



# Georgia Gwinnett College Catalog

2013-2014

Georgia Gwinnett College is accredited by the Southern Association of Colleges and Schools Commission on Colleges 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 Commission should further be contacted to file a third-party comment at the time of the institution's decennial review or regarding alleged non-compliance with a requirement or standard. Normal inquiries about the institution, such as admissions requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the Commission's office.

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

## 2013-2014

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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## Table of Contents

Georgia Gwinnett College .....	1
Catalog .....	3
2012-2013 Calendar of Academic Activities .....	6
Tentative Academic Calendars for 2013-2017 .....	8
General Information .....	9
Vision.....	10
Mission.....	10
Operating Principles.....	10
History of Georgia Gwinnett College.....	11
Facilities .....	12
Georgia Gwinnett College Library and Learning Center .....	13
Hours of Operation.....	14
Admission Policies.....	15
Admissions Policies and Procedures .....	16
Georgia Gwinnett College’s Residence Requirement .....	27
International Students.....	28
Financial Information .....	30
Tuition and Fees.....	31
Financial Aid.....	38
Policies and Procedures .....	47
Ethics Policy .....	48
Disability Services .....	53
Academic Freedom.....	53
Statement of Student Rights and Responsibilities .....	54
Student Complaints .....	55
Student Code of Conduct.....	56
GGC Equal Opportunity, Affirmative Action, Prohibited Discrimination and Harassment Policy.....	73
Campus Discrimination and Harassment Policy Statements.....	77
Title IX Prohibited Sex discrimination in Education Policy Statement .....	79
Acceptable Use of Information Technology Resources .....	82
Security and Confidentiality of Records .....	83
Student Records Management and Security Policy .....	84
Student Attendance Policy .....	89
Student Field Trip and Off Campus Event Policy.....	90
Mandatory Participation in Alert Notification System.....	90
Academic Policies and Procedures.....	91
Student Success Program.....	92
Student Success Courses in English for Academic Purposes (EAP/ESL Courses) .....	96
GGC Honors Program .....	99
GGC Study Abroad.....	100
Academic Standards of Progress .....	105
Academic Renewal.....	108
Registration	

.....	109
Academic Advising and Mentoring .....	110
Minority Advising Program.....	112
Advising for New Students Who Place Below the University System Placement Standards .....	112
GGC Students Enrolling at Other Institutions as Transient Status.....	113
Arche Cross Registration.....	114
Auditing Courses .....	115
Repeated Courses .....	115
Academic Standing .....	116
Recognition of Scholarship . .....	117
Transcript Request .....	117
Academic Integrity.....	118
Program Completion.....	119
Undergraduate Degree Requirements .....	119
Residence Requirement for Graduation .....	119
Graduation with Honors .....	120
General Education .....	120
Core Curriculum .....	120
Upper-Division Major Requirements .....	122
Georgia Gwinnett College Competency Test.....	122
United States and Georgia History and Constitutions.....	123
Multiple Majors.....	124
Multiple Concentrations .....	124
Academics Minor Policy .....	125
Programs of Study .....	127
School of Business.....	128
School of Education.....	140
School of Liberal Arts.....	144
School of Science and Technology .....	179
GGC Course Listing .....	212

## 2013 – 2014 Calendar of Academic Activities

<b>FALL 2013 CALENDAR</b>	
<b>Month Date</b>	<b>Description</b>
April 20	New Student Registration Begins
June 1	Deadline to Apply for Admission for Fall 2013
June 8	Document Deadline for Admission for Fall 2013
July 19	Deadline for Fall 2013 Tuition Payments and Housing Fees for Continuing Students
August 1	Deadline for Petitions for In-State Residency
August 15	Deadline for Fall 2013 Tuition Payment and Housing Fees for New Students Registered through July 20
	Deadline for Petitions for In-State Residency
August 19	Deadline for Fall 2013 Tuition Payment and Housing Fees for Students Registered after July 20
August 19	Classes Begin
August 25	Drop/Add Ends
September 2	Labor Day Holiday
October 1	Applications for Spring 2014 Graduation Due
October 12	Mid-term Grades Due
October 16	Mid-term – Last Day to Withdraw with a “W” at 5:00 pm
TBA	Academic Advisement/Registration Begins for Spring 2014
November 15	Deadline to Apply for Admission for Spring 2014
November 22	Deadline to Submit Documents for Admission for Spring 2014
November 26 – December 1	Thanksgiving Holidays
December 7	Last Day of Classes before Final Exams
December 9-14	Final Examinations
December 19	Commencement – Gwinnett Arena
<b>SPRING 2014 CALENDAR</b>	
<b>Month Date</b>	<b>Description</b>
TBA	Academic Advisement/Registration Begins
November 15	Deadline to Apply for Admission for Spring 2014
November 22	Deadline to Submit Documents for Admission for Spring 2014
December 1	Deadline for Petitions for In-State Residency
January 8	Classes Begin
January 14	Drop/Add Ends
January 20	Martin Luther King, Jr. Holiday NO CLASSES
February 27	Mid-Term Grades Due
March 3	Mid-term – Last Day to Withdraw with a “W” at 5 pm
March 10-16	Spring Break – NO CLASSES
TB	Academic Advisement/Registration Begins for Summer 2014 and Fall 2014
April 1	Deadline to Apply for Admission for Summer 2014
April 8	Deadline to Submit Documents for Admission for Summer 2014
April 30	Last Day of Classes before Final Exams
April 30	Reading Day for M-W and T-TH Classes
May 2 - 8	Final Examinations
May 16	Commencement – GGC Library Lawn

<b>SUMMER 2014 CALENDAR</b>	
<b>Month Date</b>	<b>Description</b>
TBD	Academic Advisement/Registration Begins
TBD	Deadline for Summer 2014 Tuition Payments
May 19	Classes Begin for Summer Full and Summer A Session
May 20	Drop/Add Ends for Summer Full and Summer A Session
May 26	Memorial Day Holiday – NO CLASSES
June 1	Deadline to Apply for Admission for Fall 2014
May 1	Deadline for Petitions for In-State Residency
June 2	Mid-term Grades Due Session A
June 3	Mid-term Session A – Last Day to Withdraw with a “W” for Summer Session A
June 8	Deadline to Submit Documents for Admission for Fall 2014
June 14	Last Day of Classes for Session A
June 16-17	Final Examinations for Session A
June 17	Mid-term Grades Due Full Summer Session
June 18	Midterm Full Summer Session – Last Day to Withdraw with a “W” for Summer Full
June 23	Classes Begin for Summer Session B
June 24	Drop/Add Ends for Session B
July 4	Independence Day Holiday – NO CLASSES
June 30 – July 6	No classes – Summer Full
July 8	Mid-term Grades Due Session B
July 9	Mid-term Session B – Last Day to Withdraw with a “W” for Summer Session B
July 19	Last Day of Classes for Full Summer Session
July 21	Last Day of Classes for Session B
July 22-24	Final exams for Summer Session B and Summer Session Full
TBA	Commencement

## Tentative Academic Calendars for 2014-2018

### 2014-2015

#### *Fall 2014*

Classes begin	August 18
Labor Day	September 1
Thanksgiving	November 25-29
Classes end	December 6
Exams	December 8-13

#### *Spring 2015*

Classes begin	January 12
MLK	January 19
Spring Break	March 8-15
Classes end	May 4
Exams	May 5 - 11

#### *Summer 2015*

Classes begin	May 20
(Session A and full)	
Memorial Day	May 25
Session A ends	June 17
Exams Session A	June 18-19
Classes begin B	June 22
July 4 <sup>th</sup> Holiday	July 3
Classes end	July 15 (Session B and full)
Exams	July 16, 17, 18
(Session B and full)	

### 2015-2016

#### *Fall 2015*

Classes begin	August 17
Labor Day	September 5
Thanksgiving	November 24-28
Classes end	December 5
Exams	December 7-12

#### *Spring 2016*

Classes begin	January 12
MLK	January 18
Spring Break	March 6-13
Classes end	May 2
Exams	May 3 - 9

#### *Summer 2016*

Classes begin	May 18 (Session A and full)
Memorial Day	May 30
Session A ends	June 18
Exams Session A	June 20-21
Classes begin B	June 23
July 4 <sup>th</sup> Holiday	July 4
Classes end	July 20
(Session B and full)	
Exams	July 21 - 23
(Session B and full)	

### 2016-2017

#### *Fall 2016*

Classes begin	August 22
Labor Day	September 5
Thanksgiving	November 21-26
Classes end	December 10
Exams	December 12-17

#### *Spring 2017*

Classes begin	January 9
MLK	January 16
Spring Break	March 5-12
Classes end	May 1
Exams	May 3-8

#### *Summer 2017*

Classes begin	May 22
(Session A and full)	
Memorial Day	May 29
Session A ends	June 19
Exams Session A	June 20-21
Classes begin B	June 26
July 4 <sup>th</sup> Holiday	July 4
Classes end	July 24 (Session B and full)
Exams	July 25-26
(Session B and full)	

### 2017-2018

#### *Fall 2017*

Classes begin	August 21
Labor Day	September 4
Thanksgiving	November 20-25
Classes end	December 9
Exams	December 11-16

#### *Spring 2018*

Classes begin	January 8
MLK	January 15
Spring Break	March 4-11
Classes end	April 30
Exams	May 2-7

#### *Summer 2018*

Classes begin	May 21
(Session A and full)	
Memorial Day	May 28
Session A ends	June 18
Exams Session A	June 19-20
Classes begin B	June 25
July 4 <sup>th</sup> Holiday	July 4
Classes end	July 23
(Session B and full)	
Exams	July 24-25
(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 institutions 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.

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 in record time, 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.

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

In the summer of 2010, GGC celebrated the opening of its new Library and Learning Center and its first student residence halls, transforming the commuter college into a residential campus. More than 5,300 students enrolled for the 2010 fall semester. The new GGC Student Center opened in January 2011. A new laboratory building opened in August 2011 to serve the college's dramatically expanding enrollment, which reached 9,400 in fall 2012.

In early 2013, the college broke ground on its Allied Health and Sciences Building, future home of the School of Science and Technology and the newly formed School of Health Sciences and its proposed nursing program. The 2012-13 academic year was the Grizzlies' first season of official intercollegiate competition in the National Association of Intercollegiate Athletics, and marked the completion of the varsity athletics facilities.

President Kaufman departed GGC for the presidency of the Gwinnett Chamber of Commerce as of July 1, 2013. Dr. Stanley "Stas" Preczewski, formerly vice president for Academic and Student Affairs, is serving as interim president.

## Facilities

Georgia Gwinnett College is located at 1000 University Center Lane on approximately 240 acres located off Collins Hill Road at Ga. Highway 316/University Parkway in Lawrenceville, Georgia.

Ten 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, advisement/testing, faculty offices, a help desk and support services area. It also houses police, security offices, and an information commons area 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 .

Building E – The Student Center is a 79,335 square foot building opened with a 700 seat dining hall serving the campus including students, faculty and staff. The student affairs offices and student government functions opened there during the fall of 2010. A Barnes and Noble Bookstore is a part of the Student Center and serves the needs of the campus.

Building F – This 40,000 square foot Wellness and Recreation 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.

Building G – The Varsity Athletics Complex is a 25000 square foot building which houses offices, meeting spaces, and training facilities for varsity athletics. It is adjacent to the baseball, softball, and soccer fields and is located on Collins Hill Road near the Parking Deck and campus main entrance.

Building H - The Instructional Laboratory Facility is a 24,000 square foot lab classroom building which opened in August 2011. The new building is comprised of a computational lab, physics, physical science, chemistry and biology labs, chemical storage and instructional support facilities. This state-of-the-art building is the first phase of a future allied health and science building and is located next to the center of campus life across from the administration building, library and student center.

Building I – The Faculty Office Building is a 31,000 square foot facility located at the south edge of campus next door to the Wellness and Recreation Center and houses 160 spaces for faculty members. It includes conference rooms and suites for deans.

Parking Deck – This 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.

Buildings 1000, 2000, 3000 – Student Housing is a 415,770 square foot, 1029 bed complex that 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.

Library (Building L) – 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.

Building P – This 70,000 square foot office and warehouse facility is located at 940 Collins Hill Road near the main east entry to the campus and is the home of the Facilities and Operations functions of the college.

Tennis Center – The facility is located at the north end of campus and is a combination of 16 tennis courts, a 4600 square foot clubhouse, an outdoor swimming pool, and support buildings. This facility serves as home for the intercollegiate athletics tennis program and is run by the GGC Athletics Director.

## **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 circulating 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 circulating 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 70,000 electronic books. The library subscribes to more than 265 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 purchases over sixty databases outside of GALILEO to provide an even broader collection for research. Through GIL, the library provides access to the print 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 1
Spring Semester	November 15
Summer Semester	April 1

All documents must be submitted by the dates below for each semester.

Fall Semester	June 8
Spring Semester	November 22
Summer Semester	April 8

### 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 *a* 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

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. High school students with a general Diploma must have a minimum 2.00 grade point average based on the grades in the 17 units of Required High School Curriculum as defined by the Board of Regents.

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 17 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)	Math I, II, III and a fourth unit of math from the BOR approved list, or the equivalent courses. Or Algebra I and II, geometry and a fourth year of advanced math, or equivalent courses.
SCIENCE (4 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 1101K Physical Sciences I BIOL 1101K 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

Beginning fall 2012, test scores will be required for all freshman applicants. Students must meet testing requirements before an admissions decision can be made. The testing requirement can be satisfied by meeting the minimum scores on 1 of 3 tests:

1. Minimum SAT Scores:

Critical Reading 480

Math 460

2. Minimum ACT Scores:

English 21

Math 19

3. Required Minimum COMPASS scores:

English 32

Reading 62

Math 20

COMPASS scores will also be used for course placement. Applicants will be denied admission if they place into all three areas of Learning Support or if they score below the minimum on one of the sections of the COMPASS exam.

Beginning freshmen must also meet the minimum 2.00 GPA.

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).

Students who attend a high school 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.

#### Non-Traditional Freshmen

The Director of Admissions will make the decision on Non-Traditional applications without going to Committee based on the following criteria:

- H.S. GPA of 2.0 or greater – regular admissions
- H.S. GPA between 2.0 and 1.50 – conditional admission up to 14 hours
- H.S. GPA less than 1.50 – applications still reviewed by the committee.

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.

#### 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, 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. Furthermore, students 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.

## 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 regarding 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 Office of Adult Literacy/GED Testing Service 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.

GED cutoff scores are as follows:

Traditional students – Minimum score of 260/2600 - regular admission

Non-Traditional students – Minimum score of 225/2250 – regular admission

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

The 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.

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. Procedures for admission, course selection and instruction can be found in Section 3.0 of the Academic Affairs Handbook (BOR Minutes, September 2004).

### Move On When Ready

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:

- 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.
- Core Academic GPA
- 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 2.00 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 students with a GPA of 1.99 or below will be denied with the option to appeal their decision.

### 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 2.00.
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 Joint Service Transcript (JST).
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 1st 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.

#### Terms of the Agreement

- Apply for admission to GGC during the application filing period for the semester in which you wish to transfer.
- Complete the required courses in English composition (English 1101 and English 1102) and one mathematics course (Math 1001 or Math 1111 or Math 1113 (Pre-calculus) or Math 2431 (Calculus I)) NB: Math-based majors and future Science and Technology majors are required to take Math 2431.
- Earn an Associate's degree by the end of the semester preceding transfer.
- Complete the last 30 of your 60 or more GGC transferable units at GPC; and
- Earn a cumulative GPA of at least 2.3 in all GGC 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.
- Meet conditions of Georgia Gwinnett College Code of Student Conduct.
- You must earn a grade of C or better in each course of the core at GPC.

#### Required Course Pattern

Completion of the core curriculum at GPC is required. Once you have successfully completed the core curriculum at GPC and have met all of the terms of the agreement outlined above, the credits that you have earned successfully at GPC will be accepted as credits in the core at GGC.

Attendance at a Bear Essentials (BE) registration session or an orientation session the semester you sign this Intent to Transfer form. Call GGC to make an appointment. You will be assigned a GGC mentor.

#### Non-Traditional Transfers

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

1. Have been out of high school at least five years or whose high school class graduated at least five (5) years ago; and,
2. Have earned thirty (30) or more transferable hours of college credit, as defined in Section 4.2.1.1 of this Policy Manual.

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.

### *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.

For non-traditional freshman requirements, refer to Freshman Requirements, Non-Traditional Freshman. For non-traditional transfer requirements, refer to Transfer Student Requirements, Non-Traditional Transfers.

