejection of such conduct by an individual is used as a basis for an employment or academic decision affecting such individual; or
- Such conduct unreasonably interferes with an individual's work or academic performance, or creates an intimidating, hostile, or offensive working or academic environment.

Sexual Harassment most frequently occurs when a person in authority harasses someone with less power, e.g., faculty member and student, administrator and faculty member, supervisor and staff member. However, it is possible for a person with less power to harass a person in authority. Sexual harassment may also take place between persons of the opposite sex, or between persons of the same sex.

In some circumstances, sexual harassment may involve a pattern of conduct (not legitimately related to the subject matter of an academic course or function of a job) that causes discomfort or humiliation, or both through one or more actions. Some examples include: 1. sexual innuendos; 2. sexually explicit statements; 3. questions; 4. jokes or anecdotes; or 5. posting of nude/sexually exposed pictures or drawings.

An isolated comment usually does not meet the hostile environment definition of sexual harassment. Hostile-environment harassment usually requires repeated instances of offensive behavior.

Georgia Gwinnett College will conduct a thorough and confidential investigation of all complaints of sexual harassment. Any act of sexual harassment will subject the offender to disciplinary actions, including but not limited dismissal. In order that the College can take corrective measures to end the harassment, persons who feel that they have been subjected to sexual harassment, and persons who may have knowledge of sexual harassment, should follow the complaint filing procedures outlined above except that allegations filed by students may also be initiated by filing a report with the Dean of Students, faculty member, or other College administrator, who will promptly notify the Legal Affairs and Diversity Team.

For more information about the procedures for reporting sexual harassment, contact Legal Affairs and Diversity Services at (678) 407-5838 or 5049.

### **Amorous Relationships Policy Statement**

This Policy is intended to provide direction to the College community about the potential professional risks associated with even consensual amorous relationships between members of the campus community. This policy is not intended to preclude couples from working together as long as there are no supervisory or evaluative oversight duties. Georgia Gwinnett is committed to providing a harassment free environment for all faculty, staff and students. A sense of fairness by supervisors and teaching faculty is a fundamental prerequisite for fulfilling the College mission. In accordance with this Policy, the individual in authority bears the responsibility for the consequences resulting from an amorous relationship. When one party has a professional relationship towards the other, or stands in a position of authority over the other, even an apparently consensual amorous relationship may lead to sexual harassment or other breaches of professional obligations.

Georgia Gwinnett College prohibits all faculty, staff and administrators, including teaching assistants, interns, externs, tutors, volunteers, contractors, etc., from pursuing or accepting advancements for amorous relationships with students whom they currently supervise, teach or with whom a professional power/status advantage could potentially exist. This prohibition also includes, but is not limited to, students whom they are mentoring, advising, tutoring, or working with

through student clubs, student publications, student affairs projects and initiatives, enrollment management and/or other campus related functions, programs, and activities.

Georgia Gwinnett College also strongly discourages amorous relationships between faculty or administrators and interns/externs or other professional/graduate students from other areas who may be completing service requirements on our campus and employees whose work they supervise, influence, or review.

#### **Requirement to Disclose Amorous Relationship**

Anyone with a current or past involvement in an amorous relationship with someone over whom he or she has supervisory/instructional power or influence over their work or scheduling of their assignments, must recuse himself or herself from decisions that could affect the compensation, assignment, evaluation, scheduling, other employment conditions, or instruction/academic status of the subordinate involved.

If a situation arise in which parties who are or have been involved in any amorous relationship comes into a position in which they would normally be called upon to review, recommend, or evaluate one another, the individual in authority must promptly report this fact to his or her supervisor. The supervisor will then make arrangements to see that those who are or have been involved in any amorous relationship do not evaluate each other. In particular, if a faculty member has had or comes to have an amorous relationship with a student over whom the faculty member has authority as described above, the faculty member must promptly report this to the dean who will make arrangements for an alternate evaluation mechanism. Should the individual in authority fail to promptly report an amorous relationship with a person the individual in authority evaluates, the individual in authority has violated College policy and is subject to disciplinary action.

Further, people in positions of authority within the College community must be sensitive to the potential for conflict of interest as well as sexual harassment in amorous relationships with people over whom they may have a professional power/status advantages. Even the appearance of impropriety should be avoided under this amorous relationship policy.

All available sanctions shall be considered for violations under this policy, including but not limited to dismissal from the college and cancellation of contractual obligations.

*Complainants who feel they are victims under this policy should follow the complaint filing procedures outlined above except that students may also contact the Dean of Students, who will notify the General Counsel/ Chief Legal Affairs and Diversity Officer.*

For more information about the procedures for reporting potential violations, contact Legal Affairs and Diversity Services at (678) 407-5838 or 5049.

## **Title IX Prohibited Sex Discrimination in Education Policy Statement**

### **What is Title IX of the Education Amendments of 1972?**

Title IX of the Education Amendments of 1972 was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions. Title IX states, in part:

*No person...shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance...*

The policy of Georgia Gwinnett College is to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, religion, national origin, sex, age, veteran status or disability.

### **How do co-curricular, student affairs, athletics or other College programs comply with Title IX?**

Educational institutions that receive federal funding are required under Title IX to provide equal opportunities for members of both sexes in all areas of the College.

### **Under Title IX who is protected from sexual harassment?**

Title IX prohibits sex discrimination in education. Sexual harassment is a form of prohibited sex discrimination. Students (male and female) and employees (faculty and staff) are protected from sexual harassment under this statute.

### **Who is responsible for enforcing Title IX?**

The Title IX Coordinator is responsible for enforcing the law. Faculty, staff, and students can file complaints of Title IX sex discrimination with the Title IX Coordinator. Retaliation against complainants is prohibited.

### **Where can I find the Title IX Coordinator for Georgia Gwinnett College?**

Contact the General Counsel, Chief Legal Affairs and Diversity Officer:

Cedestra Jordan-Chapman

General Counsel/Chief Legal Affairs and Diversity Officer

Building B, Room 3095/3025, 1000 University Center Lane, Lawrenceville, GA 30043

Office: (678) 407-5838

or

Danielle McKnight

Legal and Diversity Services Coordinator

Building B, Room 3095/3025, 1000 University Center Lane, Lawrenceville, GA 30043

Office: (678) 407-5049

### **Discriminatory Harassment Policy Statement**

Harassing behavior can seriously interfere with the work or study performance of the person(s) to whom it is addressed. It is indefensible when it makes the work, study, or service environment hostile, intimidating, or demeaning. In determining whether an act constitutes harassment, the College must carefully review the totality of the circumstances that pertain to a given incident. In addition, protection of individual rights, freedom of speech, and academic freedom is of utmost importance.

An educational institution must allow the free inquiry into ideas and the free expression of opinions by those within it as part of the basic process of education. Yet, in the presence of harassing behavior, a person's learning or working ability may be impaired. The right to free speech, although fundamental to our democratic system of government and essential to the exchange of ideas in a college, is not absolute. The Supreme Court of the United States has held that certain categories of speech are not protected by the First Amendment. Some of these categories include obscenity and "fighting words" (words that tend to threaten violence, incite an immediate breach of the peace or provoke a violent response based on a reasonable person standard). Discriminatory expressions of this nature based on race, gender, sexual orientation, age, handicap, national origin, religion, veteran status or other protections under the law will not be tolerated on Georgia Gwinnett College campus.

This discriminatory harassment policy acknowledges protection of free speech, while at the same time requiring that the dignity and worth of the individual be protected.

Among the factors that will be considered in reviewing discriminatory harassment in words or actions: repetition or pattern of objectionable behavior; and intent of the behavior.

Speech or other expression (words, pictures or symbols) constitutes discriminatory harassment if it constitutes "fighting words" and is also sufficiently severe, pervasive, or persistent so as to interfere, limit or deny one's ability to participate in or benefit from an educational program or service. "Fighting words" may include, but are not limited to, words, pictures or symbols. In the context of discriminatory harassment, "fighting words" are those which are commonly understood to convey direct hatred or contempt for a human being(s).

Conduct will be evaluated on a case by case basis from the perspective of a reasonable person in the victim's position, considering all the circumstances involved. Under this policy, when determining whether speech is such that it could provoke a violent response or incite an immediate breach of the peace, it is not necessary to show that the person(s) addressed by the speech was actually incited to hostile action or violence.

*Complainants who feel they are victims under this policy should follow the complaint filing procedures outlined above except that students may also contact the Dean of Students, who will notify the General Counsel/Chief Legal Affairs and Diversity Officer.*



For more information about the procedures for reporting sexual harassment, contact Legal Affairs and Diversity Services at (678) 407-5838 or 5049.

### *Americans With Disabilities Act (ADA) and Request for Reasonable Accommodations Policy and Procedures*

Georgia Gwinnett College as an Equal Opportunity and Affirmative Action institution is committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the *Americans with Disabilities Act*. Georgia Gwinnett College reserves the right to require documentation for accommodation requests from: 1) current and prospective students; 2) student participants in co-curricular activities; 3) patrons and visitors to College-sponsored events; 4) registered participants in College-sponsored training sessions, programs, conferences, and workshops; 5) persons using the services of the Testing Center; 6) classified, faculty or other job applicants and employees; 7) users of campus facilities and 8) other persons requesting accommodations under ADA.

#### **To Request Accommodation:**

Contact the appropriate personnel below for guidance. Further documentation may be requested.

- **Visitor Accommodations-** Visitors to College-sponsored events or registered participants in College-sponsored, fee-related events (e.g., training sessions, programs, conferences, and workshops, conferences) should contact the sponsor of the event for assistance in arranging accommodation.
- **Testing Accommodations-** Persons wishing to take examinations administered by the Georgia Gwinnett College Testing Center should request specific accommodation through the testing agent; the Student Disability Services at (678) 407-5883; or the Testing Office at (678) 407-5322.
- **Employment Applicant Accommodations-** Upon request made to the Director of Human Resources, Farrah McGuffie at (678) 407-5216, persons applying for positions as employees at Georgia Gwinnett College will be provided reasonable accommodations in completing the application and/or interview process.
- **Student Accommodations-** Students requiring accommodation due to a disability should contact the Director of the Student Disability Services, Jennifer Arrocena for assistance at (678) 407-5883.

#### **Georgia Gwinnett College Employee Requests for Reasonable Accommodation:**

- An employee must submit in writing to their supervisor their request for reasonable accommodation.
- The supervisor will then forward all requests and supporting documentation for reasonable accommodations to the Legal and Diversity Services Team for Review and Coordination. Any Medical documentation from the employee's physician should be submitted directly to Human Resources or Legal and Diversity Affairs. The employee will be provided with the appropriate campus Reasonable Accommodation forms, including medical release and physician certification forms, once the written request is received.
- Once the request has been submitted, it is the responsibility of the employee to then verbally discuss the request with their supervisor, where appropriate.
- In addition to the documentation submitted by the employee requesting reasonable accommodation, the supervisor will forward a written departmental review as to the whether the accommodation itself appears reasonable within the scope of the employee job's responsibilities and requirements
- The Legal Affairs and Diversity Team will review all documentation, including medical data submitted in support of the request. Every attempt will be made by the Legal and Diversity Affairs Team to coordinate a reasonable accommodation, where warranted.
- If the accommodation request is deemed reasonable, an approval notice detailing the accommodation approval guidelines will be given to the employee.
- If the accommodation request is denied, a written notice of denial will be given to the employee. If an employee wishes to request reconsideration, an appeal may be filed with the Legal Affairs and Diversity Services Team and must be received within 10 business days from the date of the denial notice.
- Reasonable Accommodation appeals will be presented to the President for final determination. A decision from the President shall represent the final institutional decision on the matter.

- Any further appeals to the Board of Regents, if applicable, shall be made in accordance with Board of Regents Policy and applicable timelines. Appeals to outside agencies shall be governed by their procedural timelines.

Questions concerning Georgia Gwinnett College's ADA disability accommodations should be directed to the individuals noted herein.

**ADA Reasonable Accommodations Direct Contacts:**

**Jennifer Arrocena, Director, Student Disability Services, 678-407-5883**

**Cedestra Jordan-Chapman, General Counsel/Chief Legal & Diversity Officer, 678-407-5838**

**Danielle McKnight, Legal Affairs and Diversity Services Coordinator, 678-407-5049**

**Farrah McGuffie, Director, Human Resources, 678-407-5216**

**Roger Ozaki, Director, Testing Services, 678-407-5322**

## **Acceptable Use of Information Technology Resources**

### *General*

Georgia Gwinnett College provides access to computing resources for students, faculty, staff, and other authorized users. The computing resources of Georgia Gwinnett College, including facilities, hardware, software, networks, and computer accounts, are the property of the State of Georgia. The use of these resources is a privilege granted by Georgia Gwinnett College to authorized users only. Georgia Gwinnett College requires its computing resources to be used responsibly by all authorized users and in compliance with all state and federal laws, contractual and license agreements, and all policies of Georgia Gwinnett College and the Board of Regents of the University System of Georgia. Authorized users of the College's computing resources must act responsibly to maintain the integrity and security of these resources.

### *Rights and Responsibilities*

The Acceptable Use of Information Technology Resources policy is a complement to relevant laws and policies intended to define acceptable and unacceptable computer use practices at Georgia Gwinnett College (GGC), to promote an understanding of responsible usage of college computing resources, and to protect and conserve those resources. This policy does not supersede any relevant State or Federal laws pertaining to the use Information Technology or policies of University System of Georgia. GGC does not provide a warranty, either expressly or implied, for the information technology services provided. The College reserves the right to limit a computer user's session or access if there are insufficient resources, and to cancel, restart, or hold a job, process, or program to protect or improve system performance and security if necessary.

Authorized users include: current faculty, staff, and students of Georgia Gwinnett College; any person connecting to a public information service housed on an information technology resource; and others whose access furthers the mission of the College and whose usage does not interfere with other users' access to information technology resources. Each user of an information technology resource must be specifically authorized to use that particular resource by the college unit responsible for maintaining and operating the resource.

Authorized users are responsible for all their activities using information technology services and will respect the intended use of such services. Individuals misusing the College's computing resources in violation of federal and state laws, Board of Regents and university policies, or this policy are subject to disciplinary actions by the College including suspension of their access and forfeiture of their computer privileges. In the event that use or misuse of Georgia Gwinnett College's information technology resources threatens to compromise the security or integrity of data or services, the Chief Information Officer, or his designee, may restrict or terminate user access to GGC resources pending investigation.

Users of college information technology resources have no guarantee of the privacy of materials stored on those resources. The College reserves the right to access any of its computer resources when federal or state laws or university policies may have been violated or where college contractual obligations or college operations may be impeded or when deemed in the best interest of the College. Authorized users should not store confidential information within the College systems without protecting it appropriately. The College cannot and will not guarantee the privacy or confidentiality of computer files, electronic mail, or other information stored or transmitted by its computers. All computer usage on

Georgia Gwinnett College information technology resources and network facilities is subject to the provisions of the Georgia Open Records Act, O.C.G.A. §§ 50-18-70 et seq.

System administrators will perform their duties fairly, in cooperation with the Georgia Gwinnett College community, their administrative supervisors, college policies, and funding resources. System administrators will respect the privacy of others to the extent allowed by law and College policy. System administrators will refer all disciplinary matters to appropriate authorities.

### Examples of Misuse of Information Technology Resources

- 1) attempting to defeat or circumvent any security measures, controls, accounts, or record-keeping systems;
- 2) using systems for unauthorized access;
- 3) Misrepresenting a person's identity or relationship to the University when obtaining or using university computer or network privileges;
- 4) intentionally altering, misappropriating, dismantling, disfiguring, disabling, or destroying any computing resource, information technology, data or services;
- 5) using information technology services for workplace violence of any kind;
- 6) using information technology services for unlawful purposes including fraudulent, threatening, defamatory, harassing, or obscene communications;
- 7) invading the privacy rights of anyone;
- 8) disclosing student records in violation of FERPA;
- 9) violating copyright laws including the Digital Millennium Copyright Act. (Copying, installing, distributing, infringing, or otherwise using any software, data files, images, text, or other materials in violation of copyrights, trademarks, service marks patents, other intellectual property rights, contracts, or license agreements is prohibited. All usage of computing resources shall be in compliance with federal and state copyright laws and in full conformance with the Regents Guide to Understanding Copyright and Fair Use.)

### Disciplinary Actions

Use of College information technology resources in violation of applicable laws or College policy may result in sanctions, including withdrawal of use privilege; disciplinary action, up to and including, expulsion from the College or discharge from a position; and legal prosecution under applicable federal and/or state law. Some violations may constitute criminal offenses; the College will carry out its responsibility to report such violations to the appropriate authorities.

## Security and Confidentiality of Records

Georgia Gwinnett College follows all policies governing the security and confidentiality of records as dictated by the Board of Regents. Directory information for any student will be distributed by Georgia Gwinnett College only as herein provided. Directory information may include the student's name, address, telephone number, date and place of birth, major field of study, participation in collegiate activities, dates of attendance, degrees conferred, awards and honors earned, the most recent previous educational agency or institution attended by the student, and other similar information. Students have the right to refuse to permit the designation of any or all the categories as directory information. If students choose to exercise the right of refusal, they must do so in writing to the Registrar within 30 days of the beginning of each academic semester. It is understood that appropriate college officials will have access to such information and records as shall be necessary for them to perform their professional responsibilities. All official use of student files shall be in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) and shall be duly recorded and shall be documented as required by its regulations.

The following information and records shall not be covered by this policy and access shall not be provided to students: information related to pending admissions decisions, financial records or information relating to students or

parents/guardians; confidential statements of recommendation placed in the record obtained if a receipt of a statement from students waiving the right to open accessibility placement records is present; all information relative to the application for and receipt of financial assistance; records created or maintained by a physician, psychiatrist, psychologist, or other professional or paraprofessional acting or assisting in a similar capacity in treatment of a student; institutional employment or faculty files; alumni information; or a student serving on an official committee such as a disciplinary committee, or assisting another school official in performing his or her tasks; and sole-access educational records. Sole-access records are those records of instructional, supervisory and administration and educational personnel that are in the sole possession of the makers and are not accessible or revealed to any other individual except a temporary substitute.

### *Procedure for Review and Correction*

Pursuant to Family Educational Rights and Privacy Act of 1974, students have the right to inspect their educational records and correct such records if necessary. Students desiring to review their records should make this request to the appropriate official in writing. Such written request will be granted within a period of no more than 45 days from the date of request. In the event the record contains inaccurate, misleading or otherwise inappropriate information, every effort will be made to correct or delete such material, and the student will be so informed of such action in writing. Institutions may release information to governmental agencies for review for purposes of financial aid audits, National Student Loan Clearinghouse, etc. In the event of a subpoena, the institution may disclose information if the institution makes a reasonable effort to notify the eligible student of the order or subpoena in advance of compliance, so that the student may seek protective action, unless the disclosure is in compliance with a Federal grand jury subpoena. Complete information on FERPA policy may be found at [www.ed.gov/policy](http://www.ed.gov/policy).

## **Records Management and Security Policy**

### *Policy*

Georgia Gwinnett College protects the security, confidentiality, and integrity of student records (regardless of storage media) from creation or receipt through processing, distribution, use retrieval, and maintenance to their ultimate disposition.

Student records include but are not limited to the following:

- 1) Faculty: Class roles with grades, papers, exams, papers, assessments (paper, webct, laptops), advisee notes, confidential conversations in any form (e.g. email, text, print, verbal)
- 2) Student affairs: Conduct, Medical (HIPPA, Fitness, Physician, mental health), disability, academic integrity violations, career services, e-mails w/ confidential info
- 3) Enrollment Management: Admissions, financial aid, Registrar (transcripts, grades, applications, financial documentation re residency), medical (immunization), immigration status, e-mails w/ confidential info
- 4) Intra-student e-mail communication within the GGC system

In addition to policies, procedures and systems, faculty, students and staff are expected to demonstrate responsible and ethical behavior when given access to student records, either by physical access or electronic access.

Georgia Gwinnett College's policies include:

- 1) Protecting the right to privacy: Georgia Gwinnett College protects the rights of privacy of all student records including academic medical and financial records, by following all local, state and federal laws to include the Family Educational Rights and Privacy Act (FERPA) of 1974 (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>), the Health Insurance Portability and Accountability Act (HIPPA) of 1996 ([www.hhs.gov/ocr/privacysummary.pdf](http://www.hhs.gov/ocr/privacysummary.pdf)), and Gramm-Leach Bliley Act of 1999 (<http://banking.senate.gov/conf/>).

- 2) Restricting security access: Restricted physical and electronic access is the first line of defense for protecting records from physical damage, intrusion or theft. In protecting records, the College will require that:
  - a. All student records will be kept in a locked, secure location and faculty and staff will observe the College's written standards of behavior when dealing with student records.
  - b. The Office of Educational Technology will assure that adequate locks, power, HVAC, etc. are a high priority and will keep a proper inventory and maintenance of data systems.
  - c. Restricted electronic access to College systems that are connected to networks or remote terminals will be taken into consideration to protect the privacy, integrity and safety of College data. When configuring systems, and adding user accounts, the following principles will be addressed:

Passwords, account applications, expiration of accounts and passwords will be maintained by the Office of Educational Technology. A proactive approach will be taken with respect to monitoring for physical and system invasion.

- 1) Following USG security and confidentiality protocols as defined by USG Board of Regents (BOR Policy Manual Section 712);
  - a. Electronic or physical documentation of Information created, collected, or distributed will be protected from unauthorized disclosure, modification, or destruction.
  - b. The degree of protection needed will be based on the nature of the resource and its intended use.
  - c. The College will uphold the responsibility to employ prudent information security policies, standards and practices to minimize the risk to the integrity, confidentiality and availability of academic, disciplinary records, medical, and financial records.
- 2) Releasing information only in accordance with strict guidelines:
  - a. In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), the college maintains the right to require consent to disclosure of personally identifiable information contained in the student's educational records except to the extent that FERPA authorizes disclosure without consent.
  - b. In accordance with FERPA, the college permits disclosure without consent if the disclosure of information is to school officials with a legitimate educational interest, such as a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee such as a disciplinary committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.
  - c. Upon request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- 3) Regularly backing up information in a secure and offsite location:
  - a. The College recognizes the need to provide reliable and efficient student services, therefore participates in the University System of Georgia Student System Consolidation (SSC) project to consolidate the technical environment for the Banner Student Information System for the purpose of providing a secure, reliable, and cost effective database administration and system support functions.
  - b. As a participant in the SSC project, the USO Office of Information and Instructional Technology (OIIT) provides a structured recovery plan that is well documented and ready for execution in the event of system component failures.
- 4) Training of new employees (faculty, staff and student workers) as well as current employees:
  - a. A regular training schedule for faculty and staff will be maintained to assure that the policy and procedures for storage, release, dissemination and disposition (whether physical, printed, or verbal) is consistently adhered to.

- 5) Providing students and their parents with information concerning the student's rights for the protection of their confidential records at Bear Essentials Orientation sessions, on-line at [ggc.usg.edu](http://ggc.usg.edu), and in the Georgia Gwinnett College Catalog:
  - a. GGC FERPA Disclosure Notice to Students will be explained to new students and their parents who attend the Bear Essentials Orientation session as well as available to students on-line.
  - b. Signed GGC FERPA Disclose Notice to Students will be maintained in the student file as well as recorded in Banner.
  - c. GGC recognizes the right of the student to refuse to permit the release of information, including directory information as defined by FERPA.
- 6) Thorough documentation of procedures and records of activities in support of the policy.
- 7) Annual review of procedures as well as immediate review of procedures any time a breach of procedures is identified.
  - a. A committee of members from Student Affairs, Enrollment Management, Instructional Technology and the faculty will complete an annual review of procedures for records security and privacy.
  - b. In the event of a breach of procedures, the registrar will be notified of the violation. The appropriate dean, director and/or HR will address the situation and work with the Director of Human Resources to address the issue with the person or the supervisor of the person who has committed the breach of procedures.
- 8) Records disposition
  - a. Records will be kept according to BOR record retention policy (as noted in number one of procedures.
  - b. When it is determine that records can be disposed, student records will be shredded locally for daily processing and via records management service for large-scale disposals.

Review of the proper procedures for records disposal will happen annually for faculty and staff via the annual FERPA notification procedure.

### **Student Attendance Policy**

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused and whether work will be permitted to be made up; the decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences, provided that the student discussed with and obtained approval from the instructor to make up the work missed prior to the student's going on the field trip.

Individual instructors may establish additional attendance requirements appropriate to their course's context, e.g., lab attendance. A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

### **Student Field Trip and Off Campus Event Policy**

Participation in field trips/off-campus events provides students the opportunity to engage in meaningful learning outside the classroom, and as such, these trips are a valuable part of the college experience. Such outings permit students to

integrate theoretical aspects of learning with practical applications and observations in environments other than the classroom. These experiences thus afford students an alternative means of applying knowledge.

Certain guidelines need to be followed to ensure that students gain the most from participation in field trips.

- 1) Attendance on field trips/off campus events is optional, and students will not be penalized if they do not attend.
- 2) Alternate assignments may be given in lieu of a student's participation in field trips/off campus events where said participation would have derived extra credit or other course points.
- 3) Students who choose to go on field trips must contact the professors of the other classes which will be affected by their participation on the field trip prior to going on the field trip. However, participation on field trips does not exempt students from completing the work which is assigned in the classes that will be missed, nor does it provide a reason for students to miss tests, exams, or other graded work which is performed in the classes that will be missed.
- 4) Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences, provided that the student discussed with and obtained approval from the instructor to make up the work missed prior to the student's going on the field trip.
- 5) The field trip originator will ensure that the students who attend field trips complete the appropriate waivers and forms.
- 6) The faculty member/field trip originator should deliver copies of the waiver forms to the Dean's/Director's office for appropriate filing prior to or within five business days after returning from the field trip or off campus event/project.

### **Mandatory Participation in Alert Notification System**

Georgia Gwinnett College is committed to the safety of our students, staff, and faculty. Communication is an important component of campus safety and part of our communication plan includes an alert notification system. Email participation is mandatory for all GGC students, staff and faculty. We also require that each participant provide either a cell phone number for SMS based text messages or a phone number for a voice message alert at a minimum.



# Academic Policies and Procedures



## Student Success Program Procedures

### Student Success Program

In keeping with the admission policy of the University System of Georgia and Georgia Gwinnett College, students who lack the fundamental skills needed for success in college level courses may be admitted to the college, provided they enroll in Student Success courses specifically designed to meet their unique needs. Student Success courses are a sequence of studies to assist students with developing their academic skills, their personal goals and appropriate curriculum plans. Special one-on-one consultation and academic advisement are provided to help students progress towards enrollment in college level credit courses.

### Student Success Courses in English, Reading, and Math

Students who need a wide variety of Student Success courses may be admitted to the college. Though many students qualify to enroll in credit courses along with Student Success courses, others need a broad spectrum of Student Success instruction and preparation before they enroll in regular college-level course work. The following is a list of the courses that are offered in Student Success English, reading and mathematics at Georgia Gwinnett College:

ENGL 0098	Student Success English Basic Composition	4 hours
ENGL 0099	Student Success English Pre-College Composition	4 hours
READ 0098	Student Success Advanced Reading Skills	4 hours
MATH 0099	Student Success Pre-College Algebra	4 hours

### Student Placement Test Scores Relative to Course Placement

New students (freshmen with fewer than 30 semester hours) are required to demonstrate proficiency in Reading, English and Math to register for college level courses. Those entering without transferable English credit (ENGL 1101) and scores below acceptable SAT/ACT minimums will be required to take the COMPASS Placement Exam or the COMPASS EAP Placement exam to determine the appropriate level of coursework.

Those with scores that do not meet specific requirements are required to complete appropriate Student Success courses to assist them in gaining the required skills. The chart below shows the minimum requirements for each of the tests and the appropriate course(s) based upon the test score. COMPASS placement tests may be taken twice if requested.

Test Type	Minimum Score	Course Equivalent
SAT Critical Reading	480 or greater	ENGL 1101
SAT Math	460 or greater	College Math
ACT English	21 or greater	ENGL 1101
ACT Math	19 or greater	College Math
COMPASS Reading	78 or greater	READ 0098
COMPASS English	80 or greater	ENGL 1101
	60-79 & Writing Score 2	ENGL 1101
	60-79 & Writing Score 1	ENGL 0099
	46-59	ENGL 0099
	45 or less	ENGL 0098

COMPASS Algebra	81-100	MATH 1113/Precalculus
	37-80	MATH 1111/College Algebra
	36 or less	MATH 0099
College Algebra Test	0-50	MATH 1111/College Algebra
	51-100	MATH 1113/Precalculus
Trigonometry Test	0-50	MATH 1113/Precalculus
	51-100	MATH 2200/ Calculus I

### Advisement

The Student Success Program provides a sequence of studies and academic support services. Consequently, a major purpose of the program is to assist students with developing their personal goals and appropriate curriculum plans. Special academic advisement and assignment of a faculty mentor are provided to speed the students' progress toward enrollment in college credit courses.

### Student Success Courses Take Priority

During each semester of enrollment a student must first register for all required Student Success courses before being allowed to register for other courses. This policy also applies to part-time students.

There are two exceptions:

- 1) When two or three Student Success areas are required and the student is enrolled in at least one of those areas, other approved courses may be taken instead of one of the required Student Success courses.
- 2) If the Student Success course is not available, a student may enroll in a degree credit course if the student has met the course prerequisite, subject to written approval by the Appropriate Dean, Vice President of Academic and Student Affairs or the President.

### Prerequisites for College-Level Classes

Student Success Courses can restrict the range of collegiate level courses students may take. For example, students must exit or exempt Student Success reading as a prerequisite for social, natural, and physical science courses. Students must exit or exempt Student Success English and reading as prerequisites for college-level English. Students must exit or exempt Student Success reading, English, and mathematics as a prerequisite for sciences. All Student Success students should refer to the specific course prerequisites listed in the course catalog before registering for collegiate level courses, or consult their faculty mentor or advisor.

### 20-Hour Rule

Students who have accumulated 20 semester hours of college-level credit and have not successfully completed required Student Success courses may enroll only in Student Success courses until requirements are successfully completed. Students with transfer credit or credit earned in a prior degree program who are required to take Student Success courses for their current degree objectives may earn up to 20 additional hours of college-level credit. After earning those additional hours, students can only enroll in the required Student Success courses.

Students who voluntarily enroll in Student Success courses are limited to three attempts per academic area or discipline. They are not subject to any exit requirements or the 20 hour rule.

### Withdrawal from Student Success Courses

Students with Student Success requirements who are enrolled in both Student Success courses and credit courses may not withdraw from the required Student Success courses unless they also withdraw from their other college credit courses. If a course instructor in a Student Success course withdraws a student (due to violation of stated attendance policies or other course policy) the student will also be withdrawn from all college credit courses.

If a student withdraws or is withdrawn from a course by the instructor, financial aid may be affected. Students need to speak with a financial aid counselor to discuss their withdrawal.

Course loads may be reduced if the student is taking only SS courses and FYS (GGC 1000).

Students who have not taken any college work in the University System for three years may be retested with the CPE or COMPASS (in any unsatisfied areas) and readmitted without a Student Success requirement if they meet the institutional criteria for exemption.

### Exit Policy

Exiting Student Success Courses in English, Reading and Math

- 1) To exit a Student Success area (English, Reading and Math) students must:
- 2) Successfully complete the exit level Student Success course in that area
- 3) Meet any established institutional and course requirements
- 4) Pass the COMPASS exit exam
  - a. SS ENGL 0099 must pass the course with a grade of C or above, score a 2 on a writing sample, and score 60 or above on the exit COMPASS English test.
  - b. SS READ 0098 must pass the course with a grade of C or above and score 74 or above on the exit COMPASS Reading test.
  - c. SS MATH 0099 must pass the course with a grade of C or above and score 37 or above on the exit COMPASS Math test.

### Exiting English 0099

Enrollment in English 0099 constitutes an attempt in Student Success English. Exiting Student Success English 0099 requires:

- 1) A minimum course grade of grade of C in ENGL 0099
- 2) Successful completion of a writing sample\*
- 3) A passing score of 60 on the exit COMPASS English test

All students must score a 2 from two raters on the writing sample to successfully exit ENGL 0099. Students will write essays upon receiving a minimum course grade of 70. Two (or three) composition instructors will rate students' essays holistically and in the event of a discrepancy in their evaluations, a third instructor will rate the essays. For each essay, raters record a mark of 1 (failing) or 2 (passing). Two out of three raters must assign a score of 2 for the essay to pass. The student will have two chances to write a passing essay.

The exit COMPASS English test will be scheduled during the month prior to final exam week upon the recommendation of the student's instructor. Students must individually schedule their exit testing with the Testing Center.

Students who fail to successfully complete the course will receive a grade of D or F and will have to reenroll in the course the following semester. Students who fail the essay or COMPASS will receive a grade of IP and have to reenroll in the course the following semester. Students who pass the exit COMPASS English test and the essay will be given a course grade of an A, B, or C.

Every enrollment in 0098 or 0099 will be counted as one attempt. Please see Student Success Guidelines for details.

### English 0099 Early Exit Procedure

For students initially testing into English 0098, there is an early exit procedure where they may pass directly into English 1101. The student must earn an "A" grade in English 0098. The COMPASS exam must be retaken and the student must score 60 or above. The student must receive a "2" on the essay writing test.

### English 0099 Exit Compass Retests

There is an automatic exit Compass retest for students whose exiting scores are below 60. The exit COMPASS retest will not count as an additional attempt in ENGL 0099. A third attempt on COMPASS will be allowed for a fee.

### English 0099 Appeal Policy

Please see Student Success Guidelines for details.

### Exiting Reading 0098

Enrollment in Reading 0098 constitutes an attempt in Student Success Reading. Exiting Student Success Reading 0098 requires:

- A minimum course grade of C in READ 0098
- A passing score of 74 on the exit COMPASS Reading test

The exit COMPASS Reading test will be scheduled prior to exam week. Students will meet their instructor in the Testing Center during exam week to take the exit COMPASS Reading test.

Students who fail to successfully complete the course will be given a grade of In Progress (IP) and will have to reenroll in the course the following semester. Unsuccessful completion of the course counts as 1 attempt in the Student Success Reading area. Students who pass the exit COMPASS Reading test will be given a course grade of an A, B, or C.

### Reading 0098 Exit Retests

There is an automatic exit Compass retest for students whose exiting scores are below 74. The exit COMPASS retest will not count as an additional attempt in READ 0098. A third exit COMPASS test is allowed for a fee.

### MATH 0099 Exit Policy

Enrollment in Math 0099 constitutes an attempt in Student Success Math. Exiting Student Success Math 0099 requires:

- 1) A minimum grade of C in the course
- 2) Successful completion of all coursework
- 3) A passing score of 37 on the exit COMPASS Math test

The exit COMPASS Math test will be scheduled during exam week. Students who complete the requirements of MATH 0099 early with a grade of C or better will be allowed to take the exit COMPASS Math test early. Cut off dates for early testing are at the end of the 4th, 8th, or the 12th week. For Summer semester exit testing, please check with the office of Student Success Programs. After the 12th week students must wait until the final exam week to take the exit COMPASS Math test. Students will be required to contact the Testing Center to schedule individual appointments to take an early exit COMPASS Math test.

Students who have achieved adequate progress in the course, but have not yet exited the course, will receive a grade of In Progress (IP) and will be required to reenroll in the course the following semester. Students who have not made adequate progress in the course will receive a grade of Failing (F) and will also have to reenroll in the course. In either instance, this will count as 1 attempt in the Student Success Math area. Students who pass the exit COMPASS Math test will be given a course grade of an A, B, or C and are eligible to enroll in Math 1111.

### Math 0099 Exit Retests

There is an automatic exit Compass retest for students whose exiting scores are below 37. The exit COMPASS retest will not count as an additional attempt in Math 0099. A third COMPASS exit test is allowed for a fee.

### Attempts

An attempt is the number of times a student has completed a Student Success course. Students in the University System of Georgia Schools must exit each Student Success discipline in/within 3 attempts. A discipline area is defined as Student Success Reading, Student Success English or Student Success Math.

Students who do not exit the SS discipline area courses in 3 attempts may appeal. A student may file an appeal to take a 4th attempt in English and Reading and a 4th and 5th attempt in Math. The student must have reached the appeal level in only one discipline area to qualify (see appeal process below). English for Academic Purposes Courses (EAP/ESL) have no limit on the number of attempts.

Time spent in Student Success course work in a discipline area shall be cumulative within the University System of Georgia. A transfer student with fewer than three semesters and fewer than twelve semester hours in a Student Success area may be granted an additional semester to exit a discipline area (up to a total of fifteen semester hours cumulative within USG schools). Students must have approval from the Director of Student Success at Georgia Gwinnett College. (This policy is to allow for variations that may occur in credit hours for courses at various institutions.)

All grades including A, B, C, IP, WF, and F count as an attempt. If a student earns a W or withdraws from a course before the midpoint it does not count as an attempt but the student will also be withdrawn from all other college credit courses.

### Student Success Suspension in English, Reading, and Math

If a student does not complete requirements for a Student Success area in twelve semester hours or three semesters, whichever occurs first, the student will be *suspended from all University System of Georgia schools for three years*.

### Student Success Suspension Appeal Policy in English, Reading, and Math

Students who do not exit a Student Success discipline area in 3 attempts must file an appeal. To file an appeal for one additional attempt in either Student Success Reading or English or two additional attempts in Student Success Math, a student must meet with the Student Success Advisor to complete an appeal form.

The student must:

- 1) be individually evaluated by his last course instructor and determined to have a reasonable chance of success
- 2) be in an exit level course
- 3) have reached the limit in only one Student Success Area

### Readmission from Student Success Suspension

Students admitted to Georgia Gwinnett College after completing a three-year suspension from any University System of Georgia institution will be retested for placement (in any unsatisfied Student Success area) and placed without a Student Success requirement if they meet the institutional criteria for exemption. Students who do not exempt on the retest may be admitted to Georgia Gwinnett College for up to three additional attempts per Student Success area. Students admitted under this provision are subject to the 20-hour limit on college-level coursework and may not take credit work if they have earned 20 credit hours during their previous period(s) of enrollment.

Students suspended from the institution without completing Student Success requirements may not be exempted from the Student Success course requirements through transfer of course credit unless they are eligible for transfer admission under the institution's regular transfer admission policies.

### Student Success Courses in English for Academic Purposes (EAP/ESL Courses)

Students whose native language is not English must show proficiency in English before being admitted to the college. Students who graduated from a high school outside the United States must present a satisfactory TOEFL score. Students with scores that admit them to Georgia Gwinnett College will be given the ESL Compass Test before

advisement and registration. The scores on this test will be used to determine appropriate placement into English for Academic Purposes (EAP) or English courses.

Criteria for Determining EAP/ESL Placement

Entering students who are non-native speakers of English and who score below 480 on the verbal section of the SAT I (or below 21 on the national English ACT) are required to take the ESL Compass Test, unless transfer credit for ENGL1101 has been accepted by Georgia Gwinnett College, and the transfer student has no RHSC deficiency in English.

Students whose scores on the ESL Compass Test indicate they do not need EAP courses may enroll in ENGL 1101, English Composition I. Students whose scores require placement into the EAP Program must take the appropriate EAP courses.

Placement into EAP 0080/0090 (EAP for Success Reading I & II) or English 1101\*

Compass Reading Scores

	≤86	87-93	≥94
Writing Score 3	EAP 0090	EAP 0090	**Exempt
Writing Score 2	EAP 0080	EAP 0090	EAP 0090
Writing Score 1	EAP 0080	EAP 0080	EAP 0090

\*Eligible for College Level Courses, but to be eligible for English 1101, student must exit or exempt from EAP 0090 and EAP 0091.

Placement into EAP 0081/ EAP 0091 (EAP for Success Structure and Composition I & II)\*

Compass Grammar Scores

	≤86	87-93	≥94
Writing Score 3	EAP 0091	EAP 0091	***Exempt
Writing Score 2	EAP 0081	EAP 0091	EAP 0091
Writing Score 1	EAP 0081	EAP 0081	EAP 0091

\*\*\*Exempt from Structure and Composition, but to be eligible for English 1101, student must exit or exempt from both EAP 0090 and EAP 0091.

Placement into EAP 0082 EAP for Success Academic Listening/Speaking and EAP 0092 EAP for Success Academic Communication Skills is separate from placement in Reading & Structure and Composition.

Compass Listening Scores (not applicable)

	≤81	82-92	>92
	EAP 0082	EAP 0092	EAP 0092

Math placement for EAP/ESL students is similar to non-EAP/ESL students.

### English for Academic Purposes (EAP) Program

The English for Academic Purposes Program provides instruction at two levels, Level I and Level II in speaking and listening (academic communication skills), reading, and structure and writing for non-native speakers of English. The program is designed to prepare students in the English language skills necessary for successful academic work at Georgia Gwinnett College. The following is a list of the courses that are offered in the EAP Program at Georgia Gwinnett College:

EAP 0080	EAP for Success Reading I	4 hours
EAP 0081	EAP for Success Academic Listening/Speaking	3 hours
EAP 0082	EAP for Success Structure and Composition I	4 hours
EAP 0090	EAP for Success Reading II	4 hours
EAP 0091	EAP for Success Structure and Composition II	4 hours
EAP 0092	EAP for Success Academic Communication Skills	3 hours
EAP 0095	EAP Writing/Grammar Workshop I	2 hours
EAP 0096	EAP Writing/Grammar Workshop II	2 hours

### Prerequisites for College-Level Classes

Students who are enrolled in EAP courses are restricted as to which other courses they may take while taking EAP courses. Students should consult this *Catalog* to determine course prerequisites.

### Registration

During each semester of enrollment, EAP students must first register for all required EAP courses before registering for other courses. This policy applies to full-time and part-time students.

### EAP Withdrawal Policy

Any EAP student who is enrolled only in EAP or Student Success mathematics courses may withdraw from one or more of these courses. Any EAP student who is enrolled in both EAP/Student Success mathematics and college-level courses and withdraws or is withdrawn from any EAP/ Student Success mathematics course before mid-term also will be withdrawn from all college-level courses.

### Exit Policy

To exit Student Success EAP courses, students must exempt or earn a "70" or better in EAP 0090, EAP 0091, and EAP 0092 and pass all appropriate exit criteria for each course. Students in EAP 0080 and EAP 0081 who earn an "A" in their EAP courses and who have the recommendation of all of their EAP instructors may be eligible to sit for the EAP exit-level course exams

#### Exiting EAP 0090, EAP 0091, and EAP 0092

Passing EAP 0090, EAP 0091 and EAP 0092 requires a minimum grade of 70. Students who pass or exempt all three classes are eligible to enroll in ENGL 1101. They will be given a grade of A, B, or C in their EAP courses.

#### Exiting EAP 0080, EAP 0081, and EAP 0082

Passing EAP 0080, EAP 0081 and EAP 0082 requires a minimum grade of 70. Students who receive grades of 90 or better (A) in their 80s-level classes, and who receive a recommendation from their instructors, are eligible to take the relevant EAP Program Exit-level Course Final Exams during the last week of class and final exam week. Students who receive passing scores on the Exit-level Course Final Exams or are exempted with passing scores are eligible to enroll in ENGL 1101. Students who fail to receive passing scores will enroll in the EAP course(s) for which passing (exiting) scores were not achieved in the following semester. In all cases, 80-level students who have passed their EAP courses will be given a grade of A, B, or C in those EAP courses.

## **Academic Standards of Progress**

### Course Load

Twelve (12) semester hours constitutes a full-time course load for each semester of enrollment. Any enrollment of fewer than 12 semester hours constitutes a part-time course load for the semester of enrollment. Students may enroll for up to 17 hours per semester without additional approval. Students who desire to enroll in more than 17 hours must obtain approval from their major school. Approval must be given in writing each semester.

### Grading

Student progress in a course is measured at the end of each semester in the form of a grade assigned by the course instructor based on the student's completion of course requirements as stated in the course syllabus. The grade for a course is officially recorded on the student's academic transcript in the Registrar's Office. The student is notified of his/her final grades as well as the student's academic standing for the semester via the college's web-based academic records system. Final grades and academic standing can be accessed by semester and reflect a semester grade-point average as well as a cumulative grade-point average of all work completed at Georgia Gwinnett College as well as all accepted transfer credit. The deadlines for grade submission may be found in the academic calendar.

### Grading System

Georgia Gwinnett College complies with the University System of Georgia uniform grading system. The final grades and their definitions are as follows:

<u>Final Grade</u>	<u>Definition</u>	<u>Quality Points per Credit Hour</u>
<b>A</b>	Excellent	4
<b>B</b>	Good	3
<b>C</b>	Satisfactory	2
<b>D</b>	Passing, but less than satisfactory than satisfactory	1
<b>F</b>	Failing	0
<b>WF</b>	Withdrew Failing	0

The minimum passing grade for most courses is the "D" grade. ENGL 1101, ENGL 1102, MATH 1111 (or equivalent courses) and all Student Success courses must be passed with a minimum grade of "C." Courses in Area F of the Common Core as well as all courses in the student's major must be passed with a minimum grade of "C." In addition, courses that are pre-requisites to other courses require a "C" or better to meet the pre-requisite requirement.

The following grade symbols will be used in the cases indicated but will not be included in computing the student's grade-point average:

**I** = indicates an incomplete grade for the course due to non-academic reasons which prohibited the student from completing the requirements for a course. The assignment of the "I" grade is at the discretion of the course instructor but should only be assigned if the student has completed satisfactory work up to the last two weeks of the semester then faced extreme personal hardships in completing the semester. Prior to the last two weeks of the semester, the grade assigned should be "W" or "WF."

Assignment of an "I" grade indicates that the instructor and the student have worked out a plan for completing the remaining course requirements unless otherwise stated in the incomplete contract. The deadline for removing an "I" grade is the last day of the following semester. If the "I" grade is not removed within the defined time period, the "I" converts to a grade of "F" and is then factored into the student's grade-point average. Requests for the approval of extensions must be made to the office of the dean.

**IP** = indicates a student has made progress in a Student Success course, but not sufficient progress to meet the requirements for the next course in the Learning Support sequence. The "IP" grade is not included in the calculation of the student's grade-point average.

**K** = indicates credit given by external examination (CLEP, AP, etc.). The "K" grade is not included in the calculation of the student's grade-point average.

**S** = indicates successful completion of the Regents' Writing Skills course and/or the Regents' Reading Skills course and successful completion of the corresponding Regents' Test. The "S" grade is not included in the calculation of the student's grade-point average.



**U** = indicates unsuccessful completion of the Regents' Writing Skills course and/or the Regents' Reading Skills course and unsuccessful completion of the corresponding Regents' Test. The "U" grade is not included in the calculation of the student's grade-point average.

**V** = indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa. Students may register, however, on a credit basis for a course that has previously been audited.

**W** = indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after midsemester except in cases of hardship as determined by the Registrar.

**WF** = indicates withdrawal with penalty (0 quality points are factored into the grade-point average). WF is assigned for withdrawal after midsemester (except for cases of hardship as determined by the Registrar).

**WM** = indicates a student was permitted to withdraw under the Board of Regents policy for military service refunds. The use of this symbol indicates that this student was permitted to withdraw without penalty at any time during the term.

### Grade Point Average

The cumulative grade point average will be calculated by dividing the number of hours scheduled in all courses attempted in which a grade of A, B, C, D, F or WF has been received into the number of grade points earned on those hours scheduled. The cumulative grade point average will be recorded on the student's permanent record. Institutional credit shall in no way affect the cumulative grade point average. The grade point average is computed by multiplying the quality points earned by the credit hours of each course and dividing the total quality points earned by the total credit hours attempted. Below is an example of the GPA computation for a 12 credit hour semester load where the grades earned were an "A", two "B's", and a "C":

3 sem hrs of B	= 3 x 3 =	9 quality points
3 sem hrs of A	= 3 x 4 =	12 quality points
3 sem hrs of B	= 3 x 3 =	9 quality points
<u>3 sem hrs</u> of C	= 3 x 2 =	6 quality points
12 hrs		36 total quality points

$$36 \text{ quality points} \div 12 \text{ hours attempted} = 3.0 \text{ GPA}$$

### Grade Appeals

Students wishing to appeal a final grade in a course must first discuss the grade appeal with the course instructor within 30 calendar days of the assignment of the final grade. If the student still wishes to appeal beyond the discussion with the course instructor, the student may then file a grade appeal with the appropriate dean or director. The student must submit a written request along with all supporting documentation to the dean or director within 15 calendar days of the instructor's decision. An interview with the student and/or the course instructor may be a part of the dean's or director's decision. If the student wishes to appeal the dean's or director's decision, he/she may then appeal to the Vice President for Academic and Student Affairs submitting the same documentation as was submitted to the dean or director within 15 calendar days of the decision. The decision made by the Vice President for Academic and Student Affairs is binding.

### Grade Changes

Errors in grades must be reported to the Office of the Registrar immediately. In general, no grade changes will be made after the end of the next semester after the grade was assigned, except with the approval of the Dean or Director. No requests for grade changes will be considered beyond the end of the following semester in which the grade was assigned. A petition for a grade change will not be accepted after the date of graduation.

### Mid-Term Grades

Instructors will post mid-term grades to the student's web-based academic record, but the mid-term grades do not calculate into the student's grade point average for that semester or into the student's cumulative grade point average. The mid-term grade on a course is not an official grade report and therefore is not permanently recorded on the student's academic transcript; it is a periodic evaluation of the student's progress in a course in the middle of the semester.

## Academic Renewal

University System of Georgia undergraduate students who have been readmitted or reinstated after a period of absence of five (5) calendar years or longer are eligible for academic renewal. Academic renewal for the student signals the initiation of a new grade point average to be used for determining academic standing. This provision allows University System of Georgia degree-seeking students who earlier experienced academic difficulty to make a fresh start and have one final opportunity to earn an associate or bachelor's degree.

### Procedures:

- 1) All previously attempted coursework continues to be recorded on the student's official transcript.
  - a. A Renewal GPA is begun when the student resumes taking coursework following approval for Academic Renewal.
  - b. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation.
    - i) To earn a degree, a student must meet the institution's residency requirements after acquiring academic renewal status.
    - ii) At least 50% of work toward a degree must be completed after the granting of Academic Renewal status for a student to be eligible for honors at graduation.
  - c. Academic credit for previously completed coursework -- including transfer coursework -- will be retained only for courses in which an A, B or C grade has been earned.
    - i) Retained grades are not calculated in a Renewal GPA. Such credit is considered in the same context as transfer credit, credit by examination, and courses with grades of "S."
    - ii) Courses with D or F grades must be repeated at the Academic Renewal institution if they are required in the student's degree program. Further, all remaining courses for the current degree objective must be completed at the Academic Renewal institution, i.e., no transient credit will be accepted.
    - iii) Applicability of retained credit to degree requirements will be determined by the degree requirements currently in effect at the time Academic Renewal status is conferred on the student. Specific institutional program regulations must also be met.
- 2) A student can be granted Academic Renewal status only one time.
- 3) Transfer Credit
  - a. Suspended/dismissed students: a student who has been suspended/dismissed from a System institution and has attended one or more System institutions during the period of suspension/dismissal will not be eligible for Academic Renewal.
  - b. Non-suspended/dismissed students: a student who has not been suspended/dismissed from a system institution but who has been absent from that institution five years or more and who has attended a school other than that institution may choose only one of the following options:
    - i) A student may return to the same institution subject to all relevant transfer and reentry policies. No renewal GPA is calculated and transfer credit will be granted for applicable courses taken during the absence.
    - ii) A student may apply for Academic Renewal. If Academic Renewal status is approved, no transfer credit will be granted for coursework completed during the absence.
- 4) Any scholastic suspensions which occurred in the past shall remain recorded on the student's permanent record. If a suspension (either first or second) is on the record and the student encounters subsequent academic difficulty after having been granted Academic Renewal, the next suspension would subject the student to dismissal.
- 5) If a student does not request Academic Renewal status at the time of re-enrollment after a five year or greater period of absence, the student may do so within three semesters of re-enrollment or within one calendar year, whichever comes first.