### *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. 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
2. 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.
3. Shall have all usual student and institutional records maintained; however, institutions will not report such students for budgetary purposes.
4. 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 suggests 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, 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 Joint Service Transcript (JST) or the DD 214.

## *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.

Georgia Gwinnett College will not allow students to apply under this status, but will permit the Director of Admissions to allow students to be admitted under this category on an as needed basis.

### 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.

### *Georgia Gwinnett College's Residence Requirement*

The following residence policy applies to those that apply to GGC after September 1, 2013. Those that apply to GGC prior to September 1, 2013 are exempt from this policy.

Georgia Gwinnett College has established a residence policy for freshmen and transfer students who transfer in less than 30 semester hours. This policy requires such students to live in campus housing. In addition, this policy is designed to enrich your education, assist in fostering relationships on campus with other students, faculty and staff, and enhance your academic success.

The campus residence requirement does not apply to you if you:

- Live with and commute daily from the legal residence of your parent(s), grandparent(s), or legal guardian, within Gwinnett County or one of the neighboring counties: DeKalb, Walton, Hall, Fulton, Forsyth, Barrow, Rockdale, Newton, Cobb, Henry, Clayton, and Jackson; or
- Have active military status.

You may be exempt from the campus residence requirement if:

- You reach the age of 21 prior to the first day of classes of your first term of enrollment,
- You are married, divorced, have legal dependents or are the sole caregiver,
- You can show independent financial status, or
- You have demonstrated unique hardship.

Any request for an exemption must be made to the Student Appeals Committee via the online appeals form ([www.ggc.edu/appeals](http://www.ggc.edu/appeals)) at least one month prior to the start of the semester in which you intend to enroll. Each request must be fully documented, reviewed and is subject to approval at the sole discretion of the College.

## **International Students**

At GGC, an international student is an individual who meets one of the following criteria:

- Student is currently living outside the U.S. and will require an F-1 visa to study in the U.S.
- Student is not a U.S. Citizen or a Permanent Resident and is currently in the U.S. on an F-1 visa.
- Student is currently in the U.S. on another non-immigrant visa classification which permits part-time or full-time study.

### *Degree Seeking International Students*

#### Freshman Students

Students whose secondary education was completed outside the United States system of education may be admitted with acceptable foreign credentials and English language proficiency as described below:

- **Foreign Credential**  
International students must demonstrate the required level of academic preparation as evidenced by a certificate, diploma, or other document deemed generally equivalent to a U.S. required high school curriculum by an independent evaluation service which is a member of the National Association of Credential Evaluation Services, Inc. (N.A.C.E.S.). In special circumstances, other reputable credential evaluators will be considered. Students must submit transcripts to an evaluation service and request that an appropriate evaluation be submitted to the Georgia Gwinnett College Office of Internationalization.
- **English Proficiency Requirement**  
Students whose first language is not English must also demonstrate English language proficiency. Generally, English proficiency is measured by the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score acceptable for admission to GGC is 537 on the TOEFL paper test, 203 on the TOEFL computer test, or 74 on the TOEFL IBT. Non-native speakers of English who satisfy SAT Verbal or ACT English admission requirement do not need to take TOEFL for admission purposes. The recommended minimum score for the SAT Verbal is 480 and the recommended minimum score for the ACT English is 21. Students may also choose to submit IELTS with a minimum score of 6.

## Transfer Students

Students who are non-native speakers of English, who transfer from an institution of higher education outside the U.S. where English was not the language of instruction, must submit a TOEFL score along with the official translation of their foreign credentials.

Students who are non-native speakers of English and who are transferring from an accredited institution of higher education inside the U.S. may be required to retake the TOEFL if their English proficiency cannot be fully demonstrated. Official transcripts of coursework taken from previously attended colleges must also be submitted.

## Financial Requirements

International students must provide documentation showing sufficient resources to cover tuition, room and board, health insurance and other living expenses. In accordance with the payment policy of the College, students agree to pay all tuition and fees when due to Georgia Gwinnett College (including, but not limited to, tuition, mandatory student fees, and College Housing fees). Failure to pay a student account in full by the published deadline may result in a student being dropped from classes and will jeopardize a student's ability to maintain valid immigration status.

## International Non-Degree Seeking Students

### 1 Visa Students

GGC is currently not authorized to sponsor J-1 visas. However, students who have J-1 sponsorship through an outside agency such as the Institute of International Education (IIE) or International Student Exchange Programs (ISEP) may enroll as transient students at GGC for the length of the program. Admissions criteria and program length for these types of special programs will be established between the Office of Internationalization and the sponsoring agency.

### Visa Classifications Other Than F-1 or J-1

Individuals with visa classifications other than F-1 may enroll as a full-time or part-time student. Individuals should contact the Office of Internationalization for verification of their eligibility to study in the United States.

### Presidential Exceptions

International students may also be admitted as Presidential Exceptions. See Board of Regents Policy Manual 4.2.1.2 and BoR Academic & Student Affairs Handbook Section 3.2.6.4.

### Health Insurance

International students holding F or J visas are required to have student health insurance that meets the minimum standards set by the University System of Georgia. As a result, all students will be initially charged for coverage. Students who are already covered by an insurance policy (i.e. through parent plans, family plans or employer-sponsored plans) can easily opt out of the plan through a secure on-line process. Once the information has been verified, all charges will be waived. Students must apply for the waiver each academic semester that they are enrolled in classes, and this must be done during the waiver period. Students who do not apply for and receive the waivers during the enrollment period will be responsible for the insurance fees. Students who fail to submit creditable health insurance information by the waiver period will automatically be enrolled in the system-wide student health insurance plan.

Students should not purchase insurance from their home country until they have reviewed information on the insurance waiver policy and are sure they will qualify for a waiver. Students should verify that the insurance policy they are considering meets the waiver minimums before purchasing it. Additional information can be found at this link. [http://www.usg.edu/student\\_affairs/students/student\\_health\\_insurance\\_program\\_SHIP](http://www.usg.edu/student_affairs/students/student_health_insurance_program_SHIP)

### Housing for International Students

Georgia Gwinnett College is not responsible for securing housing for students, and on-campus housing is not guaranteed. International students who plan to live on campus are advised to submit their housing contracts and deposits as early as possible. On-campus housing is not available year round. If students choose not to return home during semester breaks, they must arrange for alternative living arrangements off-campus.



# Financial Information

## Tuition & Fees

Georgia Gwinnett College, along with all the University System of Georgia (USG) colleges and universities, participates in a guaranteed tuition plan. 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.

See the schedule below to determine your current tuition rate. All tuition rates are in addition to student fees

### *In-State Tuition*

New and Existing Students	Tuition per credit hour
Incoming freshmen and transfer students	\$115.40
Flat rate tuition 15 credits and over	\$1,731

### *Out-of-State Tuition*

New and Existing Students	Tuition per credit hour
Incoming freshmen and transfer students	\$430.67
Flat rate tuition 15 credits and over	\$6,460

### *Mandatory Fees\**

Activity Fee	\$55, 6 or more credit hours \$25, 1-5 Credit hours
Athletic Fee	\$160, 6 or more credits \$80, 1-5 credits
Campus Infrastructure and Improvement Fee	\$35
Health Fee	\$25
Health and Wellness Fee	\$70, 6 or more credits \$35, 1-5 credits
International Studies Fee	\$7
Parking Fee	\$100, 6 or more credit hours \$50, 1-5 credit hours
Institutional Fee	\$245, 5 or more credit hours \$122.50, 1-4 credits
Student Center Fee	\$105, 6 or more credit hours \$50, 1-5 credit hours
Technology Fee	\$40

Orientation Fee	\$90, new students attending orientation
New Student ID	\$10
Freshman Tutorial fee	\$20 (freshmen/ 30 hours or less)
Library Access Fee	\$10 (freshmen/30 hours or less)

**\*Mandatory fees must be paid by all students, including transfer and transient students.**

### *Course Fees*

Science Lab Fee	\$75
Liability Insurance (Internships)	\$20

### **Meal Plans**

All Students living on campus:

Plan A – Unlimited Meals per week & \$100 Munch Money *Default meal plan for residents	\$1,390
Plan B – 14 Meals per week & \$250 Munch Money	\$1,390
Plan D – 90 Meals for the term & \$525 Munch Money	\$1,320

All freshmen students not living on campus:

Plan E - 60 Meals for the term & \$50 Munch Money	\$515
Plan F - 30 Meals for the term & \$100 Munch Money	\$345
Plan G - 15 Meals for the term & \$100 Munch Money	\$232
*Default plan for freshmen commuter students registered for 7 and more hours	
Plan H - \$240 Munch Money only	\$240
*Default plan for freshmen commuters registered for 6 hours and less	

### *Miscellaneous Fees*

Accuplacer Placement Test	\$50
ACT Exam	\$40
Application Fee	\$20
Background Check (Teaching/Residential Life)	\$25
College Level Exam Program	\$102
Compass Placement Test	\$20 GGC students \$50, non-GGC students \$10, retest all
Disconnect/Covered Smoke Detector	\$100
Distance Learning Exam	\$50



DSST Fee	\$90
Early Arrival	\$200
Entering/Exiting through window	\$125
Failure to depart during Hall Closing	\$200
Failure to evacuate	\$150
Failure to Follow Emergency Procedures	\$150
False Fire Alarm	\$250
Georgia History Exam	\$15
Georgia U.S. Constitution Exam	\$15
Graduation Fee	\$50
Honor Program Application	\$10
Housing Communication Fee	\$35
ID Replacement	\$15
Improper Check-Out	\$25
Improper Room Change	\$25
Institutional TOEFL Testing	\$40
ITEC 1001 Placement Exam	\$20
Late Departure	\$125
Late Graduation Fee	\$50
Late Payment Fee	\$25
Late Registration Fee	\$50
Lock Charge	\$150
Lock Out	\$50
Math 99 Software	\$75
Michigan Test of English Proficiency (MTELP)	\$40
Miller Analogies Test	\$75
Exceeding Speeding Limits	\$100
Illegal Parking	\$40
Parking Fine Restrictive/Reserved	\$35
Parking in Fire Lane	\$100
Parking in Handicap W/O Permit	\$200
Reckless Driving	\$75
Traffic Control Device Failure	\$50
PHED	\$10

PHED1120	\$50
Removal of Furniture	\$100
Removal of Window Screen or Stopper	\$100
SAT Exam	\$40
Smoking	\$25
Student Teacher Education Fee	\$100
Transcript Fee	\$3 \$10, rush fee \$25, FedEx fee
Trash	\$25
Unauthorized Visitation	\$150
World Language Placement French Exam	\$20
World Language Placement Spanish Exam	\$20

Georgia Gwinnett College and the University System of Georgia reserve the right to change any of its policies, rules, regulations, and fees without prior notice to the public.

### *Description of Mandatory Fees*

#### **Activity Fee**

Student Activity fees are used by the Division of Student Affairs or registered student organizations to provide recreational, entertaining, educational, or culturally enriching programs or services which do not solely support academic programs. This includes student and professional staff members in the Office of Student Involvement. Programs, services, and staff positions must directly benefit or serve the GGC student body and events and services must be free and open to all GGC students. This does not include ordinary or operational expenses of denominational or sectarian religious activities, partisan political activities, social fraternities and sororities, nor charitable causes or contributions. Student activity fees cannot be used for the direct benefit of faculty, staff, or community members or for fundraisers, benefits, or registered student organization members-only field trips or events.

#### **Athletic Fee**

The Athletics fee supports the operation of intercollegiate athletics including facilities, operations, and the issuance of a bond package.

#### **Freshman Tutorial Fee**

The freshman tutoring fee is applied in order to maintain and expand quality tutoring offerings across campus. Freshmen require special attention because they are just beginning college. We want to ensure that they receive the support and attention now and in the future.

#### **Health Fee**

The Health fee is used to offset costs associated with the physical and emotional health needs of students including basic first aid, health-related education, counseling, and disability services.

#### **Health and Wellness Fee**

The Wellness and Recreation Fee is used to support the bond repayment of the Wellness and Recreation Center. Additionally, the fee supports procurement, staffing, maintenance, programming, facilities, and equipment purchases related to Wellness and Recreation. The Wellness and Recreation Fee is used by the Division of Student Affairs

to support student programming initiatives includes, but not limited to, Wellness, Recreation, and Outdoor Adventure (e.g. hiking, sailing, skiing, eco tours, and rafting trips open to all students.

#### **International Studies Fee**

The International fee is used to offset the costs of the Office of Internationalization, program development, international educational initiatives, student development programs related to international topics, and the increase of international study abroad opportunities in alignment with the mission of the institution and USG strategic goals.

#### **Library Access Fee**

The Library Access fee is applied in order to maintain and expand quality library offerings. This fee will ensure college freshmen will have access to library resources and services to support their scholarship throughout their careers at GGC.

#### **Parking Fee**

The Parking fee provides funding for the newly constructed parking deck, residential surface parking, future parking decks, and maintenance of all parking. Permits may be picked up at the Public Safety Office location in the A Building. Payment of this mandatory fee provides all students with a parking permit and allows access to the appropriately designated parking lots as well as the parking deck. These permits are valid in designated student spaces on a first come/first served basis.

#### **Institutional Fee**

The Institutional Fee is determined by the Board of Regents and goes towards offsetting the gap between the cost of instruction, what the state budgets and what tuition will not cover.

#### **Student Center Fee**

The Student Center fee is used by the Division of Student Affairs to fund the design and construction of the GGC Student Center as well as the continued bond repayment. The Student Center Fee will also be used for operational costs associated with the building that benefit and serve GGC students. These costs include necessary equipment and furniture, replacement of equipment and furniture, professional and student staff support, and other Student Center services.

#### **Technology Fee**

Technology fee revenues will be used primarily for the direct benefit of students to assist them in meeting their educational objectives. Access to technology is important to the collegiate academic experience including productivity tools, specific software packages, databases, specialized computers and printers, infrastructure, etc.

### *Making Payments*

Registration is not complete until payment of tuition and fees are made in full. Students are encouraged to take advantage of the online payment system using a credit card or ACH debit from a U.S based personal savings or checking account.

To make an online payment, [login](#) and click on the Student Account link on the main menu.

Payments may also be made in the Student Accounts office located in Building D, room 1147. For more information, contact Student Accounts at [studentaccounts@ggc.edu](mailto:studentaccounts@ggc.edu) or 678.407.5293.

## Classification of Students for Tuition Purposes

### United States Citizens

#### **Independent Students**

An independent student who has established and maintained a domicile in the State of Georgia for a period of at least twelve (12) consecutive months immediately preceding the first day of classes for the term shall be classified as in-state for tuition purposes.

1. No student shall gain or acquire 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. If an independent student classified as in-state for tuition purposes relocates out of state temporarily but returns to the State of Georgia within twelve (12) months of the relocation, such student shall be entitled to retain his/her in-state tuition classification.

#### **Dependent Students**

A dependent student shall be classified as in-state for tuition purposes if such dependent student's parent has established and maintained domicile in the State of Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term and:

1. The student has graduated from a Georgia high school; or,
2. The parent claimed the student as a dependent on the parent's most recent federal or state income tax return.

A dependent student shall be classified as in-state for tuition purposes if such student's United States court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least twelve (12) consecutive months immediately preceding the first day of classes for the term, provided that:

1. Such appointment was not made to avoid payment of out-of-state tuition; and,
2. The United States 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 twelve (12) consecutive months immediately preceding the first day of classes for the term.

If the parent or United States court-appointed legal guardian of a dependent student currently classified as in-state for tuition purposes establishes domicile outside of the State of Georgia after having established and maintained domicile in the State of Georgia, such student may retain his/her in-state tuition classification so long as such student remains continuously enrolled in a public postsecondary educational institution in this state, regardless of the domicile of such student's parent or United States court-appointed legal guardian.

### Noncitizens

A non-citizen student shall not be classified as in-state for tuition purposes unless the student is legally in this state and there is evidence to warrant consideration of in-state classification as determined by the Board of Regents. 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 non-immigrant status conditioned at least in part upon intent not to abandon a foreign domicile shall not be eligible for in-state classification.

### 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](mailto: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).
- 8) 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 (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 or Zell Miller 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.

The deadline to have the financial aid file complete is July 1 for Fall Semester, December 1 for Spring Semester and April 15 for Summer Semester. Files completed after these dates will still be processed in the order of receipt, however it may not be processed in time for the appropriate term's payment deadline. Students completing their financial aid files after the posted deadlines should be prepared to pay out-of-pocket and be reimbursed for any aid they are eligible for once the file has been processed.