- a. The Renewal GPA begins with the semester following re- enrollment.
- 6) Reentry into any program is not automatic.
- 7) If a student is denied Academic Renewal and subsequently does not re-enroll, he/she may resubmit an Academic Renewal application after no fewer than three semesters have passed since the initial petition.
- 8) Each System institution shall establish specific evaluative criteria and specific procedures for evaluating an application for Academic Renewal.
- 9) The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.
- 10) The granting of Academic Renewal does not supersede the admissions requirements of certain programs, e.g., teacher education, nursing, which require a specific minimum grade point average based upon all coursework.
- 11) Any currently enrolled student who has experienced an interrupted five year (or longer) period of nonattendance at the institution in which he/she is currently enrolled, may apply for an Academic Renewal GPA.
  - a. For currently enrolled students, there is a one year "window of opportunity" for requesting Academic Renewal status commencing with the effective date of this policy.
  - b. The Academic Renewal GPA will include all coursework taken since re-enrollment.
- 12) This policy becomes effective upon the date of favorable action by the Board of Regents.

## **Registration**

Registration periods are published on the website at [www.ggc.edu](http://www.ggc.edu) and additional notification is sent to students via the approved Georgia Gwinnett College student email address and through the Georgia Gwinnett College student newsletter. Students are required to meet with their mentor prior to choosing and registering for classes each semester.

Currently enrolled students are encouraged to register early after consulting with their mentor.

### **Immunizations Policy**

Georgia Gwinnett College requires proof of immunizations for all new students (first-year, transfers, and others) as directed by policy consistent with recommendations provided by the Advisory Committee on Immunization Practices, developed collaboratively by the Board of Regents of the University System of Georgia and the Division of Public Health of the Georgia Department of Human Resources. Such policies shall be on file in each institution's office of student affairs.

Information is available to every new student regarding required and recommended immunizations using information developed by the Division of Public Health in concert with the Office of Student Services of the Board of Regents of the University System of Georgia.

Specific colleges or departments, with concurrence of the president and the Chancellor, may require some immunizations not required for all new students by this policy. Institutions are also authorized to impose additional immunization requirements for students when, in the opinion of the president of the institution and with concurrence of the Chancellor and appropriate public health authorities, there is a substantial risk of exposure to other communicable diseases preventable by vaccination.

Pursuant to legislation, all students residing in campus housing are required to sign a document stating that they have received a vaccination against meningococcal disease or reviewed the information provided by the institution.

### **Drop/Add**

Dropping and Adding Courses – Students may drop or add courses without penalty during the designated drop/add period for each semester or term within a semester. See the academic calendar for specific dates for drop/add. A course

that is dropped during the drop/add period will not generate an official record of enrollment in the class. When adding a course, the student should complete this process online unless the student has a registration issue that requires additional approval. For special requests that require an approval from a faculty, dean or other area of the college, students should see the appropriate school office to obtain the approval and override. Overrides may be completed by the academic office or may require completion of a drop/add form.

### *Withdrawal from College*

Students may find that there is a need to withdraw from a class after the drop/add period for the semester. The student's academic advisor should be consulted prior to withdrawal. Once it is determined that a withdrawal is necessary, the student should complete the Course Withdrawal On-Line eForm to withdraw from a course. Course withdrawals submitted prior to midterm will result in a grade of "W". Course withdrawals will not generate a refund of tuition. Any course withdrawals that occur after mid-term will be awarded a "WF" unless special circumstances exist where a hardship has been established. The student must petition for a hardship withdrawal. Documentation along with advisor approval should be submitted to the Registrar's Office for review and decision.

Occasionally students may need to withdraw from college for the semester. To withdraw from class, a student should complete the College Withdrawal Form which can be found on the Registrar's website. The date the student begins the school's withdrawal process is based on when the student notifies the college of the withdrawal. In addition, refunds for complete withdrawal will be calculated based on the date when the student notifies the college of the withdrawal. Note: Students receiving financial aid should contact the Financial Aid office. Grade assignments for withdrawal from Georgia Gwinnett will be the same as the above for course withdrawals.

If the student wished to appeal, he/she should follow the procedure for Student Complaints found in the Georgia Gwinnett College Student Handbook.

### *Academic Advising and Mentoring*

In keeping with its commitment to create a culture devoted to the holistic development of students, Georgia Gwinnett College (GGC) embeds traditional academic advising (course selection and academic program planning) within a broader context of career planning, goal clarification, and personal growth. Georgia Gwinnett College has chosen the term "mentoring" for its academic advisement program to emphasize this focus on the whole student, rather than simply on academic matters.

### *Mission*

The mission of the GGC Student Mentoring Program is facilitating student success, development, and retention by supporting the design and implementation of educational and career plans and enhancing student engagement in the academic community.

### *Academic Advising Model*

In its broad definition of academic advising, the University System of Georgia asserts that academic advising "...represents...an opportunity for the faculty and the institution to express a special interest in both the personal and academic welfare of the students." In keeping with this view, the overall goal of mentoring at GGC is to assure that all students achieve the Integrated Educational Experience (IEE) outcomes of the college:

- 1) Clearly communicate ideas in written and oral form.
- 2) Demonstrate creativity and critical thinking in inter- and multidisciplinary contexts.
- 3) Demonstrate effective use of information technology.
- 4) Demonstrate an ability to collaborate in diverse and global contexts.
- 5) Demonstrate an understanding of human and institutional decision making from multiple perspectives.
- 6) Demonstrate an understanding of moral and ethical principles.
- 7) Demonstrate and apply leadership principles.

In support of these goals, mentoring at GGC encompasses the three broad areas of academic advising, career advising, and personal growth. Within these three broad areas, the outcomes of mentoring are:

#### Academic Advising

- 1) Development of academic program plans appropriate for students' anticipated majors and career goals.
- 2) Progression toward completion of academic requirements and graduation at a reasonable rate.
- 3) Awareness of policies and procedures pertinent to completion of students' planned academic programs.
- 4) Awareness of special academic opportunities such as study abroad, internships, etc.

#### Career Advising

- 1) Identification of educational and career objectives commensurate with students' interests and abilities.
- 2) Exploration of academic and other requirements for students' chosen careers.
- 3) Exploration of post-graduate educational or employment opportunities for students' chosen careers.

#### Personal Growth

- 1) Awareness of on-campus support available to students.
- 2) Engagement in the co-curricular program of the college.
- 3) Demonstrate leadership in the classroom, college, and/or community.
- 4) Make appropriate life decisions and accept personal responsibility for the consequences of decisions.

Ultimately, Georgia Gwinnett College graduates will be informed, engaged citizens of the community who are inspired to a lifetime of service.

#### Role of Faculty

All faculty and selected staff are engaged in mentoring students. Effective mentoring is a critical element in the annual evaluation process for faculty. All GGC students are assigned a faculty mentor at the point of matriculation and continue to be mentored by a faculty member throughout their educational careers.

#### Minority Advising Program

##### Mission

The mission of the Minority Advising Program is to enhance the academic welfare of minority students at Georgia Gwinnett College. Its goals include the promotion of academic success, development of human potential, and the creation of an environment that fosters the success and retention of minority students.

##### Minority Advising Model

The Georgia Gwinnett College Minority Advising Program adheres to the following guidelines established by the Board of Regents Office of the Chancellor:

- 1) The Minority Advising Program at Georgia Gwinnett College supplements regular academic mentoring activities.
- 2) The Minority Advising Program addresses students' academic and non-academic needs, addressing cognitive and non-cognitive dimensions of intellectual, personal, and social self-actualization.

##### Administrative Responsibility

The Minority Advising Program is coordinated by the Director of Minority Outreach Programs.

##### Services Provided

The Georgia Gwinnett College Minority Advising Program provides (directly or on a referral basis) the following services:

- 1) Careful follow-up of dropouts.
- 2) Special individualized counseling for academically at-risk students and students placed on academic probation.
- 3) Assistance to students in choosing a program of study and in the selection of an academic major.
- 4) Help in considering the long-term implications of pursuing various courses of study, and careful consideration of career opportunities presented by various academic programs.
- 5) Peer counseling to address a full spectrum of personal, social, and academic needs.
- 6) Access to appropriate and effective tutoring.
- 7) Help in identifying financial aid sources and review of procedures for obtaining financial aid.
- 8) Access to, and facilitation of, career counseling.
- 9) Reinforcement of the regular advisement system.
- 10) Access to study skill activities.
- 11) Articulation with high schools to help prepare minority students for college.
- 12) Culturally appropriate programming and a forum to bring effective role-models in contact with minority students to discuss their educational and other experiences.
- 13) Periodic meetings with academic officers, and the president to maximize the interrelationship of the Minority Advising Program with other aspects of the institution.

### *Advising for New Students Who Place Below the University System Placement Standards*

All entering students without transferable English credit (English 1101) or college level Math credit (Math 1101 or higher) and scores below University system placement standards will be required to take Student Success English, Reading and/or Student Success Math. All entering students without transferable credit are required to take the English, Reading and Math portion of the Computer Adaptive Assessment and Support System (COMPASS). Students whose English score falls between the range of 60 and 79 on the COMPASS are required to write a sample essay. Students should call the Testing Center to sign up for the tests.

These placement tests will determine at which level students begin their classes. Students are allowed to retake the placement tests one (1) time before classes begin. The placement test consists of a computerized English and Reading exams and a math exam.

### Student Success Orientation

After a student is admitted, takes the placement test, and is determined to need academic assistance, he/she will receive an invitation to GGC Bear Essentials. At Bear Essentials the student will learn more about the College, will speak either with a Student Success faculty member or a Student Success Advisor to determine what classes are needed, and will register.

### Advising for Continuing Student Success Students

Advising for continuing Student Success students is an integrated process between Student Success Faculty and a dedicated advisor in the Office of Student Success. Advising will take place during the semester. Once students exit Student Success Courses they will be assigned a faculty advisor in the student's chosen major.

### EAP Policy

Students whose native language is not English and do not have transferable English credit, or score below college level English on the placement test will be required to take an EAP sequence of courses. These courses are designed to prepare them for ENGL and other regular college level courses.

### New EAP Students

All entering non-native speakers of English without transferable English credit (English 1101) and scores below SAT I 480 or ACT 21 will be required to take the COMPASS EAP Placement Test and a writing sample. All entering students without transferable math credit (Math 1101 or higher) are required to take the math portion of the Computer Adaptive Assessment and Support System (COMPASS). Students should call the Testing Center to sign up for the tests.

These placement tests determine at which level students begin their classes. Students are allowed to retake the placement tests one (1) time before classes begin. The EAP placement test consists of a computerized listening comprehension, reading comprehension, and grammar exam. In addition, there is a required writing sample. Students must complete all four (4) parts of the exam to register for classes. Because the writing sample is not machine scored, it usually takes approximately one (1) week to get the results back. Students must take the EAP placement test before the semester begins.

### EAP Orientation

After a student is admitted and takes the placement test, he/she will receive an invitation to GGC's Bear Essentials Orientation. At Bear Essentials the student will learn more about the College, will speak with an EAP faculty member to determine what classes are needed, and will register.

### Advising for Continuing EAP Students

Advising for continuing students will take place during the second half of the semester. EAP faculty will be responsible for advising EAP students. Once students exit EAP, they will be assigned a faculty advisor in the students' chosen major.

### *Georgia Gwinnett College Students Enrolling at Other Institutions as Transient Status*

A Georgia Gwinnett College student who wishes to take a course at another institution must complete an application for admission to the transient institution. Transient enrollment requires approval by both institutions, and it is the student's responsibility to comply with that college's standards and application deadlines. Georgia Gwinnett College students seeking transient approval should coordinate the process with his/her academic advisor and the Office of the Registrar.

Students who seek transient status must obtain approval from the appropriate dean.

Those students who are enrolled at Georgia Gwinnett may request to be a transient student at other institutions provided that the courses that they seek to take at another institution fall into one of the following categories:

1. the course(s) which the student is requesting to take is/are not offered at Georgia Gwinnett College during the semester in which the student desires to take the course(s)
2. the course(s) which the student is requesting to take is/are closed due to full enrollment during the semester in which the student desires to take the course(s).

Students will complete the Request for Transient Permission. This form is valid for one term of enrollment only. In order to receive transient permission, it is the student's responsibility to:

- 1) Be currently enrolled at Georgia Gwinnett College as a degree-seeking student;
- 2) Be in good academic standing;
- 3) Have completed all Learning Support and/or English for Academic Purposes requirements;
- 4) Have completed all Required High School Curriculum (RHSC) requirements.

In order to receive transfer credit at Georgia Gwinnett College for the specified courses, it is the responsibility of the student to:

- 1) Enroll in courses appropriate to his/her major at the proper level and in the proper sequence;

- 2) Complete the courses with a grade of "C" or better. Grades obtained in courses taken as a transient student will be calculated in the student's cumulative GPA at Georgia Gwinnett College;
- 3) Have an official transcript of transient courses sent to the following address at the end of the transient term:

Georgia Gwinnett College  
Enrollment Management Office  
1000 University Center Lane  
Lawrenceville, GA 30043

Students receiving HOPE scholarship or Veteran's Affairs Benefits must coordinate payment details with the financial aid offices at both Georgia Gwinnett College and the transient institution.

### Auditing Courses

The auditing of courses will be permitted for regularly enrolled students who have obtained the approval of their adviser. Proper paperwork obtained in the Office of the Registrar must be filed before the end of late registration drop/add. Such courses count at full value in computing the student's course and fees load, and the student's name should appear on the official class rolls of the courses audited. The courses being audited should also appear on the student's approved schedule of courses. No credit is granted for courses scheduled on an auditing basis, and students are not permitted to change to or from an auditing status except through the regular procedures for schedule changes. The grade for auditing is V (visitor), and this grade should at no time be changed to a W on the basis of the auditor's attendance in the course. The grade of V will have no effect upon the student's grade-point average, and students will not be permitted to have the audit grade changed at any future date.

### Repeated Courses

In the case of courses that are repeated, the higher grade will substitute for the lower grade on the student's academic degree evaluation. The higher grade will replace the lower grade in the computation of the student's Georgia Gwinnett College GPA. **NOTE:** All grades may be factored into the cumulative GPA in compliance with financial aid programs and credentialing programs external to the College. Each student will be limited to two repeats of a course (a maximum of three attempts).

### Academic Standing

#### Classification of Students

Class designation is generally based on the number of hours the student has earned in courses offered at Georgia Gwinnett College or transferred from other educational institutions. Following is a general explanation of class designation.

*Freshman:* A student who has earned fewer than 30 hours of credit.

*Sophomore:* A student who has earned 30 to 59 hours of credit.

*Junior:* A student who has earned 60 to 89 hours of credit.

*Senior:* A student who has earned 90 or more hours of credit.

Class designation does not necessarily reflect the students' readiness to graduate or progress in their chosen program of study.



Good Standing – Georgia Gwinnett College seeks to provide ample opportunities for all students to fully realize their academic potential and goals. In turn, all students attending Georgia Gwinnett College are expected to maintain certain academic standards that are outlined in the table below. A student is in good academic standing if their cumulative Georgia Gwinnett College grade point average is at or above the Minimum Cumulative Georgia Gwinnett College grade point average for the number of semester hours attempted plus transfer hours. These standards stress the importance of successful performance by students to maintain an academic status of good academic standing. Students who hold office in any college club, organization, or who participate in athletics must be in good academic standing.

Semester Hours Attempted <u>Including Transfer Hours</u>	Minimum Cumulative GPA <u>(Georgia Gwinnett College Credit Only)</u>
0-15	1.50
16-30	1.60
31-45	1.80
More than 45	2.00

Academic Warning – If a student in Good Academic Standing fails to maintain the appropriate Minimum Cumulative Georgia Gwinnett College GPA, they will be placed on Academic Warning. The student will receive a written notice alerting them that a continued deterioration in academic performance will result in Academic Probation. The student will also be required to meet with their advisor to implement a plan for improvement before registering for the subsequent semester as a way to promote academic progress and student success. Students will have one semester to raise their GPA to the appropriate Minimum Cumulative Georgia Gwinnett College GPA and return to Good Academic Standing.

Academic Probation – Students will be placed on academic probation if they fail to achieve the appropriate minimum cumulative Georgia Gwinnett College GPA for two consecutive semesters. A student on academic probation will be restricted to a maximum of 14 semester hours of course work in the subsequent semester of enrollment and may not represent the college in any official capacity (student organizations, athletics, etc.). Students on Academic Probation may also be subject to a loss of certain financial aid funds and should check with the Financial Aid Office regarding Satisfactory Academic Progress regulations for Financial Aid. Students will remove themselves from probation by raising their GPA to the appropriate minimum cumulative Georgia Gwinnett College GPA.

Continued Probation – Students who earn a 2.00 GPA during any semester in which they are on Academic Probation, but do not raise their Georgia Gwinnett College cumulative GPA sufficiently to be removed from probation, will continue on Academic Probation and thereby avoid Academic Suspension.

Academic Suspension – A student who fails to a) remove themselves from Academic Probation or b) meet the requirements of Continued Probation will be placed on Academic Suspension. A student on Academic Suspension will be prohibited from taking courses or participating in college level activities for the subsequent semester (excluding the entire summer term). After this absence, the student may apply for readmission to the college through the Admissions Committee. Students readmitted following an Academic Suspension are placed on Academic Probation and are subject to the cumulative GPA requirements listed above. Any exceptions to this policy must be appealed to the Vice President for Academic and Student Affairs.

Academic Dismissal - Students who are placed on Academic Probation returning to the college after Academic Suspension during their tenure at the college, and who fail either to remove themselves from this status or to meet the requirements of Continued Probation will face Academic Dismissal. A student on Academic Dismissal will be prohibited from taking courses or participating in college-related activities for one calendar year from the end of the semester in which the dismissal occurred, after which the student may apply for readmission to the college using the procedures followed by any new student. Students readmitted following an Academic Dismissal are placed on Academic Probation and are subject to the cumulative grade point average requirement listed above. Students who receive a second Academic Dismissal will not be eligible for readmission to Georgia Gwinnett College. Any exceptions to this policy must be appealed to the Vice President for Academic and Student Affairs.

Dismissals from Other Institutions - A student serving a dismissal or similar penalty from another institution must serve that time and not be allowed to attend Georgia Gwinnett College until their penalty has expired. If a student has been permanently suspended from another institution, the Admissions Committee will process the student like any other

transfer student who appeals the denial of admission to Georgia Gwinnett College. Any exceptions to this policy must be appealed to the Vice President for Academic and Student Affairs.

### Recognition of Scholarship

President's List -- The President's List may include undergraduate students who achieve a 4.0 semester GPA in 12 or more hours. All work must be taken on a letter-graded basis and students must be in good academic standing. This distinction is noted on the academic transcript. Students will not be eligible for the President's List by virtue of repeated courses. A student who has been found responsible for a violation of the Academic Integrity Policy is not eligible for the President's List.

Dean's List -- The Dean's List may include students who complete 12 semester hours or more and achieve a minimum term grade-point average of 3.60 or higher. All work must be letter-graded with no grade below a C and students must be in good academic standing. Part-time students achieve Dean's List status if they complete at least 8 hours to 11 credit-bearing hours on a letter-graded basis, earn no grade below a C, and attain a grade point average of 3.6. Students are not eligible for the Dean's List by virtue of repeated courses. A student who has been found responsible for a violation of the Academic Integrity Policy is not eligible for the Dean's List.

### Transcript Requests

Copies of students' records may be obtained from the Registrar's Office upon submission of a written request by the student. Transcripts requiring normal processing time (a maximum of two weeks) are furnished free of cost as a benefit to Georgia Gwinnett College students. A special rush service for transcript issuance within 24 hours is available at a cost of \$10 per transcript. A transcript processed on a rush basis and sent by overnight mail will cost \$25. Students may incur additional charges for overseas transcript requests sent by overnight mail. Transcript fees must be paid prior to processing, and transcripts are issued only if a student's account is paid in full and no other holds restrict the student's account or registration. Transcript requests received by fax will be processed provided that the request contains the student's signature, relevant information concerning the transcript request, and transcript processing fee arrangements. Copies of transcripts will not be faxed to the student or specified institutions. Such copies are not considered official transcripts and Georgia Gwinnett College cannot assume responsibility for the confidentiality of such records. Official copies of appropriate records will be available for issuance to other individuals, corporations, other educational institutions, and prospective employers on the same basis upon submission of a written request by the student desiring release of the records or by requesting a printed transcript from the student Banner Web account. Unofficial transcripts may be printed by the student from the Banner Web account.

## Academic Integrity

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others. While it is not possible to list all acts of academic dishonesty, examples include:

### Cheating

This act of dishonesty includes giving information to or taking information from other students during examinations. Cheating is also committed when students copy from unauthorized sources and/or represent some other person's work as their own. Collaboration on out-of-class assignments or examinations is considered to be cheating if prohibited by the professor.

### Plagiarism

This category includes copying material from unpublished or published sources, including electronic resources, and submitting that material as the student's own work. Students are responsible for identifying the proper source and for giving credit to that source anytime that they present ideas which are not their own.

### Collusion

This act of dishonesty includes buying or selling material which will be misrepresented as a student's own work. In addition, students who fail to report known acts of academic dishonesty on the part of others are guilty of collusion.

### Previously submitted material

Students must not submit work which has been or is being concurrently submitted, in whole or in part, in another class without first having received the permission of all the professors involved.

### Misrepresentation or falsification of material

This act includes misrepresenting, fabricating, or altering academic material, such as transcripts, diplomas, grades or records, professors' or administrators' signatures or initials. In addition, students must not take an examination or test in the name of another student or present another student's work as their own.

### Misrepresentation of circumstances

Students must not misrepresent personal circumstances (e.g., illness, conflicting responsibilities, etc.) to avoid meeting academic responsibilities.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty. Students may appeal a penalty for academic dishonesty to the Academic Dean or Director of the School in which the course is taught or to the Vice President for Academic and Student Affairs. The decision of the Vice President for Academic and Student Affairs is considered to be final. In cases of dismissal from college, the student may appeal to the President utilizing procedures outlined in the Student Code of Conduct for "Further Review for Cases Resulting in Suspension, Expulsion, Charter Suspension/Revocation and Revocation of College Registration."

## **Program Completion**

Upon completion of the student's degree requirements and any other requirements listed below and upon recommendation and approval by the College faculty, Georgia Gwinnett College students will receive a diploma reflecting their graduation with a Bachelor's degree in their chosen major.

### Undergraduate Degree Requirements

Georgia Gwinnett College offers baccalaureate degrees in Arts, Education, Science and Business Administration. Bachelor of Arts (B.A.) majors include English, History, and Political Science. Bachelor of Science (B.S.) majors include Information Technology, Math, Psychology, and Biology. The Bachelor of Business Administration (BBA) major is Business Administration. The Bachelor of Science in Education includes majors in Early Childhood and Special Education.

Commencement ceremonies are scheduled on commencement weekends in December and early May.

Although students may complete requirements for graduation during any semester, degrees and diplomas will not be officially conferred until the graduation ceremonies. The official date when the student has completed requirements for the degree will be specified on the student's permanent record. All students are required to participate in graduation exercises. Students who cannot attend for some reason known in advance of the ceremony must request to be excused from this requirement by obtaining and completing the appropriate form available in the registrar's office. All necessary signatures must be obtained by the student who should then return the In Absentia Form to the registrar's office. Students who graduate in absentia will be charged an administrative fee to cover the cost of processing their request and sending their diploma through registered mail.

Students must submit their application for graduation by the graduation application deadline. Please refer to the Calendar of Academic Activities for deadline dates. The graduation fee covers the cost of the diploma, cap, and gown, as well as other administrative costs associated with graduation.

In order for Georgia Gwinnett College to confer a baccalaureate degree, the following general requirements must be met:

- 1) The student must submit the graduation application to the Office of the Registrar by the application deadline.
- 2) Students must pay \$50 graduation fee.
- 3) The student must satisfactorily complete a minimum of 123 semester hours of college work.
- 4) A student must be in good academic standing at the time of graduation.
- 5) Students must maintain a minimum cumulative grade point average of 2.0. Some majors require a higher minimum grade point average. Consult the appropriate department section for specific requirements.
- 6) Students must maintain a minimum cumulative grade point average of 2.0 in all course work required for their major. Some majors require a higher minimum major grade point average. Consult the appropriate department section for specific requirements.

### Residence Requirement for Graduation

Students must complete a minimum of 31 semester hours of regular coursework in residence at Georgia Gwinnett College. Georgia Gwinnett College requires all students to complete at least 25% of their overall semester hours of credit in residence prior to graduation. A student is defined to be "in residence" when he/she is taking Georgia Gwinnett College courses. Transient courses taken at another institution and courses transferred from other colleges are not considered to qualify a student as "in residence."

Typically, the last thirty-one (31) semester hours of a student's academic program satisfies the requirement to be "in residence." Alternative arrangements to using the last thirty-one (31) semester hours of the student's academic program must be approved by the appropriate School Dean with notification of the approval sent to the Registrar's Office.

Under no circumstances will a student be permitted to graduate from Georgia Gwinnett College without satisfying the "in residence" requirement.

Students should complete the requirements for general education and upper division major requirements which can be found in the program completion and the programs of study sections.

### Graduation with Honors

Students graduating from Georgia Gwinnett College may qualify for one of three honors designations. Eligibility for one of these honors designations will be based on the cumulative Georgia Gwinnett College GPA (all coursework taken at GGC's as well as all credit awarded transfer credit) at the point of completion of all course work. The appropriate honors designation will be noted on the student's diploma as well as on the student's academic transcript from Georgia Gwinnett College.

Cum Laude: Cumulative Georgia Gwinnett College -GPA = 3.50 to 3.74

Magna Cum Laude: Cumulative Georgia Gwinnett College -GPA = 3.75 to 3.874

Summa Cum Laude: Cumulative Georgia Gwinnett College -GPA = 3.875 to 4.00

### General Education

The General Education program at Georgia Gwinnett College is an outcomes-based curriculum that is consistent with Georgia Gwinnett College's mission and vision. Georgia Gwinnett College has determined the outcomes expected of a student completing the program. Thus, Georgia Gwinnett College expects its general education program will produce engaged and informed citizens who:

- 1) Clearly communicate ideas in written and oral form;
- 2) Demonstrate critical and creative thinking;
- 3) Demonstrate science literacy;
- 4) Demonstrate a broad understanding of diversity;

- 5) Understand and effectively use information technology;
- 6) Understand global issues and perspectives;
- 7) Understand the role of history in human development and national and world affairs;
- 8) Understand human and institutional behavior from a political, social, and global perspective;
- 9) Appreciate human endeavors in literature and the arts.

These core competencies represent the intellectual skills and knowledge required of an educated person in a diverse, global, and technologically-oriented society. In addition, these core competencies represent a multidisciplinary foundation on which the major programs of study build an interdisciplinary component to a student's chosen specialization. Thus, the general education program becomes the key to a fulfilling life of self-knowledge, self-reflection, critical awareness, and lifelong learning.

Incoming freshmen students should use the table below to assure they meet all the course requirements of the General Education program.

## Georgia Gwinnett College Core Curriculum Requirements

Choose courses from each of the following blocks as indicated:

ENGL 1101 <i>and</i> ENGL 1102 (Composition I & II)	<i>Take both</i>
MATH 1111 (College Algebra) MATH 1113 (Pre-Calculus) MATH 2200 (Calculus I) –(Prerequisite: MATH 1113)	<i>Choose one</i> Business and Psychology majors take MATH 1111 or higher. Biology and Information Technology majors must take MATH 1113 or MATH 2200
ITEC 1001 (Introduction to Computing) or higher	If testing indicates sufficient proficiency in introductory computing the student will take both ITEC 2110 and ITEC 2120 below
ITEC 2110 (Digital Media) ITEC 2120 (Introduction to Programming) –(Prerequisite: ITEC 1001 or demonstrated proficiency)	<i>Choose one or take both as indicated above</i>
PSCI 1101K <i>and</i> PSCI 1102K (Physical Sciences I & II) BIOL 1101K <i>and</i> BIOL 1102 (Biological Sciences I & II) CHEM 1211K <i>and</i> CHEM 1212K (Principles of Chemistry I & II)	<i>Choose a sequence</i> Business and Psychology majors take the physical or biological sciences sequence. Biology and Information Technology majors take the Principles of Chemistry sequence
Choose one from the Following: HIST 2111 <i>or</i> HIST 2112 (U.S. History I & II) Choose one additional course from the following: HIST 2111 (if not used above) HIST 2112 (if not used above) HIST 1111 (World History I) HIST 1112 (World History II) HIST 1121 (Western Civilization I) HIST 1122 (Western Civilization II)	<i>Take two history courses, one of which must be HIST 2111 or HIST 2112</i>
POLS 1101 (American Government)	If proficiency (including Georgia history and constitution) is demonstrated the student may choose two of the social science courses below.
PSYC 1102 (The Psychological Experience) SOCI 1101 (Introduction to Sociology) ANTH 1102 (Introduction to Anthropology) ECON 2100 (Introduction to Economics)	<i>Choose one</i> Psychology majors do not take PSYC 1102 Business majors do not take ECON 2100
Intermediate-level (2000) or higher in Spanish, French, or Chinese RELN 1100 (World Religions) GEOG 1101 (Human Geography)	<i>Choose one</i>
MUSC 1100 (Music Appreciation), FILM 1005 (Intro to Film) ARTS 1100 (Art Appreciation) ENGL 2110 (World Literature) ENGL 2100 (Transatlantic English Literature)	<i>Choose one</i>

In addition to the above 60 hour core curriculum, all students are required to complete three credit hours of physical education that includes one credit hour of wellness (such as PHED 1101) and two additional credit hours of physical education. Veterans with 12 months or more active military service may request a waiver of the required physical education credits.

Students transferring to Georgia Gwinnett College should be aware of the following University System of Georgia policies:

- 1) Students will receive full credit into Georgia Gwinnett College if they complete the 60 credit hours of the Core Curriculum at their previous institution and do not change their major at Georgia Gwinnett College.
- 2) Students who do not complete the entire Core Curriculum at a previous institution will receive full credit for any A-F area that they have completed if they transfer to Georgia Gwinnett College without changing their major.
- 3) Students who change majors upon transfer or later may be required to take additional courses to meet degree requirements.
- 4) All transfer students are required to complete ITEC 1001 (or higher IT course) unless completed at a prior institution. This is not an additional graduation requirement but will count toward completion of Area B, Area D, or the program of study.

Students transferring into or out of Georgia Gwinnett College may use the table below to assure completion of all General Education requirements.

<p><b>Area A – Essential Skills (9 to 10 hrs)</b> <i>(Depending on major)</i></p>	<p>ENGL 1101 <i>and</i> ENGL 1102 (English Comp I &amp; II) <i>and</i> MATH 1111 (College Algebra) <i>or</i> MATH 1113 (Pre-Calculus) <i>or</i> MATH 2200 (Calculus I) <i>or</i> higher math</p>
<p><b>Area B – Institutional Option (4 hrs)</b></p> <ul style="list-style-type: none"> <li>• Information Technology (4 hrs)</li> </ul>	<p>ITEC 1001 (Introduction to Computing) <i>or</i> higher information technology</p>
<p><b>Area C – Humanities/Arts (6 hrs)</b></p> <ul style="list-style-type: none"> <li>• Arts/Literature (3 hrs)</li> <li>• Global Culture (3 hrs)</li> </ul>	<p>MUSC 1100 (Music Appreciation) <i>or</i> ARTS 1100 (Art Appreciation) FILM 1005 (Intro to Film) <i>or</i> ENGL 2110 (World Literature) <i>or</i> ENGL 2100 (Trans-Atlantic English Literature)</p> <p>RELN 1100 (World Religions) <i>or</i> GEOG 1101 (Human Geography) <i>or</i> one semester of intermediate level foreign language (2001 <i>or</i> higher in Spanish, French, <i>or</i> Chinese)</p>
<p><b>Area D – Science, Mathematics, and Technology (11 hrs)</b></p> <ul style="list-style-type: none"> <li>• Science (7 hrs)</li> <li>• Information Technology (4 hrs)</li> </ul>	<p><i>Choose one sequence:</i> PSCI 1101K <i>and</i> PSCI 1102K (Physical Sciences I &amp; II) BIOL 1101K <i>and</i> BIOL 1102 (Biological Sciences I &amp; II) CHEM 1211K <i>and</i> CHEM 1212K (Principles of Chemistry I &amp; II)</p> <p>ITEC 2110 (Digital Media) <i>or</i> ITEC 2120 (Introduction to Programming)</p>
<p><b>Area E – Social Sciences (12 hrs)</b></p> <ul style="list-style-type: none"> <li>• History (6 hrs)</li> <li>• Human and Institutional Behavior (6 hrs)</li> </ul>	<p>HIST 2111 <i>or</i> HIST 2112 (U.S. History I &amp; II) Select one course: HIST 2111 (if not used above) HIST 2112 (if not used above) HIST 1111 (World History I) HIST 1112 (World History II) HIST 1121 (Western Civilization I) HIST 1122 (Western Civilization II)</p> <p>POLS 1101 (American Government) <i>Choose one of the following (If proficiency in American Politics and Georgia history and constitution is demonstrated choose two of the following)</i> PSYC 1102 (The Psychological Experience) <i>or</i> SOCI 1101 (Introduction to Sociology) <i>or</i> ANTH 1102 (Introduction to Anthropology) <i>or</i> ECON 2100 (Introduction to Economics)</p>
<p><b>Area F – Pre-Requisites for Major (18 hours)</b></p>	<p>Requirements to be determined by the academic program</p>



### Upper-Division Major Requirements

Each graduate must complete all curriculum and related requirements for one specific major as listed in the appropriate section of the catalog. In addition to courses, graduation requirements may include GPA minimums, experiential learning, residency regulations, assessments, examinations, remedial work, or other requirements as explained in the catalog or official program handbooks. Unless otherwise stated, all upper division courses in baccalaureate degree programs require a minimum grade of *C*. At least 39 semester hours must be taken at the 3000 level or above.

### Georgia Gwinnett College Competency Test

Georgia Gwinnett College has established standards and criteria for demonstrating competency in writing and in reading. Students at Georgia Gwinnett must meet these standards in one of several ways: (1) by successfully completing the GGC Online Competency Test, or (2) by meeting criteria for exemption as described in the following guidelines.

These criteria and the procedures for each of the methods for demonstrating competency are described in detail below.

**Those students who are exempt from taking the GGC Online Competency Test must meet one of the following criteria:**

1. The student must have successfully completed the Regents' Writing and Reading Skills Test.
2. The student must be exempt from taking the Regents' Writing and Reading Skills Test based on criteria stated in the USG Academic Affairs Handbook .
3. The student must have successfully completed English 1101 or English 1102 with a final grade of "C" or better at Georgia Gwinnett College.

**The following guidelines describe the GGC Online Competency Test:**

1. Students are required to successfully complete the Online Competency Test with a score of 70% or greater before the completion of 90 earned semester hours OR within two (2) semesters of transfer with 55 or more hours of earned semester credits.
2. Students can take the test up to three times.
3. If the student is not successful after taking the test three times, he/she will be required to enroll in a 1 credit online course at GGC. The student will be financially responsible for the payment of the 1 credit course.
4. There will be no fee for the initial test. (This will be a pilot for the first year.)
5. The fees for each of the subsequent two tests which students are allowed to take if they do not successfully complete the first test will be \$10 for each test.
6. Students who are not exempt from the test based on the criteria stated above will not be awarded their degrees unless they have successfully completed the GGC Online Competency Test.

**The following are the learning outcomes of the GGC Online Competency Test: (These may change based on faculty feedback.)**

1. Students will demonstrate proficiency in analyzing and evaluating forms, arguments, and rhetorical strategies of texts within a specific discipline.
2. Students will demonstrate the ability to identify and use appropriate tone, diction, style and format for diverse audiences within discipline.
3. Students will demonstrate the ability to argue a stance, support a position, answer a question, or solve a problem using sound and relevant evidence appropriate to purpose and audience within discipline.

**The format of the test is described below:**

1. It is an untimed test taken on computers in the Testing Center.

2. The scenarios to which the student will listen and the scholarly articles which the student will read are discipline-specific. That is, the student may be administered an exam which corresponds to the academic major or program of study in which he/she is enrolled. The student will provide written responses to the prompts/questions.
3. Use of dictionary and spell check is permitted.
4. The student must score at least 70% or above; the grade will be a Pass/Fail grade.
5. The test is administered by the Office of Testing.
6. There will be three versions of the test.

### *United States and Georgia History and Constitutions Requirement*

#### United States and Georgia History and Constitutions

All colleges and universities sustained or in any manner supported by public funds shall give instruction in the history of the United States, in the history of Georgia, and in the essentials of the United States Constitution and the Constitution of Georgia, and no undergraduate student in any college or university shall receive a certificate of graduation or a degree without successfully completing course work or previously passing a satisfactory examination on the history of the United States and the history of Georgia, and upon the provisions and principles of the United States Constitution and the Constitution of Georgia.

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

### *United States and Georgia History Exam*

#### Eligibility to Take History Test

The test is designed to allow students to meet the legislative requirement of demonstrating knowledge of US and Georgia history, only if they failed to fulfill it in the normal course of completing their general education requirements. Students will be required either to take the test or to take an additional specific history course if they fall into one of the following categories:

- 1) Students who received History AP credit which exempted their taking the General Education Area E required history courses.
- 2) Students who completed the Area E history requirement at a non-USG system school.
- 3) Students who completed the Area E history requirement without taking a US history course.
- 4) Students may take the test only twice in their academic career, and not more than once per semester. If they fail it twice, they MUST take an additional course that meets the legislative requirement.

#### Overview of Test

This computer based test contains multiple choice questions that replicate a rigorous final exam in a course that meets the legislative requirements. Since the legislative requirement assumes that Georgia history is included in the teaching of US history, this test includes questions of Georgia history asked within the framework of US history. Thus the test format includes 35 US history multiple choice questions and 15 Georgia history multiple choice questions, each worth 2 points for a total of 100 points. The fifty questions are generated from a test bank of over 900 questions which covers 50 unique categories.

### Alternatives to Taking Test

Students may take history courses at Georgia Gwinnett College that meet the legislative requirement. These courses currently include the US History surveys (HIST 2111 and HIST 2112). Courses under design that will meet the legislative requirement include: US Honors History, The Old South, The New South, US Southern History, and the History of Georgia.

### Multiple Majors

#### Double Major

Students may enroll in a program leading to a double major. A student may complete a double major by completing one type of baccalaureate degree (e.g., a Bachelor of Science) and electing to concurrently pursue two majors of that type of degree. A student must complete a double major simultaneously. In order to complete a double major students must satisfy all requirements for both majors, including general education requirements across schools if applicable. Courses common to both majors may be counted toward the requirements of each major. Courses that are required or are electives in one major may be used to fulfill electives in the other major, however, the double major must contain coursework of a minimum of 150 credit hours. Student completing a double major will receive one diploma with both major fields of study noted on the transcript. To declare a double major, students must be advised by faculty in both academic disciplines and complete the Application for Double Major form.

#### Double Degree

Students may enroll in a program leading to a double degree. A student may complete a double degree by completing two types of baccalaureate degrees (e.g., a Bachelor of Science and a Bachelor of Business Administration). A student must complete a double degree simultaneously. In order to complete a double degree students must satisfy all requirements for both majors, including general education requirements across schools if applicable. Courses common to both majors may be counted toward the requirements of each major. Courses that are required or are electives in one major may be used to fulfill electives in the other major, however, the double degree must contain coursework of a minimum of 150 credit hours. Students completing double degrees will receive two diplomas. Both degrees will be noted on the transcript. To declare a double degree, students must be advised by faculty in both academic disciplines and complete the Application for Double Degree form.

### Academic Minors Policy

#### **I. Academic Minors**

An academic minor allows students to expand and broaden their educational experience by exploring a particular subject or subjects in sufficient depth to gain competency. By completing a minor, a student can become familiar with an additional area of study which will supplement the expertise gained in the major. In the case of an interdisciplinary minor, the student will have had the opportunity to learn about a particular theme or focused area of inquiry or study.

Each minor has a particular set of curricular goals and student learning outcomes which are determined by the school or unit which offers the minor. By following the prescribed courses of study in the minor, a student must master these curricular outcomes.

#### **GGC GUIDELINES**

- 1) The minor will be comprised of a minimum of 15 and a maximum of 18 credit hours.
- 2) At least 9 hours of upper level courses must be included in the coursework for the minor, subject to all other guideline restrictions.
- 3) Courses taken to satisfy core Areas A through E may not be counted as coursework in the minor.
- 4) No more than one half of the credit hours in the minor can be duplicative. (See example below.)
- 5) Courses from Area F may be counted as duplicative courses for the minor.
- 6) If a course in the minor requires a pre-requisite, the pre-requisite must be a course that is required either in the general education sequence, the minor itself, or the student's major.

#### **EXAMPLE:**

A student is majoring in English and following the Writing and Rhetoric Track. One of the requirements of the Writing and Rhetoric Track is the following:

### **Choose Three Courses at the 3000-4000 level from any School (9 hours)**

This same student also chooses to minor in History. The requirements for a minor in History stipulate that 18 hours of History must be taken including the three courses listed below:

History 4990	Senior Capstone Seminar (3 credits)
History 4810	Studies in Historical Texts and Modern Perceptions of the Past (3 credits)
History 3710	History of Business in America, Britain, Japan (3 credits)

Thus, the student majoring in English and following a Writing and Rhetoric Track could take History 4990, History 4810 and History 3710, and use these 9 hours to satisfy 9 hours of the History minor and also to satisfy the 9 hour requirement to “Choose Three Courses at the 3000-4000 level from Any School (9 hours)”. These 9 hours represent **duplicative credit**.

## **II. Other Guidelines**

A. The School offering the minor will be responsible for the following areas:

1. **Appropriate Curricular Approvals.** A School seeking to offer a minor will request approval for the minor through the appropriate institutional channels and receive approval before offering the minor. The minor must be approved through the college’s curriculum review process; subsequent approval must be obtained from the Vice President for Academic and Student Affairs. The USG must be notified of the addition of a minor in a discipline with an approved major. The addition of a minor in a discipline that does not have an approved major must be approved by the USG.
2. **Requirements.** Determining requirements for the minor shall be the responsibility of the School.
3. **Grade Point Average.** Grade point average requirements for the minor, if any will be determined by the School.
4. **Graduation eligibility.** Verifying clearance for graduating with a minor shall be the responsibility of the School.
5. **Interdisciplinary Minor.** An interdisciplinary minor will be handled by the School designated to offer the minor in consultation with appropriate faculty from the other areas. This School also must obtain the appropriate curricular approvals, including the curriculum committees and subsequent approval from the Deans of the other schools and the Vice President for Academic and Student Affairs.

B. **Mentoring/Advising**

1. **Selection of a Minor.** A student may select a minor in consultation with his/her assigned faculty mentor. The student may consult with a faculty member in the minor field, but the faculty mentor remains the primary contact for program plan advising.
2. **Advising.** The Schools that sponsor minors will prepare program plan sheets to be used by faculty mentors and students.

C. **Responsibilities of the Registrar**

1. **Banner.** The Registrar will build minors into CAPP.
2. **Graduation Application.** The Registrar shall be responsible for adding an option for minor on the application for graduation.
3. **Student Transcript.** Listing the minor and date completed on the student transcript will be the responsibility of the Registrar.
4. **Completion of Requirements.** After applying for graduation, if a student fails to complete the requirements for the minor but otherwise meets the requirements for graduation, the student may choose to graduate without the minor.

# Programs of Study

## School of Business

### **BACHELOR OF BUSINESS ADMINISTRATION**

The School of Business offers the Bachelor of Business Administration, B.B.A., degree with concentrations in Accounting, Finance, General Business, International Business and Marketing.

Students in the School of Business must meet all University admission, academic progression and graduation requirements. In addition, the Bachelor of Business Administration (BBA) degree with concentrations in General Business, Accounting, Finance, International Business or Marketing has the following requirements:

- A minimum cumulative grade point average of 2.25 in the concentration courses.
- A minimum of 12 semester hours completed in residence for the concentration.
- MGMT 4700, Strategic Management, taken in residence.
- The recommendation of the faculty.

### ***CURRICULUM***

#### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a Bachelor in Business Administration (BBA) degree will share a common body of knowledge drawn from a broad spectrum of subject areas.

#### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness and two credit hours of additional Physical Education courses.

#### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

#### **Major Requirements**

**(60 hours)**

The major requirements consist of three areas of study: Business Core, Concentration, and General Electives. The Business Core is designed to ensure that students receiving the BBA degree will share a common body of knowledge needed for a wide range of private and public sector organizations. Concentration courses allow students to delve further into areas of specialization. General Electives give students an opportunity to explore topics of interest at an advanced level.

The following program goals and specific learning objectives are a result of a School of Business faculty consensus and reflect what knowledge and abilities would be expected as a result of BBA completion. These outcomes reflect general business knowledge, analytical and cognitive skills and discipline-specific information. Thus, a graduate with a BBA degree with a concentration in **Accounting, Finance, General Business, International Business** or **Marketing** will:

- 1) Demonstrate the ability to make decisions and to think critically based on the acquisition of theoretical and applied business knowledge.
  - Students will be able to identify key assumptions used in business decision-making.

- Students will be able to examine business issues and problems using appropriate analytical techniques.
  - Students will have an understanding of the cross-functional and interdisciplinary nature of business issues and decisions.
  - Students will be able to conduct a strategic analysis of a real or simulated business organization.
  - Students will have an understanding of key concepts of the business disciplines (i.e., management, marketing, economics/finance).
- 2) Demonstrate an understanding of the importance of ethical, legal and economic perspectives in contemporary business environments.
- Students will be able to identify and apply a framework for examining ethical dilemmas in business situations.
  - Students will be able to identify key concepts in business.
  - Students will be able to critique business decisions with regard to social responsibility.
- 3) Students will have an understanding of global business issues.
- Students will be able to identify current global issues in light of their effect on business opportunities and decisions.
  - Students will be able to demonstrate understanding of cultural similarities and differences and their effects on organizations.
- 4) Demonstrate effective oral and written communication.
- Students will be able to create well written documents on a business issue or problem.
  - Students will be able to deliver an effective oral presentation on a business topic.
  - Students will use appropriate technologies to enhance their written and oral presentations.

# Bachelor of Business Administration (BBA)

123 credits required for graduation

## Concentration Accounting

### **General Education: (60 semester hours)**

#### **AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

#### **AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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#### **AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

#### **AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

#### **AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

#### **AREA F – Courses Related to the Program of Study (18 semester hours)**

ACCT 2101 (Introduction to Financial Accounting)	3
ACCT 2102 (Introduction to Managerial Accounting)	3
BUSA 2105 (Communications in Business Environment)	3
BUSA 2106 (The Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

### **Additional Requirements (3 hours)**

#### **Physical Education Requirement**

Wellness	1
Additional Physical Education	2

### **Program of Study (60 semester hours)**

#### **Required Business Courses (36 semester hours)**

BUSA 2000 (Statistical Analysis for Business)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global Business)	3
BUSA 3500 (Legal Environment of Business)	3
FINA 3000 (Financial Management I)	3
MKTG 3000 (Principles of Marketing)	3
MGMT 3000 (Principles of Management)	3
MGMT 3040 (Human Resource Management)	3
MGMT 3400 (Ethics and Corporate Social Responsibility)	3
MGMT 4100 (Organizational Behavior)	3
MGMT 4600 (Operations and Project Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

#### **Accounting Concentration (18 semester hours- Required Courses 12 hours)**

ACCT 3101 (Financial Accounting and Reporting I)	3
ACCT 3102 (Financial Accounting and Reporting II)	3
ACCT 3201 (Fundamentals of Income Taxation)	3
ACCT 4103 (Auditing)	3
Accounting Electives (must be at the 3000/4000 level)	6

#### **General Electives (6 semester hours)**

Must be 2000 level or above and outside The School of Business

**Bachelor of Business Administration (BBA)**  
Concentration Finance

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

ACCT 2101 (Introduction to Financial Accounting)	3
ACCT 2102 (Introduction to Managerial Accounting)	3
BUSA 2105 (Communications in Business Environment)	3
BUSA 2106 (The Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Business Courses (36 semester hours)**

BUSA 2000 (Statistical Analysis for Business)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global Business)	3
BUSA 3500 (Legal Environment of Business)	3
FINA 3000 (Financial Management I)	3
MKTG 3000 (Principles of Marketing)	3
MGMT 3000 (Principles of Management)	3
MGMT 3040 (Human Resource Management)	3
MGMT 3400 (Ethics and Corporate Social Responsibility)	3
MGMT 4100 (Organizational Behavior)	3
MGMT 4600 (Operations and Project Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

**Finance Concentration (21 semester hours- Required Courses 12 hours)**

FINA 3102 (Financial Management II)	3
FINA 4101 (International Finance)	3
FINA 4103 (Investments & Stock Mkt Simulation)	3
4000 level FINA Elective, Studies Abroad, or FINA 4751 Finance Internship	3
Finance electives (Must be at the 4000 level)	9

**General Electives (6 semester hours)**

Must be 2000 level or above and outside The School of Business



# Bachelor of Business Administration (BBA)

123 credits required for graduation

## Concentration General Business

### General Education: (60 semester hours)

#### AREA A - Essential Skills: (9 semester hours)

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

#### AREA B – Institutional Option (4 semester hours)

I TEC 1001 (Introduction to Computing)	4
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#### AREA C – Humanities/Fine Arts (6 semester hours)

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

#### AREA D – Natural Sciences, Math, Technology (11 semester hours)

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

#### AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

#### AREA F – Courses Related to the Program of Study (18 semester hours)

ACCT 2101 (Introduction to Financial Accounting)	3
ACCT 2102 (Introduction to Managerial Accounting)	3
BUSA 2105 (Communications in Business Environment)	3
BUSA 2106 (The Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

### Additional Requirements (3 hours)

#### Physical Education Requirement

Wellness	1
Additional Physical Education	2

### Program of Study (60 semester hours)

#### Required Business Courses (36 semester hours)

BUSA 2000 (Statistical Analysis for Business)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global Business)	3
BUSA 3500 (Legal Environment of Business)	3
FINA 3000 (Financial Management I)	3
MKTG 3000 (Principles of Marketing)	3
MGMT 3000 (Principles of Management)	3
MGMT 3040 (Human Resource Management)	3
MGMT 3400 (Ethics and Corporate Social Responsibility)	3
MGMT 4100 (Organizational Behavior)	3
MGMT 4600 (Operations and Project Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

#### General Business Concentration (18 semester hours)

BUSA 3000 (Applied Business Statistics)	3
BUSA 3600 (Telecommunications/Network Design and Integration)	3
BUSA 4751 (Business Internship/Experiential Learning) (or Business Elective at the 4000 level)	3
Business Electives (must be at the 3000/4000 level) Must include one of the following: ECON 4101 (International Economics) MKTG 4401 (International Marketing) BUSA 4500 (Studies Abroad)	9

#### General Electives (6 semester hours)

Must be 2000 level or above and outside The School of Business

# Bachelor of Business Administration (BBA)

123 credits required for graduation

## Concentration International Business

### General Education: (60 semester hours)

#### AREA A - Essential Skills: (9 semester hours)

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

#### AREA B – Institutional Option (4 semester hours)

I TEC 1001 (Introduction to Computing)	4
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#### AREA C – Humanities/Fine Arts (6 semester hours)

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

#### AREA D – Natural Sciences, Math, Technology (11 semester hours)

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

#### AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

#### AREA F – Courses Related to the Program of Study (18 semester hours)

ACCT 2101 (Introduction to Financial Accounting)	3
ACCT 2102 (Introduction to Managerial Accounting)	3
BUSA 2105 (Communications in Business Environment)	3
BUSA 2106 (The Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

### Additional Requirements (3 hours)

#### Physical Education Requirement

Wellness	1
Additional Physical Education	2

### Program of Study (60 semester hours)

#### Required Business Courses (36 semester hours)

BUSA 2000 (Statistical Analysis for Business)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global Business)	3
BUSA 3500 (Legal Environment of Business)	3
FINA 3000 (Financial Management I)	3
MKTG 3000 (Principles of Marketing)	3
MGMT 3000 (Principles of Management)	3
MGMT 3040 (Human Resource Management)	3
MGMT 3400 (Ethics and Corporate Social Responsibility)	3
MGMT 4100 (Organizational Behavior)	3
MGMT 4600 (Operations and Project Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

#### International Business Concentration (18 hours)

BUSA 3000 (Applied Business Statistics)	3
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And 15 hours from the following:

ACCT 3301 (International Accounting)	3
BUSA 4500 (Studies Abroad)	3 or 6
BUSA 4700 (Selected Topics in Business)	3
ECON 4101 (International Economics)	3
FINA 4101 (International Finance)	3
MGMT 4101 (International Management)	3
MKTG 4400 (International Marketing)	3
MKTG 4450 (Global Marketing and the Internet)	3

#### General Electives (6 semester hours)

Must be 2000 level or above and outside The School of Business

**Bachelor of Business Administration (BBA)**  
Concentration Marketing

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

ACCT 2101 (Introduction to Financial Accounting)	3
ACCT 2102 (Introduction to Managerial Accounting)	3
BUSA 2105 (Communications in Business Environment)	3
BUSA 2106 (The Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Business Courses (36 semester hours)**

BUSA 2000 (Statistical Analysis for Business)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global Business)	3
BUSA 3500 (Legal Environment of Business)	3
FINA 3000 (Financial Management I)	3
MKTG 3000 (Principles of Marketing)	3
MGMT 3000 (Principles of Management)	3
MGMT 3040 (Human Resource Management)	3
MGMT 3400 (Ethics and Corporate Social Responsibility)	3
MGMT 4100 (Organizational Behavior)	3
MGMT 4600 (Operations and Project Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

**Marketing Concentration (21 semester hours)**

MKTG 3050 (Consumer Behavior)	3
MKTG 4025 (Marketing Research)	3
MKTG 4400 (International Marketing)	3
MKTG 4751 (Business Internship/Experiential Learning)	3
(or Marketing Elective at the 4000 level)	
Marketing Electives (must be at the 3000/4000 level)	9

**General Electives (3 semester hours)**

Must be 2000 level or above and outside The School of Business

## **Minor in Business Administration**

Minors, for students not pursuing the BBA degree, are offered in Business Administration. A 2.0 cumulative grade point average must be earned for the prescribed courses in the minor and at least 6 semester hours of Upper Division work (3000 and 4000 level) in the minor must be completed in residence.