### Cost of Attendance

For students not living with their parents the Cost of Attendance for 2013-2014 is:

	In-State Resident	Out-of-State Resident
Tuition/Fees*	\$5,246	\$14,704
Estimated Books/Supplies	\$1,250	\$1,250
Estimated Room/Board	\$11,450	\$11,450
Estimated Transportation	\$2,330	\$2,330
Estimated Miscellaneous Expenses	\$2,090	\$2,090
Total Cost of Attendance	\$22,366	\$31,824

For students living with their parents the Cost of attendance for 2013-2014 is:

	In-State Resident	Out-of-State Resident
Tuition/Fees*	\$5,246	\$14,704
Estimated Books/Supplies	\$1,250	\$1,250
Estimated Room/Board	\$4,950	\$4,950
Estimated Transportation	\$2,330	\$2,330
Estimated Miscellaneous Expenses	\$2,090	\$2,090
Total Cost of Attendance	\$15,866	\$25,324

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

### Types of Financial Aid

#### HOPE Scholarship

Georgia's HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with their educational costs of attending college in Georgia

#### 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.
- 8) Must be within 7 years of High School graduation if the student has never been invoiced for HOPE scholarship in the Spring 2011 semester or earlier. Students who were invoiced for a HOPE Scholarship during the Spring 2011 semester or earlier will have until 7 years after their high school graduation date or June 30, 2015.

The HOPE scholarship covers up to \$98.88 per credit hour of college level courses. It does not pay for any learning support courses, institutional fees or books.

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.

#### 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. Students may only lose HOPE Scholarship 2 times. After the second time HOPE has been lost, the student will never be eligible to receive HOPE Scholarship again.

Attempted means all course work including W's and developmental courses taken after high school graduation and before Fall 2011 regardless of whether HOPE paid for the course or not.

#### HOPE Limits:

A college degree-seeking student is ineligible for the HOPE Scholarship if the student has

- Received payment from any combination of HOPE Scholarship, Zell Miller Scholarship, HOPE Grant and Accel Program funds (through Spring term 2011) totaling 127 semester (190 quarter) hours of credit; or
- Attempted 127 semester (190 quarter) hours of college degree credit, regardless of whether or not HOPE funds were received while attempting the hours; or
- Earned a baccalaureate (four-year) college degree, regardless of whether or not HOPE funds were received while earning the degree, or
- Reached the Seven Year Expiration of Eligibility date.



### 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. Transient students should plan to pay full amount by due date. Eligible transient students will be reimbursed to their HOPE eligibility.

For complete information on HOPE eligibility, please refer to the [GCollege411.org](http://GCollege411.org) website.

### Zell Miller Scholarship

Georgia's Zell Miller Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with their educational costs of attending college in Georgia.

### Eligibility for the Zell Miller Scholarship:

1. Meet **one** of the following academic requirements:
  - Graduate from a HOPE eligible high school as the Valedictorian or the Salutatorian.
  - Graduate from an eligible high school with a minimum 3.7 grade point average combine with a minimum score of 1200 on the math and reading portions of the SAT test or a 26 composite score on the ACT test in a single test administration.
  - Complete a HOPE eligible home study program with a 3.7 grade point average combined with a minimum score of 1200 on the math and ready portions of the SAT test or a 26 composite score on the ACT test in a single test administration.
  - Graduate from an ineligible high school or complete an ineligible home study program with a minimum score of 1200 on the math and reading portions of the SAT test or a 26 composite score on the ACT test in a single test administration, and then earn a 3.3 grade point average or 30 semester hours or 45 quarter hours of college degree-level course work taken after high school graduation or home study completion. This option allows for payment of the first 30 semester hours or 45 quarter hours after they are taken.
  - Have first enrolled in an eligible post-secondary institution between 2007 and 2010, meeting one of the academic qualifications listed above and having earned a 3.03 cumulative grade point average at the most recent HOPE Scholarship checkpoint.
2. Be enrolled as a degree-seeking student.
3. Meet HOPE's Georgia residency requirements.
4. Meet HOPE's U.S. citizenship or eligible non-citizen requirements.
5. Be in compliance with Selective Service registration requirements.
6. Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990. A student may be ineligible for Zell Miller Scholarship payment if he or she has been convicted for committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs
7. Not be in default or owe a refund on a student financial aid program.
8. Maintain satisfactory academic progress as defined by the college.

The Zell Miller Scholarship covers 100% of tuition for college level courses. It does not pay for any learning support courses, institutional fees or books. A student cannot receive both the Zell Miller Scholarship and HOPE during the same term.

### Checkpoint Requirements

Eligible students may continue to receive the Zell Miller Scholarship if they have a 3.30 or better cumulative college 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 Zell Miller Scholarship recipients. You must have a cumulative 3.3 GPA at the end of each Spring term in order to continue eligibility.

Students who have lost the Zell Miller Scholarship may gain it back one time by having a 3.3 cumulative college GPA at 30/60/90 attempted hours. Students may only lose the Zell Miller Scholarship 2 times. After the second time the Zell Miller Scholarship has been lost, the student will never be eligible to receive the Zell Miller Scholarship again.

Attempted means all course work including W's and developmental courses taken after high school graduation and before Fall 2011 regardless of whether the Zell Miller Scholarship paid for the course or not.

#### Zell Miller Scholarship Limits:

A college degree-seeking student is ineligible for the Zell Miller Scholarship if the student has:

- Received payment from any combination of HOPE Scholarship, Zell Miller Scholarship, HOPE Grant and Accel Program funds (through Spring term 2011) totaling 127 semester (190 quarter) hours of credit; or
- Attempted 127 semester (190 quarter) hours of college degree credits, regardless of whether or not Zell Miller funds were received while attempting the hours; or
- Has earned a baccalaureate (four-year) college degree, regardless of whether or not Zell Miller funds were received while earning the degree.
- Graduated from high school more than seven years ago and did not receive a HOPE Scholarship payment prior to Summer term 2011.

#### 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. Students receiving the Federal Pell grant may receive 600 % of Pell Funds; 12 full time semesters. When 600 % of lifetime Pell eligibility has been met, the student is no longer eligible of Federal Pell Grant.

#### 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.

To receive a Federal Direct Stafford Loan you must complete the following steps:

1. Accept your loans in your BANNER Account
2. Have a completed Master Promissory Note (MPN) on file at [www.studentloans.gov](http://www.studentloans.gov)
4. Have a completed Loan Entrance Counseling session on file at [www.studentloans.gov](http://www.studentloans.gov)

### 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.

### GI Bill® Educational Benefits

The Office of Veterans Success provides support services and administers educational benefits programs to U.S. military service members, veterans, national guardsmen, reservists and their eligible dependents who are enrolled at GGC. Students utilizing GI Bill® Education Benefits under Chapters 1606, 1607 or 35 should be prepared to pay the costs of tuition and fees by the published payment deadline.

Students receiving Post 9/11 GI Bill benefits must have a Certificate of Eligibility on file with the Office of Veteran Success. Failure to provide the certificate will result in a delay of the certification of enrollment. Also, if the certificate is not on file, the student must pay full tuition by the payment deadline. Those who have a certificate on file, receive 100% of the benefit, and have an in-state tuition classification status will have their tuition deferred. Any student with an out-of-state tuition classification status or those receiving less than 100% of the Post 9/11 benefit will be responsible for any money owed and must pay by payment deadlines. Post 9/11 does not cover the cost of withdrawn courses.

GI Bill® Education Benefits do not cover the costs of tuition and fees for courses not associated with a student's declared degree program nor does the program cover the cost of on-campus housing and associated housing fees.

Students may apply for financial aid to help cover their tuition, fees and living expenses, if eligible. Student needing more information about applying for GI Bill® Education Benefits should visit either the Office of Veterans Success website at <http://www.ggc.edu/about-ggc/departments/office-of-veteran-success>.

### 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: GPA and Pace. Students must meet both standards to continue receiving financial aid.

#### **GPA**

In order to maintain eligibility for financial aid with the GPA standard, a student must maintain the academic standing necessary to remain at GGC. The GPA 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 GPA standard for academic progress, then he/she will be placed on financial aid warning for one semester.

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

### **Pace**

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 Pace standard, students must complete and pass (earn) 67% of cumulative courses attempted. Courses earned include grades of A, B, C, or D. Courses attempted include any course in which grades of A, B, C, D, F, FN, W, WF, or I are given.

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

The checkpoint for SAP is at the end of each 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 taken prior to Fall 2011 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 taken prior to Fall 2011 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).

### Warning 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 warning for one semester. If the student fails to meet the standards of academic progress at the end of the warning period, the student will lose eligibility for financial aid for a period not less than one semester 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 warning period, the student must meet both the qualitative and quantitative standards for Satisfactory Academic Progress at the end of the one semester warning period. If the student fails to meet the requirements for his/her warning 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 have been denied. The student should complete a SAP appeal form that can be downloaded from the student's BANNER account. Additionally there should be an appeal statement of the student which 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 a period of one semester.

### 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 State Scholarship programs. 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 State scholarships 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  
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).

### No Show Policy for Financial Aid

Faculty will notify the Registrar's Office in cases where a student never attends class. Students are coded as NS in Banner and dropped from the course. Financial Aid is then adjusted based on the correct number of attended hours.

Reinstatement for No Shows - Students who are dropped for non-payment and are reported as a No Show may be reinstated into the courses that they have attended and dropped from those they have not attended. If the student has attended all classes, then they will be reinstated into the exact schedule regardless of grades or student preference. In order for a student to be reinstated, they must first be able to meet all financial obligations. No Show dates are determined by the Calendar committee.

### Unofficial Withdrawals and Financial Aid

Students who ceased attending class or failed to complete assignments due to not attending courses will receive a grade of FN. Students who receive all FN grades for a semester will be treated as an unofficial withdrawal for financial aid purposes and a Return to Title 4 calculation will be performed at the end of the semester. A student who has a combination of F's and FN's would not be considered an unofficial withdrawal for financial aid purposed as a grade of F indicates that the student has attended the full semester.



# 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**

- Integrity - We will be honest, fair, impartial and unbiased in our dealings both with and on behalf of the GGC.
- Excellence - We will perform our duties to foster a culture of excellence and high quality in everything we do.
- 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.
- 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:

- Uphold the highest standards of intellectual honesty and integrity in the conduct of teaching, research, service and grants administration.
- Act as good stewards of the resources and information entrusted to our care.
- Perform assigned duties and professional responsibilities in such a manner so as to further the GGC mission.
- Treat fellow employees, students and the public with dignity and respect.
- Refrain from discriminating against, harassing or threatening others.
- Comply with all applicable laws, rules, regulations and professional standards.



- Respect the intellectual property rights of others.
- Avoid improper political activities as defined in law and Board of Regents Policy.
- Protect human health and safety and the environment in all GGC operations and activities.
- Report wrongdoing to the proper authorities; refrain from retaliating against those who do report violations; and cooperate fully with authorized investigations.
- Disclose and avoid improper conflicts of interest.
- Refrain from accepting any gift or thing of value in those instances prohibited by law or Board of Regents and institutional policy.
- 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

1.) *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.

2.) *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

3.) Perform assigned duties and professional responsibilities in such a manner so as to further the USG mission.

All members of the USG community are expected to conduct themselves in accordance with the highest standards of scholarship, public service and integrity. This requirement encompasses both a responsibility to understand and to further organizational missions and goals. Individuals in positions of greater authority bear a greater responsibility for achieving organizational missions and goals in an effective and efficient manner. However, all members of the USG community should contribute to the success of the USG in a manner consistent with their duties and responsibilities.

Effective internal controls are one method that can be employed to assist the USG in achieving its mission. Internal controls are the processes employed at all levels to help ensure that USG business is carried out in accordance with BOR policies and procedures, institutional policies and procedures, applicable laws and regulations and sound business practices. Good internal controls promote efficient operations, accurate financial reporting, safeguarding of assets and responsible fiscal management.

4.) Treat fellow employees, students and the public with dignity and respect.

Members of the USG community are required to maintain a professional work environment. Therefore, unprofessional conduct may result in disciplinary action. See BOR Policy 11.2 for additional information pertaining specifically to disruptive activities.

A romantic or sexual relationship between a member of the USG community and a student or patient is prohibited in those instances where the individual has the responsibility for directly supervising, evaluating, instructing, treating or otherwise overseeing the student or patient. Romantic or sexual relationships between employees and people in positions of authority are strongly discouraged.

5.) Refrain from discriminating against, harassing or threatening others.

The USG Statement of Core Values emphasizes the "inherent dignity and rights of every person and ... our resulting responsibility to treat each person with fairness, compassion and decency." As such, any form of discrimination or harassment is inconsistent with USG core values. Additionally, discrimination on the grounds of race, color, gender, religion, creed, national origin, age, disability and status as a veteran is specifically prohibited by state law and BOR policy. See BOR Policy 8.2.1 for additional information on Equal Employment Opportunity within the USG.

Sexual harassment of members of the USG community or students in the USG is prohibited and shall subject the offender to dismissal or other sanctions after compliance with procedural due process requirements. Unwelcome sexual advancements, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (A) Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or (B) Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting an individual; or (C) Such conduct reasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working or academic environment. See BOR Policy 8.2.17 for additional information on Sexual Harassment.

The University System of Georgia is committed to the prevention of workplace violence and the maintenance of a respectful working environment. A safe and secure environment is a fundamental prerequisite for fulfilling an institution's mission of teaching, research and public service. The University System of Georgia will not tolerate any type of workplace violence committed by or against students or members of the USG community. Workplace violence is defined as any threats, threatening conduct or any other acts of aggression or violence in the workplace. Violations of the workplace violence policy will be met with appropriate disciplinary action, up to and including dismissal. USG employees bear a special responsibility to remain aware of potential acts of violence on campus as evidenced by, but not

limited to, unusual statements, writings or any other unusual behavior. Members of the USG community who, in good faith, report what they believe to be workplace violence or who cooperate in any investigation will not be subjected to retaliation.

6.) Comply with all applicable laws, rules, regulations and professional standards.

Compliance with laws, rules and regulations governing USG institutions is both a legal and an ethical mandate. The risks associated with non-compliance can be significant. Significant risks include loss of reputation, loss of external funding, financial penalties, loss of accreditation and potential criminal prosecutions. Members of the USG community shall seek the advice of USG legal counsel to clarify the laws, rules and regulations impacting official duties.

Failure to comply with applicable laws, rules and regulations by a member of the USG community may result in disciplinary action.

Members of the USG community may be governed by ethical codes or standards of their professions or disciplines. It is expected that those USG community members will comply with applicable professional standards in addition to laws, rules and regulations.

It is the policy of the USG to conduct its business in an open and transparent manner consistent with the privacy rights of members of the USG community and Open Government laws. USG employees have a responsibility to ensure that any requests made pursuant to the Open Records Act are immediately routed to the office charged with that responsibility.

USG institutions that accept grants from public or private organizations to perform as outlined in the grant have a fiduciary responsibility to ensure that the grant funds are expended in a manner consistent with the grantor's guidelines and applicable laws, rules and regulations. The submission of false or misleading documentation in connection with a federal grant may result in both employment action and criminal prosecution. Members of the USG community must exercise due care and avoid any personal use of grant funds.

Compliance with the rules and regulations governing athletics is a multi-faceted and challenging demand for the USG institutions that maintain athletic programs. Members of the USG community are expected to comply with athletic conference and association rules.

Requests for reimbursement for expenses incurred on behalf of the USG must be accurate and in accordance with applicable laws and regulations. Submission of false or misleading expense reimbursement documents subjects the member of the USG community submitting the documents to the risk of both termination of employment or contractual relationship and criminal prosecution.

7.) Respect the intellectual property rights of others.

USG employees associated with the production of intellectual property have the responsibility to comply with the BOR and institutional policies governing intellectual property. Extensive BOR and institutional policies have been developed governing intellectual property. See BOR Policy 6.3 for a detailed description of the BOR policies governing intellectual property.

Employees who use software licensed to the USG or a USG institution must abide by applicable software license agreements and may copy licensed software only as permitted by the license.

It is also the practice of the USG to comply with copyright laws. USG employees or any individual using USG resources should not violate copyright laws to include publications, recordings and other electronic media. It should be noted that the © copyright notice is no longer required by law. This means that individuals copying material must take extra steps to ensure that the material is in the public domain or may be copied under the "Fair Use" doctrine. USG employees are encouraged to consult with institutional legal counsel for additional guidance on this topic.

8.) Avoid improper political activities as defined in law and Board of Regents Policy.

USG employees are encouraged to participate as responsible and interested citizens in our democratic society. However, there are "political" activities that are inconsistent with the roles and responsibilities of USG employees. Employees may not participate in a political campaign which interferes with performance of official duties. Employees are restricted

from holding state or federal elective office and may not seek state or federal elective office while actively employed by the USG. Appointive offices and locally elected offices may be held by a USG employee if there is no conflict or interference with the employee's USG duties and responsibilities.

See BOR Policy 8.2.15.3 for additional information on employee participation in the political process. See BOR Policy 9.10.6.1 for information on use of campus facilities for political purposes.

9.) Protect human health and safety and the environment in all USG operations and activities.

The Board of Regents of the University System of Georgia is strongly committed to protecting the environment and human health and safety in all of its operations. In working to meet this commitment, the Board of Regents recognizes that pro-active efforts must be made to ensure that sound environmental, health and safety planning is integrated into every level of University System decision making. Additionally, all members of the USG community bear a responsibility for protecting human health and safety and the environment in those areas for which they are responsible. See BOR Policy 9.12.4 for detailed guidance pertaining to environmental compliance.

10.) Report wrongdoing to the proper authorities; refrain from retaliating against those who do report violations; and cooperate fully with authorized investigations.

All members of the USG community have a responsibility to follow university policies and procedures, adhere to applicable laws and regulations and speak up when they see or suspect misconduct. Members of the USG community with concerns about possible unethical behavior or noncompliance with Board of Regents policy are encouraged to speak to their supervisor or to use the Ethics and Compliance Hotline. Retaliation against a member of the USG community for reporting wrongdoing is strictly prohibited by federal law, state law and BOR policy.

Members of the USG community are required to cooperate fully with authorized internal investigations. Failure to cooperate may subject the individual to disciplinary action to include termination of employment or contractual relationship. Members of the USG community who are unsure as to the legitimacy of an investigation should consult a supervisor or institutional counsel.

11.) Disclose and avoid improper conflicts of interest.

USG employees are expected to devote their primary efforts to the USG's mission. Outside employment or activities must not interfere with performance of official duties. Additionally, outside activities may create conflicts of interest or of commitment that must be properly disclosed and managed. See BOR Policy 8.2.16 for additional information. Other members of the USG community who are not USG employees are subject to other conflict of interest provisions as contained in various laws, rules and regulations.

12.) Refrain from accepting any gift or thing of value in those instances prohibited by law or Board of Regents policy.

No member of the USG community shall directly or indirectly solicit, receive, accept or agree to receive a thing of value by inducing the reasonable belief that the giving of the thing will influence his/her performance or failure to perform any official action. The acceptance of a benefit, reward or consideration where the purpose of the gift is to influence a member of the USG community in the performance of his/her official functions is a felony under state law. See BOR Policy 8.2.13.1 for a detailed description of the prohibition on receiving gifts.

13.) Not use your position or authority improperly to advance the interests of a friend or relative.

No member of the USG community will use his or her position or authority improperly to advance the interests of a friend or relative. Any benefit granted to an individual will be based on merit and/or written procedure. No individual shall be employed in a department or unit which will result in the existence of a subordinate-superior relationship between such individual and any relative of such individual through any line of authority. See BOR Policy 8.2.13.2 and O.C.G.A. § 45-10-20 et seq. for detailed information on this topic.

## **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 has 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 enrollment, 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.

Specific student rights include:

- The right to access technology, classrooms, information resources, and instruction in various active-learning environments which enhance the student learning experience.
- The right to attend classes in an 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, in accordance with APM 10.9 Records Management and Security policy.

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 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 Student Code of Conduct as a means of clearly articulating student rights, responsibilities, and expectations.

The Student Code of Conduct 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 Division of Student Affairs is responsible for investigating alleged conduct regulation violations and coordinating the student integrity process.

## **Student Complaints**

Georgia Gwinnett College has procedures for resolving written student complaints. The complaint may be alleging the student's rights have been abridged by violating college rules and procedures. Students who disagree with a decision made by a college official and wish to file a written complaint should contact the Office of the Dean of Students or follow the appropriate appeal procedure under the "Appeals" section later in this handbook. Grievances will be directed to the next level of authority above which the complaint or decision was made. Please note, a student may not file a complaint under this section if the subject matter is covered under another institutional policy or complaint procedure.

### **Filing a Written Student Complaint**

The student is encouraged to first discuss the matter with the other party. Every effort should be made to follow the chain of command in the resolution of the complaint first. If the student wishes to pursue the grievance, the student should file a written complaint online at [www.ggc.edu/studentcomplaints](http://www.ggc.edu/studentcomplaints). The Dean of Students or his/her designee will review the complaint and a decision shall be given to the student within 10 working days after the matter has been presented. The time may be extended for extenuating circumstances.

### **Appeals of the Student Complaint Process**

If the complaint cannot be resolved to the satisfaction of the student, the student may file an appeal in writing with the Office of the Associate Vice President for Student Affairs stating the reasons and grounds for the appeal within 10 working days of receiving the decision of the Dean of Students or his/her designee. The appeal shall be reviewed by an ad hoc panel comprised of at least three (3) persons. One (1) must be a student; the others may be a faculty member or administrator as deemed appropriate by the Associate Vice President. The panel shall assemble to hear the complaint and decide by a majority vote based upon the information presented. The panel shall make a decision within 10 working days from the appeal hearing and shall inform the student in writing of their decision. If the person directly involved is not satisfied with the decision, he or she may file an appeal in writing to the Vice President for Academic and Student Affairs within 10

business days. If the student wishes to appeal the Vice President's decision, he/she may then appeal to the President of the College submitting the same documentation as was submitted earlier in the process within 10 business days of the Vice President's decision. The decision of the President of the College is final.

### *Intellectual Diversity/Academic Freedom*

In cases dealing with alleged Intellectual Diversity/Academic Freedom infractions, students are encouraged to follow the informal and formal procedures above. In matters where the student can demonstrate a justifiable reason(s) for why an initial concern could not be discussed with the other party, a written detailed grievance with a justification statement may be filed directly to the Vice President for Academic and Student Affairs (VPA&SA) for consideration within 10 business days of the alleged infraction. The VPASA will respond to the student within 10 working days after receipt of the grievance. Upon receipt of a final decision by the VPASA, the student may make a written appeal of that decision to the President of the College within five (5) business days. The decision of the President represents the final institutional decision.

Once the President's decision has been rendered, any further appeal, if applicable, must be filed with Board of Regents in accordance with the procedures and timelines noted in published Board of Regents policies, which can be found at [www.usg.edu](http://www.usg.edu).

## **Student Code of Conduct**

### *The Honor Statement*

"We will not lie, steal, or cheat, nor tolerate the actions of those who do."

As an additional guide, students should consider the three values adopted in the Seal of the State of Georgia: wisdom, justice, and moderation.

### *College Authority*

Generally, the College conduct regulations shall apply to conduct which occurs on College premises. Further, the conduct regulations shall apply to conduct which occurs while a student is attending or participating in any College related activity wherever that activity may take place, or any behavior, on or off College premises, which adversely affects the College community, its reputation, or the pursuit of its objectives.

Proceedings under this code may be instituted against students charged with a violation of a municipal, state or federal law, when the alleged conduct is also a violation of this code. Proceedings under this code may be carried out prior to, simultaneously with or following civil or criminal proceedings.

In the event of a discrepancy between these policies and the policies of the Board of Regents of the University System of Georgia, the latter shall govern.

### *Student Integrity Authority*

The Division of Student Affairs shall develop policies for the administration of the student integrity program and procedural rules for the conduct of hearings that are consistent with provisions of the Code of Conduct.

### *College Conduct Regulations*

The following actions are prohibited and constitute a violation of the Georgia Gwinnett College Student Code of Conduct. The Division of Student Affairs handles all cases involving alleged academic violations and non-academic conduct violations. Any student, club or organization found to have committed a violation of these conduct regulations is subject to the sanctions outlined in this Code. A claim of lack of awareness of policies and procedures does not excuse any violations of such.

### *Academic Integrity Policy*

The following are conduct regulations related to academic integrity:

(1) Academic Dishonesty. Examples of specific prohibited actions include but are not limited to the following:



- A. Academic Misconduct: Performing, attempting to perform, or assisting another in performing any act of academic dishonesty.
- B. Cheating: This act of dishonesty includes but is not limited to 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.
- C. 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.
- D. Unauthorized Use or Possession of Materials or Resources: Students must not use or possess unauthorized materials or resources in an academic activity. This act includes but is not limited to use/possession of a cheat sheet when not authorized to do so or use/possession of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resources or materials is through a cell phone, other electronic device, or any other means.
- E. Collusion: This act of dishonesty includes but is not limited to 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 responsible for collusion.
- F. 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.
- G. Misrepresentation or falsification of material: This act includes but is not limited to 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.
- H. Misrepresentation of circumstances: Students must not misrepresent personal circumstances (i.e., illness, conflicting responsibilities, etc.) to avoid meeting academic responsibilities or to gain an academic advantage.

#### Procedures for Resolving Violations of the Academic Integrity Policy

All violations of the Academic Integrity Policy shall be resolved via the Faculty Adjudication Process and/or the Formal Resolution (Student Integrity Board hearing through the Office of Student Integrity) as outlined below.

Any member of the community may report an alleged violation. A violation may be reported to the instructor of the course in which the alleged act occurred, to the dean of the school with which the course is affiliated, or to a staff member within the Office of Student Integrity or Dean of Students Office. An individual who suspects a student of cheating may at any time contact the Office of Student Integrity to receive assistance with any aspect of the academic integrity process. All reports should be in written form.

When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor's classes, the instructor must first contact the Office of Student Integrity to report the alleged violation and determine whether to proceed with the Faculty Adjudication Process or the Formal Resolution (Student Integrity Board hearing). The instructor should also notify the dean of the school of the alleged violation.

#### Faculty Adjudication Process

The Faculty Adjudication Process should be utilized when the student does not have any prior academic dishonesty cases (in which the student was found responsible) and if the behavior does not warrant more than academic sanctions. If the instructor and dean believe a student's behavior may warrant a suspension, expulsion, or other nonacademic sanction, the case should be referred to a Formal Resolution (Student Integrity Board hearing). After the instructor, dean, and the Office of Student Integrity have established that the case should be resolved through the Faculty Adjudication Process, the following steps should be followed:

1. The instructor will complete the Faculty Adjudication Form.
2. The instructor will notify the student of the need to meet to discuss the allegations (via email or other written form).
3. The student shall then have five business days from the time of the notification to contact the instructor to schedule a meeting. Once a student has been notified of the allegation, the student may not drop or withdraw from the course until the adjudication process is completed. (Note: the student will not be permitted to drop or withdraw from the course if he/she is found responsible of a violation in that course.)
4. The instructor shall then meet with the student. Both the student and the instructor may invite an advisor to be present during this meeting and any phase of this process; however, advisors are not permitted to speak or to

- participate directly in the process. During the meeting, the instructor will share the completed Faculty Adjudication Form and all other evidence with the student. The student will have the opportunity to speak and share any additional information with the instructor.
5. At the conclusion of the meeting, the instructor will make a decision regarding the allegation. The standard of proof shall be preponderance of evidence. One of the following actions should result from this meeting:
    - a. The instructor determines that no violation of academic dishonesty occurred. The instructor will notify the student via email or other written form that no violation occurred. The Office of Student Integrity and the dean of the school will also be notified. The matter shall then be closed.
    - b. The instructor determines that the student is responsible for the violation of academic dishonesty and assigns an academic sanction (refer to Sanctioning Guidelines). The student is then asked to sign the Faculty Adjudication Form. The instructor must then send the completed Faculty Adjudication Form and all other evidence/documentation to the Office of Student Integrity.
    - c. If the student chooses to not schedule a meeting or fails to attend a scheduled meeting, the student will be found responsible for the violation of academic dishonesty. The instructor must send the completed Faculty adjudication Form and all other evidence/documentation to the Office of Student Integrity.
  6. Once the Faculty Adjudication Form and other evidence/documentation are received by the Office of Student Integrity, a staff member in the office will send a decision letter of responsibility and sanctions to the student, the instructor, dean of the school, Vice President of Academic and Student Affairs, Associate Vice President of Student Affairs, and Dean of Students. A copy of the decision letter will also be filed in the student's conduct record within the Office of Student Integrity.

#### Sanction Guidelines for Academic Dishonesty Violations

The appropriate sanction(s) for a violation of academic dishonesty must be decided on a case-by-case basis as appropriate by academic discipline, teaching method, course level, academic classification, maturity of the student, and degree of misconduct. The instructor may issue any of the sanctions listed below separately or in combination:

1. Failure of the course
2. Reduction of final course grade
3. No credit ("0" for assignment)
4. Reduction of points earned on the assignment
5. Retake/replace assignment
6. Reprimand: Stated disapproval or a warning issued to the student
7. Referral to educational seminar/workshop.

The Office of Student Integrity will monitor any sanction deadlines assigned.

#### Appeals of Faculty Adjudication Process

Students wishing to appeal a decision from the Faculty Adjudication Process must file an appeal with the appropriate dean. The student must submit a written request along with all supporting documentation to the dean 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 decision. The dean will issue a decision letter to the student within 15 calendar days of the date the appeal was submitted or refer the case to a Formal Resolution. A copy of this letter will also be sent to the instructor and the Office of Student Integrity.

If the student wishes to appeal the dean'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 within 15 calendar days of the decision. The Vice President will issue a decision letter to the student or remand the case back to a Formal Resolution. If the student wishes to appeal the Vice President's decision, he/she may then appeal to the President of the College submitting the same documentation as was submitted earlier in the process within 15 calendar days of the Vice President's decision. The decision of the President of the College is final.

In instances where the campus is closed for holidays or other reasons, the timelines noted herein will be extended.

### Formal Resolution (Student Integrity Board Hearing)

If the instructor, dean, and the Office of Student Integrity establish that the case should not be resolved through the Faculty Adjudication Process, the case will be referred to a Formal Resolution (Student Integrity Board hearing) via the Student Integrity Process outlined later in this Code.

### Additional Conduct Regulations

The following are additional conduct regulations:

(1) Other Acts of Dishonesty. Examples of specific prohibited actions include but are not limited to the following:

- A. Furnishing false information to any College official or office.
- B. Forgery, alteration, or misuse of any College document, record, or instrument of identification.
- C. Causing, condoning, or encouraging the completion of any College record, document, or form dishonestly.
- D. Offering or causing to be offered any bribe or favor to a College official in order to influence a decision.
- E. Tampering with the election of any College recognized student club or organization.
- F. Casting or attempting to cast more than one ballot in any election or referendum on campus.

(2) Disorderly Conduct. Examples of specific prohibited actions include but are not limited to the following:

- A. Behavior which disrupts the orderly functioning of the college, or behavior which disturbs the peace and/or comfort of person(s)
- B. Disruption or obstruction of teaching, research, administration or other College activities on or off campus including but not limited to study abroad experiences, or other authorized non-College activities taking place on College property.
- C. Engaging in conduct that causes or provokes a disturbance that disrupts the academic pursuits, or infringes upon the rights, privacy, or privileges of another person.
- D. Physical abuse, battery, fighting, and/or other physical contact that threatens or endangers the health or safety of another person or other conduct used to coerce club/organization membership.
- E. Verbal abuse, threats, intimidation, harassment, coercion, bullying/cyber bullying, and/or other conduct that threatens or endangers the health or safety of another person or other conduct used to coerce club/organization membership.
- F. Violation of College policy and procedures regarding sexual harassment, (see the Sexual Harassment Policy on page 50 of this handbook or on page 87 of the GGC Administrative Policy Manual) other forms of harassment, and non-discrimination policies.
- G. Conduct or behavior that is likely to be considered obscene or lewd. Such behavior includes but is not limited to public exposure of voyeurism.
- H. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
- I. Participation in a campus demonstration that disrupts the normal operations of the College and infringes on the rights of other members of the College community.
- J. Intentional obstruction, which unreasonably interferes with freedom of movement (pedestrian or vehicular) on campus.
- K. Entering an athletic contest, dance, social or other event without the proper credentials for admission (e.g., ticket, identification, or invitation).
- L. Circulating any advertising media without approval from proper College officials or in a manner that violates or is contrary to policies of Georgia Gwinnett College and state or local law.
- M. Unauthorized recordings (audio/visual/other related devices) are strictly prohibited on campus. Written authorization must be obtained through the Office of the Dean of Students at least 48 hours prior to any recording.