The requirements for a minor in Business Administration include:

ACCT 2101 – Introduction to Financial Accounting

ECON 2105 – Principles of Macroeconomics

ECON 2106 – Principles of Microeconomics

MGMT 3000 – Principles of Management

MKTG 3000 – Principles of Marketing

And one other upper division (3000 and 4000 level) business course selected in consultation with a faculty member in the School of Business. Entry into 3000 or 4000 level courses normally is limited to juniors and seniors. Courses used for a student's major may not be used toward a business minor.

## Programs of Study

### School of Education

The School of Education offers two B.S.Ed. programs that lead to certification in Early Childhood Education and Special Education.

#### **BACHELOR OF SCIENCE – EARLY CHILDHOOD EDUCATION**

The B.S. degree in Early Childhood Education prepares students to teach grades preschool through five, and includes an endorsement for English for Speakers of Other Languages (ESOL). The program utilizes an integrated approach to curriculum design and delivery that addresses the needs of all learners. Through a combination of academic and field-based learning, the program encourages the development of caring, competent and collaborative teachers who are committed to helping all students reach their highest potential. Each semester, GGC Early Childhood Education majors will undertake field experiences in diverse settings in the Gwinnett County Public Schools in preschool through grade five to ensure that they are prepared to teach in a variety of settings. During the final semester, students will participate in a semester-long student teaching experience and complete a leadership seminar. Refer to the GGC website for the most up-to-date program plan.

#### **BACHELOR OF SCIENCE – SPECIAL EDUCATION**

Through a combination of classroom and field-based learning, GGC's Special Education program gives future educators an opportunity to acquire the necessary assessment, instructional and consultation skills for working effectively with culturally and linguistically diverse children and/or adolescents who have special educational needs. The goal of the program is the development of sensitive, informed and dedicated educators to address the full spectrum of educational needs for this population. In addition, students will learn about accessible instructional materials, assistive technology, curriculum access and alignment, classroom designs for success, and family/community engagement. Graduates will be prepared to work with students with special needs in preschool settings through grade 12. Refer to the GGC website for the most up-to-date program plan.

#### **TEACHER CERTIFICATION PROGRAMS**

The School of Education works collaboratively with the Schools of Liberal Arts and Science and Technology to offer programs leading the certification to teach grades six through twelve in five disciplinary content areas: biology, English, history, mathematics, and political science. Each B.S. or B.A. program includes a major in the appropriate disciplinary area plus professional preparation to teach in a Georgia secondary school.

#### **ADMISSION TO THE TEACHER EDUCATION PROGRAMS**

Admission to the Teacher Education Programs is required for admission to junior- and senior-level courses in the majors. The following requirements must be met for admission into the Early Childhood Education and Special Education majors, as well as the Teacher Certification Tracks of the biology, English, history, mathematics, and political science majors.

- 1) The applicant must be a student in good standing at Georgia Gwinnett College. This means that the applicant should not be on academic warning or academic probation.
- 2) The applicant must have completed 45 semester hours of college level credit by the end of the semester of application with an overall GPA of 2.5 or better.
- 3) The applicant must have completed either ENGL 1101 or ENGL 1102 at GGC with a grade of C or higher OR must satisfy the GGC Competency Test OR must have previously exempted/satisfied the Regents' Test requirement.
- 4) The applicant must have earned a grade of C or better in EDUC 2110, EDUC 2120, and EDUC 2130 (or have approved course substitutions) by the end of the semester of application.
- 5) The applicant must pass or exempt the GACE Basic Skills Assessment by the end of the semester of application.
- 6) The applicant must authorize a criminal background check and agree to have the results reviewed by the Teacher Education Advisory Committee, if necessary.

- 7) The applicant must receive satisfactory ratings on the Pre-Professional Practices and Behavior in EDUC 2110, EDUC 2120, and EDUC 2130 OR submit a recommendation form from a professor at the non-GGC institution where the candidate took the EDUC courses.
- 8) The applicant must have a satisfactory performance on an oral presentation in EDUC 2110, EDUC 2120, or EDUC 2130 OR an oral interview with a faculty mentor at GGC.
- 9) The applicant must submit evidence of liability insurance. Liability insurance may be obtained through membership in a professional educators' organization.
- 10) The applicant must submit an Application for Admission to Teacher Education which includes all of the required documentation referenced in items #1 - #9.

Prospective applicants to the Teacher Education Programs may obtain application information from their mentors or from the School of Education.

### **TEACHER EDUCATION OUTCOMES**

The teacher education unit at Georgia Gwinnett College is designed to prepare teachers who are committed to enabling all students to reach high levels of achievement. Teacher preparation at Georgia Gwinnett College focuses on the development of five domains of teacher expertise that we believe are essential in fostering student success. These domains and their associated candidate learning outcomes are listed below:

#### Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care.
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of learners.

#### Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach.
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students.
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences.
- 2.4 Candidates manage learning environments to maximize student success.

#### Domain 3: Assessment and Analytical Expertise

- 3.1 Candidates assess student learning using appropriate assessment tools.
- 3.2 Candidates organize, analyze, and interpret assessment data from multiple sources.
- 3.3 Candidates' instructional decisions are data-driven.

#### Domain 4: Leadership Expertise

- 4.1 Candidates assume leadership roles in classrooms and other school/community environments.
- 4.2 Candidates collaborate effectively with peers, school personnel, families, and community members.

#### Domain 5: Adaptive Expertise

- 5.1 Candidates exhibit routine and adaptive expertise for teaching.

# Bachelor of Science – Education (B.S.Ed)

123 credits required for graduation

## Early Childhood Education

### **General Education: (60 semester hours)**

#### **AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

#### **AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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#### **AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

#### **AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

#### **AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

#### **AREA F – Courses Related to the Program of Study (18 semester hours)**

EDUC 2110 Critical and Cont Issues in Educ*	3
EDUC 2120 Exploring Diversity Issues in Educ*	3
EDUC 2130 Exploring Learning and Teaching*	3
ISCI 2001 Integrated Science: Life and Earth	3
ISCI 2002 (Integrated Science: Physical)	3
MATH 2008 (Foundations of Numbers & Operations)	3

\*required prior to admission to Teacher Education

### **Additional Requirements (3 hours)**

#### **Physical Education Requirement**

Wellness	1
Additional Physical Education	2

### **Program of Study (60 semester hours)**

#### **Formal Admission to Teacher Education Required**

#### **Literacy Education (15 hours)**

ELAN 3000 Literacy, Language, and Culture	3
READ 3200 Literacy Foundations	4
READ 3600 Literacy Assessment	4
READ 4000 Literacy Integration	4

#### **Math Content (9 hours)**

MATH 3011 Geometry for Teachers	3
MATH 3111 Algebra and Problem Solving	3
MATH 3311 Probability, Statistics, & Problem Solv	3

#### **Foundations, Curriculum, and Methods (24 hours)**

ECED 3100 Characteristics of Learners	4
ECED 3300 Instructional Foundations	4
ECED 3500 Instructional Design and Delivery	8
ECED 4100 Instructional Assessment and Adaptation	8

#### **Leadership and Clinical Experiences (9 hours)**

EDUC 4010 Opening of School Experience: ECE	0
EDUC 4800 Leadership Seminar	1
EDUC 4810 Student Teaching: ECE	8

#### **General Elective (3 hours)**

GEOG 1101 Intro to Human Geography (if not taken in Area C)	3
OR 1000 – 4000 level course	

**Bachelor of Science in Education (B.S.Ed)**  
Special Education

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

EDUC 2110 Critical and Cont Issues in Educ*	3
EDUC 2120 Exploring Diversity Issues in Educ*	3
EDUC 2130 Exploring Learning and Teaching*	3
Science Content Course	3
Science Content Course	3
2000 level Literature Survey Course	3

\*required prior to admission to Teacher Education

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Formal Admission to Teacher Education Required**

**Literacy Education (15 hours)**

ELAN 3000 Literacy, Language, and Culture	3
READ 3200 Literacy Foundations	4
READ 3600 Literacy Assessment	4
READ 4000 Literacy Integration	4

**Math Content (9 hours)**

MATH 3011 Geometry for Teachers	3
MATH 3111 Algebra and Problem Solving	3
MATH 3008 Numeracy Applications	3

**Foundations, Curriculum, and Methods (24 hours)**

SPED 3100 Characteristics of Learners with Exceptionalities	4
SPED 3300 Instructional Foundations in Special Ed	4
SPED 3500 Instructional Design & Delivery in Special Ed	8
SPED 4100 Instructional Assessment & Adaptation in Special Ed	8

**Leadership and Clinical Experiences (9 hours)**

EDUC 4020 Opening of School Experience: ECE	0
EDUC 4800 Leadership Seminar	1
EDUC 4820 Student Teaching: Special Education	8

**General Elective (3 hours)**

Elective	3
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## Programs of Study

### School of Liberal Arts

#### **BACHELOR OF SCIENCE – CRIMINAL JUSTICE/CRIMINOLOGY**

The School of Liberal Arts offers the Bachelors of Science degree with a major in Criminal Justice/Criminology. The B.S. in Criminal Justice / Criminology is an intensive overview of each of the components of the criminal justice system as well as an analysis of the societal and behavioral influences of deviant behavior.

The Criminal Justice/Criminology program emphasizes a "theory-into practice" approach. Students will complete a six course common core curriculum and then elect a Criminal Justice, Criminology, or Liberal Arts area of concentration. Each concentration will expose students to current national and international trends in Criminal Justice studies. Students graduating from the GGC Criminal Justice/Criminology program will be capable of meeting the academic needs of agencies which comprise the Criminal Justice system and using their academic foundations to continue at the graduate level in Criminal Justice, Criminology, Public Administration, Legal Studies or other graduate programs.

#### ***CURRICULUM***

##### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a Bachelors of Science in Criminal Justice/Criminology (BS) degree will share a common body of knowledge drawn from a broad spectrum of subject areas.

##### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness, two credit hours of additional Physical Education courses.

##### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

##### **Major Requirements**

**(60 hours)**

The major requirements consist of three areas of study: Criminal Justice/Criminology Core, Concentrations, and General Electives. The Criminal Justice/Criminology Core is designed to ensure that students receiving the BS degree in Criminal Justice/Criminology will share a common body of knowledge needed for a wide range of private and public sector organizations. Concentration courses allow students to delve further into areas of specialization. General Electives give students an opportunity to explore topics of interest at an advanced level.

#### ***PROGRAM OUTCOME GOALS***

##### **Bachelor of Science – Criminal Justice/Criminology**

- 1) Skills in the ability to gather, evaluate, and synthesize information necessary to present clear logical ideas and thoughts leading to effective solutions to various issues in Criminal Justice and Criminology
- 2) An ongoing and clear appreciation for the ethical standards and principled practices of those involved in Criminal Justice and Criminology

- 3) A knowledge and understanding of the component areas of the Criminal Justice system including courts, police and corrections, which will provide for active and informed citizens, and potential practitioners in Criminal Justice or Criminology
- 4) Through the examination of our own rich national culture, its unique historical development, and continued evolution, an awareness of how the key theories within Criminal Justice and Criminology have developed, matured, and transformed, and continue to change
- 5) A thorough understanding of the political, social and international influences on both human and institutional behaviors in courts, police and corrections
- 6) Through an internship/capstone program, practical real world knowledge and experience in the application of the theoretical underpinnings of Criminal Justice and Criminology
- 7) Skills in the ability to gather, evaluate, and synthesize information necessary to present clear logical ideas and thoughts leading to effective solutions to various issues in Criminal Justice and Criminology
- 8) An ongoing and clear appreciation for the ethical standards and principled practices of those involved in Criminal Justice and Criminology
- 9) A knowledge and understanding of the component areas of the Criminal Justice system including courts, police and corrections, which will provide for active and informed citizens, and potential practitioners in Criminal Justice or Criminology
- 10) Through the examination of our own rich national culture, its unique historical development, and continued evolution, an awareness of how the key theories within Criminal Justice and Criminology have developed, matured, and transformed, and continue to change
- 11) A thorough understanding of the political, social and international influences on both human and institutional behaviors in courts, police and corrections
- 12) Through an internship/capstone program, practical real world knowledge and experience in the application of the theoretical underpinnings of Criminal Justice and Criminology

# Bachelor of Science (BS) – Criminal Justice/Criminology

Criminology

123 credits required for graduation

## General Education (60 semester hours)

### Area A – Essential Skills: (9 hours)

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) (or higher)	3

### Area B – Institutional Option (4 hours)

ITEC 1001(Introduction to Computing)	4
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### Area C – Humanities/Fine Arts (6 hours)

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 ((World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101(Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

### Area D – Natural Sciences, Math, Technology (11 hours)

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120(Introduction to Programming)	4

### Area E – Social Science (12 hours)

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

### Area F – Courses Related to the Program of Study (18 hours)

CJCR 1100 (Introduction to Criminal Justice)	3
CJCR 2100 (Research Methods)	3
CJCR 2400 (Ethics in Criminal Justice)	3
POLS 2201 (State and Local Government)	3
PSYC 1102 (The Psychological Experience)	3
SOCI1160 (Introduction to Social Problems)	3

## Additional Requirements (3 hours)

### Physical Education Requirement

Wellness (1 hour)	1
Additional Physical Education (2 hours)	2

## Program Of Study (60 semester hours)

### Required Criminal Justice/Criminology

#### Courses (21 hours)

CJCR 3200 (Criminology)	3
CJCR 3300 (The Judicial System)	3
CJCR 3400 (American Police Systems)	3
CJCR 3500 (Corrections)	3
CJCR 3600 (Statistics for the Social Sciences)	3
CJCR 3700 (Criminal Procedure)*	3
CJCR 4940 (Internship Seminar)*	3

### Required Criminology Courses (18 hours)

Choose six from the following:

CJCR 3210 (Organized Crime)*	3
CJCR 3220 (Juvenile Delinquency)*	3
CJCR 3230 (Gangs)*	3
CJCR 4120 (Gender, Ethnicity and Justice)*	3
CJCR 4210 (Criminal and Deviant Behavior)*	3
CJCR 4230 (Criminal Violence)*	3
CJCR 4240 (Victimology)*	3
CJCR 4250 (Crime Prevention)*	3
CJCR 4350/POLS 4350 (Criminal Law)*	3

### Additional Criminal Justice Discipline Electives (6 hours)

Courses selected require consent of Advisor

### General Electives (15 hours)

1000-4000 level

\* = courses are under development

# Bachelor of Science (BS) – Criminal Justice/Criminology

Liberal Arts

123 credits required for graduation

## General Education (60 semester hours)

### Area A – Essential Skills: (9 hours)

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) (or higher)	3

### Area B – Institutional Option (4 hours)

ITEC 1001(Introduction to Computing)	4
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### Area C – Humanities/Fine Arts (6 hours)

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 ((World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101(Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

### Area D – Natural Sciences, Math, Technology (11 hours)

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120(Introduction to Programming)	4

### Area E – Social Science (12 hours)

POLS 1101 (American Government)	3
HIST 2111 or HIST' 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

### Area F – Courses Related to the Program of Study (18 hours)

CJCR 1100 (Introduction to Criminal Justice)	3
CJCR 2100 (Research Methods)	3
CJCR 2400 (Ethics in Criminal Justice)	3
POLS 2201 (State and Local Government)	3
PSYC 1102 (The Psychological Experience)	3
SOCI1160 (Introduction to Social Problems)	3

## Additional Requirements (3 hours)

### Physical Education Requirement

Wellness (1 hour)	1
Additional Physical Education (2 hours)	2

## Program Of Study (60 semester hours)

### Required Criminal Justice/Criminology

#### Courses (21 hours)

CJCR 3200 (Criminology)	3
CJCR 3300 (The Judicial System)	3
CJCR 3400 (American Police Systems)	3
CJCR 3500 (Corrections)	3
CJCR 3600 (Statistics for the Social Sciences)	3
CJCR 3700 (Criminal Procedure)*	3
CJCR 4940 (Internship Seminar)*	3

### Required Liberal Arts Courses (18 hours)

Choose four courses from this concentration plus two additional

CJCR courses from this or other concentrations:

ANTH 3010 (Cultural Anthropology)*	3
ENGL 4200 (Special Topics in English) **	3
FILM 4000 (Special Topics in Film)**	3
HIST 3230 (American History and American Law)*	3
HIST 3760 (History of Politics and Culture, from Antiquity to the Enlightenment)	3
PSYC 3320 (Human Diversity)	3
PSYC 3410 (Psychopathology)	3
POLS 4700 (Constitutional Law)*	3
POLS 4720 (Civil Liberties)*	3
RELI 3010 (Religion and Social Justice)*	3

### Additional Criminal Justice Discipline Electives (6 hours)

Courses selected require consent of Advisor

### General Electives (15 hours)

1000-4000 level

\* = courses are under development

\*\*=courses selected require advisor consent

# Bachelor of Science (BS) – Criminal Justice/Criminology

## Criminal Justice

123 credits required for graduation

### **General Education (60 semester hours)**

#### **Area A – Essential Skills: (9 hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) (or higher)	3

#### **Area B – Institutional Option (4 hours)**

ITEC 1001(Introduction to Computing)	4
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#### **Area C – Humanities/Fine Arts (6 hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 ((World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101(Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

#### **Area D – Natural Sciences, Math, Technology (11 hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120(Introduction to Programming)	4

#### **Area E – Social Science (12 hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

#### **Area F – Courses Related to the Program of Study (18 hours)**

CJCR 1100 (Introduction to Criminal Justice)	3
CJCR 2100 (Research Methods)	3
CJCR 2400 (Ethics in Criminal Justice)	3
POLS 2201 (State and Local Government)	3
PSYC 1102 (The Psychological Experience)	3
SOCI1160 (Introduction to Social Problems)	3

### **Additional Requirements (3 hours)**

#### **Physical Education Requirement**

Wellness (1 hour)	1
Additional Physical Education (2 hours)	2

### **Program Of Study (60 semester hours)**

#### **Required Criminal Justice /Criminology**

##### **Courses (21 hours)**

CJCR 3200 (Criminology)	3
CJCR 3300 (The Judicial System)	3
CJCR 3400 (American Police Systems)	3
CJCR 3500 (Corrections)	3
CJCR 3600 (Statistics for the Social Sciences)	3
CJCR 3700 (Criminal Procedure)*	3
CJCR 4940 (Internship Seminar)*	3

#### **Required Criminal Justice Courses (18 hours)**

Choose four courses from this concentration plus two additional

CJCR courses from this or other concentrations:

CJCR 3510 (Institutional Corrections)*	3
CJCR 3800 (Criminal Justice Administration)*	3
CJCR 3810 (Juvenile Justice)*	3
CJCR 4220 (White Collar and Cybercrime)*	3
CJCR 4340 (Homeland Security and Terrorism)*	3
CJCR 4410 (Police and the Community)*	3
CJCR 4240 (Comparative Criminal Justice Systems)*	3
CJCR 4510 (Community Based Corrections)*	3
CJCR 4350/POLS 4350 (Criminal Law)*	3

#### **Additional Criminal Justice Discipline Electives (6 hours)**

Courses selected require consent of Advisor

#### **General Electives (15 hours)**

1000-4000 level

\* = courses are under development

## **BACHELOR OF ARTS – ENGLISH**

The School of Liberal Arts offers the Bachelors of Arts degree with a major in English. The B.A. degree in English is for students interested in examining literature and culture with a course of student and degree that equip them for a variety of careers and vocations, including education, marketing and sales, communications, public relations, journalism, publishing, law, business administration and more. Students in the English program are exposed to a set of learning experiences in which increasing levels of complexity are built upon foundational learning experiences. The program grants multi-disciplinary flexibility in pursuing study in one of four tracks, including a track for students interested in teaching English at the secondary education level: Writing and Rhetoric, Language and Literature, Interdisciplinary Studies and Teacher Certification

### ***CURRICULUM***

#### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a Bachelors of Arts in English (BA) degree will share a common body of knowledge drawn from a broad spectrum of subject areas.

#### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness and two credit hours of additional Physical Education courses.

#### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

#### **Major Requirements**

**(60 hours)**

The major requirements consist of three areas of study: English Core, Concentrations, and General Electives. The English Core is designed to ensure that students receiving the BA degree in English will share a common body of knowledge needed for a wide range of private and public sector organizations. Concentration courses allow students to delve further into areas of specialization. General Electives give students an opportunity to explore topics of interest at an advanced level.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Arts – English**

##### **Concentration: Teacher Certification**

Students in the English Major (Teacher Certification Track) will be able to:

- 1) Demonstrate understanding of critical and theoretical approaches to the study of literature, language, and the arts.
- 2) Read, interpret, and evaluate texts, especially literary ones, as aesthetic works and sites of cultural production and exchange.
- 3) Demonstrate effective communication skills in and about a variety of media related to the study of literature, language and culture.
- 4) Demonstrate proficiency in research and scholarly methods.
- 5) Engage with, understand, and support the relevance of literature, art, and textual study within a globally diverse community
- 6) Satisfy the 12 Candidate Outcomes identified for the Teacher Education Unit.

## **TEACHER EDUCATION OUTCOMES**

The teacher education unit at Georgia Gwinnett College is designed to prepare teachers who are committed to enabling all students to reach high levels of achievement. Teacher preparation at Georgia Gwinnett College focuses on the development of five domains of teacher expertise that we believe are essential in fostering student success. These domains and their associated candidate learning outcomes are listed below:

### Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care.
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of learners.

### Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach.
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students.
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences.
- 2.4 Candidates manage learning environments to maximize student success.

### Domain 3: Assessment and Analytical Expertise

- 3.1 Candidates assess student learning using appropriate assessment tools.
- 3.2 Candidates organize, analyze, and interpret assessment data from multiple sources.
- 3.3 Candidates' instructional decisions are data-driven.

### Domain 4: Leadership Expertise

- 4.1 Candidates assume leadership roles in classrooms and other school/community environments.
- 4.2 Candidates collaborate effectively with peers, school personnel, families, and community members.

### Domain 5: Adaptive Expertise

- 5.1 Candidates exhibit routine and adaptive expertise for teaching.

## **ADMISSION TO THE TEACHER EDUCATION PROGRAMS**

Admission to the Teacher Education Programs is required for admission to junior- and senior-level courses in the majors. The following requirements must be met for admission into the Early Childhood Education and Special Education majors, as well as the Teacher Certification Tracks of the biology, English, history, mathematics, and political science majors.

- 1) The applicant must be a student in good standing at Georgia Gwinnett College. This means that the applicant should not be on academic warning or academic probation.
- 2) The applicant must have completed 45 semester hours of college level credit by the end of the semester of application with an overall GPA of 2.5 or better.
- 3) The applicant must have completed either ENGL 1101 or ENGL 1102 at GGC with a grade of C or higher OR must satisfy the GGC Competency Test OR must have previously exempted/satisfied the Regents' Test requirement.
- 4) The applicant must have earned a grade of C or better in EDUC 2110, EDUC 2120, and EDUC 2130 (or have approved course substitutions) by the end of the semester of application.
- 5) The applicant must pass or exempt the GACE Basic Skills Assessment by the end of the semester of application.
- 6) The applicant must authorize a criminal background check and agree to have the results reviewed by the Teacher Education Advisory Committee, if necessary.
- 7) The applicant must receive satisfactory ratings on the Pre-Professional Practices and Behavior in EDUC 2110, EDUC 2120, and EDUC 2130 OR submit a recommendation form from a professor at the non-GGC institution where the candidate took the EDUC courses.

- 8) The applicant must have a satisfactory performance on an oral presentation in EDUC 2110, EDUC 2120, or EDUC 2130 OR an oral interview with a faculty mentor at GGC.
- 9) The applicant must submit evidence of liability insurance. Liability insurance may be obtained through membership in a professional educators' organization.
- 10) The applicant must submit an Application for Admission to Teacher Education which includes all of the required documentation referenced in items #1 - #9.

Prospective applicants to the Teacher Education Programs may obtain application information from their mentors or from the School of Education.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Arts – English**

#### **Concentrations: Writing and Rhetoric, Language and Literature, or Interdisciplinary Studies**

Students in the English Major will be able to:

- 1) Demonstrate understanding of critical and theoretical approaches to the study of literature, language, and the arts.
- 2) Read, interpret, and evaluate texts, especially literary ones, as aesthetic works and sites of cultural production and exchange.
- 3) Demonstrate effective communication skills in and about a variety of media related to the study of literature, language and culture.
- 4) Demonstrate proficiency in research and scholarly methods.
- 5) Engage with, understand, and support the relevance of literature, art, and textual study within a globally diverse community



# Bachelor of Arts (BA) English Concentration – Writing and Rhetoric

123 credits required for graduation

## **General Education: (60 semester hours)**

### **Area A – Essential Skills: (9 hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) (or higher)	3

### **Area B – Institutional Option (4 hours)**

I TEC 1001 (Introduction to Computing)	4
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### **Area C – Humanities/Fine Arts (6 hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

### **Area D – Natural Sciences, Math, Technology (11 hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

### **Area E – Social Science (12 hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

### **Area F – Courses Related to the Program of Study (18 hours)**

Select three 2000 level English literature courses from the following: \*

ENGL 2100 (Transatlantic Literature)	3
ENGL 2110 (Survey of World Literature)	3
ENGL 2120 (Survey of British Literature)	3
ENGL 2130 (Survey of American Literature)	3
ENGL 2111 (Survey of World Literature I)	3
ENGL 2112 (Survey of World Literature II)	3
ENGL 2121 (Survey of British Literature I)	3
ENGL 2122 (Survey of British Literature II)	3
ENGL 2131 (Survey of American Literature I)	3
ENGL 2132 (Survey of American Literature II)	3

\* Students must complete a minimum of one Survey of World Literature either in Area C or Area F. Students who took a 2000 level ENGL literature survey to satisfy Area C are required to select only two 2000 level ENGL literature courses in Area F (for a total of three literature survey courses).

Students will satisfy the remaining requirements for Area F by taking 1000-2000 level foreign language courses (if needed) or Liberal Arts courses, excluding PHED courses [all English majors must demonstrate 2001 level proficiency in Foreign Language]

## **Additional Requirements (3 semester hours)**

### **Physical Education Requirement**

Wellness	1
Additional Physical Education	2

## **Program of Study (60 semester hours)**

### **Required English Courses (33 hours)**

ENGL 4000 Internship/Field Experience	3
ENGL 4850 Senior Seminar	3
Two 3000/4000 level courses from the Writing and Rhetoric Elective Area (see catalogue for courses)	6
Four 3000/4000 level courses from the Language and Literature Elective Area (see catalogue for courses)	12
Three 3000/4000 level courses from the Interdisciplinary Studies Electives (see catalogue for courses) **	9

## **Writing and Rhetoric Electives (18 hours)**

Choose 18 hours of 3000/4000 level courses from the following:

ENGL 3600 (Advanced Composition)	3
ENGL 3700 (Writing and Digital Media) ***	3
ENGL 3800 (Introduction to Creative Writing)	3
ENGL 3822 (Creative Writing Workshop: Fiction) ***	3
ENGL 3857 (Technical Writing and Comm. Practices)	3
ENGL 3870 (Basic News Writing and Reporting)	3
ENGL 3880 (Rhetorical Criticism) ***	3
ENGL 4200 (Special Topics in English) **	3
ENGL 4860 (Visual Rhetoric) ***	3

## **General Electives (9 hours)**

Choose 2000 level or higher courses from the catalogue.

\*\* Courses selected require consultation of Advisor

\*\*\* Courses under development

**Bachelor of Arts (BA) English**  
Concentration – Language and Literature

123 credits required for graduation

**General Education: (60 semester hours)**

**Area A – Essential Skills: (9 hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) (or higher)	3

**Area B – Institutional Option (4 hours)**

I TEC 1001 (Introduction to Computing)	4
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**Area C – Humanities/Fine Arts (6 hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**Area D – Natural Sciences, Math, Technology (11 hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**Area E – Social Science (12 hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**Area F – Courses Related to the Program of Study (18 hours)**

Select three 2000 level English literature courses from the following: \*

ENGL 2100 (Transatlantic Literature)	3
ENGL 2110 (Survey of World Literature)	3
ENGL 2120 (Survey of British Literature)	3
ENGL 2130 (Survey of American Literature)	3
ENGL 2111 (Survey of World Literature I)	3
ENGL 2112 (Survey of World Literature II)	3
ENGL 2121 (Survey of British Literature I)	3
ENGL 2122 (Survey of British Literature II)	3
ENGL 2131 (Survey of American Literature I)	3
ENGL 2132 (Survey of American Literature II)	3

\* Students must complete a minimum of one Survey of World Literature either in Area C or Area F. Students who took a 2000 level ENGL literature survey to satisfy Area C are required to select only two 2000 level ENGL literature courses in Area F (for a total of three literature survey courses).

Students will satisfy the remaining requirements for Area F by taking 1000-2000 level foreign language courses (if needed) or Liberal Arts courses, excluding PHED courses [all English majors must demonstrate 2001 level proficiency in Foreign Language]

**Additional Requirements (3 semester hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required English Courses (33 hours)**

ENGL 4000 Internship/Field Experience	3
ENGL 4850 Senior Seminar	3
Two 3000/4000 level courses from the Writing and Rhetoric Elective Area (see catalogue for courses)	6
Four 3000/4000 level courses from the Language and Literature Elective Area (see catalogue for courses)	12
Three 3000/4000 level courses from the Interdisciplinary Studies Electives (see catalogue for courses) **	9

**Language and Literature Electives (18 hours)**

Choose 18 hours of 3000/4000 level courses from the following:

ENGL 3250 (Studies in Women's Literature) ***	3
ENGL 3330 (Studies in the American Renaissance) ***	3
ENGL 3343 (African American Literature) ***	3
ENGL 3350 (Ancient Literature to 1500)	3
ENGL 3436 (Victorian Literature) ***	3
ENGL 3450 (Renaissance Literature)	3
ENGL 3561 (Studies in Literature of the Americas) ***	3
ENGL 3650 (The Long Romantic Period)	3
ENGL 4200 (Special Topics in English) **	3
ENGL 4410 (Studies in Neo-Classical Literature)	3
ENGL 4620 (Studies in Modern Poetry and Drama)	3
ENGL 4630 (Studies in Modern Fiction)	3
ENGL 4720 (Studies in American Realism and Naturalism)	3

**General Electives (9 hours)**

Choose 2000 level or higher courses from the catalogue.

\*\* Courses selected require consultation of Advisor

\*\*\* Courses under development

**Bachelor of Arts (BA) English**  
 Concentration – Interdisciplinary Studies

123 credits required for graduation

**General Education: (60 semester hours)**

**Area A – Essential Skills: (9 hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) (or higher)	3

**Area B – Institutional Option (4 hours)**

I TEC 1001 (Introduction to Computing)	4
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**Area C – Humanities/Fine Arts (6 hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**Area D – Natural Sciences, Math, Technology (11 hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**Area E – Social Science (12 hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**Area F – Courses Related to the Program of Study (18 hours)**

Select three 2000 level English literature courses from the following: \*

ENGL 2100 (Transatlantic Literature)	3
ENGL 2110 (Survey of World Literature) **	3
ENGL 2120 (Survey of British Literature)	3
ENGL 2130 (Survey of American Literature)	3
ENGL 2111 (Survey of World Literature I) **	3
ENGL 2112 (Survey of World Literature II) **	3
ENGL 2121 (Survey of British Literature I)	3
ENGL 2122 (Survey of British Literature II)	3
ENGL 2131 (Survey of American Literature I)	3
ENGL 2132 (Survey of American Literature II)	3

\* Students must complete a minimum of one Survey of World Literature either in Area C or Area F. Students who took a 2000 level ENGL literature survey to satisfy Area C are required to select only two 2000 level ENGL literature courses in Area F (for a total of three literature survey courses).

Students will satisfy the remaining requirements for Area F by taking 1000-2000 level foreign language courses (if needed) or Liberal Arts courses, excluding PHED courses [all English majors must demonstrate 2001 level proficiency in Foreign Language]

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required English Courses (33 hours)**

ENGL 4000 Internship/Field Experience	3
ENGL 4850 Senior Seminar	3
Two 3000/4000 level courses from the Writing and Rhetoric Elective Area (see catalogue for courses)	6
Four 3000/4000 level courses from the Language and Literature Elective Area (see catalogue for courses)	12
Three 3000/4000 level courses from the Interdisciplinary Studies Electives (see catalogue for courses) **	9

**Interdisciplinary Studies Electives (18 hours)**

Choose 18 hours of 3000/4000 level courses from the following:

ENGL 3040 (Introduction to Language and Linguistics)	3
ENGL 3250 (Studies in Women's Literature) ***	3
ENGL 3343 (African American Literature) ***	3
ENGL 3561 (Studies in Literature of the Americas) ***	3
ENGL 3700 (Writing and Digital Media) ***	3
ENGL 3857 (Technical Writing and Comm. Practices)	3
ENGL 3870 (Basic News Writing and Reporting)	
ENGL 4200 (Special Topics in English) **	3
ENGL 4860 (Visual Rhetoric) ***	3

Students may choose other courses from the GGC college catalog to satisfy these elective requirements in consultation with their Advisor

**General Electives (9 hours)**

Choose 2000 level or higher courses from the catalogue.

\*\* Courses selected require consultation of Advisor

\*\*\* Courses under development

# Bachelor of Arts (BA) English Teacher Certification

128 credits required for graduation

## **General Education: (60 semester hours)**

### **Area A – Essential Skills: (9 hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) (or higher)	3

### **Area B – Institutional Option (4 hours)**

ITEC 1001( Introduction to Computing)	4
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### **Area C – Humanities/Fine Arts (6 hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101(Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

### **Area D – Natural Sciences, Math, Technology (11 hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120(Introduction to Programming)	4

### **Area E – Social Science (12 hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

### **AREA F – Courses Related to the Program of Study (18 semester hours)**

Select three 2000 level English literature courses from the following: \*

ENGL 2100 (Transatlantic Literature)	3
ENGL 2110 (Survey of World Literature) **	3
ENGL 2120 (Survey of British Literature)	3
ENGL 2130 (Survey of American Literature)	3

ENGL 2111 (Survey of World Literature I) **	3
ENGL 2112 (Survey of World Literature II) **	3
ENGL 2121 (Survey of British Literature I)	3
ENGL 2122 (Survey of British Literature II)	3
ENGL 2131 (Survey of American Literature I)	3
ENGL 2132 (Survey of American Literature II)	3

\*Students who have taken a 2000 level ENGL literature survey in Area C are required to select only two 2000 level ENGL literature courses in Area F (for a total of three literature survey courses).\*\*All students must complete a minimum of one Survey of World Literature either in Area C or Area F

1000 – 2000 Foreign Language (if needed) \*\*\* or Liberal Arts excluding PE courses

\*\*\*2001 level proficiency in Foreign Language required  
See Program Notes for further information

### **Additional Requirements (3 hours)**

#### **Physical Education Requirement**

Wellness	1
Additional Physical Education	2

### **Program of Study (65 semester hours)**

#### **Required English Courses (30 hours)**

ENGL 3040 (Intro. to Language and Linguistics)	3
ENGL 3350 (Ancient Literature to 1500)	3
ENGL 3450 (Renaissance Literature)	3
ENGL 4410 (Studies in Restoration and Neo-Classical Literature)	3
ENGL 3650 (Long Romantic Period)	3
ENGL 4620 (Studies in Modern Poetry and Drama)	3
ENGL 4630 (Studies in Modern Fiction)	3
ENGL 4720 (Studies in American Realism and Naturalism)	3
ENGL 4850 (Senior Seminar)	3

Choose one of the following:

ENGL 3600 (Advanced Composition)	3
ENGL 3800(Introduction to Creative Writing)	3

#### **Required Education Courses (35 hours)**

(Formal Admission to Teacher Education Required)

EDUC 2110 (Critical and Contemporary Issues in Education)*	3
EDUC 2120 (Exploring Socio-Cultural Perspectives on Diversity)*	3
EDUC 2130 (Exploring Teaching and Learning)*	3
EDUC 3300 (Teaching Exceptional Learners)	3
EDUC 3350 (Models of Teaching and Learning)	3
ENGL 3000 (English Content Methods)	4
EDUC 4040 (Opening of School Experience: English)	0
EDUC 4500 (Assessment)	3
EDUC 4550 (Instructional Adaptation)	4
EDUC 4800 (Leadership Seminar)	1
EDUC 4840 (Student Teaching: English)	8

\*required prior to Admission to Teacher Education

## **BACHELOR OF ARTS - HISTORY**

The School of Liberal Arts offers the Bachelors of Arts degree with a major in History. The B.A. degree in History is for students interested in a wide range of career choices ranging from education to law to the business world. The History major consists of two tracks: History with Teacher Certification and History. Students pursuing the History with Teacher Certification track will take a combination of comprehensive education and history courses designed to prepare graduates for careers as educators. Students pursuing the History track will take upper-level courses that provide a broad foundation for the study of history, including advanced study in one of the four concentrations: United States History, World History, Western Civilization, and Interdisciplinary/Thematic History. The History track also allows students to take additional courses to build a second history field of study or to establish a concentration in another discipline.

### ***CURRICULUM***

#### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a Bachelors of Arts in History (BA) degree will share a common body of knowledge drawn from a broad spectrum of subject areas.

#### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness and two credit hours of additional Physical Education courses.

#### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

#### **Major Requirements**

**(60 hours)**

The major requirements consist of three areas of study: History Core, Concentrations, and General Electives. The History Core is designed to ensure that students receiving the BA degree in History will share a common body of knowledge needed for a wide range of private and public sector organizations. Concentration courses allow students to delve further into areas of specialization. General Electives give students an opportunity to explore topics of interest at an advanced level.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Arts – History**

##### **Concentration: Teacher Certification**

Students in the History Major (Teacher Certification Track) will be able to:

- 1) Demonstrate an ability to identify, locate, analyze, differentiate, and interpret primary and secondary source data.
- 2) Demonstrate proficiency in communicating historical research in multiple forms of expression.
- 3) Demonstrate fluency in the language of the discourse of historical analysis.
- 4) Have a broad knowledge of both world and US historical geography
- 5) Demonstrate an understanding of how human interaction with nature shaped history.
- 6) Have a broad knowledge and a select mastery of key people, trends, and events, in world and U.S. History.
- 7) Demonstrate proficiency in understanding how past actions have influenced the direction of current events, as well as how current conditions have shaped our understanding of the past.

- 8) Develop an awareness of the skills needed for future endeavors and careers arising from and enhanced by the study of history.
- 9) Satisfy the 12 Candidate Outcomes identified for the Teacher Education Unit.

## **TEACHER EDUCATION OUTCOMES**

The teacher education unit at Georgia Gwinnett College is designed to prepare teachers who are committed to enabling all students to reach high levels of achievement. Teacher preparation at Georgia Gwinnett College focuses on the development of five domains of teacher expertise that we believe are essential in fostering student success. These domains and their associated candidate learning outcomes are listed below:

### Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care.
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of learners.

### Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach.
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students.
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences.
- 2.4 Candidates manage learning environments to maximize student success.

### Domain 3: Assessment and Analytical Expertise

- 3.1 Candidates assess student learning using appropriate assessment tools.
- 3.2 Candidates organize, analyze, and interpret assessment data from multiple sources.
- 3.3 Candidates' instructional decisions are data-driven.

### Domain 4: Leadership Expertise

- 4.1 Candidates assume leadership roles in classrooms and other school/community environments.
- 4.2 Candidates collaborate effectively with peers, school personnel, families, and community members.

### Domain 5: Adaptive Expertise

- 5.1 Candidates exhibit routine and adaptive expertise for teaching.

## **ADMISSION TO THE TEACHER EDUCATION PROGRAMS**

Admission to the Teacher Education Programs is required for admission to junior- and senior-level courses in the majors. The following requirements must be met for admission into the Early Childhood Education and Special Education majors, as well as the Teacher Certification Tracks of the biology, English, history, mathematics, and political science majors.

- 1) The applicant must be a student in good standing at Georgia Gwinnett College. This means that the applicant should not be on academic warning or academic probation.
- 2) The applicant must have completed 45 semester hours of college level credit by the end of the semester of application with an overall GPA of 2.5 or better.
- 3) The applicant must have completed either ENGL 1101 or ENGL 1102 at GGC with a grade of C or higher OR must satisfy the GGC Competency Test OR must have previously exempted/satisfied the Regents' Test requirement.
- 4) The applicant must have earned a grade of C or better in EDUC 2110, EDUC 2120, and EDUC 2130 (or have approved course substitutions) by the end of the semester of application.
- 5) The applicant must pass or exempt the GACE Basic Skills Assessment by the end of the semester of application.
- 6) The applicant must authorize a criminal background check and agree to have the results reviewed by the Teacher Education Advisory Committee, if necessary.

- 7) The applicant must receive satisfactory ratings on the Pre-Professional Practices and Behavior in EDUC 2110, EDUC 2120, and EDUC 2130 OR submit a recommendation form from a professor at the non-GGC institution where the candidate took the EDUC courses.
- 8) The applicant must have a satisfactory performance on an oral presentation in EDUC 2110, EDUC 2120, or EDUC 2130 OR an oral interview with a faculty mentor at GGC.
- 9) The applicant must submit evidence of liability insurance. Liability insurance may be obtained through membership in a professional educators' organization.
- 10) The applicant must submit an Application for Admission to Teacher Education which includes all of the required documentation referenced in items #1 - #9.

Prospective applicants to the Teacher Education Programs may obtain application information from their mentors or from the School of Education.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Arts – History**

#### **Concentrations: United States History, World History, Western Civilization, or Interdisciplinary/Thematic History**

Students in the History Major will be able to:

- 1) Demonstrate an ability to identify, locate, analyze, differentiate, and interpret primary and secondary source data.
- 2) Demonstrate proficiency in communicating historical research in multiple forms of expression.
- 3) Demonstrate fluency in the language of the discourse of historical analysis.
- 4) Have a broad knowledge of both world and US historical geography
- 5) Demonstrate an understanding of how human interaction with nature shaped history.
- 6) Have a broad knowledge and a select mastery of key people, trends, and events, in world and U.S. History.
- 7) Demonstrate proficiency in understanding how past actions have influenced the direction of current events, as well as how current conditions have shaped our understanding of the past.
- 8) Develop an awareness of the skills needed for future endeavors and careers arising from and enhanced by the study of history.

**Bachelor of Arts (BA) History**  
 Concentration – United States History

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

One 1000/2000 level history course sequence**	6
Two Foreign language courses (in sequence)	6

One from the following (not used in Area C):

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3

One 1000/2000 level course from the following disciplines (cannot also satisfy Areas B-E):

ANTH/ECON/GEOG/POLS/SOCI/I TEC	3
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\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required History Courses (18 semester hours)**

HIST 4900 Senior Capstone Seminar	3
One 3000/4000 level General History Elective	3

Choose one 3000 level course from each of the following

US History	3
Western Civilization	3
World History	3
Thematic/Interdisciplinary History	3

**U.S. History Electives (15 semester hours)**

Select 3000/4000 level courses from the U.S. History elective area\*

HIST 3110 America to 1789	3
HIST 3115 (Jefferson's and Jackson's America) **	3
HIST 3125 (America in the Gilded Age & Progressive Era) **	3
HIST 3135 (America since 1945)	3
HIST 3150 (Economic History of America)	3
HIST 3175 (United States Foreign Policy since 1898) **	3
HIST 3230 (American History and American Law) **	3
HIST 3265 (History of Georgia)	3
HIST 3250 (The American South) **	3
HIST 3251 (The Colonial South 1500-1760) **	3
HIST 4140 (Social History of Atebellum America) **	3
HIST 4145 (Sixties America) **	3
HIST 4240 (History of American Education) **	3
HIST 4388 (World War II) **	3

\*at least one course must be at the 4000 level

**Additional History/Outside Discipline Electives (15 hours)**

Select only 3000/4000 level history electives or courses from a non-history discipline

**General Electives (12 semester hours)**

1000-4000 level

\*\* = courses under development



**Bachelor of Arts (BA) History**  
 Concentration Interdisciplinary//Thematic History

123 credits required for graduation

**General Education: (60 semester hours)**

**Area A – Essential Skills: (9 hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) (or higher)	3

**Area B – Institutional Option (4 hours)**

ITEC 1001 (Introduction to Computing)	4
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**Area C – Humanities/Fine Arts (6 hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**Area D – Natural Sciences, Math, Technology (11 hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120 (Introduction to Programming)	4

**Area E – Social Science (12 hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

One 1000/2000 level history course sequence**	6
Two Foreign language courses (in sequence)	6

One from the following (not used in Area C):

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3

One 1000/2000 level course from the following disciplines (cannot also satisfy Areas B-E):

ANTH/ECON/GEOG/POLS/SOCI/ITEC	3
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\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required History Courses (18 semester hours)**

HIST 4900 Senior Capstone Seminar	3
One 3000/4000 level General History Elective	3

Choose one 3000 level course from each of the following

US History	3
Western Civilization	3
World History	3
Thematic/Interdisciplinary History	3

**Thematic/Interdisciplinary Electives (15 semester hours)**

Select 3000/4000 level courses from the Thematic and

Interdisciplinary Elective areas\*

Select 3000/4000 level courses from the U.S. History elective area\*

HIST 3710 (History of Business in American, Britain, Japan)	3
HIST 3721 (History of Ancient and Medieval Science)	3
HIST 3722 (History of Modern Science and Technology)	3
HIST 3750 (History of Laws, Lawmakers and Legal Procedures in the Ancient World) **	3
HIST 3760 (History of Politics and Culture from Antiquity to the Enlightenment)	3
HIST 3775 (History of Medieval Life, Religion and Thought)	3
HIST 3850 (Introduction to Public History) **	3
HIST 3860 (Introduction to Archives Management) **	3
HIST 4715 (History of Money and Banking) **	3
HIST 4780 (History of the Religions of the Med. World) **	3

\*at least one course must be at the 4000 level

**Additional History/Outside Discipline Electives (15 hours)**

Select only 3000/4000 level history electives or courses from a non-history discipline

**General Electives (12 semester hours)**

1000-4000 level

\*\* = courses under development

**Bachelor of Arts (BA) History**  
Concentration – Western Civilization

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

One 1000/2000 level history course sequence**	6
Two Foreign language courses (in sequence)	6

One from the following (not used in Area C):

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3

One 1000/2000 level course from the following disciplines (cannot also satisfy Areas B-E):

ANTH/ECON/GEOG/POLS/SOCI/I TEC	3
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\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required History Courses (18 semester hours)**

HIST 4900 Senior Capstone Seminar	3
One 3000/4000 level General History Elective	3

Choose one 3000 level course from each of the following

US History	3
Western Civilization	3
World History	3
Thematic/Interdisciplinary History	3

**Western Civilization Electives (15 semester hours)**

Select 3000/4000 level courses from the Western Civilization elective area

HIST 3310 (Greece and the Ancient Near East)	3
HIST 3315 (Rome and the Mediterranean)	3
HIST 3330 (Early Modern Europe, 1500-1789) **	3
HIST 3525 (Europe and the Islamic World, 600-1800) **	3
HIST 3335 (Europe since 1789)	3
HIST 3775 (History of Medieval Life, Religion and Thought)	3
HIST 4388 (World War II) **	3
HIST 4780 (History of the Religions of the Med. World) **	3

\*at least one course must be at the 4000 level

**Additional History/Outside Discipline Electives (15 hours)**

Select only 3000/4000 level history electives or courses from a non-history discipline

**General Electives (12 semester hours)**

1000-4000 level

\*\* = courses under development

**Bachelor of Arts (BA) History**  
 Concentration – World History

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

One 1000/2000 level history course sequence**	6
Two Foreign language courses (in sequence)	6

One from the following (not used in Area C):

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3

One 1000/2000 level course from the following disciplines (cannot also satisfy Areas B-E):

ANTH/ECON/GEOG/POLS/SOCI/I TEC	3
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\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required History Courses (18 semester hours)**

HIST 4900 Senior Capstone Seminar	3
One 3000/4000 level General History Elective	3

Choose one 3000 level course from each of the following

US History	3
Western Civilization	3
World History	3
Thematic/Interdisciplinary History	3

**World History Electives (15 semester hours)**

Select 3000/4000 level courses from the World History elective area

HIST 3500 (The Atlantic World)	3
HIST 3520 (History of the Middle East and India)	3
HIST 3330 (Early Modern Europe, 1500-1789) **	3
HIST 3525 (Europe and the Islamic World, 600-1800) **	3
HIST 3540 (History of China and Japan)	3
HIST 3545 (Modern Chinese History) **	3
HIST 4388 (World War II) **	3
HIST 4555 (Comparative Asian History) **	3
HIST 4575 (The Atlantic Slave Trade) **	3

\*at least one course must be at the 4000 level

**Additional History/Outside Discipline Electives (15 hours)**

Select only 3000/4000 level history electives or courses from a non-history discipline

**General Electives (12 semester hours)**

1000-4000 level

\*\* = courses under development

**Bachelor of Arts (BA) History**  
 Concentration: Teacher Certification

128 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

One 1000/2000 level history course sequence**	6
Two Foreign language courses (in sequence)	6

One from the following (not used in Area C):

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3

One 1000/2000 level course from the following disciplines (cannot also satisfy Areas B-E):

ANTH/ECON/GEOG/POLS/SOCI/I TEC	3
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\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required History Courses (30 semester hours)**

HIST 3110 America to 1789	3
HIST 3135 America since 19453	3
HIST 3150 Economic History of America	3
HIST 3265 History of Georgia	3
HIST 3335 Europe since 1789	3
HIST 3500 The Atlantic World	3
HIST 3520 History of the Middle East and India	3
HIST 3540 History of China and Japan	3

Choose one from the following:

HIST 3310 Greece and the Ancient Near East	3
HIST 3315 Rome and the Mediterranean	3

Choose one from the following:

HIST 3721 Ancient and Medieval Science	3
HIST 3775 Medieval Life, Religion and Thought	3

**Required Education Courses (35 hours)**

**(Formal Admission to Teacher Education Required)**

EDUC 2110 (Critical and Contemporary Issues in Education)*	3
EDUC 2120 (Exploring Socio-Cultural Perspectives on Diversity)* 3	
EDUC 2130 (Exploring Teaching and Learning)*	3
EDUC 3300 (Teaching Exceptional Learners)	3
EDUC 3350 (Models of Teaching and Learning)	3
HIST 3050 (History Content Methods)	4
EDUC 4050 (Opening of School Experience: History)	0
EDUC 4500 (Assessment)	3
EDUC 4550 (Instructional Adaptation)	4
EDUC 4800 (Leadership Seminar)	1
EDUC 4850 (Student Teaching: History)	8

\*required prior to Admission to Teacher Education

## **BACHELOR OF ARTS – POLITICAL SCIENCE**

The School of Liberal Arts offers the Bachelors of Arts degree with a major in Political Science. The B.A. degree in Political Science is for students interested in a wide range of career choices, including government service, advocacy, legislative assistance, international non-government organizations, non-profit management, education, law school and graduate school. The Political Science major consists of two tracks: Political Science with Teacher Certification and General Political Science. Students pursuing the Teacher Certification track will take a combination of comprehensive education and political science courses designed to prepare graduates for careers as teachers. Students pursuing the General Political Science track will take upper-level courses that provide a broad foundation for the study of political science, including advanced study in one of the four concentrations: American Government, Comparative Politics, International Relations, and Legal Studies. The Political Science track also allows students to take additional political science courses from other concentrations to build a second discipline concentration area, or to take electives in another discipline.

### ***CURRICULUM***

#### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a Bachelors of Arts in Political Science (BA) degree will share a common body of knowledge drawn from a broad spectrum of subject areas.

#### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness and two credit hours of additional Physical Education courses.

#### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

#### **Major Requirements**

**(60 hours)**

The major requirements consist of three areas of study: Political Science Core, Concentrations, and General Electives. The Political Science Core is designed to ensure that students receiving the BA degree in Political Science will share a common body of knowledge needed for a wide range of private and public sector organizations. Concentration courses allow students to delve further into areas of specialization. General Electives give students an opportunity to explore topics of interest at an advanced level.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Arts – Political Science**

##### **Concentration: Teacher Certification**

Students in the Political Science Major (Teacher Certification Track) will be able to:

- 1) Demonstrate skills in critical analysis, ability to synthesize information and present logical arguments leading to creative solutions of various political problems
- 2) Demonstrate knowledge of different political systems, including the US/GA government, enabling them to become informed and responsible citizens and preparing them for careers in related fields;
- 3) Demonstrate international/multicultural awareness: Political science majors will demonstrate the ability to analyze a variety of current global issues, including international development and global security and comprehend the roles played by various international actors, including international organizations

- 4) Demonstrate the ability to explore a variety of approaches to politics and the study of government, get internships, and be engaged in service learning and/or study abroad.
- 5) Satisfy the 12 Candidate Outcomes identified for the Teacher Education Unit.

## **TEACHER EDUCATION OUTCOMES**

The teacher education unit at Georgia Gwinnett College is designed to prepare teachers who are committed to enabling all students to reach high levels of achievement. Teacher preparation at Georgia Gwinnett College focuses on the development of five domains of teacher expertise that we believe are essential in fostering student success. These domains and their associated candidate learning outcomes are listed below:

### Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care.
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of learners.

### Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach.
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students.
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences.
- 2.4 Candidates manage learning environments to maximize student success.

### Domain 3: Assessment and Analytical Expertise

- 3.1 Candidates assess student learning using appropriate assessment tools.
- 3.2 Candidates organize, analyze, and interpret assessment data from multiple sources.
- 3.3 Candidates' instructional decisions are data-driven.

### Domain 4: Leadership Expertise

- 4.1 Candidates assume leadership roles in classrooms and other school/community environments.
- 4.2 Candidates collaborate effectively with peers, school personnel, families, and community members.

### Domain 5: Adaptive Expertise

- 5.1 Candidates exhibit routine and adaptive expertise for teaching.

## **ADMISSION TO THE TEACHER EDUCATION PROGRAMS**

Admission to the Teacher Education Programs is required for admission to junior- and senior-level courses in the majors. The following requirements must be met for admission into the Early Childhood Education and Special Education majors, as well as the Teacher Certification Tracks of the biology, English, history, mathematics, and political science majors.

- 1) The applicant must be a student in good standing at Georgia Gwinnett College. This means that the applicant should not be on academic warning or academic probation.
- 2) The applicant must have completed 45 semester hours of college level credit by the end of the semester of application with an overall GPA of 2.5 or better.
- 3) The applicant must have completed either ENGL 1101 or ENGL 1102 at GGC with a grade of C or higher OR must satisfy the GGC Competency Test OR must have previously exempted/satisfied the Regents' Test requirement.
- 4) The applicant must have earned a grade of C or better in EDUC 2110, EDUC 2120, and EDUC 2130 (or have approved course substitutions) by the end of the semester of application.
- 5) The applicant must pass or exempt the GACE Basic Skills Assessment by the end of the semester of application.

- 6) The applicant must authorize a criminal background check and agree to have the results reviewed by the Teacher Education Advisory Committee, if necessary.
- 7) The applicant must receive satisfactory ratings on the Pre-Professional Practices and Behavior in EDUC 2110, EDUC 2120, and EDUC 2130 OR submit a recommendation form from a professor at the non-GGC institution where the candidate took the EDUC courses.
- 8) The applicant must have a satisfactory performance on an oral presentation in EDUC 2110, EDUC 2120, or EDUC 2130 OR an oral interview with a faculty mentor at GGC.
- 9) The applicant must submit evidence of liability insurance. Liability insurance may be obtained through membership in a professional educators' organization.
- 10) The applicant must submit an Application for Admission to Teacher Education which includes all of the required documentation referenced in items #1 - #9.

Prospective applicants to the Teacher Education Programs may obtain application information from their mentors or from the School of Education.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Arts – Political Science Major**

#### **Concentrations: American Government, Comparative Politics, International Relations, and Legal Studies**

Students in the Political Science Major (General Political Science Track) will be able to:

- 1) Demonstrate skills in critical analysis, ability to synthesize information and present logical arguments leading to creative solutions of various political problems;
- 2) Demonstrate knowledge of different political systems, including the US/GA government, enabling them to become informed and responsible citizens and preparing them for careers in related fields;
- 3) Demonstrate international/multicultural awareness: Political science majors will demonstrate the ability to analyze a variety of current global issues, including international development and global security and comprehend the roles played by various international actors, including international organizations
- 4) Demonstrate the ability to explore a variety of approaches to politics and the study of government, get internships, and be engaged in service learning and/or study abroad.

**Bachelor of Arts (BA) Political Science**  
 Concentration American Government

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**Area F – Courses Related to the Program of Study (18 hours)**

POLS 2101 (Introduction to Political Science)	3
POLS 2280 (Research Methods)	3

Choose one of the following:

POLS 2201 (State and Local Government)	3
POLS 2401 (Global Issues)	3

Two social sciences not chosen in Area E

(Recommend a HIST sequence not taken in Area E)	
One semester of a foreign language	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Political Science Courses (18 hours)**

POLS 3100 (Comparative Politics)	3
POLS 3400 (International Relations)	3
POLS 3450 (Modern Political Theory)	3
POLS 4425 (Political Negotiation/Conflict Res)	3
POLS 4490 (Senior Seminar)	3

**American Government Electives (15 hours)**

POLS 3550 (Public Policy Process)	3
POLS 4125 (Georgia Government)	3
POLS 4160 (Federal Court System)	3
POLS 4170 (Congress)	3
POLS 4180 (The Presidency)	3
POLS 4999 (Practicum)	3

**Additional Political Science/Outside Discipline Electives (15 hours)**

Select only 3000/4000 level political science electives or courses from a non-political science discipline

**General Electives (12 hours)**

(See GGC course catalog)



**Bachelor of Arts (BA) Political Science**  
 Concentration: Comparative Politics

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**Area F – Courses Related to the Program of Study (18 hours)**

POLS 2101 (Introduction to Political Science)	3
POLS 2280 (Research Methods)	3

Choose one of the following:

POLS 2201 (State and Local Government)	3
POLS 2401 (Global Issues)	3

Two social sciences not chosen in Area E

(Recommend a HIST sequence not taken in Area E)	
One semester of a foreign language	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Political Science Courses (18 hours)**

POLS 3100 (Comparative Politics)	3
POLS 3400 (International Relations)	3
POLS 3450 (Modern Political Theory)	3
POLS 4425 (Political Negotiation/Conflict Res)	3
POLS 4490 (Senior Seminar)	3

**Comparative Politics Electives (15 hours)**

POLS 3550 (Public Policy Process)	3
POLS 3200 (Comparative Legal Systems)	3
POLS 4040 (Comparative Foreign Policy)	3
POLS 4220 (Topics in Comparative Politics)	3
POLS 4001 (International Development)	3
POLS 4999 (Practicum)	3

**Additional Political Science/Outside Discipline Electives (15 hours)**

Select only 3000/4000 level political science electives or courses from a non-political science discipline

**General Electives (12 hours)**

(See GGC course catalog)

**Bachelor of Arts (BA) Political Science**  
 Concentration International Relations

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 ((World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101(Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120(Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**Area F – Courses Related to the Program of Study (18 hours)**

POLS 2101 (Introduction to Political Science)	3
POLS 2280 (Research Methods)	3

Choose one of the following:

POLS 2201 (State and Local Government)	3
POLS 2401(Global Issues)	3

Two social sciences not chosen in Area E

(Recommend a HIST sequence not taken in Area E)

One semester of a foreign language	3
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**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Political Science Courses (18 hours)**

POLS 3100 (Comparative Politics)	3
POLS 3400 (International Relations)	3
POLS 3450 (Modern Political Theory)	3
POLS 4425 (Political Negotiation/Conflict Res)	3
POLS 4490 (Senior Seminar)	3

**International Relations Electives (15 hours)**

POLS 3550 (Public Policy Process)	3
POLS 3350 (US Foreign Policy)	3
POLS 4000 (International Organizations)	3
POLS 4400 (International Law)	3
POLS 4460 (US Security Studies)	3
POLS 4999 (Practicum)	3

**Additional Political Science/Outside Discipline Electives (15 hours)**

Select only 3000/4000 level political science electives or courses from a non-political science discipline

**General Electives (12 hours)**

(See GGC course catalog)

**Bachelor of Arts (BA) Political Science**  
**Concentration Legal Studies**

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**Area F – Courses Related to the Program of Study (18 hours)**

POLS 2101 (Introduction to Political Science)	3
POLS 2280 (Research Methods)	3

Choose one of the following:

POLS 2201 (State and Local Government)	3
POLS 2401 (Global Issues)	3

Two social sciences not chosen in Area E

(Recommend a HIST sequence not taken in Area E)	
One semester of a foreign language	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Political Science Courses (18 hours)**

POLS 3100 (Comparative Politics)	3
POLS 3400 (International Relations)	3
POLS 3450 (Modern Political Theory)	3
POLS 4425 (Political Negotiation/Conflict Res)	3
POLS 4490 (Senior Seminar)	3

**Legal Studies Electives (18 hours)**

POLS 3200 (Comparative Legal Systems)	3
POLS 4160 (Federal Court Systems)	3
POLS 4350 (Criminal Law)	3
POLS 4390 (Legal Research and Writing)	3
POLS 4480 (Practicum in ADR)	3
POLS 4700 (Constitutional Law)	3
POLS 4999 (Practicum)	3

**Additional Political Science/Outside Discipline Electives (15 hours)**

Select only 3000/4000 level political science electives or courses from a non-political science discipline

**General Electives (12 hours)**

(See GGC course catalog)

**Bachelor of Arts (BA) Political Science**  
 Concentration: Teacher Certification

128 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

Choose one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102K (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**Area F – Courses Related to the Program of Study (18 hours)**

POLS 2101 (Introduction to Political Science)	3
POLS 2280 (Research Methods)	3

Choose one of the following:

POLS 2201 (State and Local Government)	3
POLS 2401 (Global Issues)	3

Two social sciences not chosen in Area E

(Recommend a HIST sequence not taken in Area E)

One semester of a foreign language	3
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**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (65 semester hours)**

**Required Political Science Courses (30 hours)**

POLS 3100 (Comparative Politics)	3
POLS 3400 (International Relations)	3
POLS 3540 (Modern Political Thought)	3
POLS 4425 (Political Negotiation and Conflict Res)	3
POLS 3350 (US Foreign Policy)	3
POLS 4125 (Georgia Politics)	3
POLS 4170 (Congress)	3
POLS 4180 (The Presidency)	3
POLS 4490 (Senior Seminar)	3
HIST 3135 (American Since 1945)	3

**Required Education Courses (35 hours)**

*(Formal Admission to Teacher Education Required)*

EDUC 2110 (Critical and Contemporary Issues in Education)*	3
EDUC 2120 (Exploring Socio-Cultural Perspectives on Diversity)* 3	
EDUC 2130 (Exploring Teaching and Learning)*	3
EDUC 3300 (Teaching Exceptional Learners)	3
EDUC 3350 (Models of Teaching and Learning)	3
POLS 3600 (Political Science Content Methods)	4
EDUC 4070 (Opening of School Experience: Political Science)	0
EDUC 4500 (Assessment)	3
EDUC 4550 (Instructional Adaptation)	4
EDUC 4800 (Leadership Seminar)	1
EDUC 4870 (Student Teaching: Political Science)	8

*\*required prior to Admission to Teacher Education*

## **BACHELOR OF SCIENCE – PSYCHOLOGY MAJOR**

The School of Liberal Arts offers the Bachelors of Science degree with a major in Psychology with concentrations in Cognitive Neuroscience, Social/Applied, Clinical/Personality, & Developmental/Education. Students majoring in Psychology must complete a rigorous plan of study specifically focusing on identified program goals. The goals of the program have been identified as being key components that would enable students to transition seamlessly into a graduate program or workplace environment. All students are required to complete core courses related to the major. In addition, students will complete lower and upper level psychology courses representing more specialized areas in the field, and a maximum of three general electives to complement the major. The structure of the program provides students with a realistic view of career and educational options available in the field of psychology. Students demonstrate competence in the field of psychology through major coursework, seminars, and a final senior project.

### ***CURRICULUM***

#### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a Bachelors of Science in Psychology (BS) degree will share a common body of knowledge drawn from a broad spectrum of subject areas.

#### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness and two credit hours of additional Physical Education courses.

#### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

#### **Major Requirements**

**(60 hours)**

The major requirements consist of three areas of study: Psychology Core, Concentrations, and Seminars. The Psychology Core is designed to ensure that students receiving the BS degree in Psychology will share a common body of knowledge needed to apply psychological principles both in the work place and academic settings. Concentration courses allow students to delve further into areas of specialization. Seminars give students an opportunity to explore and discuss topics of interest from a multidisciplinary perspective.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Science – Psychology**

Students graduating from the Psychology Program will:

- 1) Understand a full spectrum of general theoretical approaches to Psychology.
- 2) Understand that psychology sub-disciplines are related.
- 3) Be able to relate theory to real world situations.
- 4) Understand basic topics of research methodology.
- 5) Understand the statistical tools appropriate to single variable and two variable analyses.
- 6) Demonstrate competence in communication (written, verbal, numeric & graphic).
- 7) Demonstrate competence in critical/analytic thinking.
- 8) Demonstrate the ability to apply Psychological theory and/or research methodology.

- 9) Demonstrate capacity to work collaboratively to solve problems.
- 10) Demonstrate appreciation of historical/philosophical context.
- 11) Understand that normative human behavior and experience is varied and multidimensional.
- 12) Demonstrate a commitment to the ethical foundations/ethical principles of psychology.

***COURSE PREREQUISITES***

The following courses outline the minimum prerequisites for 3000/4000 level courses.

**Prerequisite for 3000 level courses:**

PSYC 1102 The Psychological Experience 3 semester hours

**Prerequisites for 4000 level courses:**

PSYC 1102 The Psychological Experience 3 semester hours

PSYC 2000 Sophomore Seminar **or** PSYC 2010 Writing in Psychology 3 semester hours

PSYC 3020 Research Methods and Analysis I 4 semester hours

PSYC 3030 Research Methods and Analysis II 4 semester hours

***OTHER PROGRAM NOTES***

Students will be required to complete one course from each of the Areas of Concentration listed on the Program of Study Outline on the next page. Upon completion of those courses, students are expected to choose two areas of specialization and complete three courses each in those areas of specialization. At least one course out of the three courses chosen in each area must be at the 4000 level.

Additional requirements for program completion include:

- Junior Seminar
- Portfolio pertaining to a predetermined area of interest
- Senior Thesis or Psychology Internship or Senior Seminar

# Bachelor of Science (BS) Psychology

123 credits required for graduation

## **General Education (60 semester hours)**

### **AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1111 (College Algebra) or higher	3

### **AREA B – Institutional Option (4 semester hours)**

ITEC 1001 (Introduction to Computing)	4
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### **AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

### **AREA D – Natural Sciences, Math, Technology(11 semester hours)**

Choose one sequence:

PSCI 1101K and	4
PSCI 1102K (Physical Sciences I & II)	3

or

BIOL 1101K and	4
BIOL 1102 (Biological Sciences I & II)	3

Select one of the following:

ITEC 2110 (Digital Media)	4
ITEC 2120 (Introduction to Programming)	4

### **AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

### **AREA F – Courses Related to the Program of Study (18 semester hours)**

PSYC 1102 (The Psychological Experience)	3
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Select two of the following:

PSYC 2100 (Introduction to Cognition & Learning)	3
PSYC 2200 (Introduction to Biological & Neuroscience Psychology)	3
PSYC 2300 (Introduction to Social/Applied Psychology)	3
PSYC 2400 (Introduction to Abnormal Psychology)	3
PSYC 2500 (Introduction to Developmental Psychology)	3

Two social science courses not chosen in Area E

Semester of a foreign language

## **Additional Requirements (3-4 hours)**

### **Physical Education Requirement**

Wellness	1
Additional Physical Education	2

## **Program of Study (60 semester hours)**

Choose three of the following:\*

PSYC 2100 (Introduction to Cognition & Learning)	3
PSYC 2200 (Introduction to Biological & Neuroscience Psychology)	3
PSYC 2300 (Introduction to Social/Applied Psychology)	3
PSYC 2400 (Introduction to Abnormal Psychology)	3
PSYC 2500 (Introduction to Developmental Psychology)	3
Three (3) Concentration I Specialized courses**	9
Three (3) Concentration II Specialized courses**	9

Choose one from the following:

PSYC 2000 (Sophomore Seminar)	3
PSYC 2010 (Writings in Psychology)	3
PSYC 3000 (Junior Seminar)	3
PSYC 3020 (Research Methods and Analysis I)	4
PSYC 3030 (Research Methods and Analysis II)	4

Choose one from the following:

PSYC 4602 (Senior Thesis)	3
PSYC 4751 (Psychology Internship)	3
PSYC 4000 (Senior Seminar)	3

\*Students must choose courses not selected in Area F

\*\*For Concentrations I and II, at least one course for each Concentration cluster must be at the 4000 level.

(See next page for listing of concentrations and courses)

## **General Electives (16 hours, 7 must be 3000-4000 level)**

## Bachelor of Science – Psychology Major

### Areas of Concentration in the Program of Study

#### Clinical/Personality Specialization Courses

PSYC 3400	<i>Personality Psychology (1)</i>
PSYC 3410	Psychopathology
PSYC 3420	<i>Health Psychology (2)</i>
PSYC 3430	Models of Psychotherapy
PSYC 4220	<i>Psychopharmacology (3)</i>
PSYC 4350	<i>Introduction to Forensic Psychology (4)</i>
PSYC 4401	Community Health, Assessment and Planning
PSYC 4410	<i>Psychological Assessment (5)</i>
PSYC 4420	Clinical Psychology
PSYC 4430	<i>Developmental Psychopathology (6)</i>
PSYC 4560	<i>Trauma Across the Lifespan (7)</i>
PSYC 4530	<i>Marriage and Family (8)</i>

#### Cognitive Neuroscience Specialization Courses

PSYC 3100	Psychology of Learning
PSYC 3110	Cognitive Psychology
PSYC 3120	Sensation & Perception
PSYC 3200	Biological Psychology
PSYC 3220	Comparative Psychology
PSYC 3420	<i>Health Psychology (2)</i>
PSYC 4100	Concepts and Categorization
PSYC 4110	Memory
PSYC 4120	Language and Mind
PSYC 4130	Cognitive Neuroscience
PSYC 4140	Cognitive Gerontology
PSYC 4150	Problem Solving
PSYC 4200	Behavioral Neuroscience
PSYC 4220	<i>Psychopharmacology (3)</i>

#### Developmental/Educational Specialization Courses

PSYC 3400	<i>Personality Psychology (1)</i>
PSYC 3500	Educational Psychology
PSYC 3510	Child Development
PSYC 3520	Adolescence
PSYC 3530	Adult Development and Aging
PSYC 3540	<i>Gender and Sexuality (9)</i>
PSYC 4310	<i>Psychology and Culture (10)</i>
PSYC 4410	<i>Psychological Assessment (5)</i>
PSYC 4430	<i>Developmental Psychopathology (6)</i>
PSYC 4500	<i>Social &amp; Moral Development (11)</i>
PSYC 4510	<i>Cultural &amp; Ethnic Diversity (12)</i>
PSYC 4530	<i>Marriage and Family (8)</i>
PSYC 4540	Black Psychology
PSYC 4550	<i>The Psychology of Hate (13)</i>
PSYC 4560	<i>Trauma Across the Lifespan (7)</i>

#### Social/Applied Specialization Courses

MKTG 3050	Consumer Behavior
MGMT 4100	Organizational Behavior
PSYC 3300	Advanced Social Psychology
PSYC 3310	Human Sexuality
PSYC 3320	Human Diversity
PSYC 3540	<i>Gender and Sexuality (9)</i>
PSYC 4300	Industrial & Organizational Psychology
PSYC 4310	<i>Psychology and Culture (10)</i>
PSYC 4330	Sports Psychology
PSYC 4340	Consumer Behavior
PSYC 4350	<i>Introduction to Forensic Psychology (4)</i>
PSYC 4360	Political Psychology
PSYC 4370	Psychology and the Legal System
PSYC 4380	Psychology of Prejudice
PSYC 4500	<i>Social &amp; Moral Development (11)</i>
PSYC 4510	<i>Cultural &amp; Ethnic Diversity (12)</i>
PSYC 4550	<i>The Psychology of Hate (13)</i>

NOTE: Italicized courses are cross-listed in more than one specialization. Cross-listed courses cannot be used to satisfy more than one specialization



## Programs of Study

### School of Science and Technology

#### **BACHELOR OF SCIENCE – BIOLOGY**

The School of Science and Technology offers a Bachelor of Science (B.S.) degree with a major in Biology. The Biology Major includes concentrations in General Biology, Cell Biology and Biotechnology, Biochemistry and Teacher Certification.

#### **LABORATORY COURSES**

Many courses in the School of Science and Technology include both a class and a laboratory component. The laboratory and class components complement each other as integrated elements of a course that facilitate the accomplishment of the Course Outcome Goals. As such they cannot be separated. Students must pass both the lab and class. If a student fails either the class or the laboratory component, they will receive a fail grade and must repeat the class.

#### ***CURRICULUM***

##### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a degree will be exposed to a common set of learning experiences that draw from a broad spectrum of subject areas. These common learning experiences are designed so that a student who completes the general education requirements will achieve the general education program goals as well as take introductory courses in the biology major that are prerequisite to courses in the program of study curriculum.

##### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness and two credit hours of additional Physical Education courses.

##### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

##### **Major Requirements**

**(60 hours)**

The courses in the Biology Major consist of both required and elective courses. The required courses are designed to ensure that all students receiving the BS Biology degree will share a common set of learning experiences toward achievement of the Program Outcome Goals. In addition, students will apply these learning experiences in the accomplishment of a research project or internship. Elective courses allow students to delve further into areas of specialization that provide breadth and/or depth of learning.

#### ***PROGRAM OUTCOME GOALS***

##### **Bachelor of Science – Biology**

##### **Concentration: General Biology**

Graduates who complete the Biology Major (General Biology Concentration) will be able to:

- 1) Effectively and clearly communicate scientific information in written and oral form.
- 2) Use library and Internet resources to gather, organize, and understand scientific information.

- 3) Collect, present, and analyze scientific data gathered in the laboratory.
- 4) Understand basic chemistry and math and be able to apply them to a study of the life sciences.
- 5) Know the structures and functions of cells.
- 6) Know the structures and functions of biomolecules (DNA, proteins, lipids, carbohydrates).
- 7) Understand the structure-function relationships at all levels of organization of living organisms (molecules → cells → tissues → organs → organ systems → organism → population → ecosystem).
- 8) Understand the organization, diversity, and interdependence of living organisms.
- 9) Understand and gain an appreciation for the applications of the life sciences in Society.

# Bachelor of Science (BS) Biology

## Concentration General Biology

123 credits required for graduation

### General Education: (60 semester hours)

#### AREA A - Essential Skills: (9 semester hours)

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

#### AREA B – Institutional Option (4 semester hours)

I TEC 1001 (Introduction to Computing)	4
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#### AREA C – Humanities/Fine Arts (6 semester hours)

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

#### AREA D – Natural Sciences, Math, Technology (11 semester hours)

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4

(extra hour will count in Area F)

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

#### AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

#### AREA F – Courses Related to the Program of Study 18 semester hours

BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4
CHEM 2211K (Organic Chemistry I)	4
CHEM 2212K (Organic Chemistry II)	4
Two hours from areas A & D	2

### Additional Requirements (3 hours)

#### Physical Education Requirement

Wellness	1
Additional Physical Education	2

### Program of Study (60 semester hours)

#### Required Biology Courses (22 semester hours)

BIOL 3500K (Ecology)	4
BCHM 3100K (Biochemistry)	4
BIOL 3200K (Genetics)	4
BIOL 3400K (Cell Biology)	4
BIOL 4700 (Interdisciplinary Applications of Biology)	3

Choose one from the following:

STEC 4500 (Undergraduate Research Project)	3
BIOL 4800 (Internship)	3

#### Other Required Courses (11-15 semester hours)

PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4
MATH 2000 (Statistics)	3
MATH 2200 (Calculus I) (if not taken in Area A)	4

#### General Biology Electives (8 semester hours)

Choose two of the following:

BIOL 3300K (Microbiology)	4
BIOL 3310K (Botany)	4
BIOL 3350K (Mycology)	4
BIOL 3600K (Zoology)	4

#### Additional Electives (15-19 semester hours)

One elective must have a BIOL or BCHM prefix.  
9 hours must be 3000-4000 level to total 39 hours.  
Students may take a maximum of 6 credit hours for STEC 4500 (Undergraduate Research Project) and a maximum of 3 credit hours for BIOL 4800 (Internship)

***PROGRAM OUTCOME GOALS***

**Bachelor of Science – Biology**

**Concentration: Cell Biology and Biotechnology**

Graduates who complete the Biology Major (Cell Biology and Biotechnology Concentration) will be able to:

- 1) Effectively and clearly communicate scientific information in written and oral form.
- 2) Demonstrate proficiency in current laboratory techniques, data collection and analysis.
- 3) Use library and Internet resources to gather, organize, and understand scientific information.
- 4) Understand basic chemistry and math and be able to apply them to a study of the life sciences.
- 5) Know the basic structures and functions of cells.
- 6) Know the structures and functions of biomolecules (DNA, proteins, lipids, carbohydrates).
- 7) Know the difference in the structures and function between prokaryotic and eukaryotic cells and understand the diversity within these major cell types
- 8) Understand the use of cells and biomaterials in biotechnology.
- 9) Understand the capabilities of biotechnology in Society, as well as its technical and ethical limitations.

**Bachelor of Science (BS) Biology**  
 Concentration Cell Biology & Biotechnology

123 credits required for graduation

**General Education: (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

**AREA B – Institutional Option (4 semester hours)**

ITEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4

(extra hour will count in Area F)

Choose one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study**  
**18 semester hours**

BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4
CHEM 2211K (Organic Chemistry I)	4
CHEM 2212K (Organic Chemistry II)	4
Two hours from areas A & D	2

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Biology Courses (26 semester hours)**

BCHM 3100K (Biochemistry)	4
BIOL 3200K (Genetics)	4
BIOL 3300K (Microbiology)	4
BIOL 3400K (Cell Biology)	4
BIOL 3900 (Biotechnology)	3
BIOL 4200 (Bioinformatics)	3
BIOL 4300 (Biotechnology Laboratory)	2
BIOL 4700 (Interdisciplinary Applications of Biology)	3

Choose one of the following

STEC 4500 (Undergraduate Research Project)	3
BIOL 4800 (Internship)	3

**Other Required Courses (11-15 semester hours)**

PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4
MATH 2000 (Statistics)	3
MATH 2200 (Calculus I) (if not taken in Area A)	4

**Additional Electives (15-19 semester hours)**

One elective must have a BIOL or BCHM prefix.  
 9 hours must be 3000-4000 level to total 39 hours.  
 Students may take a maximum of 6 credit hours for STEC 4500 (Undergraduate Research Project) and a maximum of 3 credit hours for BIOL 4800 (Internship)

***PROGRAM OUTCOME GOALS***

**Bachelor of Science – Biology**

**Concentration: Biochemistry**

Graduates who complete the Biology Major (Biochemistry Concentration) will be able to:

- 1) Effectively and clearly communicate scientific information in written and oral form.
- 2) Use library and Internet resources to gather, organize, and understand scientific information.
- 3) Collect, present, and analyze scientific data gathered in the laboratory.
- 4) Understand basic chemistry and math and be able to apply them to a study of the life sciences.
- 5) Know the structures and functions of cells.
- 6) Know the structures and functions of biomolecules (DNA, proteins, lipids, carbohydrates).
- 7) Apply appropriate biological, chemical and physical concepts to the study of life sciences at the molecular level.
- 8) Safely and effectively perform common biochemistry laboratory techniques, procedures, and experiments and analyze results.
- 9) Design procedures to investigate problems in biochemistry.

# Bachelor of Science (BS) Biology

## Concentration Biochemistry

123 credits required for graduation

### General Education: (60 semester hours)

#### AREA A - Essential Skills: (9 semester hours)

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

#### AREA B – Institutional Option (4 semester hours)

ITEC 1001 (Introduction to Computing)	4
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#### AREA C – Humanities/Fine Arts (6 semester hours)

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

#### AREA D – Natural Sciences, Math, Technology (11 semester hours)

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4

(extra hour will count in Area F)

Choose one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120 (Introduction to Programming)	4

#### AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

#### AREA F – Courses Related to the Program of Study 18 semester hours

BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4
CHEM 2211K (Organic Chemistry I)	4
CHEM 2212K (Organic Chemistry II)	4
Two hours from areas A & D	2

### Additional Requirements (3 hours)

#### Physical Education Requirement

Wellness	1
Additional Physical Education	2

### Program of Study (60 semester hours)

#### Required Biology Courses (30 semester hours)

BCHM 3100K (Biochemistry)	4
BCHM 4100K (Advanced Biochemistry)	4
BIOL 3200K (Genetics)	4
BIOL 3400K (Cell Biology)	4
BIOL 4700 (Interdisciplinary Applications of Biology)	3
CHEM 3000K (Analytical Chemistry)	4
CHEM 4300K (Physical Chemistry)	4

Choose one from the following:

STEC 4500 (Undergraduate Research Project)	3
BIOL 4800 (Internship)	3

#### Other Required Courses (15-16 semester hours)

PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4
MATH 2000 (Statistics)	3
MATH 2200 (Calculus I) (if not taken in Area A)	4

#### Select One Other Course (3-4 semester hours)

BIOL 3300K (Microbiology)	4
BIOL 3900 (Biotechnology)	4
CHEM 4100K (Instrumental Chemistry)	4

#### Additional Electives (10-12 semester hours)

One elective must have BIOL. or BCHM prefix.  
9 hours must be at 3000-4000 level to total 39 hours.  
Students may take a maximum of 6 credit hours for STEC 4500 (Undergraduate Research Project) and a maximum of 3 credit hours for BIOL 4800 (Internship)

## **PROGRAM OUTCOME GOALS**

### **Bachelor of Science – Biology**

#### **Concentration: Teacher Certification**

Graduates who complete the Biology Major (Teacher Certification Concentration) will be able to:

- 1) Effectively and clearly communicate scientific information in written and oral form.
- 2) Use library and Internet resources to gather, organize, and understand scientific information.
- 3) Collect, present, and analyze scientific data gathered in the laboratory.
- 4) Understand basic chemistry and math and apply them to a study of the life sciences.
- 5) Know the structures and functions of cells.
- 6) Know the structures and functions of biomolecules (DNA, proteins, lipids, and carbohydrates).
- 7) Implement the scientific method by designing or revising appropriate experiments or demonstrations to address biological concepts.
- 8) Discuss biological concepts of real world issues and the importance of biology to society.
- 9) Satisfy the 12 Candidate Outcomes identified for the Teacher Education Unit.

## **TEACHER EDUCATION OUTCOMES**

The teacher education unit at Georgia Gwinnett College is designed to prepare teachers who are committed to enabling all students to reach high levels of achievement. Teacher preparation at Georgia Gwinnett College focuses on the development of five domains of teacher expertise that we believe are essential in fostering student success. These domains and their associated candidate learning outcomes are listed below:

### Domain 1: Interpersonal Expertise

- 1.1 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care.
- 1.2 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of learners.

### Domain 2: Content and Pedagogical Expertise

- 2.1 Candidates know the content they are expected to teach.
- 2.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students.
- 2.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences.
- 2.4 Candidates manage learning environments to maximize student success.

### Domain 3: Assessment and Analytical Expertise

- 3.1 Candidates assess student learning using appropriate assessment tools.
- 3.2 Candidates organize, analyze, and interpret assessment data from multiple sources.
- 3.3 Candidates' instructional decisions are data-driven.

### Domain 4: Leadership Expertise

- 4.1 Candidates assume leadership roles in classrooms and other school/community environments.
- 4.2 Candidates collaborate effectively with peers, school personnel, families, and community members.

### Domain 5: Adaptive Expertise

- 5.1 Candidates exhibit routine and adaptive expertise for teaching.

## **ADMISSION TO THE TEACHER EDUCATION PROGRAMS**

Admission to the Teacher Education Programs is required for admission to junior- and senior-level courses in the majors. The following requirements must be met for admission into the Early Childhood Education and Special Education majors, as well as the Teacher Certification Tracks of the biology, English, history, mathematics, and political science majors.



- 1) The applicant must be a student in good standing at Georgia Gwinnett College. This means that the applicant should not be on academic warning or academic probation.
- 2) The applicant must have completed 45 semester hours of college level credit by the end of the semester of application with an overall GPA of 2.5 or better.
- 3) The applicant must have completed either ENGL 1101 or ENGL 1102 at GGC with a grade of C or higher OR must satisfy the GGC Competency Test OR must have previously exempted/satisfied the Regents' Test requirement.
- 4) The applicant must have earned a grade of C or better in EDUC 2110, EDUC 2120, and EDUC 2130 (or have approved course substitutions) by the end of the semester of application.
- 5) The applicant must pass or exempt the GACE Basic Skills Assessment by the end of the semester of application.
- 6) The applicant must authorize a criminal background check and agree to have the results reviewed by the Teacher Education Advisory Committee, if necessary.
- 7) The applicant must receive satisfactory ratings on the Pre-Professional Practices and Behavior in EDUC 2110, EDUC 2120, and EDUC 2130 OR submit a recommendation form from a professor at the non-GGC institution where the candidate took the EDUC courses.
- 8) The applicant must have a satisfactory performance on an oral presentation in EDUC 2110, EDUC 2120, or EDUC 2130 OR an oral interview with a faculty mentor at GGC.
- 9) The applicant must submit evidence of liability insurance. Liability insurance may be obtained through membership in a professional educators' organization.
- 10) The applicant must submit an Application for Admission to Teacher Education which includes all of the required documentation referenced in items #1 - #9.

Prospective applicants to the Teacher Education Programs may obtain application information from their mentors or from the School of Education.

# Bachelor of Science (BS) Biology

Concentration: Teacher Certification

128 credits required for graduation

## General Education: (60 semester hours)

### AREA A - Essential Skills: (9 semester hours)

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

### AREA B – Institutional Option (4 semester hours)

I TEC 1001 (Introduction to Computing)	4
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### AREA C – Humanities/Fine Arts (6 semester hours)

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 ((World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101(Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

### AREA D – Natural Sciences, Math, Technology (11 semester hours)

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4
(extra hour will count in Area F)	

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

### AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

### AREA F – Courses Related to the Program of Study 18 semester hours

BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4
CHEM 2211K (Organic Chemistry I)	4
CHEM 2212K (Organic Chemistry II)	4
Two hours from areas A & D	2

## Additional Requirements (3 hours)

### Physical Education Requirement

Wellness	1
Additional Physical Education	2

## Program of Study (65 semester hours)

### Required Science Courses (33-34 semester hours)

BIOL 3000 (Evolution)	3
BCHM 3100K (Biochemistry)	4
BIOL 3200K (Genetics)	4
BIOL 3300K (Microbiology)	4
BIOL 3400K (Cellular Biology)	4
BIOL 3500K (Ecology)	4
BIOL 4700 (Interdisciplinary Applications of Biology)	3
Choose one of the following	
BIOL 3310K (Botany)	4
BIOL 3600K (Zoology)	4
BIOL 3450 (Conservation Biology)	3
BIOL 3900 (Biotechnology)	3
PHYS 1111K (Physics I)	4

### Required Education Courses (31 semester hours)

(Formal Admission to Teacher Education Required)

EDUC 2110 (Critical and Contemporary Issues in Education)	3
EDUC 2120 (Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts)	3
EDUC 2130 (Exploring Learning and Teaching)	3
EDUC 3300 (Teaching Exceptional Learners)	3
EDUC 3350 (Models of Teaching and Learning)	3
BIOL 3060 (Biology Content Methods)	4
EDUC 4030 (Opening of School Experience: Biology)	0
EDUC 4500 (Assessment)	3
EDUC 4550 (Instructional Adaptation)	4
EDUC 4800 (Leadership Seminar)	1
EDUC 4830 (Student Teaching: Biology)	8

## **BACHELOR OF SCIENCE – EXERCISE SCIENCE MAJOR**

The School of Science and Technology offers a Bachelor of Science (B.S.) degree with a major in Exercise Science

### **LABORATORY COURSES**

Many courses in the School of Science and Technology include both a class and a laboratory component. The laboratory and class components complement each other as integrated elements of a course that facilitate the accomplishment of the Course Outcome Goals. As such they cannot be separated. Students must pass both the lab and class. If a student fails either the class or the laboratory component, they will receive a fail grade and must repeat the class.

### ***CURRICULUM***

#### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a degree will be exposed to a common set of learning experiences that draw from a broad spectrum of subject areas. These common learning experiences are designed so that a student who completes the general education curriculum will achieve the general education program goals as well as take introductory courses in the exercise science major that are prerequisite to courses in the program of study curriculum.

#### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness and two credit hours of additional Physical Education courses.

#### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

#### **Major Requirements**

**(60 hours)**

The courses in the Exercise Science Major consist of both required and elective courses. The required courses are designed to ensure that all students receiving the BS Exercise Science degree will share a common set of learning experiences toward achievement of the Program Outcome Goals. In addition, students will apply these learning experiences in the accomplishment of a research project or internship. Elective courses allow students to delve further into areas of specialization that provide breadth and/or depth of learning.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Science – Exercise Science**

Graduates who complete the Exercise Science Major will demonstrate that they learned:

- 1) The principles of anatomy, physiology, kinesiology, chemistry, physics, and psychology as they relate to an understanding of human performance.
- 2) The dynamics of exercise at sub-cellular levels.
- 3) The risk factors associated with physical activity, contraindications to exercise testing and physical activity, and proper referral protocols and resources.
- 4) The role of exercise science in society.
- 5) The apply the principles of exercise science to:

- a. Perform testing and interpret physiological data for indicated and contraindicated exercise.
- b. Modify exercise prescriptions and activity schedules for various populations and conditions.
- c. Assess, design and implement safe and effective fitness programs to improve health and performance

# Bachelor of Science (BS) Exercise Science

123 credits required for graduation

## **General Education: (60 semester hours)**

### **AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

### **AREA B – Institutional Option (4 semester hours)**

IITEC 1001 (Introduction to Computing)	4
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### **AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

### **AREA D – Natural Sciences, Math, Technology (11 semester hours)**

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4
(extra hour will count in Area F)	

Choose one from the following:

IITEC 2110 (Digital Media)	4
IITEC 2120 (Introduction to Programming)	4

### **AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

### **Area F – Courses Related to the Program of Study (18 hours)**

BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4
PHYS 1111K (Introduction to Physics I)	4
PHYS 1112K (Introduction to Physics II)	4
1 hour each from Area A and D	

## **Additional Requirements (3-4 hours)**

### **Physical Education Requirement**

Wellness	1
Additional Physical Education	2

## **Program of Study (60 semester hours)**

### **Required Biology Courses (28 hours)**

EXSC 3000 (Principles of Exercise Science)	3
EXSC 3100 (Principles of Kinesiology)	3
EXSC 3101K (Exercise Physiology)	4
EXSC 3200 (Psychosocial Aspects of Health and Wellness)	3
EXSC 3300 (Fitness Assessment and Emergency Health Care)	3
EXSC 3600 (Biomechanics of Musculoskeletal Injuries)	3
EXSC 4100K (Exercise Testing and Prescription)	4

Choose one from the following:

EXSC 4700 (Internship)	3
STEC 4500 (Undergraduate Research)	3

### **Other Required Courses (15-18 hours)**

BIOL 3400K (Cell Biology)	4
PSYC 1102 The Psychological Experience	3
MATH 2000 Statistics	3
BIOL 3101K (Human Anatomy, Physiology and Histology)	5

### **Additional Electives (16-19 hours)**

Three elective courses must have an ESCI prefix  
Nine hrs must be at 3000/4000 level

## **BACHELOR OF SCIENCE – MATHEMATICS DEGREE**

The School of Science and Technology offers a Bachelor of Science (BS) degree with a major in Mathematics. The Mathematics Major includes concentrations in Pure Mathematics, Applied Mathematics, and Teacher Certification.

### **LABORATORY COURSES**

Many courses in the School of Science and Technology include both a class and a laboratory component. The laboratory and class components complement each other as integrated elements of a course that facilitate the accomplishment of the Course Outcome Goals. As such they cannot be separated. Students must pass both the lab and class. If a student fails either the class or the laboratory component, they will receive a fail grade and must repeat the class.

### **CURRICULUM**

#### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a degree will be exposed to a common set of learning experiences that draw from a broad spectrum of subject areas. These common learning experiences are designed so that a student who completes the Core Curriculum will achieve the general education program goals as well as take introductory courses in the mathematics major that are prerequisite to courses in the program of study curriculum.

#### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness and two credit hours of additional Physical Education.

#### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution on the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

#### **Major Requirements**

**(60 hours)**

The courses in the Mathematics Major consist of both required and elective courses. The required courses are designed to ensure that all students receiving the BS Mathematics degree will share a common set of learning experiences toward achievement of the Program Outcome Goals. In addition, students will apply these learning experiences in the accomplishment of a capstone experience. Elective courses allow students to delve further into area of specialization that provide breadth and/or depth of learning.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Science – Mathematics**

##### **Concentration: Applied Math**

Graduates who complete the Mathematics Major (Applied Math Concentration) will demonstrate that they have learned:

- 1) Demonstrate an ability to clearly and precisely present mathematical ideas and proofs to others in oral and written form.
- 2) Show proficiency with a broad range of concepts from modern mathematics and an in-depth knowledge of at least one major area.
- 3) Use mathematical methods to analyze real-world problems and to make informed decisions based on interpretations of the results.

- 4) Demonstrate scholarship and independent learning to make broad contributions to the discipline.
- 5) Effectively apply appropriate technological tools toward solving mathematical problems.
- 6) Demonstrate an appreciation for mathematics as a rich theoretical and applied discipline through an involvement in the mathematics community and through local outreach efforts.
- 7) Demonstrate competence in apply mathematic to at least one other field.
- 8) Work as individuals and as members of collaborative teams to apply analytical and quantitative tools to a variety of applications.
- 9) Satisfy selected Outcome Goals related to the student's chosen area for Applied Mathematics (Biology, Chemistry, Physics, ITEC, etc)

# Bachelor of Science (BS) Mathematics

## Concentration Applied Math

123 credits required for graduation

### General Education: (60 semester hours)

#### AREA A - Essential Skills: (9 semester hours)

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

#### AREA B – Institutional Option (4 semester hours)

I TEC 1001 (Introduction to Computing)	4
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#### AREA C – Humanities/Fine Arts (6 semester hours)

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

#### AREA D – Natural Sciences, Math, Technology (11 semester hours)

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4

(extra hour will count in Area F)

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

#### AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

#### AREA F – Courses Related to the Program of Study (18 semester hours)

MATH2200 (Calculus I) if not taken in Area A	4
MATH2210 (Calculus II)	4
MATH2220 (Calculus III)	4
MATH 2450 (Linear Algebra I)	3
MATH 2500 (Foundations of Mathematics)	3

Choose one: if MATH2200 is in Area A

MATH2000 (Statistics)	3
MATH2300 (Discrete Math)	3
MATH2600 (Math Modeling)	3
One hour each from Area A and D	2

### Additional Requirements (3-4 hours)

#### Physical Education Requirement

Wellness	1
Additional Physical Education	2

### Program of Study (60 hours)

#### Required Mathematics Courses (27 hours)

MATH 3100 (Differential Equations I)	3
MATH 3300 (Probability and Statistics)	3
MATH 3350 (Applied Mathematics)	3
MATH 3450 (Numerical Methods I)	3
MATH 3500 (Abstract Algebra I)	3
MATH 3700 (Real Analysis I)	3
MATH 4100 (Differential Equations II)	3
MATH 4600 (Adv Mathematical Modeling)	3

Choose one of the following:

MATH 4900 (Capstone Course)	3
STEC 4500 (Undergraduate Research)	3

#### Math/Applied Elective Courses (8 hours)

MATH 3400 (Linear Algebra II)	3
MATH 4150 (Complex Analysis)	3
MATH 4250 (Topology)	3
MATH 4300 (Probability & Statistics II)	3
MATH 4500 (Abstract Algebra II)	3
MATH 4700 (Real Analysis II)	3

#### Required Courses in Applied Field (12 hrs)

Applied Field Any level	8
Applied Field 3000/4000 level	4

#### Other Required Courses (0-7 hours)

I TEC 2120 Introduction to Programming (if not taken in Area D)	4
MATH 2600 Mathematical Modeling (if not taken in Area F)	3

#### Additional Electives (6-13 hours)



***PROGRAM OUTCOME GOALS***

**Bachelor of Science – Mathematics**

**Concentration: Pure Math**

Graduates who complete the Mathematics Major (Pure Math Concentration) will demonstrate that they have learned:

- 1) Demonstrate an ability to clearly and precisely present mathematical ideas and proofs to others in oral and written form.
- 2) Show proficiency with a broad range of concepts from modern mathematics and an in-depth knowledge of at least one major area.
- 3) Use mathematical methods to analyze real-world problems and to make informed decisions based on interpretations of the results.
- 4) Demonstrate scholarship and independent learning to make broad contributions to the discipline.
- 5) Effectively apply appropriate technological tools toward solving mathematical problems.
- 6) Demonstrate an appreciation for mathematics as a rich theoretical and applied discipline through an involvement in the Mathematics community and through local outreach efforts.
- 7) Demonstrate competence in applying mathematics to at least one other field.
- 8) Work as individuals and as members of collaborative teams to apply analytical and quantitative tools to a variety of applications.