*In recognition and support of the First Amendment of the United States Constitution, freedom of expression and academic freedom shall be considered in investigating and reviewing these types of alleged conduct violations.*

(3) Sexual Assault and Sexual Misconduct. Examples of specific prohibited actions include but are not limited to the following:

- A. Any sexual act or attempt to engage in any sexual act with another person without the consent of the other person or in circumstances in which the person is unable, due to age, disability, or alcohol/chemical or other impairment, to give consent.
- B. Any intentional intimate touching of another without the consent of the other person or in circumstances in which the person is unable, due to age, disability, or alcohol/chemical or other impairment, to give consent.
- C. Any act as defined by law.

(4) Alcohol, Marijuana, and Other Drug Related Misconduct

Georgia law prohibits possession or consumption of alcoholic beverages by those under the legal drinking age and prohibits making alcoholic beverages available to persons under the legal drinking age. Georgia Gwinnett College expects those who choose to use alcohol to do so responsibly. In addition, the US Department of Education requires that higher educational institutions receiving funds must certify that it has adopted and implements a program “to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.” in order to comply with the Drug Free Schools and Campuses Regulations (EDGAR Part 86.100, Subpart B.)

All students are prohibited from the following:

- A. Possession and/or consumption of alcohol on campus. Exceptions must be approved by the President of the College.
- B. Use and/or possession of marijuana and/or other illegal drugs.
- C. Possession of alcohol beverage containers (including decorative collections).
- D. Use, possession, and/or distribution of narcotic or other controlled substances except as permitted by law.
- E. Possession of drug paraphernalia, including but not limited to bong, glass pipes, or hookahs.
- F. Providing or facilitating the use, possession and/or distribution of alcoholic beverages.
- G. Providing or facilitating the use, possession, and/or distribution of narcotic or other controlled substances except as permitted by law.
- H. Appearing at a college activity or on College property in a state of intoxication and/or under the influence of alcohol and/or other drugs.
- I. Disruptive or disorderly conduct caused by the influence of alcohol and/or other drugs.
- J. Driving under the influence of alcohol or other controlled substance.
- K. Use and/or possession of a prescription drug if the prescription was not issued to the student or the distribution or sale of a prescription drug to a person to whom the prescription was not originally issued.

(5) Theft, Damage and Disregard for Property. Examples of specific prohibited actions include but are not limited to the following:

- A. Taking, attempting to take, or keeping in his/her possession items of College property; items or services rented, leased or placed on the campus at the request of the institution; or items belonging to students, faculty, staff, guests of the College, student groups, or others without proper authorization.
- B. Malicious or unwarranted damage or destruction of items of College property; items rented, leased, or placed on the campus at the request of the institution; or items belonging to students, faculty, staff, guests of the College, student groups, or others is prohibited.
- C. Selling or attempting to sell a textbook unless the seller is the owner of the textbook or has the permission of the owner to do so.
- D. Unauthorized taking, attempting to take, or keeping items belonging to the library or items placed in the library for display.
- E. Misuse of an identification card or number issued to a student through alteration, forgery, duplication, or other means, or through use of an identification card that has not been issued to the user.

(6) Fire Safety and Sanitation. Examples of specific prohibited actions include but are not limited to the following:

- A. Misusing, damaging or tampering with fire safety equipment.
- B. Setting or causing to be set any unauthorized fire on or in College property.
- C. Possessing or using fireworks, explosives or other incendiary devices on College property without authorization.
- D. Making or causing to be made a false fire alarm.
- E. Intentionally or recklessly obstructing a fire exit in any College building.
- F. Failure to exit a College building when the fire alarm sounds.

- G. Failure to maintain an organization's facilities and/or surrounding property creating a potential danger to the health or safety of the occupants or other individuals.
- H. Failure to comply with the Georgia Gwinnett College Smoking Policy (as outlined on page 287 in the APM).

(7) Weapons

Except as permitted by law, possessing firearms, ammunition, explosives, other weapons, or dangerous chemicals on College property are prohibited. Prohibited devices include but are not limited to air guns, sling shots, zip guns, knives with a blade of more than two inches from hilt to blade tip, knives having a switchblade or automatic blade opener, blackjacks, bolo knives, machetes, swords, spears, any club-type hand weapons, pyrotechnics, throwing stars, nun chucks, throwing knives, toy weapons, or any objects or materials capable of causing and/or used by the offending person to cause or threaten physical harm. Licensed gun owners must register with the Office of Public Safety if they choose to keep a gun in their vehicle while on campus. This provision is subject to modification based on current Georgia Law. Where applicable, guns may not be removed from the vehicle at any time while on campus. Any device capable of discharging a chemical or other type of spray or substance specifically designated and marketed for the purpose of self-defense against sexual assault is permitted.

(8) Unauthorized Entry/Use of College Property/Facilities/Keys. Examples of specific prohibited actions include but are not limited to the following:

- A. Unauthorized entry, attempted entry, or remaining after closing into any building, office restricted areas, or other College facility.
- B. Making or attempting to make unauthorized use of College facilities.
- C. Unauthorized possession, use, or duplication of College keys or other methods of controlled access (i.e. cards, codes).

(9) GGC Housing Policies and Procedures. Examples of specific prohibited actions include but are not limited to the following:

- A. Unauthorized entry, attempted entry, or remaining in restricted areas of any college-owned student residence building.
- B. Non-residents are not permitted in the residence halls unless required to attend a class, program, event, or fulfill another campus obligation and/or escorted by a current resident. Non-residents must follow all sign in procedures.
- C. Failure to comply with policies established in various residence halls for the protection of the privacy, rights, privileges, health or safety of the community (refer to Appendix A – GGC Community Guide: Housing Policies & Procedures).

(10) Misuse/Abuse/Theft of Computer Time/Services. Failure to comply with Acceptable Use of IT Resources policies, which can be found at <http://teacherweb.ggc.edu/edtech/node/28>.

(11) Gambling Conducting, organizing, promoting or participating in any activity involving games of chance or gambling.

(12) Hazing

Georgia law prohibits hazing and Georgia Gwinnett College does not condone hazing in any form. Hazing is defined as any intentional, negligent or reckless action, activity or situation that causes or has the potential to cause another pain, embarrassment, ridicule or harassment, regardless of the individual's willingness to participate. Such actions and situations include, but are not limited to, the following:

- Forcing or requiring the drinking of alcohol or use of other substance;
- Forcing or requiring the consumption of food or any other substance;
- Calisthenics (push-ups, sit-ups, jogging, runs, etc.);
- "Treeing's";
- Paddle swats;
- Line-ups;
- Theft of any property;
- Road trips;
- Scavenger hunts;
- Causing fewer than six (6) continuous hours of sleep per night;
- Conducting activities that do not allow adequate time for study;
- Forcing or requiring nudity at any time;

- Performing acts of personal servitude for members (e.g., driving them to class, cleaning their individual rooms, serving meals, washing cars, shopping, laundry, etc.);
- Forcing or requiring the violation of College policies, federal, state or local law. \_

(13) Interference with the Orderly Operation of the Student Integrity Process. Examples of specific prohibited actions include but are not limited to the following:

- Unreasonably delaying the student integrity process by failing to schedule or appear for a meeting as requested by a College official.
- Intentionally providing false, distorted, or misrepresented information to a College official or body or knowingly initiating a false complaint.
- Disrupting the orderly operation of a student integrity proceeding.
- Attempting to discourage an individual's proper participation in, or use of, the student integrity process.
- Harassing and/or intimidating the hearing officer, a member of a Hearing Panel or any participant in a student integrity process prior to, during, or after that process.
- Failure to comply with the sanctions imposed under the Code of Conduct.

(14) Shared Responsibility for Student Code of Conduct Violations. Examples of specific prohibited actions include but are not limited to the following:

- Acting in concert to violate College conduct regulations.
- Condoning, encouraging, or requiring behavior that violates College conduct regulations.
- Allowing, condoning, permitting or providing opportunity for others to violate College conduct regulations.

(15) Violation of College or Board of Regents of the University System of Georgia policy

Violation of any regulation or policy of Georgia Gwinnett College or the Board of Regents of the University System of Georgia.

(16) Violation of Law

Violation of any municipal or county ordinance, any law, regulation, or requirement of the State of Georgia, the United States, or, when in another state or country, that state or country.

### Student Integrity Process

The following sections govern the Student Integrity Process. The process may occasionally be modified on a case by case basis to protect the safety, well-being, and integrity of the college community; in these instances, the student will be provided due process, which includes notice and an opportunity to be heard. No further requirements are necessary under this policy for a case by case process change or for standard integrity processing under this policy.

### Filing a Report

Incidents of alleged violations of conduct regulations are reported to the Director of Student Integrity or his/her designee. Individuals or groups filing a report should do so in writing and the report should be submitted as soon as possible after the alleged violation. For individuals filing a report, a meeting can be arranged with a staff member in the Office of Student Integrity to discuss the student integrity process.

After receiving a report, a staff member will be assigned to investigate the circumstances of the incident and determine what conduct regulations, if any, are alleged to have been violated. Reports that indicate the alleged behavior falls outside of the College's jurisdiction and/or does not violate any conduct regulation(s) may result in no action being taken. Additionally, lack of sufficient information may result in no action being taken.

If the staff member, following his/her investigation, finds that the report alleges violations of the conduct regulations and that those alleged violations fall within the College's jurisdiction, he/she will initiate the student integrity process.

When a club or organization is reported and an investigation of alleged violations occurs, the staff member handling the case will notify the president of the club or organization. The president will act as the representative of the club or organization throughout the student integrity process. The president may designate this responsibility to another active member of the club or organization by notifying the Director of Student Integrity or his/her designee in writing.

### Initiating the Student Integrity Process

Once it is determined that the student integrity process will be initiated, the student, club or organization will be provided with written notification of the allegations. For the purposes of this section, email and electronic notifications satisfy the written requirement. Notification will specify the alleged violation(s). Notification will also request that the student, club or organization arrange a meeting with a staff member.

The student, club or organization is responsible for arranging this requested meeting within the parameters stated in the notification. The purpose of the meeting is to insure that the student, club or organization is sufficiently familiar with the Code of Conduct (including the conduct regulations and student integrity process) in order to accurately prepare and present a response to the charges. At this meeting the student, club or organization:

1. Will be advised of the right to decline to make any statements or answer questions and that, in doing so, no inference about responsibility will be drawn.
2. Will be advised of the pending charges.
3. Will be advised of the report submitted.
4. Will be provided with a copy of the Code of Conduct and any other appropriate written material(s).
5. Will be advised of the procedures through which student integrity charges are resolved including the options for and conditions of handling the matter either through informal or formal resolution.
6. Will be advised that an advisor may be present at the student integrity hearing. The advisor may not address the hearing officer, Hearing Panel or other persons at the hearing. The role of the advisor will be to consult with the student, club or organization at reasonable intervals during the hearing.
7. Will be advised to consult further with the Director of Student Integrity or his/her designee concerning any question or interpretation of procedure.
8. Will be advised that formal hearings are scheduled to provide the student, club or organization a minimum of five (5) business days from the date of hearing notification during which to prepare a response.
9. Will be advised that any request for a delay of the hearing must be in writing and submitted to the Director of Student Integrity or his/her designee, who will determine whether a delay will be granted.
10. Will be advised that in the event that the College needs to delay the date of a hearing, the student, club or organization will be notified no less than one (1) business day prior to the originally scheduled hearing when practical. The student, club or organization will receive a notification of the new hearing at least five (5) business days prior to the new hearing date. Exceptions can be made when deemed appropriate.
11. Will be advised that all official correspondence from the Office of Student Integrity will be sent to the student via their GGC email account. The student is responsible for accessing the GGC email account. The date notice is sent represents the notice/delivery date.

If a student, club or organization fails to schedule or attend the meeting, the Office of Student Integrity reserves the right to proceed with the meeting and hold or arrange for an informal or formal resolution in the student, club or organization's absence.

To determine whether a club or organization is responsible for a violation of the Code of Conduct, all circumstances will be considered, including, but not limited to: a) whether the misconduct was committed by one or more members of the club or organization; b) whether officers of the club or organization had prior knowledge of the misconduct; c) whether the club or organization funds were used; d) whether the misconduct occurred as a result of a club or organization-sponsored function; and e) whether members of the club or organization lied about the incident.

### Resolution of the Student Integrity Process

During the meeting the staff member will advise the student, club or organization about the options for resolving student integrity charges. There are three available options from which the student, club or organization can choose: (1) informal resolution, (2) formal resolution (administrative hearing), or (3) formal resolution (Student Integrity Board hearing). Alleged violations of academic dishonesty can only be resolved via the Faculty Adjudication Process or the formal resolution (Student Integrity Board hearing). The Office of Student Integrity reserves the right to decide on the student's resolution option if necessary.

### Informal Resolution

If the student, club or organization agrees that the violation(s) of the conduct regulations cited occurred, he/she/it may decide to have the case resolved through the informal process. Final resolution of the informal process must meet the following criteria: (1) the staff member handling the case and the student, club or organization agree that informal resolution is a reasonable option given the circumstances; (2) the student, club or organization must accept responsibility

for the violation(s) of the specified conduct regulation(s); (3) the resolution will not result in a suspension, expulsion, or loss of privilege to live in GGC Housing for the charged student, club, or organization; (4) if applicable, the victim should accept the sanctions issued for the violation(s) and may propose sanctions that are reasonable and in accordance with the Code of Conduct. Cases that do not meet all four criteria for the informal resolution will be referred to formal resolution (hearing).

Some reports involve possible violations of regulations, but clearly are the result of an unresolved, on-going dispute between students. Other reports do not involve violations of regulations and/or fall outside College jurisdiction, but they too reflect student disputes. In either of these situations, the students will be informed of the option to resolve the matter through mediation. Mediation is a voluntary process that utilizes an impartial, neutral third party who acts as a facilitator to help the parties reach a mutually acceptable outcome.

### Decisions for Informal Resolution

If the student, club or organization decides to resolve the student integrity charges informally, and all conditions for such resolution are met, the student, club or organization will receive a written copy of the decision. The decision will be completed by the staff member handling the case.

### Formal Resolution

There are two hearing options within the formal resolution process – the administrative hearing and the Student Integrity Board hearing. If the student, club or organization disputes the investigative finding that a violation of the conduct regulations has taken place, rejects the informal resolution, or the violation is not the student's first case of academic dishonesty (in which the student was found responsible), the case shall be resolved through the formal resolution procedures as follows:

- A. A written "Notification of Hearing" shall be delivered to the student or club/organization. The notice shall include (1) the specific College conduct regulation(s) which the student, club or organization is alleged to have violated; (2) the alleged factual circumstances supporting the charges; (3) the date, time and place of the hearing; and (4) a list of potential witnesses and any information that may be presented against the student, club or organization at the hearing.
- B. The notice of hearing must be received by the student, club or organization at least five (5) business days prior to the hearing date. The student, club or organization, with the consent of the Director of Student Integrity or his/her designee may waive the minimum notice requirements as long as the waiver is in writing.
- C. The student is deemed to have received notice when he/she is given written notification or, in the case of a club or organization, when any officer of the club or organization is given written notification. For the purposes of this section, email and electronic notifications satisfy the written requirement.
- D. The student, club or organization is responsible for presenting his/her/its own case. The student, club or organization may have an advisor present if he/she chooses. However, the advisor is not permitted to speak or participate directly in any hearing before a hearing officer or Hearing Panel. If the student, club or organization plans to have an advisor present, he/she/it must notify the Office of Student Integrity within two (2) business days prior to the hearing date identifying the advisor.
- E. Two or more students, clubs or organizations may be required to participate in a joint hearing if they are alleged to have taken part in the same incident, act, event, or series of related acts. The conduct regulation(s) alleged to have been violated and/or the alleged factual circumstances of the violation need not be identical for participation in a joint hearing.
- F. Any student, club or organization required to participate in a joint hearing may file a request for a separate hearing, citing specific reasons that a joint hearing would unfairly prejudice the case. A request for a separate hearing must be submitted in writing to the Director of Student Integrity or his/her designee within one (1) business day after receipt of the "Notice of Hearing." The Director of Student Integrity or his/her designee will make the decision regarding the request and notify the student, club or organization.
- G. The student, club or organization shall be presumed not to have violated a College conduct regulation until such a violation is proven. The standard of proof shall be preponderance of the evidence.
- H. The student, club or organization may request a delay in the hearing. Such a request must be in writing and submitted to the Director of Student Integrity or his/her designee. Reasons for a delay must be included in the request and a delay is not guaranteed. The Director of Student Integrity or his/her designee will consider the request and determine whether a delay will be granted. If the reason given for the request includes the need for more time to prepare for the hearing AND it is determined that adequate notice of hearing was given in accordance with the Code of Conduct, a delay will not be granted. If it is determined that the reasons for requesting the delay show it to be necessary and a delay is granted, the student/club/organization and the Hearing



Panel or hearing officer will be notified no less than one (1) business day prior to the hearing. The student, club or organization will receive written notification of the new hearing date, time and location at least five (5) business days prior to the new hearing.