# Bachelor of Science (BS) Mathematics

## Concentration Applied Math

123 credits required for graduation

### General Education: (60 semester hours)

#### AREA A - Essential Skills: (9 semester hours)

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

#### AREA B – Institutional Option (4 semester hours)

ITEC 1001 (Introduction to Computing)	4
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#### AREA C – Humanities/Fine Arts (6 semester hours)

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

#### AREA D – Natural Sciences, Math, Technology (11 semester hours)

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4

(extra hour will count in Area F)

Choose one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120 (Introduction to Programming)	4

#### AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

#### AREA F – Courses Related to the Program of Study (18 semester hours)

MATH2200 (Calculus I) if not taken in Area A	4
MATH2210 (Calculus II)	4
MATH2220 (Calculus III)	4
MATH 2450 (Linear Algebra I)	3
MATH 2500 (Foundations of Mathematics)	3

Choose one: if MATH2200 is in Area A

MATH2000 (Statistics)	3
MATH2300 (Discrete Math)	3
MATH2600 (Math Modeling)	3
One hour each from Area A and D	2

### Additional Requirements (3-4 hours)

#### Physical Education Requirement

Wellness	1
Additional Physical Education	2

### PROGRAM OF STUDY

#### Required Mathematics Courses (24 hours)

MATH 3100 (Differential Equations I)	3
MATH 3300 (Probability and Statistics)	3
MATH 3500 (Abstract Algebra I)	3
MATH 3700 (Real Analysis I)	3

Choose one of the following:

MATH4150 (Complex Analysis)	3
MATH4250 (Topology)	3

Choose one of the following:

MATH4700 (Real Analysis II)	3
MATH4500 (Abstract Algebra II)	3
MATH4900 Capstone Course	6

#### Math Elective Courses (9 hours)

MATH 3400 (Linear Algebra II)	3
MATH 4100 (Differential Equations II)	3
MATH4300 (Probability & Statistics II)	3
MATH 4500 (Abstract Algebra II)	3
MATH 4600 (Adv Mathematical Modeling)	3
MATH4700 (Real Analysis II)	3

#### Other Required Courses (0-7 hours)

PHYS 2211K Principles of Physics I	4
PHYS 2212K Principles of Physics II	4
ITEC 2120 Introduction to Programming	4

(If not taken in Area D)

#### Additional Electives (13-17 hours)

At least 6 hours must be at 3000-4000 level

## **PROGRAM OUTCOME GOALS**

### **Bachelor of Science – Mathematics**

#### **Concentration: Teacher Certification**

Graduates who complete the Mathematics Major (Teacher Certification Concentration) will be able to:

- 1) Demonstrate an ability to clearly and precisely present mathematical ideas and proofs to others in oral and written form.
- 2) Show proficiency with a broad range of concepts from modern mathematics and an in-depth knowledge at least one major area.
- 3) Use mathematical methods to analyze real-world problems and to make informed decisions based on interpretations of the results.
- 4) Demonstrate scholarship technological tools toward solving mathematical problems.
- 5) Effectively apply appropriate technological tools toward solving mathematical problems.
- 6) Communicate the nature of mathematics as a rich theoretical and applied discipline to the mathematics community and the community-at-large.
- 7) Demonstrate competence in apply mathematics to a least one other field.
- 8) Work as individuals and as members of collaborative teams to apply analytical and quantitative tools to a variety of applications.
- 9) Satisfy the 12 Candidate Outcomes identified for the Teacher Education Unit.

## **TEACHER EDUCATION OUTCOMES**

The teacher education unit at Georgia Gwinnett College is designed to prepare teachers who are committed to enabling all students to reach high levels of achievement. Teacher preparation at Georgia Gwinnett College focuses on the development of five domains of teacher expertise that we believe are essential in fostering student success. These domains and their associated candidate learning outcomes are listed below:

### Domain 1: Interpersonal Expertise

- 1.3 Candidates foster environments that reflect ethical behavior, respect, kindness, safety, and care.
- 1.4 Candidates create culturally inclusive learning environments that capitalize on the developmental characteristics and life experiences of learners.

### Domain 2: Content and Pedagogical Expertise

- 2.5 Candidates know the content they are expected to teach.
- 2.6 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students.
- 2.7 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences.
- 2.8 Candidates manage learning environments to maximize student success.

### Domain 3: Assessment and Analytical Expertise

- 3.4 Candidates assess student learning using appropriate assessment tools.
- 3.5 Candidates organize, analyze, and interpret assessment data from multiple sources.
- 3.6 Candidates' instructional decisions are data-driven.

### Domain 4: Leadership Expertise

- 4.3 Candidates assume leadership roles in classrooms and other school/community environments.
- 4.4 Candidates collaborate effectively with peers, school personnel, families, and community members.

### Domain 5: Adaptive Expertise

- 5.2 Candidates exhibit routine and adaptive expertise for teaching.

## **ADMISSION TO THE TEACHER EDUCATION PROGRAMS**

Admission to the Teacher Education Programs is required for admission to junior- and senior-level courses in the majors. The following requirements must be met for admission into the Early Childhood Education and Special Education majors, as well as the Teacher Certification Tracks of the biology, English, history, mathematics, and political science majors.

- 11) The applicant must be a student in good standing at Georgia Gwinnett College. This means that the applicant should not be on academic warning or academic probation.
- 12) The applicant must have completed 45 semester hours of college level credit by the end of the semester of application with an overall GPA of 2.5 or better.
- 13) The applicant must have completed either ENGL 1101 or ENGL 1102 at GGC with a grade of C or higher OR must satisfy the GGC Competency Test OR must have previously exempted/satisfied the Regents' Test requirement.
- 14) The applicant must have earned a grade of C or better in EDUC 2110, EDUC 2120, and EDUC 2130 (or have approved course substitutions) by the end of the semester of application.
- 15) The applicant must pass or exempt the GACE Basic Skills Assessment by the end of the semester of application.
- 16) The applicant must authorize a criminal background check and agree to have the results reviewed by the Teacher Education Advisory Committee, if necessary.
- 17) The applicant must receive satisfactory ratings on the Pre-Professional Practices and Behavior in EDUC 2110, EDUC 2120, and EDUC 2130 OR submit a recommendation form from a professor at the non-GGC institution where the candidate took the EDUC courses.
- 18) The applicant must have a satisfactory performance on an oral presentation in EDUC 2110, EDUC 2120, or EDUC 2130 OR an oral interview with a faculty mentor at GGC.
- 19) The applicant must submit evidence of liability insurance. Liability insurance may be obtained through membership in a professional educators' organization.
- 20) The applicant must submit an Application for Admission to Teacher Education which includes all of the required documentation referenced in items #1 - #9.

Prospective applicants to the Teacher Education Programs may obtain application information from their mentors or from the School of Education.

**Bachelor of Science (BS) Mathematics**  
 Concentration: Teacher Certification

128 credits required for graduation

**General Education (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4

(extra hour will count in Area F)

Choose one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Introduction to Programming)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

MATH2200 (Calculus I) if not taken in Area A	4
MATH2210 (Calculus II)	4
MATH2220 (Calculus III)	4
MATH 2450 (Linear Algebra I)	3
MATH 2500 (Foundations of Mathematics)	3

Choose one: if MATH2200 is in Area A

MATH2000 (Statistics)	3
MATH2300 (Discrete Math)	3
MATH2600 (Math Modeling)	3
One hour each from Area A and D	2

**Additional Requirements (3-4 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (65 semester hours)**

**Required Mathematics Courses (24-27 hrs)**

MATH 2300 (Discrete Mathematics)	3
MATH 3000 (Geometry)	3
MATH 3300 (Probability and Statistics)	3
MATH 3500 (Abstract Algebra I)	3
MATH 3550 (History of Mathematics)	3
MATH 3700 (Real Analysis I)	3

Choose one from the following:

MATH 4500 (Abstract Algebra II)	3
MATH 4700 (Real Analysis II)	3
MATH 4900 (Capstone Course)	3

**Mathematics Elective Courses (6-9 hours)**

MATH 3100 (Differential Equations I)	3
MATH 4150 (Complex Analysis)	3
MATH 4500 (Abstract Algebra II)	3
MATH 4600 (Adv Mathematical Modeling)	3
MATH 4700 (Real Analysis II)	3

**Required Education Courses (35 hours)**

**(Formal Admission to Teacher Education Required)**

EDUC 2110 (Critical and Contemporary Issues in Education)	3
EDUC 2120 (Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts)	3
EDUC 2130 (Exploring Learning and Teaching)	3
EDUC 3300 (Teaching Exceptional Learners)	3
EDUC 3350 (Models of Teaching and Learning)	3
MATH 3600 (Math Contents Methods)	4
EDUC 4060 (Opening of School Experience: Mathematics)	0
EDUC 4500 (Assessment)	3
EDUC 4550 (Instructional Adaptation)	4
EDUC 4800 (Leadership Seminar)	1
EDUC 4860 (Student Teaching: Mathematics)	8

## **BACHELOR OF SCIENCE – INFORMATION TECHNOLOGY MAJOR**

The School of Science and Technology offers a Bachelor of Science (B.S.) degree with a major in Information Technology. The Information Technology Major includes concentrations in Systems and Security, Software Development, and Business.

### **LABORATORY COURSES**

Many courses in the School of Science and Technology include both a class and a laboratory component. The laboratory and class components complement each other as integrated elements of a course that facilitate the accomplishment of the Course Outcome Goals. As such they cannot be separated. Students must pass both the lab and class. If a student fails either the class or the laboratory component, they will receive a fail grade and must repeat the class.

## **CURRICULUM**

### ***CURRICULUM***

#### **General Education Requirements**

**(60 hours)**

The primary objective of the general education requirements is to guarantee that all students seeking a degree will be exposed to a common set of learning experiences that draw from a broad spectrum of subject areas. These common learning experiences are designed so that a student who completes the general education requirements will achieve the general education program goals as well as take introductory courses in the information technology major that are prerequisite to courses in the program of study curriculum.

#### **Additional Requirements**

**(3 hours)**

The physical education requirement is comprised of one credit hour of Wellness and two credit hours of additional Physical Education courses.

#### **Legislative Requirements**

Georgia law requires that each candidate for a degree demonstrate knowledge of the history and constitution of the United States and Georgia. These requirements may be met by receiving a passing grade in certain courses, or by passing the appropriate examination. The courses and the requirement(s) each course satisfies are as follows:

- 1) HIST 2111 or HIST 2112 satisfies the Georgia and U.S. history requirement (if taken at a University System of Georgia institution).
- 2) POLS 1101 satisfies the Georgia and US Constitution requirement (if taken at a University System of Georgia institution).
- 3) Students with transfer credit (HIST 2111, HIST 2112 or POLS 1101) from outside the University System of Georgia will need to contact the Testing Center regarding the legislative exams requirement.

#### **Major Requirements**

**(60 hours)**

The courses in the Information Technology Major consist of both required and elective courses. The required courses are designed to ensure that all students receiving the BS Information Technology degree will share a common set of learning experiences toward achievement of the Program Outcome Goals. In addition, students will apply these learning experiences in the accomplishment of a research project or internship. Elective courses allow students to delve further into areas of specialization that provide breadth and/or depth of learning.

### ***PROGRAM OUTCOME GOALS***

#### **Bachelor of Science – Information Technology**

##### **Concentration: Systems and Security**

Graduates who complete the Information Technology Major (Systems and Security Concentration) will be able to:

- 1) Demonstrate a strong foundation in mathematics and science, and apply this fundamental knowledge to solving IT problems
- 2) Work as individuals and as members of a collaborative team that solve IT problems

- 3) Demonstrate competence in effectively communicating technical information using oral, written, and digital presentation techniques
- 4) Demonstrate a desire and ability to continuously refine their computing knowledge and skills and learn to use new tools and processes
- 5) Demonstrate a working knowledge of multiple programming languages and system environments
- 6) Demonstrate knowledge in the design, implementation, and improvement of network and database systems
- 7) Identify information system requirements for a client and then develop information systems that meet those requirements
- 8) Demonstrate a working knowledge of security practices to optimize information assurance
- 9) Demonstrate a knowledge of current legal requirements for information and system security

**Bachelor of Science (BS) Information Technology**  
 Concentration Systems and Security

123 credits required for graduation

**General Education (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4
I TEC 2120 (Introduction to Programming)	4

(extra hour will count in Area F)

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

MGMT 3000 (Principles of Management)	3
I TEC 1201 (Introduction to Information Systems)	3
I TEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

**Additional Requirements (3-4 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Information Technology Courses (28 semester hours)**

I TEC 2110 (Digital Media)	3
I TEC 3100 (Introduction to Networks)	3
I TEC 3150 (Advanced Programming)	3
I TEC 3200 (Introduction to Databases)	3
I TEC 3300 (Information Security)	3
I TEC 3700 (Systems Analysis and Design)	3
I TEC 3900 (Professional Practice and Ethics)	3
I TEC 4810 (Information Technology Project I)	3
I TEC 4820 (Information Technology Project II)	3

**Other Required Courses (8-12 semester hours)**

MATH 2200 (Calculus I if not taken in Area A)	4
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Choose one basic science sequence:

PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4

or

BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4

**Additional Electives (20-24 semester hours)**

I TEC 3350 (E Commerce)	3
I TEC 3450 (Computer Graphics and Multimedia)	4
I TEC 3550 (User Centered Design)	3
I TEC 3600 (Operating Systems)	3
I TEC 4100 (Advanced Networks)	3
I TEC 4110 (Advanced Digital Media)	4
I TEC 4130 (Human Computer Interaction)	3
I TEC 4200 (Advanced Databases)	4
I TEC 4310 (Systems Security)	3
I TEC 4320 (Internet Security)	3
I TEC 4900 (Information Technology Internship)	3
MGMT 4600 (Operations and Project Management)	3



***PROGRAM OUTCOME GOALS***

**Bachelor of Science – Information Technology**

**Concentration: Software Development**

Graduates who complete the Information Technology Major (Software Development Concentration) will be able to:

- 1) Demonstrate a strong foundation in mathematics and science, and apply this fundamental knowledge to solving IT problems
- 2) Work as individuals and as members of a collaborative team that solve IT problems
- 3) Demonstrate competence in effectively communicating technical information using oral, written, and digital presentation techniques
- 4) Demonstrate a desire and ability to continuously refine their computing knowledge and skills and learn to use new tools and processes
- 5) Demonstrate a working knowledge of multiple programming languages and system environments
- 6) Demonstrate knowledge in the design, implementation, and improvement of network and database systems
- 7) effectively apply software development practice over the entire lifecycle of a design project including the analysis, prototyping, design, implementation, and testing of the new design
- 8) Use software tools effectively in all phases of software development
- 9) Demonstrate knowledge of algorithms, operating systems, theory of computation, and computer architecture

**Bachelor of Science (BS) Information Technology**  
 Concentration Software Development

123 credits required for graduation

**General Education (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4
I TEC 2120 (Introduction to Programming)	4

(extra hour will count in Area F)

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

MGMT 3000 (Principles of Management)	3
I TEC 1201 (Introduction to Information Systems)	3
I TEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

**Additional Requirements (3-4 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Information Technology Courses (30 semester hours)**

I TEC 2110 (Digital Media)	4
I TEC 3100 (Introduction to Networks)	3
I TEC 3150 (Advanced Programming)	3
I TEC 3200 (Introduction to Databases)	3
I TEC 3860 (Software Development I)	4
I TEC 3870 (Software Development II)	4
I TEC 3900 (Professional Practice and Ethics)	3
I TEC 4260 (Software Testing and QA)	3
I TEC 4860 (Software Development Project)	3

**Other Required Courses (8-12 semester hours)**

MATH 2200 (Calculus I) (if not taken in Area A)	4
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Choose one basic science sequence:

PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4

or

BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4

**Additional Electives (18-22 semester hours)**

I TEC 3300 (Information Security)	3
I TEC 3350 (E Commerce)	3
I TEC 3450 (Computer Graphics and Multimedia)	4
I TEC 3550 (User Centered Design)	3
I TEC 3600 (Operating Systems)	3
I TEC 3700 (Systems Analysis and Design)	3
I TEC 4100 (Advanced Networks)	3
I TEC 4110 (Advanced Digital Media)	4
I TEC 4130 (Human Computer Interaction)	3
I TEC 4200 (Advanced Databases)	4
I TEC 4250 (Embedded Systems)	3
I TEC 4650 (Computer Game Software Development)	3
I TEC 4700 (Artificial Intelligence)	3
I TEC 4900 (Information Technology Internship)	3
MGMT 4600 (Operations and Project Mgmt)	3

***PROGRAM OUTCOME GOALS***

**Bachelor of Science – Information Technology**

**Concentration: Business**

Graduates who complete the Information Technology Major (Business Concentration) will be able to:

- 1) Demonstrate a strong foundation in mathematics and science, and apply this fundamental knowledge to solving IT problems
- 2) Work as individuals and as members of a collaborative team that solve IT problems
- 3) Demonstrate competence in effectively communicating technical information using oral, written, and digital presentation techniques
- 4) Demonstrate a desire and ability to continuously refine their computing knowledge and skills and learn to use new tools and processes
- 5) Demonstrate a working knowledge of multiple programming languages and system environments
- 6) Demonstrate knowledge in the design, implementation, and improvement of network and database systems
- 7) Have a strong foundation in business and management theory and practices and be able to apply this foundational knowledge to solving IT problems
- 8) Evaluate, propose and implement plans for effective use of information technology within organizations
- 9) Demonstrate knowledge of enterprise management in a heterogeneous environment

**Bachelor of Science (BS) Information Technology**  
Concentration Business

123 credits required for graduation

**General Education (60 semester hours)**

**AREA A - Essential Skills: (9 semester hours)**

ENGL 1101 (English Composition I)	3
ENGL 1102 (English Composition II)	3
MATH 1113 Pre-Calculus or MATH 2200	3

**AREA B – Institutional Option (4 semester hours)**

I TEC 1001 (Introduction to Computing)	4
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**AREA C – Humanities/Fine Arts (6 semester hours)**

Choose one from the following:

MUSC 1100 (Music Appreciation)	3
ARTS 1100 (Arts Appreciation)	3
ENGL 2110 (World Literature)	3
ENGL 2100 (Transatlantic English Literature)	3
FILM 1005 (Introduction to Film)	3

Choose one from the following:

RELN 1100 (World Religions)	3
GEOG 1101 (Human Geography)	3
Intermediate Level or Higher Spanish, French or Chinese	3

**AREA D – Natural Sciences, Math, Technology (11 semester hours)**

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4
I TEC 2120 (Introduction to Programming) (extra hour will count in Area F)	4

**AREA E – Social Science (12 semester hours)**

POLS 1101 (American Government)	3
HIST 2111 or HIST 2112 (U.S. History I & II)	3

Choose one from the following:

HIST 2111 (if not used above)	3
HIST 2112 (if not used above)	3
HIST 1111 (World History I)	3
HIST 1112 (World History II)	3
HIST 1121 (Western Civilization I)	3
HIST 1122 (Western Civilization II)	3

Choose one from the following:

SOCI 1101 (Introduction to Sociology)	3
ANTH 1102 (Introduction to Anthropology)	3
ECON 2100 (Introduction to Economics)	3
PSYC 1102 (The Psychological Experience)	3

**AREA F – Courses Related to the Program of Study (18 semester hours)**

MGMT 3000 (Principles of Management)	3
I TEC 1201 (Introduction to Information Systems)	3
I TEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

**Additional Requirements (3-4 hours)**

**Physical Education Requirement**

Wellness	1
Additional Physical Education	2

**Program of Study (60 semester hours)**

**Required Information Technology Courses (22 semester hours)**

I TEC 2110 (Digital Media)	4
I TEC 3100 (Introduction to Networks)	3
I TEC 3150 (Advanced Programming)	3
I TEC 3200 (Introduction to Databases)	3
I TEC 3350 (E Commerce)	3
I TEC 3900 (Professional Practice and Ethics)	3
I TEC 4900 (Information Technology Internship)	3

**Other Required Courses (11-15 semester hours)**

MGMT 4600 (Operations and Project Management)	3
MATH 2200 (Calculus I) (if not taken in Area A)	4

Choose one basic science sequence:

PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4

or

BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4

**Additional Business Electives (12 semester hours)**

ACCT 2101 (Accounting I)	3
ACCT 2102 (Accounting II)	3
ECON 2106 (Microeconomics)	3
MKTG 3000 (Marketing)	3
MKTG 3050 (Consumer Behavior)	3
MKTG 4600 (Promotion)	3

**Additional Information Technology Electives (11-15 semester hours)**

I TEC 3300 (Information Security)	3
I TEC 3450 (Computer Graphics and Multimedia)	4
I TEC 3600 (Operating Systems)	3
I TEC 3700 (Systems Analysis and Design)	3
I TEC 4100 (Advanced Networks)	3
I TEC 4110 (Advanced Digital Media)	4
I TEC 4200 (Advanced Databases)	4
I TEC 4230 (Human Computer Interaction)	3

## Course Descriptions

This catalog contains a listing of all Georgia Gwinnett College approved courses. A course listed in this catalog does not imply that the course will be offered in Georgia Gwinnett College's Schedule of Classes for a specific year and term.

### ACCOUNTING (ACCT)

#### ACCT 2101 – Introduction to Financial Accounting (3)

Prerequisite: MATH 1111; ITEC 1001

Introduction to the concepts, principles and procedures pertaining to the collection and summarization of accounting information, and the preparation, analysis and interpretation of external financial statements in the global environment.

#### ACCT 2102 – Introduction to Managerial Accounting (3)

Prerequisites: MATH 1111; ITEC 1001

An introductory study of the preparation, analysis, interpretation and use of internal accounting information for planning and control with emphasis on profit analysis, budgeting, performance measurement, and relevant costs for decision making.

#### ACCT 3101 – Financial Accounting and Reporting I (3)

Prerequisites: ACCT 2101

Study of the theory and principles underlying the preparation of external financial statements in the global environment. Concise review of the basic principles and concepts relating to the collection and summarization of accounting information and the preparation of the financial statements. Study in depth the theory and issues related to recognition and measurement of assets.

#### ACCT 3102 – Financial Accounting and Reporting II (3)

Prerequisite: ACCT 3101

Study of the theory and principles underlying the preparation of external financial statements in the global environment. Study in depth the theory and issues related to measurement and recognition of liabilities and shareholders' equity.

#### ACCT 3201 – Fundamentals of Income Taxation (3)

Prerequisites: ACCT 2101

Study of the principles and concepts of federal income taxation of individuals and corporations.

#### ACCT 3301 - International Accounting (3)

Prerequisites: ACCT 2101; ACCT 2102; BUSA 3200

This course examines the development of accounting standards and reliability of accounting information in a global environment. The current effort of convergence of U.S. GAAP with international accounting standards is examined as related to financial reporting and decision making. Also, comparative practices, foreign currency translation, transfer pricing and international taxation will be discussed.

#### ACCT 4103 – Auditing (3)

Prerequisites: ACCT 3102; BUSA 2000

Study of the objectives, standards, and procedures involved in examining and reporting on financial statements of business organizations by independent auditors.

#### ACCT 4104 – Governmental and Not-for-Profit Accounting (3)

Prerequisite: ACCT 3101

A study of the principles of accounting and reporting for governmental, non-governmental, and not-for-profit organizations.

### **ACCT 4105 – Financial Accounting and Reporting III (3)**

Prerequisites: ACCT 3102

Study of the theory and principles of accounting for business combinations, preparation of consolidated financial statements, accounting for partnerships, and selected advanced topics of importance in the profession in a global environment.

### **ACCT 4202 – Controllership (3)**

Prerequisites: ACCT 2101; ACCT 2102; MGMT 3000; BUSA 3000, BUSA 3500

Study of accounting issues related to the planning and control of the organization. Focus on issues impacting the profession of accountancy such as the current regulatory and legal environment, management and cost accounting, performance measurement, internal accounting controls, and accounting forensics.

### **ACCT 4700 – Special Topics in Accountancy (1-3)**

Prerequisite: Permission of Instructor

Study of current topics of interest in the profession of accountancy. May be repeated for credit when topic varies.

### **ACCT 4751– Internship in Accounting (3)**

Prerequisite: ACCT 3101, ACCT 3201

Individually designed learning opportunity in which the student is involved in the normal accounting related operations of an organization in the private or public sector.

## **ANTHROPOLOGY (ANTH)**

### **ANTH 1102 – Introduction to Anthropology (3)**

Prerequisite: READ 0098

This course is a survey of general anthropology, the comparative study of human kind as a whole, including its four major subdisciplines: cultural anthropology, archaeology, linguistics, and physical anthropology. Through ethnographic descriptions, comparisons across time, and cross-cultural analysis, emphasis is placed on the great variety of cultural adaptations which various peoples have developed to survive and to meet human needs.

### **ANTH 3000 – People and Culture of Latin America (3)**

Prerequisite: ENGL 1102

A survey of Latin America from the pre-Columbian era to the present.

## **ART (ARTS)**

### **ARTS 1011 – Drawing II (3)**

Prerequisite: ARTS 1010 or equivalent

Studio methods course; a second semester continuation of techniques, materials, and principles of drawing.

### **ARTS 1030 – Three Dimensional Design (3)**

Studio and theory course; a practical method lab on the fundamentals of three-dimensional design introduced through projects in a variety of media, with emphasis and investigation of three-dimensional forms and space using various materials and methods.

### **ARTS 1100 – Art Appreciation (3)**

Survey and theory of art throughout the world and throughout history, focusing on the analysis of art forms, technical procedures, subject matter, composition, theory, art philosophy, and cultural and social values and influences. Two-dimensional and three-dimensional arts and the formal media theories of visual arts will be examined via lectures, projects, discussions, and presentations.

### **ARTS 2010 – Drawing I (3)**

Studio methods course; a practical introduction to the techniques, materials, and principles of drawing.

### **ARTS 2020 – Two Dimensional Design (3)**

Studio and theory course; a practical method lab on the fundamentals of two-dimensional design introduced through projects in a variety of media.

## **BIOCHEMISTRY (BCHM)**

### **BCHM 3100K – Biochemistry with Laboratory (4)**

Prerequisite: BIOL 3400K; CHEM 2211K

A study of the structure and function of biological molecules, enzymology, metabolism and bioenergetics. Upon completion of this course, students will: (1) describe the three dimensional structural and functional relationship of proteins; (2) trace intermediary metabolism from macromolecules to carbon dioxide including both anabolic and catabolic reactions of glucose; (3) explain enzymatic catalysis with regard to mechanism and kinetics; (4) explain the structure and function of major classes of macromolecules; (5) use technological resources to investigate biochemical problems; (6) apply the scientific method to address hypothetical problems.

### **BCHM 4100K – Advanced Biochemistry with Laboratory (4)**

Prerequisite: BCHM 3100K

Continued study of the structure and function of biological molecules, enzymology, metabolism, and bioenergetics. Upon completion of this course students will: (1) describe nucleic acid processes at the molecular level; (2) trace metabolic pathways of lipids and amino acids; (3) explain energetic and mechanisms of photosynthesis; (4) describe integrated metabolism; (5) communicate clearly and effectively; (6) use technological resources at the appropriate level; (7) apply the scientific method to address hypothetical problems; (8) demonstrate competence in the use of biochemical techniques and laboratory analysis.

### **BCHM 4450K – Enzymology with Laboratory (4)**

Prerequisite: BCHM 3100K

An in-depth course examining the biochemistry of enzymes. Upon completion of this course, students will: (1) describe the three dimensional structure of enzymes and the various chemical mechanisms of catalysis; (2) explain steady state kinetics; (3) describe purification methods and purify proteins in the laboratory; (4) become proficient in analysis of kinetic data.

## **BIOLOGY (BIOL)**

### **BIOL 1101K – Biological Sciences I and Laboratory (4)**

Prerequisites: MATH 0099; READ 0098; ENGL 0099

Part of the two-semester study of basic biology for non-science majors including one semester of laboratory experience. Upon completion of this course, students will: (1) describe the organization of life from the cellular level to the organism; (2) demonstrate critical thinking skills and the scientific process; (3) effectively collect and analyze data and draw conclusions; (4) apply scientific concepts to global issues and perspectives, and distinguish between well-documented scientific studies and popular opinion; (5) communicate scientific topics effectively in oral and written form.

### **BIOL 1102 – Biological Sciences II (3)**

Prerequisites: MATH 0099; READ 0098; ENGL 0099

Part of the two-semester sequence of basic biology for non-science majors. Upon completion of this course, students will: (1) describe the organization of life from the organism to the biosphere; (2) demonstrate critical thinking skills and the scientific process; (3) effectively collect and analyze data and draw conclusions; (4) apply scientific concepts to global issues and perspectives, and distinguish between well-documented scientific studies and popular opinion; (5) communicate scientific topics effectively in oral and written form.

### **BIOL 1107K – Principles of Biology I and Laboratory (4)**

Prerequisites: MATH 0099; READ 0098; ENGL 0099

Co-requisite: CHEM 1211K

A study of general biology for science and technology majors including laboratory experience. Upon completion of this course, students will: (1) describe the structure, function, and metabolism of macromolecules; (2) differentiate cell structure and function; (3) explain the molecular basis of inheritance; (4) describe the molecular mechanisms that

regulate gene expression from DNA to RNA to protein; (5) critically assess and utilize scientific information; (6) apply biological knowledge to real world problems.

#### **BIOL 1108K – Principles of Biology II with Laboratory (4)**

Prerequisites: MATH 0099; READ 0098; ENGL 0099

Co-requisite: CHEM 1211K

A study of general biology for science and technology majors including laboratory experience. Upon completion of this course, students will: (1) apply the basic principles of Mendelian and population genetics; (2) describe the characteristics of the diverse life forms such as Bacteria, Protists, Fungi, Plants, and Animals; (3) explain the basic principles of ecology; (4) communicate effectively regarding biology topics in oral and written form using appropriate scientific terminology.

#### **BIOL 2451K – Human Anatomy and Physiology I with Laboratory (4)**

Prerequisites: CHEM 1151K or CHEM 1211K

Not available for credit for Biology Majors. A study of anatomy and physiology for students interested in pursuing careers in Allied Health Professions. Upon completion of this course, students will: (1) demonstrate knowledge of biochemical components and structure of eukaryotic cells; (2) apply concepts and knowledge of general terminology, cell structure and function and gross anatomy, physiology, histology and terminology related to the integumentary, muscular and skeletal systems, and nervous system; (3) demonstrate an understanding of homeostasis and its importance in the functioning of the human body systems; (4) recognize various tissue types and cell types, and make generalizations about their function; (5) read, understand, and critically evaluate information related to anatomy and physiology from medical journals, health articles, and other information sources; (6) collect data and analyze the results of physiological experiments, using the Scientific Method; (7) effectively communicate case studies in anatomy and physiology through verbal, written or multimedia means.

#### **BIOL 2452K – Human Anatomy and Physiology II with Laboratory (4)**

Prerequisite: BIOL 2451K

Not available for credit for Biology Majors. A study of anatomy and physiology for students interested in pursuing careers in Allied Health Professions. Upon completion of this course, students will: (1) apply concepts and knowledge of general terminology, cell structure and function and gross anatomy, physiology, histology and terminology related to the circulatory, endocrine, lymphatic, immune, urinary, digestive and reproductive systems; (2) demonstrate an understanding of the endocrine system and its importance in maintaining homeostasis of the human body systems; (3) read, understand, and critically evaluate information related to anatomy and physiology from medical journals, health articles, and other information sources; (4) recognize various tissue types and cell types, and make generalizations about their function; (5) collect data and analyze the results of physiological experiments, using the Scientific Method; (6) effectively communicate case studies in anatomy and physiology through verbal, written or multimedia means.

#### **BIOL 2516K – Microbiology with Laboratory for the Health Sciences (4)**

Prerequisite: BIOL2452K

Not available for credit for Biology Majors. A study of microbiology for students interested in pursuing careers in Allied Health Professions. Upon completion of this course, students will: (1) demonstrate knowledge of the fundamentals of the field of microbiology including its history, basic microscopy techniques, and the role of microbes in both health and disease; (2) describe prokaryotic cellular structure and functions; (3) discuss the molecular basis of microbial metabolism, growth, genetics, and pathogenesis; (4) discuss the diversity of microorganisms and viruses; (5) demonstrate knowledge of the techniques of microbial control including sterilization, disinfection, and antimicrobial therapy; (6) discuss host-microbe interactions including epidemiology, nonspecific/specific host defense, and immunology; (7) identify the major medically important organisms and relate them to the diseases they cause; (8) demonstrate competence in common staining and aseptic techniques used to study microorganisms in the laboratory.

#### **BIOL 3000 – Evolution (3)**

Prerequisite: BIOL 3400K

An introduction to the theory evolution from classical studies to recent discoveries. Upon completion of this course, students will: (1) explain Darwin's basic principles of the theory of evolution; (2) compare and contrast basic principles of modern evolutionary theory with classical Darwinian evolution; (3) explain basic micro and macroevolutionary concepts; (4) describe the role of evolution in the formation of new species.



### **BIOL 3050 – Tropical Biology – Charting the Galapagos (3)**

Prerequisite: BIOL 1102 or BIOL 1108K

This course introduces students to tropical ecosystems, plants, and animals. The course includes: 45 hours of instruction at GGC plus a 9-day field experience in Ecuador and the Galapagos. Upon completion of this course, students will be able to: (1) describe the ecology of the rainforest and tropical ecosystems; (2) describe typical rainforest plants and animals and note their special adaptations; (3) identify and interact with plants and animals in the natural tropical habitats; (4) describe the historical significance of Darwin's voyage on the H.M.S. Beagle; (5) compare and contrast North American and South American cultures with a focus on environmental issues; (6) identify and interact with unfamiliar geographical features (e.g. volcanoes, coral reefs).

### **BIOL 3101K – Human Anatomy, Physiology, and Histology with Laboratory (5)**

Prerequisite: BIOL 3400K

A study of the structure and functions of the human body for Biology Majors. Upon completion of this course, students will: (1) differentiate and demonstrate knowledge of human structure and function of body systems; (2) discuss the structure function relationships at all levels of organization in the human body; (3) demonstrate knowledge of tissue structure and function and the organization of tissues into organs and organ systems; (4) explain how homeostatic mechanisms regulate all body systems; (5) collect, present and analyze scientific data gathered in the laboratory.

### **BIOL 3200K – Genetics with Laboratory (4)**

Prerequisite: BIOL 1107K; BIOL 1108K

Co-requisite: CHEM 1112K

A study of inheritance from Mendel's classic studies to modern molecular genetics. Upon completion of this course, students will: (1) describe a gene and explain genotype and phenotype; (2) demonstrate knowledge of the process of gene expression and regulation; (3) describe basic inheritance patterns and the chromosomal basis of heredity; (4) define the structure of an organism's DNA genome; (5) explain mutation as a source of genetic variability; (6) describe a historical perspective of genetics, identifying breakthroughs in discovery; (7) develop skills in analysis, problem-solving, communication and ethical perspectives as they apply to genetics.

### **BIOL 3300K – Microbiology with Laboratory (4)**

Prerequisite: BIOL 3400K

Upon completion of this course, students will: (1) demonstrate knowledge of microbial genetics including inheritance of information, causes, consequences and uses of mutations, exchange and acquisition of genetic information; (2) compare and contrast prokaryotic and eukaryotic cells as they apply to clinical diagnostics, antimicrobial therapy and antibiotic resistance; (3) explain the interactions and impact of microorganisms and hosts to include the pathology and epidemiology; (4) trace microbial evolution and diversity and discuss the role of microorganisms in the environment; (5) demonstrate proficiency in basic lab skills and communicate the results of experiments effectively.

### **BIOL 3310K – Botany with Laboratory (4)**

Prerequisite: BIOL 1107K; BIOL 1108K

A survey of plant biology including laboratory experience. Upon completion of this course, students will: (1) diagram the anatomical structure of plants; (2) explain plant physiology and metabolism; (3) describe plant development; (4) discuss plant genetics; (5) explain plant ecology and its importance to society.

### **BIOL 3350K – Mycology with Laboratory (4)**

Prerequisite: BIOL 3400K

A study of fungi, emphasizing interrelationships with the plant and animal kingdom. Upon completion of this course, students will: (1) demonstrate knowledge of the important features of fungi including morphology, structure, physiology and metabolism; (2) demonstrate knowledge of the roles of fungi in various ecosystems; (3) explain the direct and indirect impacts of fungi upon humans; (4) gain experience isolating and identifying numerous macroscopic and microscopic fungal specimens.

### **BIOL 3400K– Cell Biology with Laboratory (4)**

Prerequisite: BIOL 1107K; BIOL 1108K; CHEM 1211K

A study of cell structure and function at the cellular, subcellular, and molecular levels. Upon completion of this course students will: (1) explain the structure and function of macromolecules; (2) describe cellular structures and their functions; (3) compare and contrast methods of membrane transport and ways in which proteins are sorted within the intracellular compartments; (4) explain mechanisms of cellular communication; (5) explain the mechanisms of gene

expression; (6) demonstrate knowledge of cell cycle and its regulation; (7) critically assess and utilize scientific information as applied to real world problems.

### **BIOL 3450 – Conservation Biology (3)**

Co-requisite: BIOL 3500K

A course dealing with topical issues that highlight the roles of ecology, economics, history, sociology, philosophy and politics in the conservation and management of wild living resources. Upon completion of this course, students will be able to: (1) explain the ecological principles upon which conservation is based; (2) describe the major approaches to conservation, including the differences and common threads; (3) demonstrate how ecological principles are currently applied to the conservation; (4) demonstrate an understanding of basic conservation biology issues.

### **BIOL 3500K – Ecology with Laboratory (4)**

Prerequisite: BIOL 3400K

Upon completion of this course, students will be able to: (1) describe interactions within a population, community, and ecosystem; (2) explain movement of energy and biogeochemicals within and through individuals, populations, communities, and ecosystems; (3) discuss current and future impacts on biodiversity from habitat loss, introduced invader species, overexploitation, habitat degradation, and global climate change; (4) analyze data using statistical methods and communicate scientific information gathered in the lab.

### **BIOL 3550K – Limnology with Laboratory (4)**

Prerequisite: BIOL 3400K

This course emphasizes the structure and function of inland water systems. Upon completion of this course, students will: (1) describe physical and chemical features of freshwater systems and their influence on biotic communities and biotic interactions; (2) describe how human activities influence physical, chemical, and biotic features in freshwater systems; (3) apply limnological principles to the management of freshwater systems; (3) use common limnological techniques and equipment to collect and analyze samples of water and biota from freshwater systems; (4) analyze and communicate scientific information gathered in the lab.

### **BIOL 3600K – Zoology with Laboratory (4)**

Prerequisite: BIOL 1107K; BIOL 1108K

A survey of animal biology including laboratory experience. Upon completion of this course, students will be able to: (1) explain the classification, organization, and diversity of the Animal Kingdom; (2) explain environmental issues and impact on animal species; (3) effectively use technology to research and present biological topics; (4) communicate effectively regarding biological subjects in oral and written form using appropriate scientific terminology; (5) use the scientific process of hypothesis testing through laboratory experiments.

### **BIOL 3650K – Terrestrial Ecology and Laboratory (4)**

Prerequisite: BIOL 3500K

Upon completion of this course, students will be able to: (1) explain the interactions within populations, communities, and ecosystems in terrestrial environments; (2) describe the properties of soils and explain their influence on primary production; (3) describe the flux of energy and biogeochemicals within and through individuals, populations, communities, and ecosystems in terrestrial environments; (4) predict current and future impacts on biodiversity in terrestrial systems from habitat loss, introduced invader species, overexploitation, habitat degradation, and global climate change; (5) design experiments and surveys for terrestrial systems that incorporate appropriate statistical methodology.

### **BIOL 3900 – Biotechnology (3)**

Prerequisite: BIOL 3200K; BIOL 3400K

A study of current topics and issues in biotechnology. Upon completion of this course, students will be able to: (1) explain commonly used biotechnology techniques and their application; (2) explain the major types of biotechnology including forensic, medical, microbial, agricultural and animal biotechnology; (3) discuss the ethical issues related to applications of biotechnology.

### **BIOL 4150 – Neurobiology (3)**

Prerequisite: BIOL 3101K

A study of the biology of the nervous system and its relationship to behavior and disease. The course covers topics ranging from neuronal structure and function, communication at the synapse, membrane receptors and intra- and

intercellular signaling systems, the processing of sensory information, the programming of motor responses, and higher functions such as learning, memory, cognition, and speech.

### **BIOL 4200 – Bioinformatics (3)**

Prerequisite: BIOL 3200K; BIOL 3900

A study of computational resources for biology applications. Upon completion of this course, students will be able to: (1) review biological databases and to use them proficiently; (2) explain the complexities of the genome and the annotation process; (3) demonstrate computer skills for retrieving and organizing biological information.

### **BIOL 4250 – Human Genetics (3)**

Prerequisite: BIOL 3200K

Introduces fundamental concepts and technological advances in the study of human genetics. Each of the major subspecialties will be addressed: cytogenetics, molecular genetics, biochemical genetics, clinical genetics, genetic counseling, and reproductive and perinatal genetics.

### **BIOL 4270 – Virology (3)**

Prerequisite: BIOL 3300K

A study of viral structure and replication cycles. Upon completion of this course, students will: (1) describe viral taxonomy; (2) compare and contrast different viral replication cycles; (3) discuss the dynamics of virus – host interactions; (4) describe basic epidemiological patterns of virus infection and transmission; (5) explain the host response to infecting virus; (6) apply an understanding of current aspects of medical virology.

### **BIOL 4300 – Biotechnology Laboratory (2)**

Prerequisite: BIOL 3900; BIOL 3300K

A stand-alone laboratory course that concentrates on the fundamental laboratory techniques used in biotechnology. Upon completion of this course, students will: (1) master biotechnology laboratory skills through participation in a multi-week project; (2) explain the theories and design of experiments for the project applying those technologies; (3) develop skills in associated computer technologies appropriate to the project; (4) establish a detailed and accurate laboratory notebook.

### **BIOL 4310K – Developmental Biology with Laboratory (4)**

Prerequisite: BIOL 3200K or BIOL 3101K

Basic aspects of morphogenesis including cell movements and cell interactions in determination, differentiation, and pattern formation are discussed with examples from vertebrates, invertebrates and plants. The impact of recent discoveries in the field of molecular biology, such as the role of homeotic and segmentation genes in development and segmentation of organisms are discussed.

### **BIOL 4400K – Medical Entomology with Laboratory (4)**

Prerequisite: BIOL 3300K

Upon completion of this course, students will: (1) understand the global health impact of insect transmitted diseases; (2) describe the diversity of human pathogens and their insect vectors; (3) identify the major types of insects that transmit diseases to people and animals; (4) describe the biology of specific vector-pathogen interactions and disease in humans; (5) describe the methods used to control the vectors and diseases and list the barriers to effective control of many insect-transmitted diseases.

### **BIOL 4410K – Industrial Microbiology with Laboratory (4)**

Prerequisite: BIOL 3300K

Upon completion of this course, students will: (1) demonstrate knowledge of cultivation and utilization in bioprocesses engineering including fermentation systems and downstream processing; (2) explain methods for the production and application of bioengineered enzymes; (3) describe the processes involved in biomanufacturing of fuels, industrial chemicals, pharmaceuticals, food additives and food products; (4) demonstrate knowledge of environmental biotechnology, including waste water treatment, bioremediation and biomining.

### **BIOL 4540 – Immunology (3)**

Prerequisite: BCHM 3100K; BIOL 3300K

Basic concepts in immunology including development of the immune system, diseases and allergies. Upon completion of this course, students will: (1) discuss the cellular and molecular basis of disease resistance; (2) compare and contrast

innate and acquired immunity; (3) describe the role of specific cells of the immune system; (4) discuss cell signaling and hematopoiesis; (5) discuss the immune response to specific pathogens; (6) describe disorders of the immune system.

### **BIOL 4550 – Pharmacology (3)**

Prerequisites: BIOL 3101K; BCHM 3100K

Course content includes: Principles governing drug-receptor interactions, dose-response relationships, desensitization, and tolerance, drug toxicity, pharmacogenomics and DNA/RNA therapies.

### **BIOL 4700 – Interdisciplinary Applications of Biology (3)**

Prerequisite: Consent of Instructor

Capstone problem-solving course required for all biology majors. Upon completion of this course, students will: (1) use library and internet resources to gather, organize, and understand information; (2) apply biological principles and information to real world issues; (3) analyze real world issues from a scientific, political, economic and social perspective; (4) effectively and clearly communicate scientific information in written and oral form.

### **BIOL 4750 – Environmental Toxicology (3)**

Prerequisite: BCHM 3100K OR BIOL 3500K

The foundations of environmental pollutants and biological health. Upon completion of this course, students will: (1) describe dose-response relationships; (2) describe absorption, distribution, storage, biotransformation, and elimination of toxicants; (3) describe the chemodynamics of contaminants in the environment including fate and transport; (4) perform risk assessment; (5) describe methods to test and regulate hazardous substances.

### **BIOL 4800 – Internship (3)**

Prerequisite: Permission of Internship Coordinator

An internship or research project is required of all biology majors. Internships need to be approved 3-6 months prior to registration in the course. Upon completion of this internship, students will: (1) gather accurate information about a possible career path; (2) effectively use methodology associated with the profession such as the scientific method, problem solving in the work environment, or assuming responsible tasks of the profession; (3) communicate in-depth scientific information effectively in oral and written form using appropriate terminology and media; (4) collect and analyze data and interpret results in chart/graph and oral/written form.

## **BUSINESS ADMINISTRATION (BUSA)**

### **BUSA 2000 – Statistical Analysis for Business (3)**

Prerequisites: MATH 0099; READ 0098

An introduction to basic descriptive and inferential statistics. Includes measures of central tendency and variability, organizing and graphing data, probability, normal distribution, sampling, confidence intervals, hypothesis tests, significance tests, correlation and regression.

### **BUSA 2105 – Communications in the Business Environment (3)**

Prerequisites: ENGL 1101; ENGL 1102

Emphasis on interpersonal and organizational communication; includes written exercises and oral presentations appropriate to business practice.

### **BUSA 2106 – Environment of Business (3)**

Prerequisites: ENGL 1101; ENGL 1102

An introduction to the legal, regulatory, political, social, ethical, cultural, environmental, and technological issues which form the context of business; includes an overview of the impact of demographic diversity on organizations.

### **BUSA 3000 – Applied Business Statistics (3)**

Prerequisites: ITEC 1001; BUSA 2000

Examines theory and application of statistical methods used in business decision-making and forecasting.

**BUSA 3100 – Management Information Systems (3)**

Prerequisites: ITEC 1001; MGMT 3000

A basic introduction of Information Systems and Technology in order to determine requirements, make necessary decisions, execute strategy and evaluate results. Emphasis on aligning information strategies with business strategies and using information technologies for business processes.

**BUSA 3200 – Global Business (3)**

Prerequisites: BUSA 2105; BUSA 2106; ECON 2105; ECON 2106

An introduction to the various dimensions of the international business environment. The cultural, social, legal, political, and economic institutions which influence, and are influenced by, international firms are examined.

**BUSA 3500 – Legal Environment of Business (3)**

Prerequisite: BUSA 2106

An overview of the impact of law and the legal system on the business community. The course will introduce students to legal institutions, constitutional law, common law, and various public laws impacting today's global business environment.

**BUSA 3600 – Telecommunications/Network Design and Integration (3)**

Prerequisites: ITEC 1001; BUSA 3100

This course will provide an understanding of the elements of network and telecommunication systems design and the integration of these elements into a unified system. The course will examine system parameters, wireless capabilities, security aspects and benefit/cost analyses (including future expandability and system life) of the design, maintenance, and operation of integrated systems.

**BUSA 3900 – Directed Research and Reading (1-3)**

Prerequisite: Junior or senior standing and consent of Instructor

A research-oriented course focusing on an important topic in business not otherwise covered in the School's offerings. The course features student research, independent study and discussions.

**BUSA 4500 – Studies Abroad (3 or 6)**

**Cross-listed with MKTG 4500**

Prerequisite: Consent of Instructor

Analysis of the role and impact of cultural, economic, social, political, and legal factors on business through travel to a foreign country or countries. Includes lectures, discussions, and facilities tours. Direct costs such as airfare, hotels, etc., are added to normal tuition charges.

**BUSA 4700 – Selected Topics in Business (1-3)**

Prerequisite: Consent of Instructor

Study of current topics in Business and/or related disciplines. May be repeated for credit when topic varies.

**BUSA 4751 – Business Internship/Experiential Learning (3)**

**Cross-listed with MKTG 4751**

Prerequisite: MKTG 3000, FINA 3000 & MGMT 3000

Individually designed learning opportunity in which the student is involved in the normal operations of an organization in the private or public sector.

**CHEMISTRY (CHEM)**

**CHEM 1151K – Survey of Chemistry I with Lab (4)**

Prerequisites: MATH 0099 and READ 0098

This is the first of a two-semester sequence covering the fundamental terminology, principles and applications of chemistry and is designed for students pursuing allied health careers. Course cannot be taken for credit by students in any major in the School of Science and Technology. Course does not satisfy Area D general education requirements for any program at GGC. Upon completion of this course, students will: 1) apply the scientific method to investigate chemical questions within the field of allied health; 2) apply dimensional analysis to solve quantitative problems; 3) clearly communicate orally and in writing using chemical terminology and symbology, and through graphs, charts and

tables; 4) utilize the fundamental principles of chemical structure and reactivity to describe the behavior of solutions of biochemical interest; 5) relate the chemical concepts of equilibrium, kinetics and reactions to processes of biochemical interest, apply standard laboratory policies, procedures and safety practices when performing experiments.

#### **CHEM 1211K – Principles of Chemistry I with Laboratory (4)**

Prerequisite(s): MATH 1111 or concurrent enrollment in MATH 1111, READ 0098, ENGL 0099

This course introduces the student to chemical concepts, laboratory skills, and problem-solving strategies that are fundamental for further studies in 21<sup>st</sup> century science and that also increase science literacy. Topics covered include composition of matter, stoichiometry, periodic relationships of chemical elements, and nomenclature. In the laboratory, students apply the scientific method using standard techniques and technology to perform qualitative and quantitative analyses of real-world problems. Upon completion of the course, the student will: 1) apply the language and symbology of chemistry, which includes units of measurement; 2) use the essential principles of atomic and molecular structure, properties, reactivity, and energetics to describe chemical and biochemical systems; 3) characterize and categorize different types of chemical reactions; 4) distinguish different states of matter, properties of matter, and bonding theories of matter and explain the behavior of chemical and biochemical systems; 5) apply constructed lecture and laboratory knowledge to an on-going, campus-wide experimental research project investigating the presence and properties of environmentally significant chemical species in soil and/or water on campus grounds.

#### **CHEM 1212K – Principles of Chemistry II with Laboratory (4)**

Prerequisite(s): CHEM 1211K; MATH 1111

This course follows CHEM 1211K and continues building student chemical knowledge, skill, and ability through further exploration of chemical and biochemical systems using qualitative and quantitative methodologies. Topics covered include solution chemistry, kinetics, acid/base chemistry, chemical equilibrium, reduction and oxidation (redox), chemical thermodynamics, and electrochemistry. These topics are revisited in the laboratory, where students further expand their instrumentation and technical knowledge as they collect and analyze scientific data, gathered with modern instrumentation, for real-world questions. Upon completion of the course, the student will: 1) relate the properties of solutions to chemical, biochemical and environmental systems; 2) account for factors that affect the kinetics and dynamics of chemical transformations; 3) analyze chemical equilibria conceptually and computationally; 4) describe and apply the consequences of the fundamental laws of thermodynamics to a variety of systems; 5) identify the role and the importance of acid-base reactions, redox reactions and electrochemistry in chemical, biochemical, environmental and industrial contexts; 6) apply constructed lecture and laboratory knowledge to an on-going, campus-wide experimental research project investigating the presence and properties of environmentally significant chemical species in soil and/or water on campus grounds.