- I. If the Director of Student Integrity or his/her designee needs to delay the hearing, the student, club or organization and Hearing Panel will be notified no less than one (1) business day prior to the hearing when practical. The student club or organization will receive written notification of the new hearing date, time and location at least five (5) business days prior to the new hearing. Exceptions can be made when deemed appropriate.
- J. If a student, club or an organization fails to attend a scheduled hearing, the Hearing Panel or hearing officer may hear the case at its discretion or in the event of an alleged violator's failure to appear, a decision may be rendered based on the evidence on the record prior to a scheduled hearing date, and based on any additional statement or evidence submitted on the scheduled hearing date. Information submitted by a student, club or organization after the hearing date cannot be considered.
- K. Hearings of the student integrity system are subject to the Georgia Open Meetings Act.
- L. It is expected that all persons making statements or answering questions at the hearing do so truthfully.
- M. The student may request witnesses not be present in the hearing room. These requests are submitted to and approved or denied by the Hearing Panel or hearing officer. In cases of approved requests, witnesses shall not be allowed to be in the hearing room during the hearing. Each witness will be advised by the Hearing Panel or hearing officer to refrain from discussing with any other witness what transpired in the hearing room during his/her presentation. Failure to respect this request may result in being charged with a Code of Conduct violation. Witnesses will be expected to remain available in the event they are recalled or until they are excused by the Panel or the hearing officer, but they will not be restricted to a particular room and will not be supervised.
- N. Hearings of the College's student integrity process are not hearings of precedent. Further, matters of local, state or federal law are not considered during these hearings.
- O. A Hearing Panel is comprised of three to five members. The members may be composed of faculty and/or staff; however, at least one member must be a student.
- P. The Panel or hearing officer may, at the beginning of the hearing, announce times when they shall recess for meals and announce the time the hearing shall conclude or be continued. Meals will be taken at about the normal time for meals (6:00 p.m. and 12:00 noon). No hearing shall last beyond 10:00 p.m. or a reasonable time thereafter. The Panel or hearing officer shall set the date and time for the hearing to resume while all parties are present.
- Q. The student, club or organization, or any member of the Hearing Panel or hearing officer may request a recess. Recesses should be kept short and to a minimum. If they become excessive in number or in length, the person asking for a recess may be asked to provide a reason for his/her/its request. The Hearing Panel or hearing officer may approve or deny a request for a recess.
- R. All formal resolutions (hearings) will be recorded.
- S. The order of the Student Integrity Board hearing shall proceed as follows:
  - 1) The Hearing Panel Chairperson begins the hearing.
  - 2) The parties are introduced, and the charges are read.
  - 3) All witnesses are asked to testify truthfully.
  - 4) The Hearing Panel Chairperson shares information regarding the alleged violation and pending charges.
  - 5) Witnesses with information regarding the alleged violation are asked to make statements and/or documentation is presented.
  - 6) The Hearing Panel may ask questions of the witness. When the questioning is concluded, the Hearing Panel Chairperson will ask each witness to be seated in the waiting area.
  - 7) When documentation is presented, the student, club or organization may comment on it at the time it is presented.
  - 8) After all witnesses sharing information regarding an alleged violation have made statements and/or answered questions, the student, club, or organization is asked to share his/her/its statement and documentation.
  - 9) The student, club or organization presents his/her/its witnesses and/or documentation.
  - 10) When the questioning of each witness for the student, club or organization is concluded, the Hearing Panel Chairperson will ask each witness to be seated in the waiting area.
  - 11) The Hearing Panel may question each of the student's, club's or organization's witnesses.
  - 12) Following the completion of the student's, club's or organization's case, witnesses may be recalled by the student, club or organization, or the Hearing Panel.

13) The student, club or organization is asked if there are any statements he/she/it would like to make prior to the closing of the hearing. No new documentation is allowed; this is an opportunity to summarize key points already made.

- T. The above steps for the order of the Student Integrity Board hearing may be revised based on the needs of the hearing process by the Office of Student Integrity at any point in time prior to the commencement of the hearing upon notification to the parties by the Office of Student Integrity.

#### Decisions for Formal Resolution (administrative hearing)

If the student, club or organization decides to resolve the student integrity charges formally through the administrative hearing option, the student, club or organization will receive a written copy of the decision of findings and sanctions from the hearing officer. For the purpose of this section, email and electronic notification satisfy the written requirement.

#### Decisions for Formal Resolution (Student Integrity Board hearing)

At the conclusion of the hearing, the Hearing Panel Chairperson will call for a recess so that the panel can deliberate. The length of time of the recess will be determined jointly by the Office of Student Integrity and the Hearing Panel Chairperson. After deliberation and by majority vote the panel will determine whether or not a preponderance of the information presented at the hearing indicates that a violation occurred. The Hearing Panel Chairperson will only vote in the event of a tie vote. The Hearing Panel will make a recommendation of findings and sanctions (if applicable) to the Dean of Students or designee. The Dean of Students or designee may adopt, reject, or modify the Hearing Panel's findings and recommendations.

If the panel finds that no violation occurred, the panel may recommend that the student, club or organization be found not responsible. The panel will then reconvene the hearing and inform the student, club or organization of the recommendation.

If the panel finds that a violation(s) did occur, deliberations will then move to a discussion concerning appropriate sanctions. The panel, after determining responsibility, will then have access to prior record information, which will be considered when determining sanction(s). The recommendation, including the sanctions, is recorded and the panel will reconvene the hearing and inform the student, club or organization of the recommendation.

Deliberation sessions are typically closed and are not recorded. Exceptions can only be requested to and authorized by the Office of the Associate Vice President for Student Affairs under extraordinary circumstances at the sole discretion of the College. Delivery of the recommendation is considered part of the hearing and is, therefore, recorded and subject to all policies governing the process.

After the recommendation is given, the hearing is officially concluded. The student, club or organization will receive a copy of the decision from the Dean of Students or designee after he/she has had an opportunity to review the recommendation and make a decision of findings and sanctions (if applicable).

#### Sanctions

When it has been determined by the Hearing Panel that sanctions should be imposed, the Hearing Panel (via the Dean of Students or designee) or hearing officer will recommend/assign one or more sanctions. The findings of fact, any particular circumstances, and prior record of the student, club or organization will be the factors considered when determining any appropriate sanctions. Recommendation for sanctions involving suspension and/or expulsion from the College shall require written approval by the Vice President for Academic and Student Affairs or his/her designee.

#### Sanctions for Individuals

The following sanctions may be imposed against a student for the violation of a College conduct regulation. This list is neither exhaustive nor in order of severity and may be enlarged upon or modified to meet the particular circumstances of any given situation.

1. *Expulsion:* Permanent severance of the student's relationship with the College.
2. *Suspension:* Temporary severance of the student's relationship with the College for a specific period of time or indefinitely. The period of time and any requirements that must be satisfied prior to readmission are to be specified in the decision of the Hearing Panel or the hearing officer.
3. *Conduct Probation:* Student is not in good conduct standing with the College. Notice that further finding of responsibility for the violation of any College conduct regulation(s) as specified in the decision of the Hearing

Panel or hearing officer will likely result in suspension or expulsion from the College. The period of probation shall be specified in the decision letter.

4. *Failure of the course*: Only for violations of the Academic Integrity Policy.
5. *Reduction of final course grade*: Only for violations of the Academic Integrity Policy.
6. *No credit ("0" for assignment)*: Only for violations of the Academic Integrity Policy.
7. *Reduction of points earned on the assignment*: Only for violations of the Academic Integrity Policy.
8. *Retake/replace assignment*: Only for violations of the Academic Integrity Policy.
9. *Reprimand*: Stated disapproval or a warning issued to the student.
10. *Restitution*: Reimbursement for a loss caused by the student's actions.
11. *Work Hours*: Assignment to work a specific number of hours determined by the Hearing Panel and/or the hearing officer.
12. *Restrictions*: Terms of probation or reprimand restricting privileges. Such restrictions may include, but are not limited to, identification card privileges and/or parking privileges.
13. *Other Educational Sanctions*: Projects or assignments designed to educate a student in connection with the effect of his/her behavior. Educational assignments include, but are not limited to, papers, letters of apology, and/or alcohol education (DUI School, etc.).
14. *Recommendation to Suspend Student Employment within the College*.
15. *Housing Restrictions*: Loss of privilege to live in GGC Housing.
16. *No Contact Order*: Directed to refrain from any intentional contact, direct or indirect, with one or more designated persons through any means, including personal contact, email, telephone, or third parties.
17. *Fines*: Required to pay a specified fine/fee for violation.
18. *And/or Other Sanctions*: Other sanctions as deemed appropriate based on the student's actions.

#### Sanctions for Alcohol, Marijuana, And Other Drug Violations

Students found in violation, through the College's Student integrity process, of the Alcohol, Marijuana, and Other Drug Related Misconduct (see Conduct Regulation 5) is subject to the following sanctions:

1<sup>st</sup> offense – Alcohol, marijuana, and/or drug awareness activity and probation for the remainder of current semester and for the next 2 semesters (Fall and Spring semesters only) enrolled at the College. Probation extends through summer terms and/or any institutional breaks.

2<sup>nd</sup> offense while on probation – suspension from institution for current semester and 1 subsequent semester (Fall or Spring semesters only). Summer suspension may not be substituted for a Fall or Spring semester and will be included if suspension is initiated during Spring semester.

Any cost associated with drug and alcohol sanctioning will be the responsibility of the student violator. These are sanctioning guidelines. The findings of fact, any particular circumstances, and prior record of the student will be factors considered when determining any appropriate sanctions.

Students who are dismissed, suspended, expelled, withdrawn, or otherwise removed from the College for any length of time should be aware that this action may adversely impact the following:

- Privilege of living in campus Housing
- Housing costs and fees (suspension/expulsion does not forgive financial obligations)
- Tuition costs and fees (suspension/expulsion does not forgive financial obligations)
- Student Financial Aid including HOPE Scholarship
- Health insurance (contact your personal health care provider)
- Meal Plan
- Use of College resources and access to College facilities
- Immigration status for international students
- Veterans and dependents of veterans
- Student employment on campus
- Internships, assistantships, and study abroad

*This is not an exhaustive list.*

### Sanctions for Student Clubs and Organizations

The following sanctions may be imposed against a student club or organization for the violation of a College conduct regulation. This list is neither exhaustive nor in order of severity and may be enlarged upon or modified to meet the particular circumstances of any given situation.

1. *Recommendation for Charter Revocation:* An official request to a national office that the local chapter's charter be revoked.
2. *Revocation of College Registration:* Permanent severance of the club's/organization's relationship with the College.
3. *Suspension of College Registration:* Temporary severance of the club's/organization's relationship with the College for a specific period of time or indefinitely. The period of time and any requirements, which must be satisfied prior to re-registration, must be specified in the decision of the Hearing Panel or the hearing officer.
4. *Probation:* Notice that further finding of responsibility for the violation of any College conduct regulation(s) as specified in the decision of the Hearing Panel or hearing officer will likely result in suspension or revocation of College registration. The period of probation shall be specified in the decision letter.
5. *Reprimand:* Stated disapproval or warning issued to the student club or organization.
6. *Restitution:* Reimbursement for a loss caused by the club's/organization's actions.
7. *Work Hours:* Assignment to work a specific number of hours determined by the Hearing Panel and/or the hearing officer.
8. *Restrictions:* Restriction of some or all of the clubs or organization's activities or privileges, including, but not limited to, social privileges and recruitment privileges.
9. *Other Educational Sanctions:* Projects or assignments designed to educate a club or organization in connection with the effect of its member's actions. Educational assignments include, but are not limited to, alcohol awareness programs, and/or risk management programs.

### Withdrawal of Recognition of Student Organizations

See Board of Regents Policy Manual [Section 4.6.1](#).

The Board of Regents has determined that the use of marijuana, controlled substances or other illegal or dangerous drugs constitutes a serious threat to the public health, welfare, and academic achievement of students enrolled in the University System of Georgia. Therefore, all student organizations, including but not limited to societies, fraternities, sororities, clubs, and similar groups of students which are affiliated with, recognized by, or which use the facilities under the jurisdiction of institutions of the University System, are hereby charged with the responsibility of enforcing compliance with local, state and federal laws by all persons attending or participating in their respective functions and affairs, social or otherwise.

As provided by the Student Organization Responsibility for Drug Abuse Act, any such student organization which, through its officers, agents or responsible members, knowingly permits, authorizes or condones the manufacture, sale, distribution, possession, serving, consumption or use of marijuana, controlled substances, or other illegal or dangerous drugs at any affair, function, or activity of such student organization, social or otherwise, is hereby declared to be in violation of the laws of this state and shall have its recognition as a student organization withdrawn and, after complying with the constitutional requirements of due process, shall be expelled from the campus for a minimum of one calendar year from the date of determination of guilt.

### Interim Suspension

In certain circumstances where authorized by the Vice President of Academic and Student Affairs or his/her designee, the College may impose an interim suspension from the College pending review or resolution of an administrative matter, alleged student integrity violation/housing violation, alleged violations of laws/ordinances, or other matter explained in a written interim suspension notice prior to a hearing before a Hearing Officer or Hearing Panel. Interim suspension may be imposed upon individual students, clubs or organizations:

1. to ensure the safety and well-being of members of the College community or preservation of College property;
2. if the student club or organization poses a definite threat of disruption of or interference with the normal operations of the College; or
3. if the alleged acts warrant interim administrative action based on review by the Vice President of Academic and Student Affairs or his/her designee.

If a student club or organization is placed on interim suspension, it will be expected that all organization activities stop. Members of the club or organization are not suspended from the College unless individual suspensions have been imposed.

#### Notification of Interim Suspension

Upon receiving a report indicating any of the conditions that warrant interim suspension exist and upon an evaluation of the reliability of that report, the Vice President of Academic and Student Affairs or his/her designee shall immediately notify the student, in writing, of the interim suspension. The written notification will be hand delivered or sent to the address of record by certified mail, return receipt requested, or via U.S. mail with a delivery confirmation.

The following information will be contained in that notification:

- a. the College conduct regulation(s), other campus policies/procedures, administrative actions, or laws/ordinances that are alleged to have been violated
- b. a description of the circumstances of the incident as reported to the designated College official assigned to handle the matter
- c. an explanation of actions required by the student, where applicable
- d. an explanation of the restrictions placed on the student, club or organization while on interim suspension
- e. notification that a request for a review of the interim suspension may be made to the designated party outlined in the written notice of interim suspension within two (2) College business days or within the time frame presented in the written notice
- f. contact information for the designated College official handling the matter
- g. clarification that if no request for a review of the interim suspension is made by the student, the interim suspension and student integrity charges would be resolved through the student integrity process, either informally or formally, as established in the Code of Conduct.

The student, club or organization president will have two (2) College business days from the date of receipt of the notification or the time frame presented in the written notice to file a written request for review of the interim suspension. In order for the review to occur, the student, club or organization president must submit the written request and any supporting documents, within the time frame presented in the written notice to the designated College official. The interim suspension will remain in effect until a written decision regarding the interim suspension has been issued. For the written review, the student may present information that challenges or disputes the interim suspension. The Vice President for Academic and Student Affairs or his/her designee may:

1. Overturn the interim suspension and dismiss all campus and/or student integrity charges. The student, club or organization would be immediately reinstated and campus and/or student integrity charges would not be pursued in the matter.
2. Overturn the interim suspension, but bring forward the campus and/or student integrity charges. The student, club or organization would be immediately reinstated and campus and/or student integrity charges would be handled through the normal student integrity process.
3. Uphold the interim suspension and proceed with the normal campus/student integrity process. The restrictions placed on the student club or organization during the interim suspension would remain in place pending the outcome of the campus/student integrity process and/or the outcome of any pending criminal charges.

If a review of the interim suspension is not requested or the interim suspension is upheld, the interim suspension and the student integrity charges would be resolved through the student integrity process, either informally or formally, as described in the Code of Conduct.

Given the serious nature of the interim suspension, formal hearings will take place as soon as possible and within a reasonable and practical time for all parties concerned.

#### Interim Campus Housing Removal

In certain circumstances where authorized by the Vice President of Academic and Student Affairs or his/her designee, the College may impose an interim campus housing removal pending review or resolution of an administrative matter, alleged student integrity violation/housing violation, alleged violations of laws/ordinances, or other matter explained in a written interim campus housing removal notice prior to a hearing before a Hearing Officer or Hearing Panel. An interim campus housing removal may be imposed upon individual students:

1. To ensure the safety and well-being of members of the campus housing community or preservation of College property;

2. If the alleged acts warrant interim campus housing removal based on review by the Vice President of Academic and Student Affairs or his/her designee.

During an interim campus housing removal, the student shall be denied access to all campus housing and adjacent areas including parking lots unless otherwise specified in the written notification. The student will not be denied access to other areas of campus (including classes and/or all other College activities or privileges for which the student might otherwise be eligible) unless otherwise specified.

#### Notification of Interim Campus Housing Removal

Upon receiving a report indicating any of the conditions that warrant an interim campus housing removal exist and upon an evaluation of the reliability of that report, the Vice President of Academic and Student Affairs or his/her designee shall immediately notify the student, in writing, of the interim campus housing removal. The written notification will be hand delivered or sent to the address of record by certified mail, return receipt requested, or via U.S. mail with a delivery confirmation. The following information will be contained in that notification:

- a. the College conduct regulation(s), other campus policies/procedures, administrative actions, or laws/ordinances that are alleged to have been violated
- b. a description of the circumstances of the incident as reported to the designated College official assigned to handle the matter
- c. an explanation of actions required by the student, where applicable
- d. an explanation of the restrictions placed on the student during the interim campus housing removal
- e. notification that a request for a review of the interim campus housing removal may be made to the designated party outlined in the written notice of interim campus housing removal within two (2) College business days or within the time frame presented in the written notice
- f. contact information for the designated College official handling the matter
- g. clarification that if no request for a review of the interim campus housing removal is made by the student, the interim campus housing removal and student integrity charges would be resolved through the student integrity process, either informally or formally, as established in the Code of Conduct.

The student will have two (2) College business days from the date of receipt of the notification or the time frame presented in the written notice to file a written request for review of the interim campus housing removal. In order for the review to occur, the student must submit the written request and any supporting documents, within the time frame presented in the written notice to the designated College official. The interim campus housing removal will remain in effect until a written decision regarding the interim campus housing removal has been issued. For the written review, the student may present information that challenges or disputes the interim campus housing removal. The Vice President for Academic and Student Affairs or his/her designee may:

1. Overturn the interim campus housing removal and dismiss all campus and/or student integrity charges. The student would immediately be allowed to move back into campus housing and campus and/or student integrity charges would not be pursued in the matter.
2. Overturn the interim campus housing removal, but bring forward the campus and/or student integrity charges. The student would immediately be allowed to move back into campus housing and campus and/or student integrity charges would be handled through the normal student integrity process.
3. Uphold the interim campus housing removal and proceed with the normal campus/student integrity process. The restrictions placed on the student during the interim campus housing removal would remain in place pending the outcome of the campus/student integrity process and/or the outcome of any pending criminal charges.

If a review of the interim campus housing removal is not requested or the interim campus housing removal is upheld, the interim campus housing removal and the student integrity charges would be resolved through the student integrity process, either informally or formally, as described in the Code of Conduct.

#### Student Code of Conduct Appeals

The student, club or organization may appeal any decision from a formal student integrity hearing or any decision resulting in sanctions other than a reprimand from an informal resolution. Appeal information will be included with the decision issued to a student, club or organization.

Appeals must be submitted to the Office of Student Integrity. All appeals must be in writing and submitted within five

(5) College business days of the date of the decision letter. The appeal process is not intended to grant a new hearing at a higher level. Dissatisfaction with a decision is not grounds for an appeal.

All levels of appeal described in these procedures involve written appeals only. Students, clubs or organizations neither meet with nor make oral presentations to the appellant officer. There may be times, however, when the appellant officer requests a meeting in order to gather further information relative to the matters associated with the appeal.

### Grounds for Appeal

Appeals must be based on substantive errors that are allegedly or believed to have occurred during the process or if new evidence not presented at the hearing is discovered within the five (5) College business days appeal period. These errors should be addressed in the written appeal and are described as follows:

1. Substantive errors - when the evidence presented at the hearing was not sufficient to justify the decision reached or if the sanction(s) imposed is (are) unreasonably harsh based upon the circumstances of the case.
2. New evidence - when information, existing at the time of the hearing, was not available or known to exist at the time of the hearing.
3. Procedural errors – when the published procedures of the student integrity process were not followed and the error(s) violated the student’s, clubs, or organization’s rights.

Procedural errors are not grounds for appeals. The college has the authority to modify a procedure on a case by case basis depending on the needs of the college community as long as notice and a means of due process is provided to the student.

When an appeal is received in the Office of Student Integrity, it will be forwarded to the appropriate appellate officer. The Vice President for Academic and Student Affairs or his/her designee will hear all appeals of the Student Integrity Board hearings. The Associate Vice President for Student Affairs or his/her designee will hear all appeals of the administrative hearings and informal resolutions. In addition to the written appeal, the appellate officer will receive the following information:

1. The record of the hearing (if available)
2. All documents and evidence presented at the hearing
3. The written notice of the hearing
4. The hearing body’s decision
5. Any other documents that pertain to the case

The appellate officer shall determine the method of reviewing these materials and make one of the following determinations:

1. Uphold the original decision.
2. Reverse the decision.
3. Uphold the original finding, but modify the sanction(s).
4. Send the case back to the Office of Student Integrity for a new hearing. In this event the matter will follow published student integrity procedures for formal hearings.

The appellate officer will notify the student, in writing, of the decision. The case materials, including a copy of the decision, will be returned to the Office of Student Integrity.

### Further Review for Cases Resulting in Suspension, Expulsion, Charter Suspension/Revocation and Revocation of College Registration

Students and or student clubs and organizations may apply for further review by the President of the College or his/her designee only if one of the following sanction(s) was issued by the original hearing body AND upheld by the appellate officer:

1. Suspension from the College (individual student)
2. Expulsion from the College (individual student)
3. Charter Suspension/Revocation (club/organization)
4. Revocation of College Registration (club/organization)

If these conditions exist, the student, club or organization may submit a written request for further review and submit it to the Office of Student Integrity within five (5) business days of the date of the appellate officer's decision letter. Any request for Presidential review must be based on substantive error(s) made by either the original hearing body or the appellate officer and must involve the sanctions listed above. A review by the President or his/her designee is not considered a matter of right, but is within the sound discretion of the President or his/her designee. If the application for review is granted, the President or his/her designee will make the final institutional decision concerning the matter.

Any further appeal where applicable may be filed with Board of Regents in accordance with the procedures and timelines noted in published Board of Regents policies, which can be found at [www.usg.edu](http://www.usg.edu). The Board of Regents shall have discretion as to whether or not an appeal is to be reviewed in accordance with Board policies.



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

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

### Policies Outline

Oversight Responsibilities  
Equal Opportunity and Affirmative Action Policy Statement  
Prohibited Discrimination and Harassment  
Federal and State Laws and Definitions  
Filing a Complaint  
Alternative Dispute Resolution  
Formal Investigation  
Investigative Determination Notice  
Appeals  
Retaliation  
False Claims and Statements  
Duty to Cooperate During Investigations  
Disciplinary Actions  
Campus Harassment and Discrimination Policy Statements  
Sexual Harassment Policy  
Amorous Relationships Policy  
Title IX Prohibited Sex Discrimination in Education Policy    Discriminatory Harassment Policy  
ADA and Requests for Reasonable Accommodations Policy/Procedure

### 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 prohibitions 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 Accommodation**-Upon request made to the Executive Director of Human Resources, Katherine Kyle 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  
 Katherine Kyle, Executive 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).

## Student Records Management and Security Policy

### Policy

Because the ongoing security and confidentiality of student records is critical to the integrity of the institution, Georgia Gwinnett College protects the security, confidentiality, and integrity (including data protection and back up) of student records (regardless of storage media) from creation or receipt through processing, distribution, use retrieval, and maintenance to their ultimate disposition. GGC recognizes the importance of protecting confidentiality of records, preserving the integrity of its students' academic records, and overseeing the release of records in accordance with state and federal mandates and commonly accepted standards and practices among institutions of higher learning.

Student records include but are not limited to the following:

- Faculty: Class roles with grades, papers, exams, papers, assessments (paper, learning management system, laptops), advisee notes, confidential conversations in any form (e.g. email, text, print, verbal)
- Student affairs: Conduct, Medical (HIPPA, Fitness, Physician, mental health), disability, academic integrity violations, career services, e-mails with confidential information
- Enrollment Management: Admissions, financial aid, Registrar (transcripts, grades, applications, financial documentation about residency), medical (immunization and records submitted as documentation for hardship request, etc.), immigration status, e-mails with confidential information
- Intra-student e-mail communication within the GGC system

Policies related to confidentiality, security, integrity of records, and data protection and backup are reviewed yearly.

They include:

- APM 10.8 Data Management and Classification
- APM 11.3 Information Security Policy
- APM 11.50.2 GGC Information Security
- APM 11.50.3 Continuity of Operations Plan Policy
- APM 11.90 GGC Library and Information Commons Computer Use Policy

Georgia Gwinnett College's policies address records management policies in the following subcategories.

### 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 law to include the Family Educational Rights and Privacy Act (FERPA) of 1974 ([www.ed.gov/policy/gen/guid/fprco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fprco/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/>).

- See APM 10.8 Data Management and Classification for related information.

#### 1. Restricting Access to Records

Restricted physical and electronic access is the first line of defense for protecting records from physical damage, intrusion or theft. A proactive approach will be taken with respect to monitoring for physical and system invasion. In protecting records, the College will require that:

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.

- Electronic access will be protected as described in APM 10.8 Data Management and Classification, APM 11.3 Information Security Policy and APM 11.50.2 GGC Information Security, following security and confidentiality protocols as defined by the USG Board of Regents (BOR Policy Manual Section 11.3)

- See APM 10.8 Data Management and Classification, APM 11.3 Information Security Policy and APM 11.50.2 GGC Information Security for related information.

#### Releasing Information Only in Accordance with Strict Guidelines

- 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.
- 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 Regents; 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.
- Upon request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

#### Providing Students and their Parents with Information Concerning Students' Rights for the Protection of their Confidential Records

- 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 and in the Georgia Gwinnett College Catalog.
- Signed GGC FERPA Disclose Notice to Students will be maintained in the student file as well as recorded in Banner.
- GGC recognizes the right of the student to refuse to permit the release of information, including directory information as defined by FERPA.

#### Student Electronic Records Storage and Recovery

- The College recognizes the need to provide reliable and efficient student services, therefore coordinates with the University System of Georgia to consolidate the technical environment for the Banner Student Information System for the purpose of providing secure, reliable, and cost effective database administration and system support functions.
- The Student Information System is managed via a memorandum of agreement with the University System of Georgia Information Technology Systems, which has a contract with Ellucian. A structured recovery plan is well documented and ready for execution in the event of system component failures is part of that arrangement.
- See APM 11.50.3 Continuity of Operations Plan Policy for information addressing disaster plans for records.

#### Training of New Employees (Faculty, Staff and Student Workers) as well as Current Employees

- 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.
- See APM 10.8 Data Management and Classification for additional information on employee responsibilities.

#### Annual Review of Procedures as well as Immediate Review of Procedures Any Time a Breach of Procedures is Identified

- A committee of members responsible for student data will complete an annual review of procedures for records security and privacy.
- 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 Executive Director of Human Resources to address the issue with the person or the supervisor of the person who has committed the breach of procedures.

### Records Retention and Disposition

- Records will be kept according to the Georgia Board of Regents retention schedule (<http://www.usg.edu/usgweb/busserv/series/index.phtml?Action=ShowSections&Series=K>)
- Review of the proper procedures for records disposal will happen annually for faculty and staff via the annual FERPA notification procedure.

### Release of Records

Georgia Gwinnett College follows all policies governing the security and confidentiality of records as dictated by the Board of Regents. Georgia Gwinnett College does not publish a student directory; however the student's name, major field of study, dates of attendance, and degrees conferred may be disclosed without consent of the student. For Georgia Gwinnett College, this is the only information which could be considered "Directory Information" for FERPA or other purposes, including but not limited to external record requests.

Students have the right to refuse to permit the disclosure of any 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.

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 Regents; 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

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 a professional acting or assisting in a similar capacity in treatment of a student; institutional employment or faculty files; alumni information; 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.

### Correction of Records

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).

### Student Records Procedures

This section details the procedures connected to the Student Records Policies outlines in APM 10.9.2, Records Management Policies.

### Procedures related to Privacy

As outlined in policy, GGC protects the privacy of students. Procedures that relate to privacy include restricting access to records, releasing information only in accordance with guidelines, and providing information to parents and students about student rights for the protection of confidential data.

### Procedures Related to Restricting Access to Records

All student records will be kept in a locked, secure location with restricted access. Restricted access to records is given based on job level and a verifiable need to view the record. Faculty and staff who have been given restricted access to view records will:

- Make sure that all records are kept in a secure, locked location.
- Lock computer desktops and/or offices when leaving a work station.
- Refrain from storing student records on the computer desktop. All student data should be stored on a secure network drive.
- Ensure that College laptops are kept in a secure location whether on or off campus. Laptops must be locked and password protected when not in use.
- Properly shred printed material that contains information not necessary for storage.
- Maintain confidentiality of student information by being aware of their surroundings when holding discussions with the student or with others who have a verifiable need to know the information.
- Attend regularly offered training to faculty and staff to ensure that up-to-date security standards are understood and being adhered to. This training will include an annual review of FERPA, HIPAA, and Gramm-Leach Bliley regulations.

Access to confidential student data is available only to properly authorized personnel. GGC requires that:

- All users have individual accounts
- User permissions are controlled by user classes that control access to data
- Security log tables are monitored
- Documentation of site security procedures and end-user responsibilities are maintained.

These procedures apply both to information in the Student Information System and to Student Affairs student records including conduct, medical and other records covered under HIPAA such as Fitness, Physician and mental health, disability, academic integrity violations, career services, and e-mails with confidential information.

All student data stored electronically must comply with policies found in the APM in section 11.

- 11.50.1.1 Acceptable Use of Information Technology Resources
- 11.50.1.2 Internet Acceptable Use Policy
- 11.50.2.1 Data Usage 11.50.2.2 Password Policy
- 11.50.2.3 Electronic Mail Privacy Statement
- 11.50.2.4 Firewall Policy
- 11.50.3 Continuity of Operations Plan Policy
- 11.90 GGC Library Computer Use Policy

### Procedures Related to Releasing Information

Faculty and Staff with access to student records are expected to use that access appropriately, mindful that they are required to have a legitimate educational interest in the data they access.

Individuals employed by the college who require data beyond their normal levels of access will submit a data request for the specific data needed. These requests will be reviewed for compliance with FERPA regulations before the data are provided.

## **Procedures Related to Informing Students and Parents of Students' Rights for the Protection of Their Confidential Records**

- 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 and in the Georgia Gwinnett College Catalog.
- Signed GGC FERPA Disclose Notice to Students will be maintained in the student file as well as recorded in Banner.
- GGC recognizes the right of the student to refuse to permit the release of information, including directory information as defined by FERPA.

## Procedures Related to Electronic Records Storage and Recovery

- The Student Information System is managed via a memorandum of agreement with the University System of Georgia Information Technology Systems, which has a contract with Ellucian. A structured recovery plan in the event of system component failures is part of that arrangement.
- See APM 11.50.3 Continuity of Operations Plan Policy for information addressing disaster plans for records. The College recognizes the need to provide reliable and efficient student services, therefore coordinates with the University System of Georgia to consolidate the technical environment for the Banner Student Information System for the purpose of providing secure, reliable, and cost effective database administration and system support functions.

## Procedures Related to Training

Faculty and Staff who have been given restricted access to view records will attend regularly offered training to faculty and staff to ensure that up-to-date security standards are understood and being adhered to. This training will include an annual review of FERPA, HIPAA, and Gramm-Leach Bliley regulations.

## Procedures Related to Review of Procedures

- A committee of members responsible for student data will complete an annual review of procedures for records security and privacy.
- 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 Executive Director of Human Resources to address the issue with the person or the supervisor of the person who has committed the breach of procedures.

## Procedures Related to Records Retention and Disposition

Retention of Student Records: Documentation of the records retention program will be maintained to show systematic development and implementation in the normal course of business. Georgia Gwinnett College follows the approved retention schedule for college records which can be found at the Georgia Board of Regents website (<http://www.usg.edu/usgweb/busserv/series/index.phtml?Action=ShowSections&Series=K>).