#### **CHEM 2211K – Organic Chemistry I with Laboratory (4)**

Prerequisite: CHEM 1212K

The first semester of a two semester course of an introduction to the relationship between chemical structure and the physical and chemical properties of organic molecules. Upon completion of both of these courses students will: (1) understand and apply principles of chemistry, math, and information technology to the study of the organic chemistry; (2) understand the bonding, stereochemistry, and 3-dimensional arrangement of atoms in molecules, their resulting influence on molecular properties, and apply them to determine why and how molecules react; (3) understand and apply spectroscopy to provide evidence for the structure and reactions of molecules; (4) understand and apply the four general kinds of organic reactions (addition, elimination, substitution, rearrangement) and two general mechanisms (polar, radical) of how organic reactions occur; (5) understand and apply techniques to synthesize organic molecules; (6) understand, describe, and apply the fundamental chemistry; to include nomenclature, reactions, preparative synthesis, and reaction mechanisms, of key organic functional groups; (7) understand and apply concepts of organic chemistry to the structures, functions, reactions, mechanisms, and synthesis of biomolecules; (8) effectively and clearly communicate scientific information in written and oral form; (9) use library and Internet resources to gather, organize, and understand scientific information; (10) collect, present, and analyze scientific data gathered through experiment; (11) understand and apply standard microscale laboratory equipment and techniques; (12) understand and apply fundamental organic chemistry characterization techniques; (13) understand and apply spectroscopic techniques and analysis; (14) perform a series of experiments, analyze data, and present results for a series of organic chemistry techniques and reactions; (15) conduct organic qualitative analysis.

### **CHEM 2212K – Organic Chemistry II with Laboratory (4)**

Prerequisite: CHEM 1212K

The second semester in a two semester course of an introduction to the relationship between chemical structure and the physical and chemical properties of organic molecules. Refer to CHEM 2211K for previously listed outcomes.

### **CHEM 3000K – Analytical Chemistry with Laboratory (4)**

Prerequisite: CHEM 1212K

Analytical Chemistry provides practical, hands-on experience in the design and application of analytical techniques to obtain detailed, quantitative information about chemically and biologically significant molecules and systems. Through lecture and laboratory work, students practice state-of-the-art methodologies for quantitative analysis, data validation via hands-on learning approaches, and develop and integrate appropriate methodologies to solve specific chemical and biochemical problems. Analytical techniques studied may include titrimetric, gravimetric, electrochemical, spectroscopic, and chromatographic analyses. Upon successful completion of this course, students will: (1) integrate conceptual models of concentration, solubility, and activity to solve various chemical and biochemical equilibrium systems; (2) develop and apply appropriate sampling and sample preparation techniques; (3) analyze chemical and biochemical compounds using suitable methodologies; (4) develop and implement quality assurance plans; (5) use the scientific literature to guide problem solving; (6) effectively and clearly communicate following the accepted standards of the scientific community.

### **CHEM 4100K – Instrumental Chemistry with Laboratory (4)**

Prerequisite: CHEM 3000K

Instrumental Chemistry provides practical, hands-on experience in the design, construction, maintenance, and use of modern scientific instrumentation to obtain detailed, quantitative information about chemically and biochemically significant molecules and systems. Instrumental techniques studied may include spectroscopy (UV-vis, fluorescence, atomic absorption, ICP-AES, IR, Raman, x-ray, NMR); separations (GC, HPLC, electrophoresis, ion chromatography, affinity chromatography); mass spectrometry (EI, CI, ESI, MALDI); electrochemistry (ion selective electrodes, amperometry, voltammetry); tandem techniques (GC-MS, LC-MS); and thermal methods (TGA, DSC). Upon successful completion of this course, the student will: (1) identify the advantages and limitations of specific instruments and their components; (2) select appropriate instrumentation to solve specific chemical problems and use the instrumentation correctly to generate and analyze data; (3) use the scientific literature to design experimental procedures and to guide problem solving; (4) effectively and clearly communicate following the accepted standards of the scientific community.

### **CHEM 4300K – Physical Chemistry with Laboratory (4)**

Prerequisite: CHEM2212K, CHEM3000K, BCHM 3100K, PHYS2212K, MATH2200

Physical Chemistry integrates the theory and practice of chemistry and physics with biology, information technology, and mathematics to investigate molecular level phenomena. Students completing the course will: 1) Gather, analyze, and present scientific data and information; 2) Appreciate the historical development of quantum mechanics within the context of the scientific method and apply the fundamentals of quantum mechanics to life science systems; 3) Explain and apply the principles and techniques of physical chemistry in selected major areas to the study of life science systems (at least two major areas will be covered each semester: a. Quantum mechanics, b. Classical and statistical thermodynamics, c. Kinetics and dynamics, d. Molecular and macromolecular structure, e. Spectroscopy, f. Separation and characterization, g. Computation and simulation); 4) Apply the scientific method through a series of experiments to explore course outcome goals 1-3, to include computational and simulation techniques of interest to life science systems.

## **CHINESE (CHIN)**

### **CHIN 1001 – Elementary Chinese I (3)**

Introduction to listening, speaking, reading, and writing in Chinese and to the culture of Chinese speaking regions.

### **CHIN 1002 – Elementary Chinese II (3)**

Prerequisite: CHIN 1001

Continued listening, speaking, reading and writing in Chinese with further study of the culture of Chinese-speaking regions.

### **CHIN 2001 – Intermediate Chinese I (3)**

Prerequisite: CHIN 1002

Course continues performance based training in higher levels of Chinese grammar, pronunciation, composition, and conversation. Students acquire greater proficiency speaking, listening, reading, and writing in Chinese.

### **CHIN 2002 – Intermediate Chinese II (3)**

Prerequisite: CHIN 2001

Continued teaching on how to express more sophisticated and complex ideas, including opinions, intentions, and desires; to comprehend the language in conversational and editorial contexts; and to read authentic texts and respond to the orally and in writing.

## **COMMUNICATIONS (COMM)**

### **COMM 1100 – Human Communications (3)**

Prerequisite: READ 0098

A broad approach to oral communications skills including intrapersonal, interpersonal, small group, and public speaking.

### **COMM 1110 – Public Speaking (3)**

Prerequisite: READ 0098

The organization of materials and the vocal and physical aspects of delivery in various speaking situations.

## **CRIMINAL JUSTICE/CRIMINOLOGY (CJCR)**

### **CJCR 1100 – Introduction to Criminal Justice/Criminology (3)**

Prerequisite: READ 0098

This course will examine the inter-relationship of criminal justice and criminology, analyze theories and data related to the prediction of crime, and review the process involved in the administration of justice in America.

### **CJCR 2100 – Research Methods (3)**

Prerequisite: CJCR 1100

This foundation course introduces students to the research methodologies commonly used within the social/behavioral sciences and the field of criminal justice.

### **CJCR 2400 – Ethics in Criminal Justice (3)**

Prerequisite: CJCR 1100

Exploration of the complexities of moral decisions and dilemmas facing Criminal Justice practitioners. Topics include determining appropriate behavior as well as examining the various strategies used to promote ethical behavior among criminal justice practitioners.

### **CJCR 3200 – Criminology (3)**

Prerequisite: CJCR 1100

Through the analysis of a variety of causal theories, students will explore the origins, nature and extent of crime within contemporary society. Course emphasis will be on the types of crime and the classification of offenders.

### **CJCR 3300 – The Judicial System (3)**

Prerequisite: CJCR 1100

In this course students are exposed to a detailed examination of the role of the judiciary in the Criminal Justice system. This course will examine the structure of the courts and criminal procedure from charging through sentencing and appeal.

### **CJCR 3400 – American Police Systems (3)**

Prerequisite: CJCR 1100

An introductory overview of the social and historical settings of the police and of the police role and function is provided in this course. Topics include an examination of the structure of American policing, the use of police discretionary powers, police values, police culture, and the organization and control of police.



### **CJCR 3500 – Corrections (3)**

Prerequisite: CJCR 1100

This survey course will examine both the traditional and evolving aspects of contemporary corrections. Students will examine the operations of various jails and prisons and will review classification, security, safety, and programming issues facing contemporary American corrections.

### **CJCR 3600 – Statistics for the Social Sciences (3)**

Prerequisite: One of the following: CJCR 2100, or POLS 2280, or PSYC 3020

Students will learn to make inferences from statistical evidence and to analyze relations among variables. Descriptive and inferential statistical analysis based upon probability theory will integrate the use of the software packages as a tool for data management and hypothesis testing.

## **EARLY CHILDHOOD EDUCATION (ECED)**

### **ECED 3100 – Characteristics of the Learner (4)**

Prerequisite: Admission to the Teacher Education Program

Co-requisite: ECED 3300.

This course presents a comprehensive examination of the cognitive, physical, socio-emotional, socio-economic, cultural, racial, linguistic, and gender characteristics of students from developmental and ecological perspectives. Candidates will explore familial and socio-cultural systems and their impact on human growth and development. Physical and mental health, safety, other risk factors, and the role of caring, supportive relationships in the development of resiliency will be explored. The course will provide a comprehensive overview of the historical, social, political, economic, cultural and legal foundations of special education and services to students with special needs, including the labeling, terminology, identification and categorization of these students. The course will also provide a comprehensive overview of the characteristics and educational needs of English Language Learners. Field experiences will focus on students in the context of the classroom and will include focused observations and case studies of individual students with and without disabilities.

### **ECED 3300 – Instructional Foundations (4)**

Prerequisite: Admission to the Teacher Education Program

Co-requisite: ECED 3100

This course is designed to build a comprehensive understanding of the interaction among the school, the curriculum, and the student. Candidates will learn about current educational trends, issues, policies, and practices, and their relationships to program planning, curriculum, instruction, and assessment of students. Candidates will examine national, state, and local content standards for P-5 students to gain an overview of learning expectations for these students, and will trace the expectations for development of concepts across grade levels in language arts, reading, mathematics, science, and social studies. Candidates will study existing federal laws impacting these core academic curricula for early childhood students, including the provisions of the No Child Left Behind Act for students with disabilities. The concept of interdisciplinary units will be introduced, and candidates will develop an interdisciplinary unit for a particular grade level that addresses content standards for that grade level in the five core academic areas and incorporates appropriate instructional technology. In the field, candidates will observe the process of curriculum and unit development and the use of educational frameworks, such as the Universal Design for Learning (UDL), that promote multiple approaches to meeting the needs of diverse students. Candidates will interview and shadow teachers and students to gain insight into their respective roles in the context of the school environment. Candidates will develop an ecological study of a school highlighting the connected relationships that build safe and healthy school communities.

### **ECED 3500 – Instructional Design and Delivery (8)**

Prerequisite: Admission to the Teacher Education Program and ECED 3300

Largely field-based, this course focuses on the design and delivery of developmentally appropriate instruction in language arts, mathematics, science, social studies, the arts, health, and physical education in grades P-5 for a wide range of students, including second-language learners and students with identified special needs. Emphasis will be placed on the particular ways of knowing associated with each content area and on incorporating and integrating these ways of knowing into learning activities for elementary students. Candidates will explore selected general models of teaching and their application in the elementary school setting, as well as specific pedagogies for the content areas, including

appropriate educational technology applications. This course will also focus on the identification, selection, and use of appropriate classroom management strategies to support instruction. Under the supervision of a qualified classroom teacher, candidates will learn to plan and implement developmentally appropriate and culturally inclusive instruction based on knowledge of individual students, the community, and the curriculum goals, and to differentiate instruction appropriately for all students, including students with cognitive, physical, social, and emotional differences. Candidates will learn to incorporate developmentally appropriate practices such as play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to encourage physical, social, emotional, aesthetic, and cognitive development. Through the design, delivery, and evaluation of lessons, candidates will demonstrate an understanding of the fundamental concepts of each discipline as well as a developing ability to translate this knowledge into meaningful learning experiences for diverse students. This course will also explore the roles and responsibilities of paraprofessionals in classroom instruction and prepare candidates to plan and direct collaborative instruction.

### **ECED 4100 – Instructional Assessment and Adaptation (8)**

Prerequisite: Admission to the Teacher Education Program and ECED 3500

This course focuses on adapting instruction to meet individual student needs. Adaptation of instruction includes addressing student variations in achievement, developmental level, intelligences, learning styles, cultures, social/emotional characteristics, and interests. It also addresses the varying needs of first- and second-language learners and students with special needs. The course will also focus on the use of assessment data to guide the adaptation of instruction to address students' learning needs and to document their achievement. Candidates will learn to interpret student records and assessment data (including data for students with Individualized Education Programs) and develop appropriate adaptations of instruction and assessment that will allow all students, including students with disabilities, to demonstrate progress toward the achievement of instructional goals. In addition to surveying the principles and methods of educational measurement and test construction, candidates will examine current educational assessment trends, issues, policies, and practices and explore the relationships among assessment and design, delivery, and adaptation of instruction. Candidates will construct, administer, and analyze formative classroom assessments aligned with learning objectives as well as examine and analyze student permanent records. The embedded field experience for this course will include development and evaluation of plans for adapting instruction to meet individual students' identified needs.

## **ECONOMICS (ECON)**

### **ECON 2100 – Introduction to Economics (3)**

Prerequisite: READ 0098

Not available for business majors; may be used as a non-major elective depending on degree.

This course provides an understanding of the issues surrounding a multitude of economic and financial decisions and presents practical advice on how to make decisions on these issues. The economic principles of demand, supply, market structure and the economic issues of inflation, unemployment, and economic policies will be among the topics covered.

### **ECON 2105 – Principles of Macroeconomics (3)**

Prerequisite: MATH 1111, READ 0098

The study and analysis of national income accounting, income determination theory, monetary policy, fiscal policy, international trade, and the theory of economic growth. Attention will be given to current economic conditions and trends.

### **ECON 2106 – Principles of Microeconomics (3)**

Prerequisite: MATH 1111; READ 0098

Introduction to the basic tools of economic analysis, business behavior, consumer behavior, supply and demand, marginal analysis, and the theory of the firm.

### **ECON 3101 – Money and Banking (3)**

Prerequisite: ECON 2105

A study of the nature and evolution of money as it arises spontaneously from barter to its contemporary form, and the social and economic consequences that arise as central banks attempt to control and manipulate its supply to achieve macroeconomic goals.

**ECON 3102 – Intermediate Microeconomics (3)**

Prerequisites: ECON 2105; ECON 2106

An in-depth study of price theory relevant to households, firms, and industries in both perfect and imperfect competition. Theories of factor prices and general equilibrium are also examined.

**ECON 3103 – Intermediate Macroeconomics (3)**

Prerequisites: ECON 2105; ECON 2106

An in-depth study of macroeconomic theories and public policies. Topics include income determination, employment, inflation, economic fluctuations, fiscal and monetary policies, and economic growth and development.

**ECON 4101 – International Economics (3)**

**Cross-listed with FINA 4101**

Prerequisites: ECON 2105; ECON 2106

An introduction to foreign trade theory and commercial policies. Topics may include the theory of international trade, commercial policies, balance of payments and domestic stability, offer curves and the terms of trade, and international trade strategy.

**ECON 4102 – Labor Economics (3)**

Prerequisites: ECON 2105; ECON 2106

Study of major labor problems of the United States and the social and economic policies affecting the labor movement; labor organizational and trade unionism.

**ECON 4700 – Selected Topics in Economics (3)**

Prerequisites: ECON 2105; ECON 2106, or Permission of Instructor

Study of current topics in Economics. May be repeated for credit when topic varies.

**EDUCATION (EDUC)**

**EDUC 2110 Investigating Critical and Contemporary Issues in Education (3)**

Prerequisites: Successful completion of Area A

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

**EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)**

Prerequisites: Successful completion of Area A

Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. A 10-hour field component is required.

**EDUC 2130 Exploring Teaching and Learning (3)**

Prerequisites: Successful completion of Area A

Students will explore key aspects of learning and teaching through examining their own learning processes and those of others, with the goal of applying knowledge to enhance learning of all students in a variety of educational settings and contexts.

### **EDUC 3300 – Teaching Exceptional Learners (3)**

Prerequisite: Admission to the Teacher Education Program

Co-requisite: EDUC3350

This course presents a comprehensive examination of the cognitive, physical, socio-emotional, socioeconomic, cultural, racial, linguistic, and gender characteristics of middle and high school students with special needs. Candidates will explore familial and socio-cultural systems and their impact on typical and atypical human growth and development. The course will also provide an overview of the historical, social, political, economic, cultural and legal foundations of special education and services to students with special needs. Candidates will reflect on their beliefs and practices regarding middle and high school learners with exceptionalities. Field experiences will focus on students in the context of the classroom and will include observations of students with disabilities.

### **EDUC 3350 – Models of Teaching and Learning (3)**

Prerequisite: Admission to the Teacher Education Program

Co-requisite: EDUC3300

This course provides an overview of teaching and learning in the context of the contemporary American secondary school. Using an inquiry approach, candidates will build a comprehensive understanding of the interaction among the school, the curriculum, and the student in an effective secondary school. Candidates will explore national, state, and local content standards as well as other educational trends and policies that impact teaching in their respective content areas. Particular emphasis will be placed on four philosophical approaches to teaching (social, information-processing, personal, and behavioral), each of which has a strong history of research and development. Through classroom activities and field-based inquiry, candidates will explore selected teaching models that are representative of these four approaches, including the curricular orientations behind these models and their application in secondary content areas. Candidates will observe a variety of classroom management approaches, and will begin to develop a philosophy of classroom management based on knowledge about motivation and learning.

### **EDUC 4010 – Opening of School Experience: ECE (0)**

Prerequisite: Admission to the Teacher Education Program and satisfactory completion of the following courses: ECED 3100, ECED 3300, ECED 3500, ELAN 3000, READ 3200, READ 3600

The opening of school experience is designed to provide practical hands-on experiences in the school and classroom setting during the initial days of the school year. This course is a five-day, full-time experience in an elementary school that occurs during two days of pre-planning and the first three days of school. Candidates will assist a teacher in preparing for the opening of school and will observe and reflect on how the teacher establishes the classroom climate and routines during the early days of school.

### **EDUC 4020 – Opening of School Experience: SPED (0)**

Prerequisite: Admission to the Teacher Education Program and satisfactory completion of the following courses: ECED 3100, ECED 3300, ECED 3500, ELAN 3000, READ 3200, READ 3600

The opening of school experience is designed to provide practical hands-on experiences in the school and classroom setting during the initial days of the school year. This course is a five-day, full-time experience in an elementary school or high school that occurs during two days of pre-planning and the first three days of school. Candidates will assist a teacher in preparing for the opening of school and will observe and reflect on how the teacher establishes the classroom climate and routines during the early days of school.

### **EDUC 4030 – Opening of School Experience: Biology (0)**

Prerequisite: Admission to the Teacher Education Program and satisfactory completion of the following courses: EDUC 3300, EDUC 3350, BIOL 3060

The opening of school experience is designed to provide practical hands-on experiences in the school and classroom setting during the initial days of the school year. This course is a five-day, full-time experience in a secondary school that occurs during two days of pre-planning and the first three days of school. Candidates will assist a teacher in preparing for the opening of school and will observe and reflect on how the teacher establishes the classroom climate and routines during the early days of school.

### **EDUC 4040 – Opening of School Experience: English (0)**

Prerequisite: Admission to the Teacher Education Program and satisfactory completion of the following courses: EDUC 3300, EDUC 3350, ENGL 3000

The opening of school experience is designed to provide practical hands-on experiences in the school and classroom setting during the initial days of the school year. This course is a five-day, full-time experience in a secondary school that

occurs during two days of pre-planning and the first three days of school. Candidates will assist a teacher in preparing for the opening of school and will observe and reflect on how the teacher establishes the classroom climate and routines during the early days of school.

#### **EDUC 4050 – Opening of School Experience: History (0)**

Prerequisite: Admission to the Teacher Education Program and satisfactory completion of the following courses: EDUC 3300, EDUC 3350, HIST 3050

The opening of school experience is designed to provide practical hands-on experiences in the school and classroom setting during the initial days of the school year. This course is a five-day, full-time experience in a secondary school that occurs during two days of pre-planning and the first three days of school. Candidates will assist a teacher in preparing for the opening of school and will observe and reflect on how the teacher establishes the classroom climate and routines during the early days of school.

#### **EDUC 4060 – Opening of School Experience: Mathematics(0)**

Prerequisite: Admission to the Teacher Education Program and satisfactory completion of the following courses: EDUC 3300, EDUC 3350, MATH 3600

The opening of school experience is designed to provide practical hands-on experiences in the school and classroom setting during the initial days of the school year. This course is a five-day, full-time experience in a secondary school that occurs during two days of pre-planning and the first three days of school. Candidates will assist a teacher in preparing for the opening of school and will observe and reflect on how the teacher establishes the classroom climate and routines during the early days of school.

#### **EDUC 4070 – Opening of School Experience: Political Science(0)**

Prerequisite: Admission to the Teacher Education Program and satisfactory completion of the following courses: EDUC 3300, EDUC 3350, POLS 3600

The opening of school experience is designed to provide practical hands-on experiences in the school and classroom setting during the initial days of the school year. This course is a five-day, full-time experience in a secondary school that occurs during two days of pre-planning and the first three days of school. Candidates will assist a teacher in preparing for the opening of school and will observe and reflect on how the teacher establishes the classroom climate and routines during the early days of school.

#### **EDUC 4500 – Assessment (3)**

Prerequisite: Admission to the Teacher Education Program; Content Methods Course

Co-requisite: EDUC 4550

This course is a survey of the principles and methods of educational measurement and test construction with an emphasis on evaluation, interpretation and diagnosis in school settings, including standardized (group and individual) and teacher designed instruments. Coordination of learning objectives, item development and analysis, and utilizing assessment to improve instruction and improve achievement outcomes is included. Candidates will examine student permanent records and live data systems during the field component accompanying this course.

#### **EDUC 4550 – Instructional Adaptation (4)**

Prerequisite: Admission to the Teacher Education Program; Content Methods Course

Co-requisite: EDUC 4500

This course is an advanced teaching methods course focusing on using formal and informal classroom assessment data to differentiate instruction to meet the individual needs of students. Special methods for teaching exceptional children and English language learners will be a focus as candidates select instructional approaches that adapt to learners' needs. Candidates will develop, implement, and assess the effectiveness of teaching plans for specific students, in conjunction with cooperating teachers at field experience sites.

#### **EDUC 4800 – Leadership Seminar (1)**

Co-requisite: EDUC 4810, 4820, 4830, 4840, 4850, 4860, or 4870

This course provides an opportunity for candidates to demonstrate and apply leadership qualities and skills in the context of the P-5 school environment. The course will explore contemporary problems and issues in schools and the roles of teachers as advocates for children and for the improvement of public education. Candidates will complete a group capstone project.

**EDUC 4810 – Student Teaching: ECE (8)**

Prerequisite: Admission to the Teacher Education Program and Permission to Student Teach.

Co-requisite: EDUC 4800

This course is a semester-long, full-time teaching experience in an elementary school under the supervision of a qualified classroom teacher and college faculty. Candidates will transition from collaborative planning and teaching to full-time teaching responsibility. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Student teaching will include the planning, implementation, and assessment of a unit of instruction.

**EDUC 4820 – Student Teaching: SPED (8)**

Prerequisite: Admission to the Teacher Education Program and Permission to Student Teach

Co-requisite: EDUC 4800

This course is a semester-long, full-time teaching experience in an elementary or high school under the supervision of a qualified classroom teacher and college faculty. Candidates will transition from collaborative planning and teaching to full-time teaching responsibility. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Student teaching will include the planning, implementation, and assessment of a unit of instruction.

**EDUC 4830 – Student Teaching: Biology (8)**

Prerequisite: Admission to the Teacher Education Program and Permission to Student Teach

Co-requisite: EDUC 4800

This course is a semester-long, full-time teaching experience in a middle or secondary school, under the supervision of a qualified classroom teacher and college faculty. Candidates will transition from collaborative planning and teaching to full-time teaching responsibility. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Student teaching will include the planning, implementation, and assessment of a unit of instruction.

**EDUC 4840 – Student Teaching: English (8)**

Prerequisite: Admission to the Teacher Education Program and Permission to Student Teach

Co-requisite: EDUC 4800

This course is a semester-long, full-time teaching experience in a middle or secondary school, under the supervision of a qualified classroom teacher and college faculty. Candidates will transition from collaborative planning and teaching to full-time teaching responsibility. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Student teaching will include the planning, implementation, and assessment of a unit of instruction.

**EDUC 4850 – Student Teaching: History (8)**

Prerequisite: Admission to the Teacher Education Program and Permission to Student Teach

Co-requisite: EDUC 4800

This course is a semester-long, full-time teaching experience in a middle or secondary school, under the supervision of a qualified classroom teacher and college faculty. Candidates will transition from collaborative planning and teaching to full-time teaching responsibility. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Student teaching will include the planning, implementation, and assessment of a unit of instruction.

**EDUC 4860 – Student Teaching: Mathematics (8)**

Prerequisite: Admission to the Teacher Education Program and Permission to Student Teach

Co-requisite: EDUC 4800

This course is a semester-long, full-time teaching experience in a middle or secondary school, under the supervision of a qualified classroom teacher and college faculty. Candidates will transition from collaborative planning and teaching to full-time teaching responsibility. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Student teaching will include the planning, implementation, and assessment of a unit of instruction.

**EDUC 4870 – Student Teaching: Political Science (8)**

Prerequisite: Admission to the Teacher Education Program and Permission to Student Teach

Co-requisite: EDUC 4800

This course is a semester-long, full-time teaching experience in a middle or secondary school, under the supervision of a qualified classroom teacher and college faculty. Candidates will transition from collaborative planning and teaching to full-time teaching responsibility. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Student teaching will include the planning, implementation, and assessment of a unit of instruction.

**ENGLISH (ENGL)**

**ENGL 0098 – Student Success Basic Composition (4\*)**

An introductory study of the essay, focusing on idea generation, paragraph development, and effective sentence structure. \*Institutional load credit only.

**ENGL 0099 – Student Success Pre-College Composition (4\*)**

Prerequisite: ENGL 0098

A course in the writing of essays, focusing on expanding the paragraph into an essay, ordering ideas, and using transitional devices. Grammar and usage within the composition is emphasized. \*Institutional load credit only.

**ENGL 1101 – English Composition I (3)**

Prerequisite: ENGL 0099

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

**ENGL 1102 – English Composition II (3)**

Prerequisite: ENGL 1101

A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101 that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods.

**ENGL 2100 – Transatlantic English Literature (3)**

Prerequisite: ENGL 1102

A survey of literature of the Americas and British Isles

**ENGL 2110 – World Literature (3)**

Prerequisite: ENGL 1102

A survey of important works of world literature.

**ENGL 2111 – World Literature I (3)**

Prerequisite: ENGL 1102

A survey of important works of world literature from ancient times through the mid-seventeenth century.

**ENGL 2112 – World Literature II (3)**

Prerequisite: ENGL 1102

A survey of important works of world literature from the mid-seventeenth century to the present.

**ENGL 2120 – British Literature (3)**

Prerequisite: ENGL 1102

A survey of important works of British literature.

**ENGL 2121 – British Literature I (3)**

Prerequisite: ENGL 1102

A survey of important works of British literature from the Old English period through the neoclassical age.

**ENGL 2122 – British Literature II (3)**

Prerequisite: ENGL 1102

A survey of important works of British literature from the Romantic era to the present.

**ENGL 2130 – American Literature (3)**

Prerequisite: ENGL 1102

A survey of important works of American literature.

**ENGL 2131 – American Literature I (3)**

Prerequisite: ENGL 1102

A survey of American literature from the pre-colonial age to the mid-nineteenth century.

**ENGL 2132 – American Literature II (3)**

Prerequisite: ENGL 1102

A survey of American literature from the mid-nineteenth century to the present.

**ENGL 3000- English Content Methods (4)**

Prerequisite: Admission to the Teacher Education Program and successful completion of EDUC 3300 and EDUC 3350.

Students must also have successfully completed EBGL 1102 and at least one 2000 level ENGL literature survey with a grade of C or higher. This course will focus on methods for implementing student-centered instruction in English.

Special Emphasis will be placed on the particular ways of knowing associated with the study of English and incorporating these ways of knowing into learning activities for secondary students. Candidates will design, implement, and assess learning activities for secondary students. A field component accompanies this course.

**ENGL 3040 – Introduction to Language and Logistics (3)**

Prerequisite: ENGL 1102

This course examines language characteristics, development, variation and change, attitudes, and uses. Topics will include but not be limited to phonology, morphology, syntax, semantics, onomastics, orthography, language acquisition, dialects, and the history of the English language. This course has application to literature, rhetoric, and language arts.

**ENGL 3350 – Ancient Literature to 1500 (3)**

Prerequisite: ENGL 1102 and Sophomore Status

This course surveys a wide range of Western and Eastern Literatures written between the time period extending from the Ancient Middle East through Ancient Greece and Rome, China's Early and Middle Periods, India's Golden Age, Islam's Golden Age, and Medieval India and Europe. Representative works from these periods may include Gilgamesh, the Old and New Testaments, The Iliad and the Odyssey, the Confucian Analects, the Bhagavad-Gita, The Aeneid, the Koran, The Divine Comedy, The Decameron, Beowulf, The Canterbury Tales.

**ENGL 3450 – Renaissance Literature (3)**

Prerequisite: ENGL 1102 and completion of one 2000 level literature survey

This course explores the major authors of the Western world and the genres, themes and movements reflected in their works during the period from approximately the 15<sup>th</sup> to the 17<sup>th</sup> centuries. We will explore the literature of the period in the contexts of intellectual, historical, scientific and cultural developments such as the rise of humanism, the Reformation, metaphysics, and scientific empiricism. Authors studied may include Ficino, Picco della Mirandola, Erasmus, Machiavelli, More, Bacon, Cervantes, Rabelais, Shakespeare, Spenser, Marlowe, Jonson, Descartes, Donne, Marlowe, Webster and Milton.

**ENGL 3600 – Advanced Composition (3)**

Prerequisite: ENGL 1102 and Sophomore Status

This course builds upon writing skills acquired in English 1101 and 1102 and enables students to engage in advanced techniques central to effective and sophisticated writing. It includes workshops and in depth study of writing as a process, with an emphasis on the conventions of discourse situations, invention, revision, editorial skills, and document formatting



**ENGL 3650 – The Long Romantic Period (3)**

Prerequisite: ENGL 1102 and completion of one 2000 level literature survey

A study of literature from the long Romantic period by selected British and American authors such as Paine, Blake, the Wordsworth, Coleridge, Byron, the Shelleys, Keats, Hawthorne, Melville, Emerson, Thoreau, and Whitman. This course explores the revolutionary ideals, scientific and social advances, and groundbreaking literature of the period.

**ENGL 3800 – Introduction to Creative Writing (3)**

Prerequisite: ENGL 1102 and sophomore status

Introductory study and practice writing original poetry and fiction via selected readings in poetry, fiction, and creative nonfiction that model methods and genres. Students will engage in workshops in which they plan, write, critique and revise their own and others' writing in these genres.

**ENGL 3850 – Senior Seminar (3)**

Prerequisite: Completion of the GGC General Education Core Areas A-F and successful completion of no fewer than 18 credits hours of upper-level English courses with a grade of C or higher.

The senior seminar is a forum where rising seniors can confer with one another about their English experiences, develop their own and collaborate upon one another's major capstone projects, and receive faculty guidance and feedback on their work, as well as on their post-graduate vocational, professional, or academic goals.

**ENGL 4200 – Special Topics, English (3)**

Prerequisite: Completion of English 1102 with a grade of C or higher; additional prerequisites to be announced based on topic of study.

Topics and prerequisites to be announced. Focused study of a problem, question, issue, or specialized subject. A variety of courses is offered every semester; courses may focus on widely varying topics. May be repeated for credit if topic varies.

**ENGL 4410 – Studies in Restoration and Neoclassical Literature (3)**

Prerequisite: ENGL 1102 and completion of one 2000 level literature survey

The Restoration and Neo-Classical periods were marked by dramatic shifts in the intellectual landscape of Western Europe. Political systems, religious traditions, and cultural conventions were giving way before revolutions in theology, philosophy, and science, the rise of literacy, and the expansion of national power across a transatlantic sphere of influence. Against this backdrop this course examines the works reflective of (and in some cases responsible for) these transformations from authors such as Milton, Bunyan, Dryden, Behn, Swift, Locke, Pope, Defoe, Samuel Johnson, Descartes, Moliere, de Sade, Edwards, Paine and Franklin.

**ENGL 4620 – Studies in Modern Poetry and Drama (3)**

Prerequisite: ENGL 1102 and completion of one 2000 level literature survey

This course introduces students to the genres and examines the ways in which modern poetics and dramatic productions reflect human sensibilities.

**ENGL 4630 – Studies in Modern Fiction (3)**

Prerequisite: ENGL 1102 and completion of one 2000 level literature survey

This course introduces the key elements of modern fiction (history, authorial techniques, major/minor authors, and theories) that provide students with the necessary tools to read, think, and write critically about the genre.

**ENGL 4720 – American Realism and Naturalism (3)**

Prerequisite: ENGL 1102 and completion of one 2000 level literature survey

Popularly, aesthetically, and philosophically considered, realism and naturalism dominated American literature of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Yet these hugely influential literary modes were notable as much for their popularity and indebtedness to American consumer culture as for their ambivalence towards American popular culture, consumerism, and the very act of literary representation itself. This course traces these aesthetic and social ambivalences in works from authors such as Stowe, Howells, Twain, Henry James, Wharton, Jewett, Chesnutt, Dreiser, and Norris.

### **ENGL 4850, Senior Seminar (3)**

**Prerequisites:** Completion of the GGC General Education Core Areas A-F and successful completion of no fewer than 18 credits hours of upper-level

The senior seminar is a forum where rising seniors can confer with one another about their English experiences, develop their own and collaborate upon one another's major capstone projects, and receive faculty guidance and feedback on their work, as well as on their post-graduate vocational, professional, or academic goals.

## **ENGLISH FOR ACADEMIC PURPOSES (EAP)**

### **EAP 0080 – EAP for Success Reading I (4\*)**

This course is designed for non-native English speaking students. Students use pre-college level and college level materials to develop academic reading skills necessary for success in college level coursework. Students will demonstrate understanding of academic written material and respond critically to readings in class discussions and in writing.

\*Institutional load credit only.

### **EAP 0081 – EAP for Success Structure and Composition I (4\*)**

This course is designed for non-native English speaking students. Students use pre-college and college level materials to develop academic writing skills necessary for success in college level coursework. The focus of this course is on writing paragraphs and short essays using correct grammatical structures of English.

\*Institutional load credit only.

### **EAP 0082 – EAP for Success Academic Listening/Speaking Skills (3\*)**

This course is designed for non-native English speaking students who need to improve their speaking and listening skills to ensure accuracy and confidence in communication for academic success. The course will focus on the pronunciation of distinct sounds, intonation, rhythm, and stress patterns in the English language as well as on developing listening and presentation skills. Placement in the course is contingent upon COMPASS Listening score.

\*Institutional load credit only.

### **EAP 0090 – EAP for Success Reading II (4\*)**

This course is designed for non-native English speaking students. Students use college level materials to develop academic reading skills necessary for success in college level coursework. Students will demonstrate understanding of written material and respond critically to college level reading in writing and class discussions. An Exit Reading Exam is required to exit the EAP Program.

\*Institutional load credit only.

### **EAP 0091 – EAP for Success Structure and Composition II (4\*)**

This course is designed for non-native English speaking students. Students use college level materials to develop academic writing skills necessary for success in college level coursework. The focus of this course is on writing essays in various genres (e.g., narrative, expository) and responding to academic texts in writing using correct grammatical structures of English. Exit Writing Test is required to exit the EAP Program.

\*Institutional load credit only.

### **EAP 0092 – EAP for Success Academic Communication Skills (3\*)**

**Prerequisite:** EAP 0082

This course develops oral communication skills at the advanced level. Focus is on listening comprehension, note taking, appropriate language usage in various registers, and oral presentations. Placement in the course is contingent upon COMPASS Listening score or successful completion of EAP for Success Listening/Speaking Skills.

\*Institutional load credit only.

### **EAP 0095 – EAP Writing/Grammar Workshop I (2\*)**

A workshop to be taken concurrently with English Composition I. The focus is on building grammar editing strategies, over viewing the kinds of language trouble spots that English causes, and examining the kinds of errors marked by the English composition teacher in the editing drafts from the writing course.

\*Institutional load credit only.

### **EAP 0096 – EAP Writing/Grammar Workshop II (2\*)**

A workshop to be taken concurrently with English Composition II. The focus is on developing and refining editing strategies and becoming more familiar with the intricacies of grammar rules and usage and development of students academic voice all within the context of student's own writing. \*Institutional load credit only

## **ENGLISH LITERATURE AND LANGUAGE COURSES (ELAN)**

### **ELAN 3000 – Language, Literacy, and Culture (3)**

**Prerequisite:** Admission to the Teacher Education Program

This course introduces social and cultural theories of language, language acquisition, literacy teaching, and learning as they relate to the education of culturally and linguistically diverse students. The course will include pedagogies and practices that effectively support all students in the development of language, literacy, and content while affirming students' cultural identities and validating their personal histories. Candidates will explore oral language development, with special emphasis on linguistic variation and cultural diversity and the literacy development of multilingual/multi-dialectal students. Candidates will also examine classroom instruction, environments, and discourse practices informed by linguistic and cultural theories.

## **EXERCISE SCIENCE (EXSC)**

### **EXSC 3100 Principles of Kinesiology (3)**

**Prerequisites:** BIOL 2451K; PHYS 1111K

An examination of the anatomical and neuromechanical concepts relevant to human movement analysis and muscular control of movement. Application of functional anatomy and biomechanics to various movements, emphasizing movement analysis across the life span and across a full range of abilities. Upon completion of this course, students will: (1) Describe the structure and function of the human neuromusculoskeletal systems (2) Explain joint motion and function of the skeletoarticular system (3) Demonstrate knowledge and application of the muscle control formula to determine muscle action for any movement (4) Describe methods of kinematic, kinetic, and electromyographic movement assessment (5) Explain the biomechanical principles involved in human movement in various movements (6) Describe the neuromuscular control of select movement forms in physical activity across a broad range of abilities and ages

### **EXSC 3101K Exercise Physiology (4)**

**Prerequisites:** BIOL 2452K; BIOL 3400K

Focuses on alterations in body systems and organs during physical activity with emphasis on metabolic, cardiorespiratory, and body composition parameters. Laboratory experiences employing physiological principles during active participation in exercise are also included. Upon completion of this course, students will: (1) Describe the role of bioenergetics as it relates to exercise. (2) Describe the production of energy during exercise and the changing factors that govern its control. (3) Explain the role of the endocrine, cardiovascular, respiratory, muscular and nervous systems in exercise. (4) Explain the adaptations that take place within the body as a result of chronic physical training and detraining. (5) Explain the influence of the environment on exercise and performance. (6) Apply the principles of exercise physiology to training for specific outcomes such as fitness or performance. (7) Demonstrate proficiency with laboratory equipment and tests

### **EXSC 3600 Biomechanics of Musculoskeletal Injuries (3)**

**Prerequisites:** BIOL 3400K; EXSC 3100

Upon completion of this course, students should be able to: (1) Describe the anatomical structure and mechanical properties of biological tissues. (2) Identify the anatomical structures comprising the major joints in the human body and explain how these structures influence motion capabilities (3) Describe the different types of mechanical loads and explain their respective effects upon biological tissues. (4) Utilize knowledge of the conditions of static equilibrium to perform static force and torque analyses of load-bearing anatomical structures. (5) Identify and discuss the general research approaches currently being used to investigate problems in the area of biological tissue mechanics. (6) Assess the mechanical loading of musculoskeletal tissues and the factors involved in determining and describing injury mechanisms. (7) Apply the principles of mechanics to musculoskeletal tissue response in various groups, including individuals with disabilities and age-specific populations.

### **EXSC 3700 Human Motor Learning and Control (3)**

Prerequisites: EXSC 3200; MATH 2000

An examination of the motor control and learning area, including neural and mechanical systems underlying motor behavior and application of theoretical concepts to instructional and clinical settings. Upon completion of this course, students will: (1) Describe the strengths and weaknesses of the prominent theories of motor control and learning in describing important characteristics of human action (2) Describe the cognitive and neuromotor processes involved in the planning and execution of goal-directed actions (3) Identify the variables that do and those that do not influence the learning of movement skills (4) Describe a number of practice, or training methods that a practitioner can use to promote better transfer of learning, long-term retention, and recall of movement skills (5) Describe the various types of and frequency with which augmented feedback can be used to facilitate the learning of movement skills (6) Demonstrate how different types of underlying pathologies within the human system influence how movements are controlled, coordinated, and learned

### **EXSC 4300 Worksite Health Promotion (3)**

Prerequisites: EXSC 3000, EXSC 3200

This course will examine the rationale, philosophy, and justification for developing health promotion programs in the workplace. Essential program components including design, planning, marketing, implementation and evaluation will be analyzed. Employee health risks will be identified, along with behavior change concepts and related program intervention strategies. Further, ergonomic issues will be explored to determine how they contribute to worksite musculoskeletal injuries. Strategies that can minimize human error, injuries, discomfort, and dissatisfaction will also be discussed. In addition, career preparation and opportunities will be addressed. Upon completion of this course, students should be able to: (1) Describe the potential benefits of worksite health promotion programs for employers and employees. (2) Describe the relationship between lifestyle behaviors and various health risks. (3) Describe common musculoskeletal worksite injuries and the anatomical & physiological factors which either prevent or contribute to those injuries (4) Demonstrate ergonomic testing of a worksite and make appropriate recommendations to reduce risk of injury (5) Describe how health promotion programs are designed, implemented and evaluated in the workplace.

## **FILM (FILM)**

### **FILM 1005 – Introduction to Film (3)**

Introduces students to the serious study of cinema, focusing on various categories of film, including classical Hollywood films, international art films, the documentary, and experimental film. Examines the stylistic and rhetorical dimensions of film language, including such aspects as narrative structure, cinematography, staging, editing, and sound.

### **FILM 3180 International Cinemas (3)**

Prerequisites: ENGL 1102 and consent of the instructor or ENGL 1102 and completion of one of the following: FILM 1005, ARTS 1100, MUSC 1100, ENGL 2100, ENGL 2110.

An examination of major films and directors from a specific country, continent, or international movement. Films will be studied in their cultural, critical, and industry contexts and in terms of historical background, literary sources, narrative conventions and plot structures. May be repeated once if the topic varies. Topics may include (but are not limited to) such areas as Latin-American Cinemas, Japanese Cinema, the French New Wave.

## **FINANCE (FINA)**

### **FINA 3000 – Financial Management I (3)**

Prerequisites: ECON 2106; ACCT 2101

This course introduces students to the basic concepts of finance. These concepts are necessary for sound decision-making in corporate and personal financial management. Topics include financial statement analysis and forecasting, time value of money, security valuation, cost of capital, and capital budgeting.

### **FINA 3102 – Financial Management II (3)**

Prerequisite: FINA 3000

This course is a continuation of FINA 3000 and deals with an in-depth study of long-term financing and capital structure decisions and working capital management. Topics include more complex issues in time value of money and

security valuation (including the capital asset pricing model), risk and return, capital structure, dividend policy, weighted average cost of capital, capital budgeting, and working capital management.

**FINA 4101 – International Finance (3)**

Prerequisite: FINA 3000

In this course, student will get an overall understanding of what International Finance is, what the factors that can affect the financial results of a firm doing business internationally are, and what the firm can do to diminish its exposure to these factors.

**FINA 4102 – Financial Markets and Trading Simulation (3)**

Prerequisite: FINA 3000

This course teaches the students the workings of different financial markets such as Stock Market, Bond Market, Mortgage Market, Money Market, & Banking. It introduces the students to the different securities these markets offer and how they are priced and traded. Students will play a trading simulation game. In this game, students will trade stocks (domestic and international), bonds, options, futures (securities, foreign exchange and commodities).

**FINA 4103 – Investment Analysis (3)**

Prerequisite: FINA 3000

A study of the investment process and various financial investment alternatives available to investors with concentration on the formulation of a sound investment program for both individuals and institutions. Topics include stock and bond analysis, securities markets, futures contracts, option contracts, efficient market hypothesis, fundamental analysis, and technical analysis.

**FINA 4104 – Financial Derivatives (3)**

Prerequisite: FINA 3000

This course is designed to help students gain thorough understanding of the concepts of futures, options and other financial derivative instruments. It focuses on the introduction of risk allocation, structure design, valuation, pricing model and hedging techniques of financial derivatives and their applications to financial-risk management.

**FINA 4105 – Financial Planning (3)**

Prerequisite: FINA 3000

This course will introduce students to topics on retirement planning, insurance planning, credit card planning, buying homes, tax planning and strategies and different investment products.

**FINA 4200 – Security Analysis and Portfolio Management (3)**

Prerequisite: FINA 3000

Students will learn about investment alternatives available to investors and techniques to analyze these alternatives. Asset pricing models, security valuation, risk-return analysis, and evaluation of portfolio performance are among the topics that will be covered.

**FINA 4201 – Financial Institutions (3)**

Prerequisite: FINA 3000

Asset, liability, and capital management for firms operating in the dynamic environment of the financial-services industry. Includes the regulation and evolution of depository institutions.

**FINA 4202 – Mergers and Acquisitions (3)**

Prerequisite: FINA 3000

This course will provide an introduction and an overview of mergers and acquisitions. In today's world of aggressive and strategic corporate policy-making, this course will not only provide a theoretical framework to prospective business leaders, but will also enable them to cope with some of the real problems of mergers and acquisitions with a greater degree of confidence. Some of the topics to be covered in this course include: motives and determination of mergers; merger tactics; leveraged buyouts (LBOs); divestitures; safeguards against corporate raiders and junk bonds; and the various theories of mergers.

**FINA 4700 – Special Topics in Finance (3)**

Prerequisite: FINA 3000; Approval of Advisor

This course provides a supervised study of a current, relevant topic that is otherwise not covered in any course already in the catalog. The course may be repeated for credit with different topics. A willing professor must first agree to carry out an independent study with the student on the proposed topic per the School of Business policy.

**FINA 4751 – Internship in Finance (3)**

Prerequisite: FINA 3000; MKTG 3000; MGMT 3000

Individually designed learning opportunity in which the student is involved in the normal financial management related operations of an organization in the private or public sector.

**FRENCH (FREN)**

**FREN 1001 – Elementary French I (3)**

Introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions.

**FREN 1002 – Elementary French II (3)**

Prerequisite: FREN 1001 or permission of the instructor

Continued listening, speaking, reading and writing in French with further study of the culture of French-speaking regions.

**FREN 2001 – Intermediate French I (3)**

Prerequisite: FREN 1002 or permission of the instructor

A continuation of development in listening, speaking, reading and writing skills in French with further study of the culture of francophone regions and an introduction to French-language literature.

**FREN 2002 – Intermediate French II (3)**

Prerequisite: FREN 2001 or permission of the instructor

A review and expansion of French grammar with intensive practice in conversation and writing. Culture and history will be examined through French-language literature, news reporting, and film.

**GEOGRAPHY (GEOG)**

**GEOG 1101 – Introduction to Human Geography (3)**

Prerequisite: READ 0098

A survey of global patterns of resources, population, culture, and economic systems. Emphasis is placed upon the factors contributing to these patterns and the distinctions between the technologically advanced and less advanced regions of the world.

**GEOG 1103 – Geographic Perspectives on Multiculturalism in the United States (3)**

Prerequisite: READ 0098

Geographic factors underlying multiculturalism and ethnic relationships in the United States. Three interrelated themes are emphasized: the spatial development and organization of culture; population growth, migration, and urbanization; and the spatial dimensions of political, economic, and social processes.

**GEOG 1111 – Introduction to Physical Geography (3)**

Prerequisite: READ 0098

An introduction to physical geography, surveying climate, vegetation, soils, landforms, and water resources in their areal interrelations and distributions.

**GEOG 1112 – Introduction to Weather and Climate (3)**

Prerequisite: READ 0098

Components of weather processes, and their measurement. Climatic elements and their control factors. Geographic classification of climatic and vegetative types on the Earth's surface.

**GEOG 112L – Introduction to Weather and Climate Laboratory (1)**

Prerequisite: READ 0098

Laboratory exercises supplement the lecture material of GEOG 1112.

**GEOG 1113 – Introduction to Landforms (3)**

Prerequisite: READ 0098

Introductory analysis and classification of major types of land surfaces, stressing geographic characteristics. Study and interpretation of relationships between landforms and other phenomena through maps, air photos, and field observations. World coverage with stress on North America.

**GEOG 1113L – Introduction to Landforms Laboratory (1)**

Prerequisite: READ 0098

Laboratory exercises supplement the lecture material of GEOG 1113.

**GEOG 1125 – Resources, Society and the Environment (3)**

Prerequisite: READ 0098

Interactions between physical systems and human activities, and their effects on environmental quality and sustainability are emphasized. Topics include: geography of population and resource consumption, food production, water and air quality, energy policy, land/biotic resource management. Contrasting social, ethical, and technological perspectives on environmental concerns are explored.

**HISTORY (HIST)**

**HIST 1111 – Survey of World History/Civilization I (3)**

Prerequisite: READ 0098

A survey of World History to early modern times.

**HIST 1112 – Survey of World History/Civilization II (3)**

Prerequisite: READ 0098

A survey of World History from early modern times to the present.

**HIST 1121 – Survey of Western Civilization I (3)**

Prerequisite: READ 0098

A survey of Western Civilization to early modern times.

**HIST 1122 – Survey of Western Civilization II (3)**

Prerequisite: READ 0098

A survey of Western Civilization from early modern times to the present.

**HIST 2111 – Survey of United States History I (3)**

Prerequisite: READ 0098

A survey of United States History to the post-Civil War period.

**HIST 2112 – Survey of United States History II (3)**

Prerequisite: READ 0098

A survey of United States History from the post-Civil War period to the present.

**HIST 3050 – History Content Methods (4)**

Prerequisite: Admission to the Teacher Education Program and successful completion of the following courses: EDUC 3300 and EDUC 3350

This course will focus on methods for implementing student-centered instruction in History. Special emphasis will be placed on the particular ways of knowing associated with the study of History and incorporating these ways of knowing into learning activities for secondary students. Candidates will design, implement, and assess learning activities for secondary students. A field component accompanies this course.

### **HIST 3110 – America to 1789 (3)**

Prerequisite: ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

This course traces conditions in America from before the arrival of Europeans to North America, to the process of creating the United States. Specific focus will be on Native American culture, the characteristics of the British Colonies, the struggle for independence and the forces that shaped the creation of the Constitution.

### **HIST 3135 – America Since 1945 (3)**

Prerequisite: ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

This course examines cultural, political, economic and diplomatic developments in the United States since the end of the Second World War. Topics covered include the Cold War, the civil rights and women's movements, mass immigration from Asia and Latin America, and the "Reagan Revolution."

### **HIST 3150 – US Economic History (3)**

Prerequisite: ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

A study of the macroeconomic elements in the historic growth of the United States from colonial to recent times, including the use of human and natural resources. An analysis is made of such evolutionary institutions as corporations and labor unions, as well as the changing role of government, technological innovations, competition, agrarian/industrial pioneering, and other issues in the development of America

### **HIST 3265 – History of Georgia (3)**

Prerequisite: ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

This course traces four centuries of Georgia history, from Native American habitation and Spanish exploration to modern times. Examining the dominant social and cultural themes in Georgia history, the course delves into the interactions of Georgians at various points in the state's history, noting both common experience and diversity. The course will focus on certain themes and topics that have shaped not only Georgia's history, but also that of the American South and greater United States. The course will also explore Georgia's connection to the world at large and how the state's history has influenced global events.

### **HIST 3310 – Greece and the Ancient Near East (3)**

Prerequisite: ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

This course examines the Ancient Near East (Mesopotamia and Egypt) before tracing conditions in Greece from the late Dark Ages and Homer to the death of Alexander the Great. The course will especially investigate the rise of various city states, the role of religion and myth in constructing meaning, the rise of centralized political structures, and in Greece the rise of tyranny and democracy, the origins of such modern literary and spoken genres as history, drama, and rhetoric, the rise of hoplite and phalanx styles of warfare, and the origins of western science and philosophy. The course will also examine the clash of cultures in the centuries of conflict between Persia and Greece.

### **HIST 3315 – Rome and the Mediterranean (3)**

Prerequisite: ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

Examines the origins of the city of Rome, the process by which it built an empire encompassing the Mediterranean basin, that empire's interactions with other peoples and states which it encountered, and the manner by which it absorbed, borrowed, and adapted characteristics of these peoples which were fused into one culture disseminated throughout most of Europe, the Middle East, and Northern Africa. Emphasizes the period between the beginnings of the city and the collapse of the western part of the empire in the fifth century.

### **HIST 3335 – History of Europe Since 1789 (3)**

Prerequisite: ENGL 1102 and completion of history requirements in Area E of the Core Curriculum.

A study of the social, political, intellectual and economic history of Europe since the French Revolution. Special emphasis on the revolutionary age and the rise of liberal and conservative political ideologies; social classes and the industrial revolution; modern nationalism and the nation-state; the New Imperialism; the era of the world wars, especially the struggle between democracy, fascism and communism; the Cold War; the history of women and family life; and economic and political integration in contemporary Europe.

### **HIST 3500 – The Atlantic World (3)**

Prerequisite: ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

This course traces the creation of a Trans-Atlantic community that spanned four continents, two subcontinents, and five centuries. Between 1400 and the mid-1800s, the fortunes and misfortunes of Europe, Africa, and North and South



America were intertwined, creating a common historical experience. This course will examine the dominant themes in that history: the Age of Exploration, European colonization, the creation of the Atlantic slave trade, and the Age of Revolutions. As the Atlantic Ocean served as both a borderland of conflict and a conduit for exchange, the study of the Atlantic World provides an inter-regional context within which to compare and contrast various topics in political, economic, religious, social, intellectual, and environmental history.

### **HIST 3520 – History of Middle East and India (3)**

**Prerequisite:** ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

The Middle East and India from the earliest times to the present. Special attention will be given to the origins of civilizations and major world religions in ancient period; the rise and development of Islam up to the early modern period; and the political, cultural, social, and economic history of the Middle East and India in modern times, including imperialism, nationalism, independence, and religious revival.

### **HIST 3540 – History of China and Japan (3)**

**Prerequisite:** ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

Examines the history of China and Japan from the appearance of agriculture around the Yellow River to modern times.

### **HIST 3710 – History of Business in America, Britain, and Japan (3)**

**Prerequisite:** READ 0098, ENGL 0098, ENGL 0099, and completion of history requirements in Area E of the Core Curriculum

This course traces the evolution of the business enterprise in America, Britain, and Japan from 1600 to the modern era. Specific focus will be on the historic factors for business growth, the relationship between business and labor, the rise of regulation, and the impact of business on society.

### **HIST 3721 – History of Ancient and Medieval Science (3)**

**Prerequisite:** READ 0098, ENGL 0098, ENGL 0099, and completion of history requirements in Area E of the Core Curriculum

Examines the interactions of science and technology with the social and cultural development of world civilization, the importance of scientific inquiry as compared with other kinds of inquiry, and the key contributions made by significant investigators, inventions, and events. Emphasizes the period from earliest times to the Scientific Revolution of the Sixteenth Century.

### **HIST 3722 – History of Modern Science and Technology (3)**

**Prerequisite:** ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

Examines the interactions of science and technology with the social and cultural development of world civilization, the importance of scientific inquiry as compared with other kinds of inquiry, and the key contributions made by significant investigators, inventions, and events. Emphasizes the period from just before the Scientific Revolution of the Sixteenth Century to modern times.

### **HIST 3760 – History of Politics and Culture, from Antiquity to the Enlightenment (3)**

**Prerequisite:** READ 0098, ENGL 0098, ENGL 0099, and completion of history requirements in Area E of the Core Curriculum

This course investigates the history of the interaction between political culture and ideas, and how these mutually shape each other from antiquity to the Enlightenment. While the course is historical in nature, a final unit focuses on critiquing the entire tradition of culture, politics, and ideas. It culminates by requiring students to construct their own ideal state.

### **HIST 3775 – Medieval Life, Religion and Thought (3)**

**Prerequisite:** ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

A study of the history, culture, and religious life of the medieval world, the class examines documents, texts, and archaeological data from Late Antiquity to the High Middle Ages (300-1500). Topics include the transformation of late Roman society and politics, kingship, chivalry and romance, religion, Icelandic sagas, philosophy and mysticism, historically understanding medieval texts, encounters with non-European cultures, crusade, plague, and the life of the “3 orders.”

## **INFORMATION TECHNOLOGY (ITEC)**

### **ITEC 1001 – Introduction to Computing (4)**

Prerequisite: READ 0098; MATH 0099

Introduction to computers and applications software. Upon completion of this course students will: (1) understand the evolution of information technology and future trends; (2) describe the ethical issues surrounding the uses of digital information; (3) demonstrate proficiency in the use of various personal productivity software; (4) understand the functionality and interaction among the main hardware components of a computer and appropriate terminology; (5) acquire basic knowledge of computer security, protection mechanisms and privacy threats on Internet; (6) understand the role of computing tools in supporting collaborative projects; (7) understand the principles of computer networking; (8) understand different types of systems and application software.

### **ITEC 2110 – Digital Media (4)**

Prerequisite: ITEC 1001; ENGL 0099

A course that takes students through the development of all forms of digital media. Upon completion of this course students will: (1) understand various forms of digital media in the Internet environment; (2) build digital media documents as a communication tool in the Internet environment; (3) publish digital media documents in the Internet; (4) apply multimedia in digital media publication; (5) evaluate digital media; (6) understand legal issues on digital media.

### **ITEC 2120 – Introduction to Programming (4)**

Prerequisite: ITEC 1001; ENGL 0099

An introduction to concepts, principles, and skills of programming. Upon completion of this course students will: (1) understand the evolution of computer languages (from machine code to object-oriented); (2) understand the concept of the coding process and code manipulation; (3) analyze real world problems and design algorithmic and programming solutions; (4) understand the general ideas of classes and objects as elements of a programming environment; (5) know general ideas about conditional expressions, functions, and control structures; (6) prepare, execute and debug program code within an interactive programming environment; (7) demonstrate a consistent and readable programming style.

### **ITEC 2150 – Intermediate Programming (4)**

Prerequisite: ITEC 2120

More advanced programming concepts, principles, and skills. Upon completion of this course students will: (1) understand the evolution of computer languages (from machine code to object-oriented); (2) understand the concept of the coding process and code manipulation; (3) analyze real world problems and design algorithmic and programming solutions; (4) understand the general ideas of classes and objects as elements of a programming environment; (5) know general ideas about conditional expressions, functions, and control structures; (6) prepare, execute and debug program code within an interactive programming environment; (7) demonstrate a consistent and readable programming style.

### **ITEC 2201 – Introduction to Information Systems (3)**

Prerequisite: ITEC 1001 (ITEC 2110 & ITEC 2120 recommended for IT Majors); ENGL 0099

A study of the fundamentals of information systems, including what they are and how they affect organizations. Upon completion of this course students will: (1) understand the key concepts of information systems (IS) and information technology (IT); (2) understand how IS and IT can be applied to gain competitive advantage in business; (3) understand the role and impact of IS/IT on globalization; (4) understand the role of application software in organizing data and demonstrate an ability to use such software; (5) demonstrate knowledge web site development using application software; (6) understand the different information systems used to support business functions at an organization; (7) understand the system development life cycle and its role in developing/supporting information systems; (8) understand the importance of project management and demonstrate an ability to use project management software; (9) understand the security, ethics and privacy issues involved along with future emerging trends in technology

### **ITEC 3100 – Introduction to Networks (3)**

Prerequisite: ITEC 1001; ENGL 0099

A top-down exploration of networking. Upon completion of this course students will be able to: (1) understand the basics of data communications and networking; (2) describe the overall network architectures, especially the Internet concepts and terminologies; (3) explain how network hardware and software work together; (4) understand major network protocols (TCP/IP and related protocols); (5) recognize network infrastructure hardware (hub, switch, router,

gateway, wireless access and so on); (6) understand network design and operation essentials; (7) acquire basic knowledge of security issues in computer networks.

### **ITEC 3150 – Advanced Programming (3)**

Prerequisite: ITEC 2150

A conceptual and practical introduction to advanced programming. After completing the course students will be able to: (1) demonstrate an ability to code, debug and test event driven programs; (2) understand the basic principles of multithreading and demonstrate an ability to code, debug and test simple multi-threaded programs ; (3) understand the basic concepts of memory allocation and management; (4) demonstrate the ability to choose from fundamental data structures, their algorithms and implementations; (5) know the different algorithmic strategies and demonstrate an ability to analyze them; (6) demonstrate a consistent and readable programming style.

### **ITEC 3200 – Introduction to Databases (3)**

Prerequisite: ITEC 1201 or BUSA 3100

Introduction to fundamental concepts of database management. Upon completion of this course students will be able to: (1) understand data, metadata, and database systems core concepts; (2) understand logical/physical data organization and transaction management fundamental concepts; (3) understand the relational database model; (4) understand and use entity relationship (ER) modeling for conceptual design; (5) understand and use normalization of database tables technique to reduce data redundancy; (6) understand and use the core portion of structured query language (SQL) for data manipulation; (7) design, test, and use databases within the course scope and in framework of Microsoft Access database application environment

### **ITEC 3300 – Information Security (3)**

Prerequisite: ITEC 1201 or BUSA 3100

A survey course intended to introduce the student to the basics of information security. Upon completion of this course students will be able to: (1) understand the basic components of information security (confidentiality, integrity, and availability, common threats and attacks, security policies and mechanisms, trust); (2) understand and apply the basic concepts and primitives of cryptography (private-key and public-key encryption, message authentication and digital signature, hash functions, key distribution, user authentication); (3) understand basic mechanisms of operating system security (access control, confinement of malicious code, isolation and sandboxing, virtualization); (4) understand basic problems and protocols for internet security (ipsec, ssl, viruses and spyware, firewall and intrusion detection); (5) understand basic problems and protocols for e-commerce security; (6) understand basic human and ethical issues in information security.

### **ITEC 3350 – E Commerce (3)**

Prerequisite: ITEC 1201 or BUSA 3100

This course covers basic business practices using electronic commerce. Upon completion of this course students will be able to: (1) understand the key concepts of e-commerce; (2) demonstrate knowledge of various e-commerce business models; (3) identify and discuss current business issues in e-commerce; (4) demonstrate an understanding of the technology infrastructure for e-commerce; (5) demonstrate a working knowledge of security issues related to e-commerce; (6) evaluate different types of payment systems used in ecommerce; (7) demonstrate an understanding of the online marketing communications in e-commerce; (8) demonstrate proficiency in developing a business report on the Web using HTML; (9) analyze and evaluate an e-commerce business; (10) plan an e-commerce business.

### **ITEC 3450 – Computer Graphics and Multimedia (3)**

Prerequisite: ITEC 2110

This course introduces the many facets of interactive multimedia design and production. Upon completion of this course students will be able to: (1) understand the foundations of computer graphics: hardware systems, math basis, light and color; (2) understand applications of computer graphics; (3) be able to perform transformations, rotations and scaling using transformation matrices; (4) be able to perform graphics programming using opengl; (5) understand key components of the rendering pipeline, especially visibility, rasterization, viewing, and shading; (6) come to appreciate the complexities of modeling realistic objects; (7) become acquainted with some advanced topics in computer graphics (texturing, animation, physically-based modeling, procedural modeling, curves and surfaces, interaction, visualization, and virtual reality).

### **ITEC 3550 – User Centered Design (3)**

Prerequisite: ITEC 2110; ITEC 2150; ITEC 1201

This course develops an understanding of the user-centered design process. Upon completion of this course students will be able to: (1) discussing a variety of user interfaces including websites, graphical user interfaces and embedded systems; (2) using industrial applications illustrating how UI design issues have been addressed within different organizations; (3) exercises using different media.

### **ITEC 3600 – Operating Systems (3)**

Prerequisite: ITEC 1201

This course examines operating system design concepts, data structures and algorithms, and systems programming basics. Upon completion of this course students will be able to: learn the topics of computer and operating system structures, process and thread management, process synchronization and communication, memory management, file system, and I/O subsystem and device management.

### **ITEC 3700 – Systems Analysis and Design (3)**

Prerequisite: ITEC 2110; ITEC 2150; ITEC 1201

Students become familiar with various concepts, principles, and stages of computer-based information systems analysis and design. Upon completion of this course students will be able to: (1) apply a variety of techniques to analyze business problems and discover system requirements; (2) effectively communicate system requirements to both technical and non-technical audiences business and other areas; (3) identify candidate technical solutions, analyze those candidate solutions, and recommend a target system that meets requirements and major topics in AI; (4) prepare technical design specifications for building systems that meet a given set of system requirements with a emphasis on the interface and program levels; (5) describe general design principles from within and outside of the systems development field and evaluate extent to which existing systems conform to such principles.

### **ITEC 3860 – Software Development I (4)**

Prerequisite: ITEC 2150; ITEC 2201

First course in a sequence that teaches students to use the software development life cycle including problem definition, systems analysis, requirements gathering, designing systems, development of systems, testing and implementation. Upon completion of this course students will be able to: (1) gather software requirements from the client and analyze them to create software specifications; (2) choose appropriate software development model based on software requirements; (3) create a software design by applying sound design principles and using modeling tools; (4) use design patterns to create a reusable design; (5) design and implement comprehensive test plans; (6) plan and track project development; (7) design user interfaces; (8) describe the major facets of the professional practice of software development, industry trends and ethical issues; (9) be able to collaboratively develop a simple system using object-oriented approach.

### **ITEC 3870 – Software Development II (4)**

Prerequisite: ITEC 3860

Second course in a sequence that teaches students to use the software development life cycle including problem definition, systems analysis, requirements gathering, designing systems, development of systems, testing and implementation. Upon completion of this course students will be able to: (1) apply project management concepts to the software development process; (2) effectively measure the software process using various metrics; (3) identify and describe various specialized software systems; (4) describe the differences in developing various specialized software systems; (5) develop a specialized software system of medium complexity using a software development process appropriate for it.

### **ITEC 3900 – Professional Practice and Ethics (3)**

Prerequisite: ITEC 1201 or BUSA 3100

Familiarizes students with professional practice in the information technology profession. Upon completion of this course students will be able to: (1) learn about the common practice in information technology profession; (2) identify the best practice and practical it collaboration skills; (3) understand societal context and it technology's impact on social matters; (4) learn about it ethical issues and professional responsibilities; (5) explain how to use the web and internet properly; (6) learn to respect intellectual property rights; (7) understand privacy and security issues; (8) familiar with the open source movement; (9) understand software code of ethics.

### **ITEC 4100 – Advanced Networks (3)**

Prerequisite: ITEC 3100

More advanced networking concepts, principles, and skills. Upon completion of this course students will be able to: (1) learn advanced network protocols including ipv6; (2) learn next generation wireline network architecture; (3) learn next generation infrastructure for wireless networks; (4) learn advanced network applications including voip, video on demand, multimedia conference and so on.

### **ITEC 4110 – Advanced Digital Media (4)**

Prerequisite: ITEC 2110

More advanced digital media concepts, principles, and skills. Upon completion of this course students will be able to: (1) propose a project in the digital media realm. the project will result in the production of some form of digital media or address some novel use or implementation; (2) orally defend the proposal providing preliminary timelines and milestones; (3) generate a detail plan for the execution of the chosen project that includes timelines and milestones; (4) demonstrate consistent forward progress along that timeline; (5) collect documents and notes in a portfolio that documents the process, progress and setbacks encountered during this project (which must include dated project notes kept in a bound project notebook); (6) produce, publicize and present the project and final result in a formal public forum; (7) apply multimedia in digital media publication; (8) evaluate digital media; (9) understand legal issues on digital media.

### **ITEC 4130 – Human Computer Interaction (3)**

Prerequisite: ITEC 2110; ITEC 2150; ITEC 1201

Introduction to human-computer interaction and the design of systems that work for people and their organizations. Upon completion of this course students will be able to understand the manner in which humans interact with, and use, their computers for productive work.

### **ITEC 4200 – Advanced Databases (4)**

Prerequisite: ITEC 3200

More advanced database concepts, principles, and skills. Upon completion of this course students will be able to learn advanced database concepts, principles and skills.

### **ITEC 4250 – Embedded Systems (3)**

Prerequisite: ITEC 3870

System building course to provide students with a complete experience in embedded system design including a focus on case studies and emerging components and platforms. Upon completion of this course students will be able to design, simulate, construct, debug, and document a substantial project.

### **ITEC 4260 – Software Testing and QA (3)**

Prerequisite: ITEC 3860

Concepts and techniques for testing software and assuring its quality. Topics cover software testing at the unit, module, subsystem, and system levels; automatic and manual techniques for generating and validating test data; the testing process; static vs. dynamic analysis; functional testing; inspections; and reliability assessment. Upon completion of this course students will be able to: (1) learn about theory of software testing; (2) gain skills in various testing environments; (3) develop test cases; (4) practice QA and software testing via projects.

### **ITEC 4310 – Operating Systems Security (3)**

Prerequisite: ITEC 3300

This course teaches security principles for OS security. Upon completion of this course students will be able to: (1) learn security principles for Unix and Windows systems; (2) implement account security; (3) implement file system security; (4) assess security risks; (5) reduce security risks.

### **ITEC 4320 – Internet Security (3)**

Prerequisite: ITEC 3300

Topics in cryptography and network security. Upon completion of this course students will be able to: (1) understand the constructions of basic cryptographic primitives and protocols (e.g. private-key and public-key cryptography, zero-knowledge proofs, secure multi-party protocols, etc.), learn to reason their security/insecurity, and apply them to secure the internet; (2) learn how to construct secure authentication protocols; (3) learn the principles of designing secure protocols for the internet and its applications; (4) understand the constructions, strengths and weakness of the standard

protocols deployed to secure the internet and its applications (e.g. ipsec, ieee 802.11i, kerberos, pki, ssl/tls, set); (5) learn the techniques for defense against malware; (6) learn the techniques for defense against denial of service attacks; (7) learn the principles of designing secure protocols for e-commerce and other applications (e.g. secure payment, auction, and voting).

### **IITEC 4650 – Computer Game Software Development (3)**

Prerequisite: IITEC 3870

Fundamental programming concepts and techniques in computer gaming. Upon completion of this course students will be able to learn those concepts and techniques in current state-of-the-art video games.

### **IITEC 4700 – Artificial Intelligence (3)**

Prerequisite: IITEC 2150

Introduction to Artificial Intelligence in IT applications. Upon completion of this course students will be able to: (1) understand the basics of AI from historical, philosophical perspective; (2) understand the impact of artificial intelligence in business and other areas; (3) develop a conceptual understanding of the basic issues and major topics in AI; (4) develop programming and designing skills that could be applied in building AI systems; (5) be able to select and implement a suitable AI method for a given problem.

### **IITEC 4810 – Information Technology Project I (3)**

Prerequisite: Completion of at least 28 hours of IT courses

Capstone project course for Information Technology majors. Upon completion of this course students will be able to: (1) apply common project practice; (2) utilize IITEC knowledge and experience (in a synthesized way) in problem solving; (3) explore (in-depth) documentations; (4) understand the importance of system documentation; (5) deliver practical results following industry practice.

### **IITEC 4820 – Information Technology Project II (3)**

Prerequisite: IITEC 4810

Capstone project course for Information Technology majors. Upon completion of this course students will be able to: (1) apply common project practice; (2) utilize IITEC knowledge and experience (in a synthesized way) in problem solving; (3) explore (in-depth) documentations; (4) understand the importance of system documentation; (5) deliver practical results following industry practice.

### **IITEC 4860 – Software Development Project (3)**

Prerequisite: IITEC 3870 and completion of at least 28 hours of IT courses

Capstone project course for Information Technology majors. Upon completion of this course students will be able to: (1) apply common software project practice; (2) develop software projects; (3) understand the importance of system documentation; (4) deliver practical software following industry practice.

### **IITEC 4900 – Information Technology Internship (3)**

Prerequisite: IITEC 2150, IITEC 3100, IITEC 3200, IITEC 3900

Internships are supervised experiential experience in applied IT. A faculty member will serve as academic coordinator. A final report must be submitted by the last week of the term. The faculty advisor will determine student's grade after consultation with the work supervisor. Upon completion of this course students will be able to: (1) investigate an information technology system, identify a problem area and collect data to support this finding; (2) generate a number of possible approaches that address the identified problem; (3) develop the criteria to be used to select an approach from among the possible approaches; (4) evaluate the proposed solutions and select the solution best suited given the time and resources; (5) generate a detail plan for the execution of the chosen solution that includes timelines and milestones; (6) orally defend the proposal and timeline to an internship committee; (7) demonstrate consistent forward progress along that timeline; (8) collect documents and notes in a portfolio that documents the process, progress and setbacks encountered during this project. this must include dated project notes kept in a bound project notebook; (9) publicize and present the investigation, selection, development and solution in a formal public forum.

## **INTEGRATED SCIENCE (ISCI)**

### **ISCI 2001 – Integrated Life/Earth Science (3)**

Prerequisites: Completion of the Area D Science requirement with grade of C or better in each course

This course is an integrated science course covering major concepts in the areas of life and earth science. The course will emphasize the nature and skills of science as well as the understanding of major science concepts and principles in these fields. The use of an inquiry based approach throughout the course will enhance the application of these concepts to the teaching of elementary and middle grades students. Upon completion of the course, students will: 1) Demonstrate scientific method and the process of scientific inquiry; 2) Describe the organization of life from the cellular level to the ecosystem; 3) Understand how organisms interact with their environment; 4) Understand the geological processes that shape the earth and their impact on the biosphere; 5) Demonstrate understanding of the components of the solar system; 6) Communicate effectively regarding scientific topics in oral and written form using appropriate scientific terminology; 7) Apply scientific concepts covered in the course to global issues and perspectives including newsworthy scientific stories.

### **ISCI 2002 – Integrated Physical Science (3)**

Prerequisites: Completion of the Area D Science requirement with grade of C or better in each course

This course is intended for students planning a career in elementary education. It provides a conceptual understanding of important concepts of physical science and the application of pedagogical knowledge, grounded in research-based techniques, necessary to teach physical science concepts in order to meet the diverse needs of learners across P-5 grade environments. Topics will include matter, energy, motion, circuits, waves and optics. The level of mathematics required will be the level of one equation and one unknown. Use of technology is required. This course is aligned with state and national standards. Upon completing the course, students will: (1) Be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works; (2) Have the computational and estimation skills necessary for analyzing data and following scientific explanations; (3) Appropriately use tools and instruments for observing, measuring, and manipulating objects in scientific activities; (4) Use the ideas of system, model, change, and scale in exploring scientific and technological matters; (5) Communicate scientific ideas and activities clearly; (6) Apply the important features of the process of scientific inquiry. (7) Apply fundamental physical science concepts related to matter, energy, force, and fields to real world systems.

### **ISCI 2500K – Physics and Earth Sciences (4)**

Prerequisites: Passing or exempting READ 0099

Co-requisite: MATH 1113

This course is for secondary education majors and does not meet the requirements for other Biology tracks. This is an Interdisciplinary Science that course gives secondary education students a background in physics and earth sciences, as required by NSTA (National Science Teacher's Association) and GPSC (Georgia Professional Standards Commission). Topics to be covered include: Physics (motion, gravity, energy transformation, waves, electromagnetism, nuclear, quantum, and relativity), Astronomy (origin and structure of the universe and the solar system, observational tools, and conditions for life), Geology (history and composition of Earth, plate tectonics, resources, and weathering), and Climate (the atmosphere, forecasting, and climate change). Elementary algebra and trigonometry are used. Upon completion of this course students will be able to: (1) Demonstrate curiosity, honesty, openness, and skepticism in science; (2) Apply the scientific method; (3) Construct and interpret charts, graphs, and tables to draw conclusions; (4) Use computational and estimation skills to analyze data and compose scientific explanations; (5) Collect, present, and analyze scientific data gathered through experiment and literature searches; (6) Communicate scientific information effectively in oral and written form using appropriate terminology and media.

## **MATHEMATICS (MATH)**

### **MATH 0097 – Student Success Beginning Algebra (4\*)**

A course designed to help students learn the basic algebra necessary for college level mathematics. Topics include real-number concepts, selected geometry concepts, linear equations and inequalities in one variable, problem solving linear or factorable quadratic equations as models, operations on polynomials, factoring polynomials, integral exponents, and graphing linear equations in two variables. Additional topics include the study of rational expressions and the use of the scientific calculator. \*Institutional load credit only.

### **MATH 0098 – Student Success Intermediate Algebra (4\*)**

Prerequisites: MATH 0097

A course designed to prepare students for college level mathematics. Topics include graphing lines and parabolas, function notation, integral and rational exponents, solving absolute value and quadratic equations and inequalities, problem solving involving linear equations, quadratic equations, and systems of equations in two variables, and writing equations of line. Additional topics include operations with radicals and complex numbers, geometric concepts, and calculator usage. \*Institutional load credit only.

### **MATH 0099 – Student Success Pre-College Algebra (4\*)**

Prerequisite: MATH 0098

A course designed to be a bridge between Student Success mathematics and college-level mathematics. It is divided into two components. Component 1 is individualized, self-paced instruction on selected topics as determined by results from a diagnostic test covering topics from MATH 0097 and MATH 0098. Component 2 introduces new topics including graphing calculator usage, concepts of functions and their graphs; equations and graphs of circles and parabolas; solving systems of equations in two variables; rational, polynomial, and absolute value inequalities. \*Institutional load credit only.

### **MATH 1111 – College Algebra (3)**

Prerequisites: MATH 0099

This course is a functional approach to algebra that incorporates the use of appropriate technology. Upon completion of this course a student will: (1) express and analyze relationships using functions in multiple ways (graphical, numerical, symbolic and verbal); (2) model situations using appropriate functions (linear, quadratic, higher-degree polynomial, exponential and logarithmic); (3) demonstrate mathematical creativity and critical thinking by applying problem-solving strategies to solve multiple-step problems involving polynomial, exponential, and logarithmic equations and inequalities and systems of linear equations; (4) manipulate mathematical information and concepts to solve problems using multiple representations of polynomial, exponential, and logarithmic functions; (5) use mathematical language appropriately; (6) use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

### **MATH 1113 – Precalculus (4)**

Prerequisite: SAT math  $\geq 550$ , ACT math score  $\geq 24$  OR MATH 1111; ENGL 0099

This course is designed to prepare students for calculus, physics, and related technical subjects. Upon completion of this course a student will be able to: (1) express and analyze relationships using functions in multiple ways (graphical, numerical, symbolic, and verbal); (2) model situations using appropriate functions (linear, quadratic, higher-degree polynomial, exponential, logarithmic, rational, and trigonometric); (3) demonstrate mathematical creativity and critical thinking in applying appropriate functions to solve a variety of mathematical problems; (4) manipulate mathematical information and concepts to solve problems using multiple representations of polynomial, exponential, logarithmic, rational, and trigonometric functions; (5) demonstrate advanced algebraic manipulation skills; (6) interpret and use precise mathematical language appropriately; (7) use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

### **MATH 2000 – Statistics (3)**

Prerequisites: MATH 0099; READ 0098

A noncalculus introduction to descriptive and inferential hypothesis testing, linear regression and correlation, the normal distribution and estimation. Upon completion of the course students will be able to: (1) see statistical analysis as a practical and useful tool in today's society; (2) understand that variability is natural, predictable, and quantifiable; (3) know the parts of the process through which statistics works to answer questions; (4) choose the appropriate graph and analysis technique(s) to address research questions; (5) communicate the results of a statistical study in the context of the given scenario, including scope of inference and causality; (6) use statistical language appropriately; (7) use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

### **MATH 2008 – Foundations of Numbers and Operations (3)**

Prerequisites: MATH 1111 or MATH 1113

This course is an Area F introductory mathematics course for early childhood education majors. This course will emphasize the understanding and use of the major concepts of numbers and operations. Additional topics may include geometry, data analysis and probability, problem solving, logic, statistics, and measurement. As a general theme, strategies of problem solving will be used and discussed in the context of various topics. Upon completion of this course, early childhood education students will be able to: (1) Solve problems using multiple strategies, manipulatives,



and technological tools; interpret solutions; and determine the reasonableness of answers and efficiency of methods (IEE 2, IEE 3); (2) Communicate using precise mathematical terminology (IEE 1); (3) Construct and justify arguments as well as interpret solutions; and determine reasonableness of answers and efficiency of methods; (4) Understand numbers, ways of representing numbers, relationships among numbers, and number systems; (5) Understand meanings of operations and how they relate to one another.

### **MATH 2200 – Calculus I (4)**

Prerequisite: MATH 1113

An introduction to differential calculus. Upon completion of this course a student will be able to: (1) interpret and use precise mathematical language and be able to construct and follow mathematical proofs; (2) use a complete catalog of the tools of calculus (e.g., limits, continuity, differentiation, and integration); (3) demonstrate mathematical creativity and critical thinking by applying problem-solving strategies to solve multiple-step calculus problems; (4) demonstrate an understanding of the interconnectedness between the major topics in the course from various perspectives (i.e. graphical, numerical, symbolic and verbal); (5) Use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

### **MATH 2210 – Calculus II (4)**

Prerequisite: MATH 2200

A continuation of Calculus I. Topics include application of definite integrals; derivatives and integrals with inverse trigonometric functions; indeterminate forms and l'Hopital's rule; techniques of integration; polar coordinates; infinite sequences and series.

### **MATH 2300 – Discrete Math (3)**

Prerequisite: MATH 1111

The study of objects and ideas that can be divided into separate or discontinuous parts. Upon completion of this course students will be able to: (1) Reason mathematically, and use mathematical language appropriately to demonstrate an understanding of comprehending and constructing mathematical arguments; (2) perform combinatorial analysis to solve counting problems and analyze algorithms; (3) demonstrate an understanding of discrete structures including sets, permutations, relations, graphs, and trees; (4) demonstrate algorithmic thinking using mathematical creativity and critical thinking by specifying algorithms, verifying that algorithms work, and analyzing the time required to perform specific algorithms; (5) use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

### **MATH 3011: Geometry for Teachers (3)**

Prerequisite: MATH 2008

Math 3011 is designed to prepare students to teach geometry up to grade level 6. MATH 3011 is a content course that gives prospective teachers a deeper understanding of geometry and measurement. This course may not be used to satisfy degree requirements for students majoring in Mathematics. Upon complete of this course students will be prepared to teach geometry by being able to: (1) Demonstrate mathematical creativity and critical thinking by applying geometric understanding to solve a variety of mathematical problems using multiple representations. (2) Interpret and use mathematical language appropriately. (3) Use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations. (4) Use geometric applications and procedures to present methods, results, and conclusions both in written and oral form. (5) Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships. (6) Specify locations and describe spatial relationships using coordinate geometry and other representational systems. (7) Apply transformations and use symmetry to analyze mathematical situations. (8) Use visualization, spatial reasoning, and geometric modeling to solve problems.

### **MATH 3021: Geometry (3)**

Prerequisite: MATH 2500

This course is a modern treatment of geometry primarily from the metric approach, but with some reference to the Euclidean Synthetic approach. Topics include parallelism, similarity, area, constructions, non-Euclidean, and finite geometries. After successfully completing this course, students will be prepared to teach geometry by being able to: (1) Demonstrate an understanding of the historical development of geometry from its Euclidean foundations on through the formulation of hyperbolic and elliptical non-Euclidean geometries. (2) Demonstrate an understanding of the axiomatic foundations of various geometries and skill in formulating conjectures, proving theorems, disproving non-theorems, and solving problems in these geometries. (3) Demonstrate an understanding and skill in comparing and

contrasting geometries – finite, non-finite, affine, projective, elliptic, hyperbolic, parabolic, and such. (4) Demonstrate an understanding and skill in proving theorems and solving problems in two and three-dimensional Euclidean geometry whether through synthetic, vector, matrix, and/or transformational approaches. (5) Demonstrate an understanding and skill with Geometric and other appropriate software as it relates to different approaches and the study of different geometries.

### **MATH 3100: Differential Equations I (3)**

Prerequisite: MATH 2210

Math 3100 provides students with a foundation modeling with and solving differential equations. The course will include coverage of solution methods, existence and uniqueness of solutions, and approximation methods. Applicability of differential equations to a variety of physical phenomena will be explored. After completing this course, students should be able to (1) Identify and classify various types of differential equations. (2) Find general and particular solutions of first-order linear differential equations by various methods, including integrating factors, separation of variables and Bernoulli methods. (3) Find general and particular solutions of second-order linear differential equations by various methods, including reduction of order, undetermined coefficients, variation of parameters, and solution by series. (4) Use Laplace transforms to solve differential equations. (5) Use differential equations to model physical phenomena. (6) Solve systems of first-order linear equations using various methods, including finding eigenvalues and eigenvectors. (7) Use technology to analytically and numerically solve differential equations.

### **MATH 3111 – Algebra and Problem Solving (3)**

Prerequisite: MATH 2008: Foundations of Numbers and Operations

MATH 3111 is designed to prepare students to teach algebra up to grade 6. MATH 3111 is a content course that gives prospective teachers a deeper understanding of algebra and problem-solving. The course may not be used to satisfy requirements for a mathematics major. Course outcome goals: After successfully completing this course, students will be prepared to teach algebra by being able to (1) Demonstrate knowledge of the content necessary for teaching algebra. (2) Demonstrate mathematical creativity and critical thinking by applying algebraic methods to solve a variety of mathematical problems using multiple representations. (3) Interpret and use mathematical language appropriately. (4) Use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations. (5) Use algebraic applications and procedures to present methods, results, and conclusions both in written and oral form. (6) Use mathematical models to represent and understand quantitative relationships (7) Understand patterns, relations, and functions. (8) Represent and analyze mathematical situations using algebraic symbols (9) Analyze change in various contexts.

### **MATH 3300 – Mathematical Statistics I (3)**

Prerequisite/Co-requisite: MATH 2220

Mathematical Statistics I is designed to prepare students to use calculus theory for solving problems involving probability and statistics. The course will include coverage of various statistical concepts including probability distributions, sampling distributions, moment generating functions, expectation and independence. Upon successful completion of the Mathematical Statistics I course, the students should be able to: (1) Compute probabilities involving derivatives and integrals, both by hand and using appropriate technology. (2) Identify real-world situations which can be modeled using probability distributions. (3) State the rules that probability distributions must obey, and use these rules for solving calculus problems. (4) State mathematical properties governing statistical independence, and use these properties to solve calculus problems and to make statistical calculations (e.g., covariance). (5) Determine the appropriate probability distribution to describe a given situation, and use this probability distribution to analyze problems. (6). Model and solve applied problems using discrete and continuous probability distributions using calculus.

### **MATH 3311: Probability, Statistics and Problem Solving (3)**

Prerequisite: MATH 2008

This course is designed to prepare early education pre-service teachers to provide instruction of basic concepts in probability and statistics. The course will include coverage of various probability and statistical concepts described in the National Council of Teachers of Mathematics (NCTM). Some of these topics include measures of development of a research question, collecting data to address research questions and the multicultural development of probability and statistics. Upon successful completion of the Probability, Statistics and Problem Solving course, the students should be able to: (1) Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. (2) Select and use appropriate statistical methods to analyze data. (3) Develop and evaluate inferences and predictions that are based on data. (4) Understand and apply basic concepts of probability. (5) Collect data using observations,

surveys, and experiments. (6) Represent data using tables and graphs such as line plots, bar graphs, and line graphs. (7) Recognize the differences in representing categorical and numerical data. (8) Demonstrate knowledge of the historical development of statistics and probability including contributions from diverse cultures.

**MATH 3450: Numerical Methods I (3)**

Prerequisites: MATH 2450, MATH 3100

Computational simulations are used in many fields. This course introduces the development and mathematical analysis of practical algorithms for the basic areas of numerical analysis. Students will study methods and implement algorithms to obtain numerical results accurately and efficiently. After completing this course, students should be able to: (1) Quantify the effects of finite precision arithmetic on numerical algorithms using basic error analysis. (2) Utilize methods of interpolation and approximation to fit functions to available data. (3) Use direct and iterative methods to solve linear algebraic systems. (4) Apply numerical differentiation and quadrature techniques to approximate derivatives and integrals.

**MATH 3500: Abstract Algebra I (3)**

Prerequisite: MATH 2450

This course is an axiomatic introduction to groups, rings, and fields and their properties. The four main components of this course are: groups and subgroups, normal subgroups and quotient groups, homomorphisms and isomorphisms, and rings and fields. After successfully completing this course, students will be able to: (1) Prove properties of an algebraic system working from basic axioms in each of the four components. (2) Use theorems and techniques to solve problems in each of the four components. (3) Solve problems involving a standard set of examples in each of the four components. (4) Identify real-world applications of abstract algebra and solve problems related to those applications.

**MATH 3550: History of Mathematics (3)**

This course presents a historical development of various areas in mathematics and important figures in mathematics from ancient and modern times. Upon completion of this course a student will: (1) Explore the utility of mathematics from a historical and cultural perspective; (2) Solve problems of historical significance; (3) Develop their sensitivity to the diversity of cultures contributing to the development of mathematics and to the unique perspectives of students for groups underrepresented in the mathematical sciences; (4) Develop and share curricular materials and teaching strategies to promote knowledge and appreciation for historical and cultural foundations of mathematics; (5) Explicitly address the designated NCTM Content Standards.

**MATH 3600: Mathematics Content Methods (4)**

Prerequisite: Admission to the Teacher Education Program and successful completion of the following courses: EDUC 3300, EDUC 3350, and Math 2200

This course will focus on methods for implementing student-centered instruction in mathematics. Special emphasis will be placed on the particular ways of knowing associated with mathematics and incorporating these ways of knowing into learning activities for secondary students. Candidates will design, implement, and assess learning activities for secondary students. A field component accompanies this course.

**MATH 3700: Real Analysis I (3)**

Prerequisite: MATH 2500

This course introduces students to the fundamentals of mathematical analysis at an adequate level of rigor. The core components of the course are sets and the real line, metric spaces, sequences and series of functions and the theory of differentiation and integration. After completing this course, students should be able to: (1) Explain and restate theorems and definitions in different contexts and as they apply to special cases in each of the four core components of the course. (2) Identify which theorems and definitions apply to various situations in each of the four core components of the course. (3) Construct proofs in each of the four core components of the course. Use the theorems and techniques to solve problems in each of the four core components of the course. (4) Use the theorems and techniques to solve problems in each of the four core components of the course. The course is intended to provide students with a fuller understanding of the calculus, as well as prepare them for graduate school in mathematics and other disciplines requiring analytical and numerical solution of equations arising from mathematical modeling.

**MATH 4500: Abstract Algebra II (3)**

Prerequisite: MATH 3500

This course is a continuation of Math 3500, Abstract Algebra I. The first four main components of this course are an axiomatic continuation and a more in-depth study of the components of Abstract Algebra I: (i) groups; (ii) homomorphism and isomorphisms; (iii) rings; and (iv) fields, with concentration on the latter two. The fifth component is special topics (chosen by the instructor) that may include Sylow Theorems, Finite Simple Groups, Generators and Relations, Frieze Groups and Crystallographic Groups, and Algebraic Coding Theory. After successfully completing this course, students will be able to: (1) Prove properties of an algebraic system working from basic axioms in each of the five components. (2) Use theorems and techniques to solve problems in each of the five components. (3) Solve problems involving a standard set of examples in each of the five components. (4) Identify real-world applications of abstract algebra and solve problems related to those applications.

**MATH 4600: Advanced Mathematical Modeling (3)**

Prerequisite: MATH 3450

This course is a continuation of Math 2600: Mathematical Modeling and involves a more in-depth study of components including estimation, optimization, simulation, and sensitivity analysis. Additional topics covered may include partial differential equations, variational calculus, stochastic processes, and finite elements. After successfully completing this course, students will be able to: (1) Identify the salient characteristics of a mathematical model. (2) Apply a mathematical modeling process to translate real-world problems into models. (3) Evaluate and apply mathematical methods, including estimation, optimization, simulation, and sensitivity analysis. (4) Evaluate different technologies and apply them to the development and analysis of mathematical models. (5) Classify and apply discrete or continuous, probabilistic or deterministic, and empirical or theoretical models. (6) Collaborate as members of a team throughout the development and analysis of mathematical models. (7) Communicate aspects of a mathematical model including the development, results, and conclusions in both oral and written forms.

**MATH 4700 – Real Analysis II (3)**

Prerequisite: MATH 3700

This course introduces students to the fundamentals of mathematical analysis at an adequate level of rigor. The four core components covered in the course are (i) multi-dimensional spaces with a focus on three-dimensions as a metric space, (ii) elements of point set topology in  $\mathbb{R}^3$  – space, 3-space (iii) the classical theory of differentiation and integration in 3-space (iv) curves and surfaces in 3-space. After completing this course, students should be able to: (1) Explain and restate theorems and definitions in different contexts and as they apply to special cases in each of the four core components of the course. (2) Identify which theorems and definitions apply to various situations in each of the four core components of the course. (3) Construct proofs in each of the four core components of the course. (4) Use the theorems and techniques to solve problems in each of the four core components of the course. (5) Use the theorems and techniques to solve problems in each of the four core components of the course.

**MATH 4900: Mathematics Capstone (3)**

Prerequisite: MATH 4500 (Abstract Algebra II) or MATH 4600 (Advanced Mathematical Modeling) or MATH 4700 (Real Analysis II)

This course is the culminating experience for the mathematics major. The course serves to synthesize information that the mathematics major has learned throughout the program of study. During the course, the student will participate in a research project, provide outreach and interpret research articles. Upon successful completion of the Mathematics Capstone course, the students should be able to: 1. Locate, select, organize and present mathematical information in an appropriate manner. 2. Use appropriate mathematical language and reasoning in written and oral form. 3. Evaluate, analyze and synthesize information to solve applications both individually and as a team. 4. Use technology as a tool to help solve real-world applications and/or non-trivial theoretical problems. 5. Contribute to the mathematics community and the community at large in a service capacity.

## **MANAGEMENT (MGMT)**

### **MGMT 3000 – Principles of Management (3)**

Prerequisites: BUSA 2105; BUSA 2106 or ITEC 1201

An introduction to the management process, emphasizing planning and strategy, organizational theory and structure, organizational behavior, ethical leadership, motivation, communication, and team building.

### **MGMT 3040 – Human Resource Management (3)**

Prerequisite: MGMT 3000. A study of modern personnel functions. Topics may include: staffing, human resource development, compensation and benefits, and employee relations.

### **MGMT 3250 – Management of Non-Profit Organizations (3)**

Prerequisite: MGMT 3000

The course will focus on those management issues that are pertinent for effective management of nonprofit organizations. Topics covered include the scope of the nonprofit sector, management issues as they pertain to nonprofits, fundraising, financial management, accountability, volunteer management issues, strategic planning, marketing, governance, and leadership.

### **MGMT 3400 – Ethics and Corporate Social Responsibility (3)**

Prerequisite: MGMT 3000

A study of the issues, philosophies, and ethical implications which face businesses in an increasingly complex global society. Covers methods for analyzing and applying personal values, recognizing organizational, cultural and social influences on ethical behavior and recognizing ethical issues and dilemmas in the corporate setting. Also explores the business and society relationship, stakeholder management, and corporate social responsibility.

### **MGMT 4100 – Organization Behavior (3)**

Prerequisite: MGMT 3000 or permission of instructor

A study of individual and group behaviors and their influence and interrelationships in an organizational environment.

### **MGMT 4101 – International Management (3)**

Prerequisites: MGMT 3000; BUSA 3200

This course focuses on the challenges and opportunities associated with organizational management and business strategy in the global environment. The major areas and themes covered by this course are the following: the environment of international management, the role of culture, international strategic management, and international human resource management.

### **MGMT 4200 – Organizations and Technology (3)**

Prerequisites: MGMT 3000; BUSA 3100

This course focuses on how managers use technology to assist with business functions and achieve organizational goals. The relationship of technology to other processes within organizations is examined.

### **MGMT 4300 – Entrepreneurship and New Ventures (3)**

Prerequisites: MGMT 3000; MKTG 3000

This course studies new ventures and businesses, the characteristics of successful entrepreneurs, the process of starting a new business, and the determinants of new venture performance. Students will be required to prepare a business plan for a prospective new venture.

### **MGMT 4350 – Leadership in 21st Century Organizations (3)**

Prerequisites: MGMT 3000; MGMT 4100 recommended

This course examines the traits, skills, and behaviors of effective leaders. The role of leaders in sustaining profitability, productivity and excellent customer service in 21<sup>st</sup> century organizations will be emphasized. An overview of the research literature on leadership will be included. Students will gain insights into how to enhance their own leadership skills.

### **MGMT 4400 – Negotiations (3)**

Prerequisites: MGMT 3000; MGMT 4100 recommended

In this course, students learn how to become effective negotiators in managerial settings. The course is largely experiential, where students learn by doing. Simulated negotiations are also utilized as a means to enhance learning.

### **MGMT 4600 – Operations and Project Management (3)**

Prerequisite: MGMT 3000; ITEC 1001; BUSA 2000

The course will examine the use of systematic processes for maximizing resources for projects, within optimum cost and time parameters. The methodology will include: identification of individual tasks, time implications and costs of each task; logical work flows and bottlenecks; analysis of corrective actions; balancing cost parameters against time impacts; and utilization of appropriate software to analyze projected scenarios to create optimization.

### **MGMT 4700 – Strategic Management (Capstone) (3)**

Prerequisites: BUSA 3100; BUSA 3200; BUSA 3500; FINA 3000; MGMT 3040; MGMT 3400; MGMT 4100; MGMT 4600; MKTG 3000; Senior Standing

The Capstone is designed to integrate knowledge gained in the functional business areas and to exercise students' skills in problem identification, strategy formulation, adoption, implementation, evaluation, and termination.

## **MARKETING (MKTG)**

### **MKTG 3000 – Principles of Marketing (3)**

Prerequisites: BUSA 2105; BUSA 2106

An introduction to the basic principles of marketing and the marketing environment. Topics include consumer markets, channels of distribution, product and pricing policies, promotion and ethical planning

### **MKTG 3050 – Consumer Behavior (3)**

Prerequisite: MKTG 3000

A study of the social, economic and cultural influences and expectations which affect attitude formation and decision-making processes of consumers.

### **MKTG 3060 – Retailing (3)**

Prerequisite: MKTG 3000

An examination of the fundamentals necessary for establishing and effectively operating a retail concern. Includes consideration of the marketing and management challenges faced by retailers.

### **MKTG 3200 – Business to Business Marketing (3)**

Prerequisite: MKTG 3000

Explores special problems and considerations of marketing products and services to organizational buyers. The course examines organizational buyer behavior, business to business promotion, pricing, and development of industrial products.

### **MKTG 3300 – Principles of Real Estate (3)**

Prerequisite: MKTG 3000

This course provides an overview of the real estate industry and provides basic tools for analyzing real estate investments. The course blends quantitative and qualitative analysis as well as the extensive use of cases. Students also get to interact with industry leaders who expose students to the latest techniques and trends.

### **MKTG 3400 – Professional Selling (3)**

Prerequisite: MKTG 3000

This course helps students develop an understanding of the personal selling process and its role within an organization's promotional mix. Customer relationship management (CRM), negotiating skills, as well as other personal selling skills are examined.

### **MKTG 4025 – Marketing Research (3)**

Prerequisites: MKTG 3000; BUSA 2000

A study of the methods and procedures designed to provide management with information on which to base decisions, including developing and evaluating marketing strategies. Topics include the gathering and use of marketing information from primary and secondary sources, quantitative and qualitative research methodologies.

**MKTG 4100 – Marketing Management (3)**

Prerequisites: MKTG 3000, MGMT 3000

Study at an advanced level of the major issues and problem areas facing marketing executives. Development of complete marketing programs; discussion of major marketing problems; analysis of cases.

**MKTG 4200 – Promotion (3)**

Prerequisite: MKTG 3000

A study of the principles, concepts, and practices relating to the different kinds of communications employed in the dissemination of information about products and services to potential buyers. Aspects of messages and media will be explored.

**MKTG 4300 – Advertising (3)**

Prerequisite: MKTG 3000

A focus on the formulation of advertising strategy. Includes the use of research to develop and evaluate advertising, as well as creative strategy and media planning. Ethical aspects of advertising are also discussed.

**MKTG 4400 – International Marketing (3)**

Prerequisites: MKTG 3000; BUSA 3200

An examination of the major marketing issues and opportunities facing business managers in an international setting. Primary emphasis is on the study of developing and adjusting strategies in light of home and host countries' incentives and restrictions.

**MKTG 4450 – Global Marketing and the Internet (3)**

Prerequisites: MKTG 3000; BUSA 3200

The course focuses on global marketing in the internet age and examines the characteristics of e-commerce that are likely to apply in the international area. It focuses on the intersection of the international environment, e-commerce and marketing with particular attention to the impact of internet technology on marketing strategy and practices and the marketing mix. The course also describes the importance of cultural dynamics and business customs on effective internet marketing. The e-commerce environment is examined in countries located in Europe, Latin America and the Far East.

**MKTG 4500 – Studies Abroad (3 or 6)**

**Cross-listed with BUSA 4500**

Prerequisites: Consent of Instructor. Analysis of the role and impact of cultural, economic, social, political, and legal factors on business through travel to a foreign country or countries. Includes lectures, discussions, and facilities tours. Direct costs such as airfare, hotels, etc., are added to normal tuition charges.

**MKTG 4751 – Business Internship/Experiential Learning (3)**

**Cross-listed with BUSA 4751**

Prerequisite: MKTG 3000; FINA 3000; MGMT 3000

Individually designed learning opportunity in which the student is involved in the normal operations of an organization in the private or public sector.

**MILITARY SCIENCE AND LEADERSHIP (MSL)**

**MSL 1010 – Leadership and Personal Development I (2)**

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Established framework for understanding officership, leadership, and Army values followed are "life skills" such as physical fitness and time management.

**MSL 1010L - Leadership and Personal Development I Lab (1)**

Introduction to the fundamental components of service as an officer in the Army. Overview of the purpose and scope of Army ROTC with emphasis on the role of today's Army, officership, leadership, and values. Basic skills include rappelling, familiarization with military weapons, and unit organization.

**MSL 1020 – Leadership and Personal Development II (2)**

Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling.

**MSL 1020L – Leadership and Personal Development II Lab (1)**

Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling.

**MSL 2010 – Foundations of Leadership (2)**

Students identify successful leadership strategies and styles by examining team dynamics and leadership theories that form the basis of the Army leadership framework. Students also study historical case studies and engage in interactive exercises. Students practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises.

**MSL 2010L – Foundations of Leadership Lab (1)**

Students examine how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy in through immediate feedback.

**MSL 2020 – Foundations of Tactical Leadership (2)**

Co-requisite: MSL 2020L

The course examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical bass of the army Leadership Requirement Model explores the dynamics of adaptive leadership in the context of military operations. The course provide smooth transition into MSL 3010. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

**MSL 2020L – Foundations of Tactical Leadership Lab (1)**

Co-requisite: MSL 2020

Students examine how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy in through immediate feedback.

**MSL 3010 – Adaptive Team Leadership (3)**

Prerequisite: MSL 1010, MSL 1020, MSL 2010, or MSL 2020 with grade of C or higher or completed ROTC basic camp, or military service equivalent

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem solving techniques. Students receive direct feedback on leadership abilities.

**MSL 3010L – Adaptive Team Leadership Lab (1)**

Prerequisite: MSL 1010, MSL 1020, MSL 2010, or MSL 2020 with grade of C or higher or completed ROTC basic camp, or military service equivalent

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem solving techniques. Students receive direct feedback on leadership abilities.

**MSL 3020 – Applied Team Leadership (3)**

Prerequisite: MSL 1010, MSL 1020, MSL 2010, or MSL 2020 with grade of C or higher or completed ROTC basic camp, or military service equivalent

Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication abilities.



**MSL 3020L – Applied Team Leadership (1)**

**Prerequisite:** MSL 1010, MSL 1020, MSL 2010, or MSL 2020 with grade of C or higher or completed ROTC basic camp, or military service equivalent

Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication abilities.

**MSL 4010 – Adaptive Leadership (3)**

**Prerequisite:** MSL 1010, MSL 1020, MSL 2010, or MSL 2020 with grade of C or higher or completed ROTC basic camp, or military service equivalent

Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques.

**MSL 4010L – Seminar in Leadership and Management I Laboratory (1)**

**Prerequisite:** MSL 1010, MSL 1020, MSL 2010, or MSL 2020 with grade of C or higher or completed ROTC basic camp, or military service equivalent

Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques. MSL 4010L is mandatory for all students enrolled in MSL 4010 and is offered fall semester each year.

**MSL 4020 – Leadership in a Complex World(3)**

**Prerequisite:** MSL 1010, MSL 1020, MSL 2010, or MSL 2020 with grade of C or higher or completed ROTC basic camp, or military service equivalent

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills.

**MSL 4020L – Leadership in a Complex World Laboratory (1)**

**Prerequisite:** MSL 1010, MSL 1020, MSL 2010, or MSL 2020 with grade of C or higher or completed ROTC basic camp, or military service equivalent

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills. MSL 4020L is mandatory for all Students enrolled in MSL 4020 and is offered spring semester each year.

**MUSIC (MUSC)**

**MUSC 1100 – Music Appreciation (3)**

Introduction to Music History and literature.

**PHYSICAL EDUCATION (PHED)**

**PHED 1010 – Beginning Badminton (1)**

This course will focus on the development of skills, strategies, rules and terminology for the game.

**PHED 1060 – Weight Training (1)**

This course will teach students the proper use of weight equipment, safe lifting technique and skills, as well as develop an understanding of the major muscle groups and the importance of strength and conditioning programs.

**PHED 1070 – Beginners Swimming (1)**

A beginning course in swimming. Students learn basic techniques and drown-proofing skills.

### **PHED 1080 – Fitness for Life Walking (1)**

This course focuses on individual improvement in cardiovascular fitness by regular and progressive walks. Distance and times for walks are gradually increased as the semester progresses.

### **PHED 1101 – Choices for Life (1)**

Explores six specific topics to inform and promote healthy lifestyles. Each topic covered includes information to assist in making good lifestyle choices. Topics include wellness, nutrition, drug and alcohol addiction, STD's, cancer and cardiovascular disease. The content explores the various societal mores, available scientific information, and personal behaviors that affect wellness, longevity, and healthy living.

### **PHED 1102 – Physical Activities for Health and Well-being (2)**

This course provides an introduction into the components of fitness and their impact on health and wellness. It provides the theoretical framework for applications of aerobic and resistance training in a variety of populations (e.g. healthy college-aged students, those with disabilities, older adults, children). The class will also address nutritional requirements for fitness and the impact of fitness on mental health, as well as the use of sport psychology strategies for fitness goals. Course Objectives: Students taking this course will learn to: (1) Explain the five components of fitness and their impact on overall health and wellness (2) Explain proper techniques of aerobic and resistance training in various populations (3) Discuss principles and guidelines for practicing lifelong fitness in various populations (4) Explain the principles of building an effective physical training program in various populations (5) Discuss how exercise is a strategy for disease prevention and overall health in various populations (6) Explain the nutritional requirements for fitness (7) Discuss the effect of exercise on mental health (8) Discuss how sports psychology strategies can be used for disease prevention.

## **PHYSICAL SCIENCE (PSCI)**

### **PSCI 1101K – Physical Science with Laboratory (4)**

Prerequisites: MATH1111, ENGL0099, and READ0098

Physical science is a general education course for non-science majors. It is a theme-based course with a menu of themes offered each semester. Physical Science courses do not need to be taken in sequence. Upon completion of this course students will: 1) Communicate scientific issues effectively in oral and written form; 2) Distinguish scientific studies from popular opinions by employing critical thinking skills and the scientific method; 3) Effectively collect, analyze, and present data and correctly construct and interpret charts, graphs and tables to draw scientific conclusions; 4) Apply the fundamental concepts and methodologies of physics and/or chemistry to investigate a scientific theme.

### **PSCI 1102K – Physical Science with Laboratory (3)**

Prerequisites: MATH1111, ENGL0099, and READ0098

Physical science is a general education course for non-science majors. It is a theme-based course with a menu of themes offered each semester. Physical Science courses do not need to be taken in sequence. Upon completion of this course students will: 1) Communicate scientific issues effectively in oral and written form; 2) Distinguish scientific studies from popular opinions by employing critical thinking skills and the scientific method; 3) Effectively collect, analyze, and present data and correctly construct and interpret charts, graphs and tables to draw scientific conclusions; 4) Apply the fundamental concepts and methodologies of physics and/or chemistry to investigate a scientific theme.

## **PHYSICS (PHYS)**

### **PHYS 1111K – Introductory Physics I with Laboratory (4)**

Co-requisite: MATH 1113

An introductory course which will include material from mechanics, thermodynamics, and fluids. Elementary algebra and trigonometry will be used. Upon completion of this course students will: (1) Ascertain the basic concepts of mechanics; (2) Learn the role mathematics plays in physics as the foundation for quantitative analysis and unambiguous communication; (3) Learn how to apply the basic laws of physics to problem solving in a simplified version of nature; (4) Appropriately use tools and instruments for observing, measuring, and manipulating objects in scientific activities; (5) Learn the computational and estimation skills necessary for analyzing data and following scientific explanations; (6) Communicate scientific ideas and activities clearly; (7) Apply the important features of the process of scientific inquiry;

(8) Be familiar with the historical development of physics laws and their impact on the society and mankind; (9) Recognize how physics is related to other science and engineering disciplines.

#### **PHYS 1112K – Introductory Physics II with Laboratory (4)**

Prerequisite: PHYS 1111K

An introductory course which will include material from electromagnetism, circuits, waves, optics, and modern physics. Elementary algebra and trigonometry will be used. Upon completion of this course students will: (1) Ascertain the basic concepts of electromagnetism, circuits, and optics; (2) Learn the role mathematics plays in physics as the foundation for quantitative analysis and unambiguous communication; (3) Learn how to apply the basic laws of physics to problem solving in a simplified version of nature; (4) Appropriately use tools and instruments for observing, measuring, and manipulating objects in scientific activities; (5) Learn the computational and estimation skills necessary for analyzing data and following scientific explanations; (6) Communicate scientific ideas and activities clearly; (7) Apply the important features of the process of scientific inquiry; (8) Be familiar with the historical development of physics laws and their impact on the society and mankind; (9) Recognize how physics is related to other science and engineering disciplines.

#### **PHYS 2211K – Principles of Physics I with Laboratory (4)**

Prerequisite: MATH 2200

An introductory course which will include material from mechanics, thermodynamics, and fluids. Elementary differential and integral calculus will be used. Upon completion of this course students will: (1) Ascertain the basic concepts of mechanics; (2) Learn the role mathematics plays in physics as the foundation for quantitative analysis and unambiguous communication; (3) Learn how to apply the basic laws of physics to problem solving in a simplified version of nature; (4) Appropriately use tools and instruments for observing, measuring, and manipulating objects in scientific activities; (5) Learn the computational and estimation skills necessary for analyzing data and following scientific explanations; (6) Communicate scientific ideas and activities clearly; (7) Learn the relationship between real-world and controlled phenomenon; (8) Be familiar with the historical development of physics laws and their impact on the society and mankind; (9) Recognize how physics is related to other science and engineering disciplines.

#### **PHYS 2212K – Principles of Physics II with Laboratory (4)**

Prerequisite: PHYS 2211K.

An introductory course which will include material from electromagnetism, circuits, waves, optics, and modern physics. Elementary differential and integral calculus will be used. Upon completion of this course students will: (1) Ascertain the basic concepts of electromagnetism, circuits, and optics; (2) Learn the role mathematics plays in physics as the foundation for quantitative analysis and unambiguous communication; (3) Learn how to apply the basic laws of physics to problem solving in a simplified version of nature; (4) Appropriately use tools and instruments for observing, measuring, and manipulating objects in scientific activities; (5) Learn the computational and estimation skills necessary for analyzing data and following scientific explanations; (6) Communicate scientific ideas and activities clearly; (7) Learn the relationship between real-world and controlled phenomenon; (8) Be familiar with the historical development of physics laws and their impact on the society and mankind; (9) Recognize how physics is related to other science and engineering disciplines.

#### **PHYS 3000 – Modern Physics (3)**

Prerequisites: PHYS 2212K; or both MATH 2200 and PHYS 1112K

A culminating introductory physics course that covers modern topics in physics such as relativity, quantum phenomenon, atomic physics, nuclear physics, solid state physics, and cosmology. Elementary differential and integral calculus will be used. Upon completion of this course students will: (1) Ascertain the basic concepts of selected topics from modern physics; (2) Learn the role mathematics plays in physics as the foundation for quantitative analysis and unambiguous communication; (3) Learn how to apply the basic laws of physics to problem solving in a simplified version of nature; (4) Learn the computational and estimation skills necessary for analyzing data and following scientific explanations; (5) Communicate scientific ideas and activities clearly; (6) Be familiar with the historical development of physics laws and their impact on the society and mankind; (7) Recognize how physics is related to other science and engineering disciplines.

## **POLITICAL SCIENCE (POLS)**

### **POLS 1101 – American Government (3)**

Prerequisite: READ 0098

Covering the essential facts of national government in the United States, with some attention given to state government, including the State of Georgia, this course satisfies state law, requiring examination on United States and Georgia Constitutions.

### **POLS 2101 – Introduction to Political Science (3)**

Prerequisite: POLS 1101

This course is an introduction to the Political Science fields of Political Theory, Comparative Politics, and International Politics.

### **POLS 2201 – State and Local Government (3)**

Prerequisite: POLS 1101

Covering the essential facts of state and local government and politics in the United States, this course places particular emphasis upon the Constitution and the government of the State of Georgia.

### **POLS 2280 – Research Methods in Political Science (3)**

Prerequisite: POLS 2101 or permission of the instructor

This course provides an introduction to qualitative and quantitative methods of inquiry in Political Science.

### **POLS 2401 – Current Global Issues (3)**

Prerequisite: READ 0098

This course will explore the global dimensions of contemporary political and social issues, including terrorism, foreign aid, health and population concerns, environmental challenges, international trade, ethnic conflict and genocide.

### **POLS 2601 – Introduction to Public Administration (3)**

Prerequisite: POLS 1101

This course is a survey of the field of American public administration. It is designed to provide students with a general overview and introduction to the development, concepts, facts, functions and generalizations concerning the public administration system in the United States. It includes the study of the legislative, executive and judicial branches of the U.S. government, governmental agencies, non-governmental agencies, non-profit agencies and their interconnection in the policymaking and policy implementation process.

### **POLS 3100 – Comparative Politics (3)**

Prerequisite: POLS 2280 or permission of the instructor

An introduction to the comparative approaches for the study of politics, focusing on patterns of development and change in contemporary political systems.

### **POLS 3350 – US Foreign Policy (3)**

Prerequisite: POLS 2280 or permission of the instructor

This course examines the actors, concepts and policies in the development of U.S. Foreign. Special emphasis will be placed on the relationships the U.S. has with the world.

### **POLS 3400 – International Relations (3)**

Prerequisite: POLS 2280 or permission of the instructor

This course is an examination of the concepts and theories of international relations.

### **POLS 3450 – Modern Political Theory (3)**

Prerequisite: POLS 2280 or permission of the instructor

A survey of the historical writings of political thought from Hobbes to Marx.

**POLS 3600 – Content Methods (4)**

Prerequisite: Admission to the Teacher Education Program and successful completion of the following courses: EDUC 3300 and EDUC 3350. In addition, students must have successfully completed POLS 2280.

This course will focus on methods for implementing student-centered instruction in Political Science. Special emphasis will be placed on the particular ways of knowing associated with the study of Political Science and incorporating these ways of knowing into learning activities for secondary students. Candidates will design, implement, and assess learning activities for secondary students. A field component accompanies this course.

**POLS 4125 – Georgia Politics (3)**

Prerequisite: POLS 2280 or permission of the instructor

An examination of state and local government in the state of Georgia using both case study and comparative approaches.

**POLS 4170 – Congress (3)**

Prerequisite: POLS 2280 or permission of the instructor

An examination of the role of Congress in the American political system from both institutional and behavioral perspectives.

**POLS 4180 – The Presidency (3)**

Prerequisite: POLS 2280 or permission of the instructor

An examination of the constitutional, institutional and personal powers of the president and the political role of the president.

**POLS 4425 – Political Negotiation and Conflict Resolution (3)**

Prerequisite: POLS 2280 or permission of the instructor

This course will explore the Alternative Dispute Resolution spectrum and political negotiation strategies.

**POLS 4490 – Senior Seminar (3)**

Prerequisite: POLS 2280

In this course, the student will synthesize the various theoretical foundation courses and applied field studies from their political science curriculum. Special attention will be placed on the application of political science skills.

**PSYCHOLOGY (PSYC)****PSYC 1102 – The Psychological Experience (3)**

Prerequisite: READ 0099

Examination of psychological phenomena from biobehavioral and sociobehavioral perspectives. Contemporary issues in psychology such as intelligence, development, perception, learning, abnormal behavior, language, and social behavior are explored. Scientific methodology and its application to psychological phenomena are stressed.

**PSYC 2000 – Sophomore Seminar (3)**

Prerequisite: PSYC 1102

This course will present an introduction to the Georgia Gwinnett Psychology Program and to psychology as a major field of study. The course will include discussion of careers, research, and writing in psychology. The course will acquaint psychology majors with psychology as a profession, and with the options available to them at various levels of training. Additionally, students will be introduced to basic ideas in conducting research in psychology. Students will be introduced to the many types of written work expected of a psychology major and will be required to write a short literature review. This course should be taken during the second semester of the sophomore year.

**PSYC 2010 – Writing in Psychology (3)**

Prerequisite: PSYC 1102

The purpose of this course is to improve your writing skills. The emphasis of this course is on writing for psychology papers. Attention will be paid to mastering the APA style. In addition, you will learn how to identify a topic for research, use online search engines to locate empirical articles for review, research and analyze empirical articles, and compose a written review of literature.

### **PSYC 2100 – Introduction to Cognition & Learning (3)**

Prerequisite: PSYC 1102

The student focuses on the nature of human learning and cognition, proceeding from classical and operant conditioning to more complex cognitive processes. Particular attention is given to practical application of learning and cognitive theory on a variety of settings. The student is required to observe behavior and analyze learning and cognitive processes underlying this behavior. Students will explore how variations in cultural contexts may influence learning processes.

### **PSYC 2200 – Introduction to the Biology and Neuroscience of Psychology (3)**

Prerequisite: PSYC 1102

This course examines how the internal and external environments act upon the brain to produce perceptions, control body functions, and generate behavior. Basic principles of neuroanatomy, neurophysiology, and neurochemistry are discussed to develop an understanding of how these brain properties underlie human thought, physiology, and behavior. Topics include learning and memory, emotions, and neurological and neuropsychiatric disorders. The goal of this course is to make current knowledge about the nervous system accessible to interested students who may have had little or no college level background in biology or psychology.

### **PSYC 2300 – Introduction to Social/Applied Psychology (3)**

Prerequisite: PSYC 1102

This course explores social behavior in casual and workplace environments. Laboratory/research experience is included.

### **PSYC 2400 – Introduction to Abnormal Psychology (3)**

Prerequisite: PSYC 1102

This course explores the field of abnormal psychology. Abnormality will be presented through socio-historical and cultural contexts. The course will examine several theories of abnormality and the etiology and treatment of major psychology disorders. In addition, the course will explore research issues related to disorders and treatments. The course will also present legal and social issues in the field of mental health.

### **PSYC 2500 – Introduction to Developmental Psychology (3)**

Prerequisite: PSYC 1102

The course provides a general introduction to the field of developmental psychology. We consider four major areas of development – physical, cognitive, emotional, and social – from conception to death. The course emphasizes the interconnections of all facets of development and the strong interconnections between the individual, his or her family, and the social world that provides a niche for development. Attention is given to normative development as well as to the diversity of individual patterns of growth. Diversity of social contexts for development is also emphasized. The course will pay special attention to those factors within the individual and the social context that promote healthy and competent growth, and programs and interventions that seek to reduce risks for development.

### **PSYC 3000 – Junior Seminar (3)**

Prerequisite: PSYC 1102; PSYC 2000 or 2010; PSYC 3020

Co-requisite: PSYC 3030

The junior seminar is a course aimed at allowing students to further explore the relationship of the field of psychology to their world. Throughout the course, students will be exposed to various community agencies, researchers, and program directors who will engage students in dialogue about the role of psychology in addressing social problems.

### **PSYC 3010 – Research Experience (3)**

Prerequisite: PSYC 1102; Introduction (2000-level) course in the specialty area of the supervising faculty member, and permission of the faculty member with whom the student wishes to work

Students may register for only one Research Experience per semester, for a maximum of 3 credit hours per semester. Students may apply a maximum of 3 credit hours of Research Experience toward psychology electives. Students may not enroll in more than 6 hours total of Research Experience during the duration of their program of study. This course is for undergraduate psychology majors who want to participate in supervised research. It gives students the opportunity to learn research by doing it. Working closely alongside a faculty member, students will become familiar with the research process by participating in activities such as conducting literature searches and reviews, formulating research hypotheses, designing experiments, collecting and analyzing data, and writing reviews and reports.

**PSYC 3020 – Research Methods and Analysis I (4)**

Prerequisite: PSYC 1102; MATH 1111 or higher

This course will cover issues related to scientific research methodology. Research & Design I will explore a variety of research issues related to the research process used in the behavioral sciences. It is the intention that students will become familiar and competent with various social science research issues and methodologies

**PSYC 3030 – Research Methods and Analysis II (4)**

Prerequisite: PSYC 1102; PSYC 2000; PSYC 3020

This course emphasizes further exploration into research design and analysis. In this course, we will discuss what data are important, how to present data, how to analyze data properly, and finally, how to draw (logical) conclusions based on our results.

**PSYC 3100 – Psychology of Learning (3)**

Prerequisite: PSYC 1102; PSYC 2100

The phenomena and theories of animal and human learning, including Pavlovian conditioning, operant conditioning, discrimination learning and verbal learning will be discussed  
Laboratory/research experience is included.

**PSYC 3110 – Cognitive Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2100

Contemporary theories of human information processing. Major topics include attention, mental representations, categorization, short-term and long-term memory, psycholinguistics, reasoning, problem-solving, judgment, and decision making. Laboratory/research experience is included.

**PSYC 3120 – Sensation & Perception (3)**

Prerequisite: PSYC 1102; PSYC 2100 or PSYC 2200

How organisms sense and perceive the environment. Topics discussed: anatomy and physiology of the sensory systems, types of stimuli affecting sensory systems, and current knowledge and theories of our perceptual abilities.  
Laboratory/research experience is included

**PSYC 3200 – Biological Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2200

Introduction to brain, basic physiological processes, and their roles in behavior. Topics may include: sensing and perceiving; neural bases of action; motivation; learning and memory; and consciousness. Both experimental and clinical data are considered.

**PSYC 3220 – Comparative Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2200

The biological bases of human and nonhuman behavior, with emphasis on underlying physiological mechanisms, and on the development, evolution, and function of behavior. Laboratory/research experience is included.

**PSYC 3300 – Advanced Social Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2300

This course focuses on social behavior, with an emphasis on social interaction and group influence. Topics covered will include social perception, the formation of attitudes and prejudice, attraction, conformity and obedience, altruism and aggression, and group dynamics.

**PSYC 3310 – Human Sexuality (3)**

Prerequisite: PSYC 1102; PSYC 2300

Research in human sexual behavior. Emphasis is given to empirical findings and current personal and social implications. Topics include variations in sexual behavior, deviance, social patterns, assessment, and treatment.

**PSYC 3320 – Human Diversity (3)**

Prerequisite: PSYC 1102; PSYC 2300

This survey course will provide students with an overview of different topics related to human diversity. Students will examine a variety of topics including age, gender, race, culture, speech, and socioeconomic status. Students will have numerous opportunities for critical thinking. Students will also review research related to diversity issues.

### **PSYC 3400 – Personality Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2400 or PSYC 2500

The purpose of the course is to compare the contributions and limitations of major theoretical perspectives on social behavior, and to learn about the nature of theory construction and theory-testing in psychology generally. Both general models and middle-level models of social behavior are reviewed. The advantages and disadvantages of different models for different levels and different kinds of social-personality phenomena are highlighted. Exercises comparing the predictions of different theories for the same study are designed to acquire an appreciation of how to operationalize theories and an understanding of the various features of a "good" theory.

### **PSYC 3410 – Psychopathology (3)**

Prerequisite: PSYC 1102; PSYC 2400

The course provides an advanced study of several psychological conditions and their treatment. These include chronic mental illness, suicide, eating disorders, and depression. We draw on an array of disciplines, including psychology, psychiatry, and the history of medicine, social anthropology, feminist studies, and cultural studies. We pay critical attention to the differing practices of producing knowledge and the different kinds of knowledge that result.

### **PSYC 3420 – Health Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2400 (Cognitive Neuroscience concentration & Clinical/Personality concentration)

This course examines how biological, psychological, and social factors interact with and affect: (1) the efforts people make in promoting good health and preventing illness. (2) The treatment people receive for medical problems. (3) How effectively people cope with and reduce stress and pain. (4) The recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems. The course will also focus on the role of stress in illness; certain lifestyle factors, such as smoking or weight control; and specific chronic illnesses, such as cancer and heart disease.

### **PSYC 3430 – Models of Psychotherapy (3)**

Prerequisites: PSYC 1102; PSYC 2400

This class reviews major theoretical models of psychotherapy. These may include behavioral, cognitive behavioral, feminist, multicultural/integrative, couples/family, person-centered, and psychodynamic therapies. Evidenced-based treatment (EBT) and controversies surrounding EBT approaches will be addressed.

### **PSYC 3500 – Educational Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2500

This course considers a particular application of the more important psychological principles to educational theory and practice. This course embraces a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. Individual differences, transfer of training, interest, attention, and motivation, insofar as they influence the teaching process, will be included. Laboratory/research experience is included.

### **PSYC 3510 – Child Development (3)**

Prerequisite: PSYC 1102; PSYC 2500

This course reviews the literature on child biological, motor, perceptual, cognitive (including intelligence), language, emotional, social, and gender development. Child development history, theory, and research strategies will be discussed, as well as the effect of family, peers, media, and schooling.

### **PSYC 3520 – Adolescence (3)**

Prerequisite: PSYC 1102; PSYC 2500

The course examines issues of adolescent development, experiences, and contexts of adolescents' lives today. The course examines theories, research and issues of adolescent physical, social-emotional, and cognitive development and their reciprocal influences. We will look at a range of environments that influence (and are influenced by) adolescents; including peers, family, schools, work, media and community. Each area of development is viewed within the context of adolescents' lives, and using a biopsychosocial framework. Includes historical, demographic, cross-cultural, and applied perspectives. Diversity issues such as culture, socio-economic class, ethnicity, gender, and sexual orientation are interwoven throughout the course. We will assess elements of the environment that can impact, impede, or facilitate the experiences of adolescents and their families. Opportunities exist for application of course information to both personal and professional contexts.



### **PSYC 3530 – Adult Development and Aging (3)**

Prerequisite: PSYC 1102; PSYC 2500

This course examines different issues related to early, middle, and late adulthood. Emphasis will be placed on physical, cognitive, and psychosocial development. Several topics will be addressed including memory, work, relationships, and death. An examination of diversity issues as they relate to adult development and the aging process will be infused throughout the course.

### **PSYC 3540 – Gender and Sexuality (3)**

Prerequisite: PSYC 1102; PSYC 2500 (Social/Applied concentration & Developmental/Education concentration)

In this course, we will attempt to deconstruct gender and sexuality from multiple theoretical perspectives. We will draw on empirical research and theoretical writings from anthropology, psychology, and sociology as we attempt to define what it means to be male and female and what it means to be a sexual being. A number of topics related to gender and sexuality will be covered, including: gender differences; gender identity; gender as a social construct; sexual identity; influences of the media on sexual development; and body image. We will also consider applications of gender and sexuality studies research to issues of family, work, marriage, education, and human trafficking. Gender cannot be studied without understanding the intersections of race and class. Emphasis will be placed on appreciating and negotiating differences in gender construction and development from a variety of perspectives.

### **PSYC 4000 – Senior Seminar (3)**

Prerequisites: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 3020; PSYC 3030

Study of a current topic in psychology and related disciplines; the course will involve a significant research component.

### **PSYC 4100 – Concepts and Categorization (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020

The course will review current psychological models of how conceptual categories are represented in memory. Each model will be presented together with a critique of its range of applicability, and an evaluation in terms of (a) empirical evidence and (b) philosophical arguments about the role that concepts must play in thought and language. The course will combine a tutorial presentation of current models and theory with a review of recent empirical work in the field.

### **PSYC 4110 – Memory (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020

The course will discuss human memory and explore the capabilities and limitations of our memory. Major phenomena, experimental procedures, and theoretical models of human memory will be discussed.

### **PSYC 4120 – Language and Mind (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020

Recent theoretical and experimental work on the psychological aspects of semantics, grammar, and discourse processes are surveyed. Language development is also considered.

### **PSYC 4130 – Cognitive Neuroscience (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100 or PSYC 2200; PSYC 3020

The field of cognitive neuropsychology serves as an interface between cognitive psychology (the study of information processing) and neuroscience (the study of the physical brain). In this course, we first will examine traditionally-defined topics in cognitive psychology (e.g., visual perception, attention, executive function, memory, motor control, language, consciousness), and address: (a) how available cognitive theories have shaped the investigation of cognitive disorders in brain damaged patients, and (b) how the resulting neurological data has shaped (or reshaped) cognitive theory. Although the focus of this course will be on findings from studies of cognitive disorders in patients with localized brain damage, we will also seek converging evidence from complementary techniques that allow examination mind-brain relationships in normal individuals, including functional neuroimaging (e.g., PET, fMRI) and neuromonitoring (e.g., ERP).

### **PSYC 4140 – Cognitive Gerontology (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020

This class will examine research in gerontology, with emphasis on learning, personality, attitudes, perception, ability, and adjustment in the aged.

### **PSYC 4150 – Problem Solving (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020

Cognitive processes underlying human reasoning, problem solving, judgment, and decision making will be examined. Much of the discussion focuses on current models of these processes, and on the comparison between how rational people (or machines) should ideally behave and how they actually behave in everyday problem solving and decision making.

### **PSYC 4200 – Behavioral Neuroscience (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2200; PSYC 3020

An introduction to human brain anatomy, physiology, and function. Focus on basic concepts of neural function and on brain mechanisms underlying higher cognitive abilities. Includes readings about and videos of patients with neuropsychiatric disorders or brain lesions.

### **PSYC 4220 – Psychopharmacology (3)**

Prerequisite: PSYC 2400 and PSYC 2200

The effects of psychoactive drugs on consciousness and behavior. The mechanisms of drug action on neurotransmitter systems are emphasized. Topics include the relationship between behavior and endogenous neurochemical activity, therapeutic agents in psychopathology, and drugs of abuse.

### **PSYC 4300 – Industrial/Organizational Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020

Introduction to the methods used by industrial/organizational psychologists to increase organizational effectiveness and individual well-being. Topics include selection, training, appraisal, job attitudes, work motivation, leadership, job design, organizational culture, and work environment.

### **PSYC 4310 – Psychology and Culture (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020 (Developmental/Educational concentration & Social/Applied concentration)

Much of psychology has been concerned with discovering universals of human behavior. However, people in different cultural settings understand themselves and their social worlds in radically different ways. Their ways of being, emotional life, moral and ethical ideas, intimate relationships, and ideals differ radically. This course will examine issues such as conformity, leadership, and attributional style as they vary across different cultures, with consideration of their implications for the emerging world.

### **PSYC 4330 – Sports Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020

As the demand for enhanced sport performance continues, the cognitive or mental aspects within sport are being exposed. Sport Psychology has evolved through this need. Specifically, this course will relate the application of conventional psychological areas (personality, motivation, aggression, etc.) to the arena of sport.

### **PSYC 4340 – Consumer Behavior (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020

Examination of the role of psychological processes (such as attitudes, needs, personality) in influencing one's reaction to consumer goods and services. Implications for advertising, marketing research, and public opinion polling will be addressed.

### **PSYC 4350 – Introduction to Forensic Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020 (Social/Applied concentration & Abnormal/Clinical concentration)

This course will provide an overview of the field of clinical forensic psychology and the various ways in which psychology interacts with the legal system. This course will acquaint students with the substantive laws that are addressed in forensic evaluations (e.g., legal definitions of competency and criminal responsibility) and the ways in which forensic psychological practice may differ from general clinical practice (e.g., the importance of obtaining and evaluating third-party information when conducting forensic assessments). The nature and importance of relevant ethical principles governing the practice of psychology in relation to the legal system will also be discussed. Specific topics include psychological testimony, civil commitment, assessments of dangerousness, the rights of mentally disabled individuals, competency to stand trial, child custody disputes, and assessment of psychological damages in civil litigation. The

appropriate scope and limitations of psychological practice and techniques in relation to the legal system will be discussed throughout the course.

**PSYC 4360 – Political Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020

Introduction to basic concepts, principles, and content areas of political psychology, including political cognition and decision making; emotion and motivation in politics; political attitudes, values, and ideology; political socialization; political personality; political leadership; political participation; political conflict; public opinion and the media.

**PSYC 4370 – Psychology and the Legal System (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020

An introduction to the application of psychological topics to law, including the legal process; trials and juries; eyewitness testimony; presentation of scientific evidence; and the use of social science in the legal system.

**PSYC 4380 – Psychology of Prejudice (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020

The course will review classic and current literature from experimental social psychology pertaining to stereotyping and prejudice. Issues that will be covered include the functions and costs of stereotyping, the formation and maintenance of stereotypes, and stereotype change. Recent research concerning the role of cognitive processes in intergroup perception will be emphasized. Students in this course will critically examine both classic and contemporary research on stereotyping and prejudice, with particular attention to how approaches to this kind of research have changed over the past 20 years. Class discussions will focus on what stereotypes are, how they develop and are perpetuated, what their consequences are – both for the stereotyper and for his/her target. We will consider the theoretical distinction between stereotypes and prejudice and discuss whether this distinction has meaning in real life. From there, we will consider how prejudice is studied and evidenced in today's politically correct environment, and how one attempt at a "solution" to prejudice (affirmative action) has turned out. The course will conclude with an exercise developed to help students respond to others' use of stereotyping and prejudice – whether they themselves are targets or not.

**PSYC 4400 – Selected Topics in Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 3020; and Consent of Instructor

Study of current research in Psychology and related disciplines. May be repeated for credit when topic varies.

**PSYC 4401 – Community Health, Assessment, and Planning (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400; PSYC 3020

This course studies the issues and challenges associated with the development and assessment of innovative mental health intervention in community settings. Topics include the history of community health, multidisciplinary and multicultural participation, the development of health priorities in community settings, and the role of partnerships in program development. Laboratory/research experience is included.

**PSYC 4410 – Psychological Assessment (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400 or PSYC 2500; PSYC 3020

This course introduces the conceptual, practical, ethical, and legal issues related to psychological assessment. Topics include discussion of standards for testing (e.g., validity, reliability, norming, test development, avoidance of cultural bias) and general guidelines for selections of particular types of assessment methods for individuals (e.g., standardized test, direct observation, questionnaire, interview). Laboratory/research experience is included.

**PSYC 4420 – Clinical Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400; PSYC 3020.

This course will present an introduction to clinical psychology by considering the scientific methods used in clinical psychology as well as descriptive, etiological, and treatment perspectives on various forms of psychopathology and psychological dysfunction. Clinical psychologists often have a variety of professional roles, and we will discuss some of the career paths that clinical psychologists follow, such as research, teaching, intervention, and public policy. The required textbook for the course will provide you with an overview of the current research and theory on the causes, descriptions, and treatments of different psychological disorders. Lectures, discussions, and films will supplement the text, allowing for a more broad-based coverage of the material. Sections are a required part of the course and will allow for a more detailed examination of some of the topics. Laboratory/research experience is included.

**PSYC 4430 – Developmental Psychopathology (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400; PSYC 3020 (Developmental/Educational concentration & Clinical/Personality concentration)

This course covers several psychological disorders that often first appear in childhood and adolescence, including autism and other developmental disorders, attention-deficit disorder, conduct disorder, eating disorders, and emotional disorders. Theories about the causes and treatment are discussed. A heavy emphasis is on current research questions and empirical findings related to each disorder.

**PSYC 4450 – Directed Readings in Psychology (1)**

Prerequisite: Permission of faculty member who is to direct the reading.

Individual study of readings under the direction of a faculty member. Oral and/or written reports will be required. Repeatable for maximum of 3 hours credit

**PSYC 4500 – Social and Moral Development (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020 (Social/Applied concentration & Developmental/Education concentration)

In this course, we draw on philosophy, psychology, and sociology, as well as on art and literature to examine empirical studies of social and moral development in childhood and adolescence. The development of moral perspectives, or what it means to a child or an adolescent to be good, is considered against the backdrop of moral issues and injustices of race and racism.

**PSYC 4510 – Culture and Ethnic Diversity (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020 (Social/Applied concentration & Developmental/Education concentration)

Social and behavioral science approach to understanding forces and ideas that have shaped the individual and collective experience of people of various ethnic and cultural backgrounds. Psychophysiology and issues of race consciousness, identity, self-concept, education, public policy, and family relations are discussed in this course.

**PSYC 4530 – Marriage and Family (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020 (Clinical/Personality concentration & Developmental/Educational concentration)

This Course will specifically examine the major challenges, and changing trends facing families and marriages. Families and marriages will be studied as dynamic systems. The course will explore the changing nature of family patterns and marriages in the U.S., as well as some comparisons to non-Western cultures. Areas of study include the family in historical perspective, family life course, socialization within families, gender roles, parent-child relations, non-traditional families, alternative unions, marital interaction and power, and reconstituted families.

**PSYC 4540 – Black Psychology (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020

Covers historical impact of scientific and institutional racism on the psychological study of blacks. Survey and critical analysis of traditional European approaches with non-traditional methods for comparison. Future development and advancement of a black psychology considered.

**PSYC 4550 – The Psychology of Hate (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020 (Social/Applied concentration & Developmental/Education concentration)

The primary objective of this course is to understand hate. We will be exploring current research into hate crimes and hate groups as well as examining both the futility and utility of hate. Topics that will be covered include, but are not limited to in-group/out-group bias, self-esteem, aggression, history of hate groups, hate on the internet and in the media, hate crime legislation, and Constitutional issues. Additionally, we will be debating controversial topics in the areas of race, sexual orientation, gender, gender identity or expression, and religion.

**PSYC 4560 – Trauma Across the Lifespan (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400 or PSYC 2500; PSYC 3020

This course delineates a theoretical and practical integration of eco-developmental approaches to psychological trauma. The consequences of early traumatic experience will be mapped in the context of psychosocial developmental processes, including attachment, social interaction, emotional expression, and cognitive construction of worldview. The impact of

repeated trauma in the lives of children and adolescents will be explored in the context of developmental transformations and in relationship to psychopathology, gender, and bio-physiology. The course will emphasize the nature of childhood trauma and the developmental consequences in later childhood, adolescence, and adulthood. The concepts of risk, psychopathology, and resilience will be examined in the context of traumatic exposure, and the transformation of developmental processes and alternate developmental pathways. Examples of childhood victimization and trauma will include child maltreatment, family violence, illness, loss, and war. Although the primary focus of the course is on individual developmental consequences of trauma, socially and culturally related trauma will be discussed in the context of the eco-developmental framework. Applications of trauma research and theory from a multidisciplinary perspective will be considered as they relate to parenting roles and larger cultural contexts. Intervention and advocacy as well as the institutional and community responses to traumatized children and families will be addressed.

### **PSYC 4600 – History & Systems (3)**

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 3020

The purpose of this course is to explore the historical roots of the questions psychologists have chosen to investigate, the evolution of the methods of psychological research, the development of applied psychology, and provide you with a framework that explains the relationships between the various sub-disciplines of psychology. By examining the history and basic concepts that have shaped psychology it will become possible to see the relationships between seemingly disparate areas of psychology and gain an understanding of the philosophical and scientific significance of many of the questions that psychologists have chosen to examine.

### **PSYC 4601 – Senior Project Proposal (2)**

Prerequisites: PSYC 1102; PSYC 2000; PSYC 3020; PSYC 3030 and consent of instructor directing the project

The development and presentation of the project to be presented for PSYC 4602. A formal written proposal and oral presentation will be required.

### **PSYC 4602 – Senior Thesis (3)**

Prerequisites: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 3020; PSYC 3030 and consent of instructor directing the project

The implementation and completion of a project developed in conjunction with the instructor. The project can take the form of an in-depth literature review, an intervention, or an empirical research project. The student will work closely with an instructor who will assist him or her in the development of ideas, finding requisite research literature, and execution of project goals. A formal written report and oral presentation will be required.

### **PSYC 4603 – Senior Directed Readings (1)**

Prerequisite: PSYC 1102; PSYC 2000; PSYC 3020; PSYC 3030 and consent of instructor directing the project

The implementation and completion of the project developed in the Junior Seminar. A formal written report and oral presentation will be required.

### **PSYC 4751 – Psychology Internship (3)**

Prerequisites: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 3020; PSYC 3030 and consent of the internship coordinator.

Students may complete an internship to satisfy the senior capstone experience. For the internship, students are required to participate in a structured field experience applying psychological principles, theory, and research. The internship options include placement at a community facility, placement in an office on campus, shadowing a practicing professional or participating in a research lab. Students must complete a final term project at the end of their internship. The internship option may be repeated once for additional credit.

## **READING (READ)**

### **READ 0091 – Developing College Reading Workshop for Business Majors (2\*)**

A workshop that focuses on improving reading proficiency in business textbooks and articles. Students analyze articles from their college level classes and have extra time to study materials, ask questions, work on vocabulary and comprehension, and review notes.

\*Institutional load credit only.

**READ 0092 – Developing College Reading Workshop for Science Majors (2\*)**

A workshop that focuses on improving reading proficiency in science textbooks and articles. Students analyze articles from their college level classes and have extra time to study materials, ask questions, work on vocabulary and comprehension, and review notes.

\*Institutional load credit only.

**READ 0093 – Developing College Reading Workshop for Liberal Arts Majors (2\*)**

A workshop that focuses on improving reading proficiency in textbooks and articles in psychology, history, etc. Students analyze articles from their college level classes.

\*Institutional load credit only.

**READ 0097 – Student Success Basic Reading Skills (4\*)**

A course designed to meet the needs of students who have weaknesses in knowledge acquisition, reading comprehension strategies and application to college level materials. The focus is competency in vocabulary strategies, communication and comprehension skills using expository and narrative writing.

\*Institutional load credit only.

**READ 0098 – Student Success Advanced Reading Skills (4\*)**

Prerequisite: READ 0097.

The course emphasizes inferential, interpretive and critical reading comprehension strategies. It focuses on analysis, synthesis and evaluation of text as well as efficient reading, and study and test-taking skills.

\*Institution load credit only.

**READ 3200 – Literacy Foundations (4)**

Prerequisite: Admission to the Teacher Education Program

This course introduces candidates to classroom approaches to literacy instruction through the examination of early literacy development, including reading, writing, listening, speaking, viewing and graphical representation. Candidates will explore the reading and writing workshop models for delivering early literacy instruction, as well as the role of specific strategies in developing phonological and phonemic awareness and proficiency, fluency, comprehension and vocabulary in first- and second-language learners. Literature for beginning readers in a variety of formats and genres will be integrated throughout the course. Candidates will develop the background needed to develop a comprehensive literacy curriculum for first- and second-language learners which builds upon the diverse cultural and linguistic backgrounds and needs of beginning readers. Includes field experience in a P-2 classroom.

**READ 3600 – Literacy Assessment (4)**

Prerequisite: Admission to the Teacher Education Program and READ 3200

This course will provide candidates with a foundation in literacy assessment. Methods for identifying the strengths and meeting the needs of first- and second-language learners will be examined. Candidates will gain experience using informal classroom assessment techniques such as informal reading inventories, running records, kid-watching, and portfolio assessments. Candidates will also learn to interpret standardized test data related to reading assessment and academic language development (including assessments for English language learners). Candidates will use formal and informal assessment data to design, implement, and reflect upon an individualized plan to support a struggling reader. Includes field experience in a P-5 classroom.

**READ 4000 – Literacy Integration (4)**

Prerequisite: Admission to the Teacher Education Program READ 3600

This course focuses on the creation of an integrated and comprehensive curriculum for intermediate and accomplished readers and second language learners. Continuing to build on the foundation provided in Literacy Foundations (READ 3200), candidates will explore critical literacy, literacy across the content areas, and multimodal and new literacies, as well as consider the implications of these foundational concepts for literacy instruction for first- and second-language learners. Literature for intermediate and accomplished readers in a variety of genres and formats will be integrated throughout the course. Includes field experience in a 3-5 classroom.

## **RELIGION (RELN)**

### **RELN 1100 – World Religions (3)**

Prerequisite: READ 0098

An introductory course designed to provide an analytical, critical, and comparative study of the major world religious traditions.

## **SCIENCE AND TECHNOLOGY (STEC)**

### **STEC 4200 – Directed Readings Seminar (1)**

Prerequisite: MATH 0099; READ 0098; ENGL 0099

Discussion and written evaluations of primary literature in selected fields. Course may offer disciplinary sections or may be interdisciplinary. Course is tailored each semester based on student interest and faculty expertise. At the completion of this course students will be able to: (1) critically analyze primary literature from a field or fields of Science and Technology; (2) describe major attributes of the technologies employed in the research paper study; (3) summarize results from primary literature and place them in the larger context of the field; (4) communicate detailed scientific information in oral and written forms.

### **STEC 4500 – Undergraduate Research project (3)**

Prerequisite: Permission of faculty research supervisor.

Students may conduct research in any of the disciplines in the School of Science and Technology. Through this research project, students will: (1) gather accurate information about a possible career path; (2) effectively use the steps of the scientific method; (3) communicate in-depth scientific information effectively in oral and written form using appropriate terminology and charts/graphs; (4) collect and analyze data and present results in appropriate formats including chart, graph and oral/written form.

## **SOCIOLOGY (SOCI)**

### **SOCI 1101 – Introduction to Sociology (3)**

Prerequisite: READ 0098.

A survey of the discipline of sociology. Topics will include sociological theory, methods and selected substantive area.

### **SOCI 1160 – Introduction to Social Problems (3)**

Prerequisite: READ 0098.

A theoretical and empirical analysis of selected major social problems confronting American society.

### **SOCI 2010 – Social Problems (3)**

Prerequisite: READ 0098.

A general survey of the major social problems that confront contemporary society. Includes a systematic study of changing American social problems and controversies. Included may be an examination of causes of poverty, racism, sexism, homelessness, drug and alcohol abuse, crime, changing sex roles and unemployment. In addition, the course will address problems associated with institutions of society and issues related to globalization.

### **SOCI 2293 – Introduction to Marriage and Family (3)**

Prerequisite: SOCI 1101.

An introduction to the structure, processes, problems and adjustments of contemporary marriage and family life.

## **SPANISH (SPAN)**

### **SPAN 1001 – Elementary Spanish I (3)**

Introduction to listening, speaking, reading and writing in Spanish and to the culture of Spanish-speaking regions.

**SPAN 1002 – Elementary Spanish II (3)**

Prerequisite: SPAN 1001

Continued listening, speaking, reading and writing in Spanish with further study of the culture of Spanish-speaking regions.

**SPAN 2001 – Intermediate Spanish I (3)**

Prerequisite: SPAN 1002

This course is a continuation of the beginning Spanish language courses (SPAN 1001 and 1002). This course consists of listening, speaking, reading, and writing in Spanish with advanced study of culture of Spanish-speaking regions

**SPAN 2002 – Intermediate Spanish II (3)**

Prerequisite: SPAN 2001

Review of Spanish grammar with emphasis on speaking, reading, and writing. Although a review of the grammar is part of this course, emphasis will be on communicating in Spanish. Classes will be conducted entirely in Spanish.

**SPAN 3010 – Spanish Conversation and Composition (3)**

Prerequisite: SPAN 2002

This course will improve the student's command of the Spanish language through advanced study of grammar, syntax, and vocabulary. Students will be required to speak Spanish during class, make presentations in Spanish, and write various compositions in Spanish throughout the semester. This course is taught entirely in Spanish.

**SPAN 4020 – Survey of Latin American Literature (3)**

Prerequisite: SPAN 3010 or permission of instructor

This course consists of a survey of Latin American literature. Literature from the colonial period through the 20<sup>th</sup> century will be covered. Texts will include examples of poetry, prose, and drama. This course is taught in Spanish.

**SPECIAL EDUCATION (SPED)**

**SPED 3100 – Characteristics of Learners with Exceptionalities (4)**

Prerequisite: Admission to the Teacher Education Program

Co-requisite: SPED 3300

This course presents a comprehensive examination of the cognitive, physical, socio-emotional, socio-economic, cultural, racial, linguistic, and gender characteristics of students with and without exceptionalities from developmental and ecological perspectives. Candidates will explore family and socio-cultural systems and their impact on typical and atypical human growth and development. Physical and mental health, safety, other risk factors, and the role of supportive relationships in the development of resiliency will be explored. The course will provide a comprehensive overview of the historical, social, political, economic, cultural and legal foundations of special education and services to students with special needs, including the labeling, terminology, identification and categorization of these students. Comparisons and contrasts between students with and without disability issues will also be examined. Field experiences will focus on students in the context of the classroom and will include focused observations and case studies of individual students with exceptionalities in the context of the full continuum of services.

**SPED 3300 – Instructional Foundations for Special Education (4)**

Prerequisite: Admission to the Teacher Education Program

Co-requisite: SPED 3100

Designed to build a comprehensive understanding of the interaction among the school, the curriculum, and the student, this course provides candidates with an in-depth examination of what makes special education "special." Through a review of policy, law and court decisions, the candidate will develop an understanding of the rights of students and parents of students with disabilities as well as the duties and responsibilities of teachers in meeting the needs of these students. Discussion and study will also encompass the concepts of Free and Appropriate Education (FAPE), Least Restrictive Environment (LRE), English Language Learners (ELL), and policies and procedures as they relate to classroom management. Various models, theories and philosophies as they relate to special education will be investigated. Candidates will learn about current educational trends, issues, policies, and practices, and their relationships to program planning, curriculum, instruction, and assessment of students with disabilities. Candidates will examine national, state, and local content standards to gain an overview of learning expectations for students and will trace the



expectations for development of concepts in language arts, reading, mathematics, science, and social studies. In the field, candidates will observe the process of curriculum and unit development and the use of educational frameworks, such as the Universal Design for Learning (UDL), that promote multiple approaches to meeting the needs of diverse students.

### **SPED 3500 – Instructional Design and Delivery in Special Education (8)**

**Prerequisite:** Admission to the Teacher Education Program and SPED 3100 and SPED 3300

Largely field-based, this course focuses on the design and delivery of developmentally appropriate instruction in language arts, mathematics, science, social studies, the arts, health, and physical education in grades P-12 for students with exceptionalities. This includes meeting the student's physical, medical, social, emotional and communication needs as well as their academic requirements. Topics to be addressed include group and individual learning environments, behavior management techniques, appropriate utilization of technology, placement options and alternatives, and instructional strategies. Working in coordination and collaboration with the home, general education teachers, related service providers, and community organizations and agencies will be a focus in terms of identifying, designing, and delivering appropriate academic and non-academic accommodations and interventions for students of all backgrounds. Under the supervision of a qualified classroom teacher, candidates will learn to plan and implement developmentally appropriate and culturally inclusive instruction based on knowledge of individual students, the community, and the curriculum goals. Candidates will demonstrate an understanding of the fundamental concepts of each discipline as well as a developing ability to translate this knowledge into meaningful learning experiences for exceptional students through the design, delivery, and evaluation of lessons. This course will also explore the roles and responsibilities of other professionals in classroom instruction and prepare candidates to plan and direct collaborative instruction.

### **SPED 4100 – Instructional Assessment and Adaptation (8)**

**Prerequisite:** Admission to the Teacher Education Program and SPED 3500

This course focuses on adapting instruction to meet individual student needs. Adaptation of instruction includes addressing student variations in achievement, developmental level, intelligences, learning styles, cultures, social/emotional characteristics, and interests. This course will equip candidates with the basic skills requisite to identify, select and administer appropriate assessment instruments for identifying students' specific academic and nonacademic strengths and weaknesses. Candidates will learn to analyze and interpret assessment results as related to students with suspected or identified special needs. Candidates will learn to interpret and analyze student permanent records as well as assessment data and will develop appropriate adaptations of instruction and assessment that will allow all students to demonstrate progress toward achievement of instructional goals. In addition to surveying the principles and methods of educational measurement and test construction, this course will also focus on the use of assessment data to guide the adaptation of instruction to address students' learning needs and to document their achievement. Candidates will develop corrective techniques and institute preventative measures as they adapt the learning environment and instruction for all students regardless of background. The embedded field experience for this course will include development and evaluation of plans for differentiating instruction to meet individual students' need.

## **THEATRE (THEA)**

### **THEA 1100 – Theatre Appreciation (3)**

Survey and critical appreciation of theatre.

## Officers of the Administration

### **DANIEL J. KAUFMAN**

**President; Professor of International Relations**

B.S., United States Military Academy

M.P.A., Harvard University

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