When it is determined that records can be disposed, student records will be shredded locally for daily processing and via records management service for large-scale disposals.

## Procedures Related to Release of Records

Georgia Gwinnett College follows all policies governing the security and confidentiality of records as dictated by the Board of Regents. Georgia Gwinnett College does not publish a student directory; however the student's name, major field of study, dates of attendance, and degrees conferred may be disclosed without consent of the student. For Georgia Gwinnett College, this is the only information which could be considered "Directory Information" for FERPA or other purposes, including but not limited to external record requests.

Students have the right to refuse to permit the disclosure of any 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.

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 Regents; 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

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 a professional acting or assisting in a similar capacity in treatment of a student; institutional employment or faculty files; alumni information; 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.

#### Procedures Related to Correction of Records

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).

### **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. Individual instructors bear 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

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

The following is a list of the courses that are offered in Student Success English, reading and mathematics at Georgia Gwinnett College:

ENGL 0099	Student Success English Pre-College Composition	3 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 (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.

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	74 or greater	Exempt
	62-73	READ 0098
	61 or less	Not eligible for admission
COMPASS English	80 or greater	ENGL 1101
	60-79 & Writing Score 2	ENGL 1101
	60-79 & Writing Score 1	ENGL 0099 or Segue
	32-59	ENGL 0099
	31 or less	Not eligible for admission
COMPASS Algebra	81-100	MATH 1113/Precalculus
	37-80	MATH 1111/College Algebra

	30-36	MATH 0099 or Access Math
	20-29	MATH 0099
	19 or less	Not eligible for admission
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

Note: If a student places into all three learning support courses (ENGL 0099, READ 0098, MATH 0099), the student is not eligible for admission to Georgia Gwinnett College

### 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 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.

### 30-Hour Rule

Students who have accumulated 30 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 30 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 a maximum of two attempts in English (writing) and reading, and three attempts in math. They are not subject to any exit requirements or the 30 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 student withdraws from a course 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.

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**

**To exit a Student Success area (English, Reading and Math) students must:**

- 1) Successfully complete the exit level Student Success course in that area with a grade of C or better
- 2) Meet any established institutional and course requirements such as final exams or portfolios
- 3) Pass the exit COMPASS test, if required by the course

### **ENGL 0099**

#### Exiting English 0099

1. Exiting Student Success English 0099 requires: A minimum grade of C or better in ENGL 0099
2. Successful completion of a writing portfolio

Students who successfully exit ENGL 0099 may enroll in ENGL 1101 and any other courses with a prerequisite of ENGL 0099. Students who do not exit ENGL 0099 will have to enroll in ENGL 0099 again the following semester

### **Reading 0098**

#### Exiting Reading 0098

Exiting Student Success Reading 0098 requires:

- 1) A minimum course grade of C or better in READ 0098
- 2) A passing score of 74 on the exit COMPASS Reading test

The exit COMPASS Reading test will be scheduled during the last week of class. Faculty members for each Reading section will send a list of eligible students including the exam date and time, and the number of students, to the Testing Center (cc: Director of Student Success). Students will meet their instructor in the Testing Center during the testing period 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. 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 free exit Compass retest for students whose exiting scores are below 74. A third attempt may be paid for by the student. The exit COMPASS retests will not count as additional attempts in READ 0098.

## **Math 0099**

### Exiting Math 0099

Exiting Student Success Math 0099 requires:

- 1) Successful completion of at least 90% of the topics for the semester
- 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. Faculty members for each Math section will send a list of eligible students including the exam date and time, and the number of students to the Testing Center (cc: Director of Student Success). Students will meet their instructor in the Testing Center during exam week to take the exit COMPASS Math test.

Students who complete the requirements of MATH 0099 early with a grade of B or better will be allowed to take the exit COMPASS Math test early. Student's names will be forwarded to the Math Coordinator who will compile the names of students and send the list to the Director of the Testing Center on a weekly basis. 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.

Students who pass the exit COMPASS Math test will be given a course grade of an A or B and are eligible to enroll in Math 1111.

### **Math 0099 exit retests**

There is an automatic free exit Compass retest for students whose exiting scores are below 37. A third attempt may be paid for by the student. The exit COMPASS retests will not count as additional attempts in Math 0099.

### *Attempts*

An attempt is defined as an institutional credit course in which a student receives any grade except "W." If a student earns a W or withdraws from a Student Success course before the midpoint of the semester it does not count as an attempt, but the student will also be withdrawn from all other college credit courses. If a student has extenuating or special circumstances they should discuss this with the Student Success advisor or Dean before withdrawing from a Student Success course.

Time spent in Student Success course work in a disciplinary area shall be cumulative within the USG. A transfer SS student with fewer than two semesters in English (writing) or reading and fewer than three semesters in math may be granted an additional semester if that student was making appropriate progress at the sending institution and is ready for the exit level course at the receiving institution. Otherwise, students must stay within the number of attempts allowed.

English for Academic Purposes Courses (EAP/ESL) have no limit on the number of attempts.

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

Students in the University System of Georgia Schools must exit Student Success English and Reading within 2 attempts each and Math within 3 attempts. If a student does not exit a Student Success area (English, Reading, Math with a passing grade) within these attempts the student will be suspended from all University System of Georgia schools for one (1) year.

### Readmission from Student Success Suspension

Students admitted to Georgia Gwinnett College after completing a one-year Student Success 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 two additional attempts for Student Success English and Reading and three additional attempts for Math. Students admitted under this provision are subject to the 30-hour limit on college-level coursework and may not take credit work if they have earned 30 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 Placement 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 Placement Test, unless transfer credit for ENGL1101 has been accepted by Georgia Gwinnett College and the transfer student has no CPC deficiency in English.

Students whose scores on the ESL Compass Placement 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

\*\*\* Students who score above 91 on COMPASS Listening AND are not placed in any other EAP course are not required to enroll in EAP 0082 or EAP0092.

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	4 hours
EAP 0082	EAP for Success Structure and Composition I	3 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. Students place into courses in the EAP Program based on the ESL COMPASS test results (see Criteria for Determining EAP/ESL Placement).

### 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.

### EAP Exit Policy

In order to exit either EAP 0090, 0091, or 0092, a student must have a passing grade in the course and a passing grade on the final.

### Exiting EAP0090

All students in EAP0090 take the final exit exam, regardless of their calculated average in the class going into the final. If the student passes the final with a score of 70% or above and the student's final exam grade contributes enough to

the course grade (suggested weight of 20%) to raise or keep the student's course grade at 70% or above, the student has exited EAP0090. If the student passes the final exam but the student's course grade after the final exam is below 70%, the student will receive the calculated grade D or F and must repeat the course. If the student fails the final exam but has a calculated course average at or above 70% going into the final exam, the student receives a grade of IP in the course and must repeat EAP0090.

### Exiting EAP0091

All students in EAP0091 have two attempts to take the final exit essay exam (suggested once during the last week of class and once during final exam week), regardless of their calculated average in the class going into the final. The final exit essays are rated by one EAP faculty member and one English faculty member. In the event these two raters split over the decision whether to pass or fail the essay, an additional rater representing the English faculty resolves the split. If the student passes the final exit essay and the resulting points (suggested 20% of the student's final grade) contribute enough to the course grade to raise or keep the student's course grade at 70% or above, the student has exited AP0091.

If the student passes the final exit essay but the student's course grade after the final exit essay is below 70%, the student will receive the calculated grade D or F and must repeat the course. If the student fails the final exit essay but had a calculated course average at or above 70% going into the exit essay attempts, the student receives a grade of IP in the course and must repeat EAP0091.\*

\*In exceptional cases, a student who fails the exit essay attempts but who had a calculated course average of at least 90% going into the exit essay attempts and who receives instructor recommendation based on strong performance throughout the course may request a portfolio exit option. Such a student submits a portfolio of writing produced during the course to be reviewed by a panel approved by the Director of Student Success Programs. The panel determines whether the student's materials warrant passing the student, in which case he or she receives a passing exit exam score and exits EAP0091.

### Exiting EAP0092

All students in EAP0092 take the final exit exam, regardless of their calculated average in the class going into the final. If the student passes the final with a score of 70% or above and the student's final exam grade contributes enough to the course grade (suggested weight of 20%) to raise or keep the student's course grade at 70% or above, the student has exited EAP0092. If the student passes the final exam but the student's course grade after the final exam is below 70%, the student will receive the calculated grade D or F and must repeat the course. If the student fails the final exam but has a calculated course average at or above 70% going into the final, the student receives a grade of IP in the course and must repeat EAP0092.

### 80s-level Early Exit

Final exams in EAP 0080, 0081 and 0082 are given before the official final exam period begins, preferably during the last week of classes. A student who has earned an A in a required 80-level EAP course and who receives instructor recommendation may be eligible to take the final exit exam in the corresponding 90-level EAP course. A student may take one or more of the EAP 0090, 0091 and/or 0092 final exams during final exam week. An 80-level student may exempt all, some, or none of the 90-level EAP courses depending on the results on the final exams.

## GGC Honors Programs

The GGC Honors Programs provide a distinguished, integrated educational experience through enhanced opportunities in the four core values of the College: Scholarship, Service, Leadership, and Creativity. The Honors Programs challenge students to discover the deepest meanings of these core values and apply them to their studies, potential careers, and daily lives. Qualified students admitted to the GGC First Year Honors Experience or Honors Program explore the core values via a rich and varied set of curricular and co-curricular experiences that challenge Honor Programs students academically; develop their creativity; foster within them an abiding commitment to humanitarian service; and enhance their leadership skills

Members of GGC's Honors Programs enjoy a variety of benefits. They are eligible for enrollment in Special, Honors versions of several core curriculum classes, designated as Honors on student transcripts; Honors 1000, a one-credit, pass-fail Honors seminar designed for students in our First Year Honors Experiences; and for Honors Program students who meet pre-requisites, Honors 3000 Special Topics seminars that are team-taught, interdisciplinary, and developed by faculty from disciplines across the college. Honors courses are limited in size and emphasize in depth discussions and active, student-centered learning in an engaging and supportive atmosphere.

Students in the program also have access to our Honors Learning Lounge and a range of co- and extra-curricular programming, events, and opportunities designed to enrich the college experience with particular focus on the College's four core values. We offer students opportunities to: take field trips, participate in dining discussions with faculty and in-field experts; meet with state and national leaders; attend professional and leadership oriented workshops; enjoy cultural events like the theatre and museums; and more. We also offer our students assistance with scholarship applications, research, internships, and scholarly work via conferences and publications

In addition, Honors Program members may be able to graduate from the College "with honors" and their Honors Program membership noted on their transcripts and diplomas if they:

- Enter the Honors Program with and maintain a minimum GPA of 3.5 in college-level courses.
- Demonstrate a commitment to leadership, creativity, scholarship and service
- Remain enrolled at GGC and in the Honors Program for at least four semesters.

### GGC First Year Honors Experience (FYHE) Program Admission Policy

Admission to the FYHE program is not automatic. All applications are reviewed holistically, and those students who desire admission into the GGC HYHE program must meet the following minimum requirements:

1. Must have completed fewer than 24 college-level credit hours.
2. Must have attained a high school GPA of 3.5 or higher..
3. Write an essay that illustrates the student's personal commitment to GGC's core values of scholarship, service, leadership and creativity.
4. Successfully complete an interview conducted by the Honors Programs Selection Committee.
5. Complete the GGC FYHE Admission Application form, which requires students to give information about their co-curricular and extra-curricular activities.

The application of incoming first-year students also will be reviewed for the following:

- Effective written and oral communication skills, as demonstrated via the applicant's essay and interview.
- Class rank
- The rigor of the applicant's high school program

When FYHE students qualify for admission to the Honors Program, they must make a separate application to that program. Admission is not automatic..

### GGC Honors Program Admission Policy

Admission to the Honors Program is not automatic. All applications are reviewed holistically, and those students who desire admission into the GGC Honors Program must meet the following minimum requirements.

1. Must have completed at least 24 college-level credit hours.

2. Must have attained a GPA of 3.5 or higher.
3. Write an essay that illustrates the student's personal commitment to GGC's core values of scholarship, service, leadership and creativity
4. Obtain a letter of recommendation from a GGC faculty and/or staff member. Or, in the case of transfer students, a letter of recommendation from a faculty and/or staff member from the student's previous institution.
5. Successfully complete an interview conducted by the Honors Programs Selection Committee.
6. Complete the GGC Honors Admission Application form, which requires students to give information about their co-curricular and extra-curricular activities.

Effective written and oral communication skills as demonstrated via the applicant's essay and interview also will be considered.

### **FYHE and Honors Program Expectations and Requirements**

Students accepted to the program are expected to:

1. Participate in a minimum of one activity per semester related to each of the four core values;
2. Attend one of two monthly meetings;
3. Play an active role in at least one service project each semester'
4. Document their activities related to the four core values for inclusion in a portfolio;
5. Maintain a high GPA;
6. Represent the college appropriately at school functions and in the community;
7. Abide by all schools policies and codes of conduct.

Students in the programs are required to:

1. First Year Honors Experience: Enroll in and successfully complete the FYHE Honors 1000 1-credit seminar.
2. Honors Program: Enroll in and successfully complete a minimum of two (2) Honors 3000 classes over the course of their time in the program.
3. Honors Program: Remain active in the program for four or more semesters (in order to graduate with the Honors Program distinction).
4. Honors Program: Maintain a portfolio demonstrating their commitment to the four core values and progress in those areas (pending creation of the portfolio system).

### *GGC Study Abroad*

The following Student Study Abroad Policies are intended to guide Georgia Gwinnett College (GGC) students who wish to pursue participation in an international study abroad program.

### Eligibility and Requirements

GGC students who participate in any study abroad program must possess a minimum cumulative GPA of 2.5. Students who do not meet this minimum GPA will not be permitted to study abroad as a student at Georgia Gwinnett College (GGC). Students may not be on any form of academic probation, suspension, dismissal, warnings, or continued probation.

Certain study abroad programs may require a higher GPA or other prerequisites before acceptance into a program is granted. Students must have achieved the referenced required GGC institutional GPA by the time they begin their study abroad experience.

GGC students are eligible to study abroad after the completion of a minimum of 24 collegiate credit hours. Transfer students must complete a minimum of one full-time semester at GGC before they can study abroad. International students wishing to study abroad should consult with the Office of Internationalization to verify that their student visa will allow them to study in a country other than the United States of America.

## Study Abroad Advising

In keeping with the objectives of the Georgia Gwinnett College Student Mentoring Program, study abroad advisement at GGC is committed to “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.”

In addition, study abroad advisement is aligned with the University System of Georgia’s assertion that academic advising “...represents...an opportunity for the...institution to express a special interest in both the personal and academic welfare of the students.” In keeping with this view, study abroad advisement at GGC is structured to support participating study abroad students’ achievement of the Integrated Educational Experience (IEE) outcomes of the college.

## Study Abroad Intake Process

The first step for GGC students interested in studying abroad is to visit the Office of Internationalization (OI), in order to complete the study abroad intake process. Depending on their schedule, students can elect to schedule a one-on-one information session or attend one of the weekly Study Abroad Information Sessions.

The goals of the initial intake process are as follows:

- Set appropriate student expectations regarding program options and requirements;
- Explain in detail the myriad of study abroad program options available to GGC students;
- Verify that applicants are GGC students who have completed the minimum 24 collegiate credit hours;
- Verify that applicants have a minimum 2.5 cumulative-grade point average to participate in any GGC study abroad program. Students will also understand that certain study abroad programs may require a higher GPA or other prerequisites before acceptance into a program;
- Discuss the basics of studying abroad, from the available destinations, types of programs, financial aid, scholarships, credit transfer, passport/visa issues, health and safety abroad, among other topics.

## Individual Advising Process

After the student has completed the intake process, the second important step is to begin their individual advisement. The individual advising process further engages students, by helping them narrow down the many choices by considering the following questions:

- How long would you like to study abroad?
- In what country would you like to study?
- What subjects would you like to study?
- What is your budget?
- What kind of support services would you like to be offered by your program?

As the responses to these questions are developed, the Office of Internationalization, in most cases, will direct the student to consult with their school’s designated point of contact (POC) for study abroad to complete a course/degree audit for their program of study. This step is critical to the selection of an appropriate study abroad program.

Upon completion of the course/degree audit, the Office of Internationalization continues to work individually with the student to select a program that meets their program of study course requirements, personal budget and destination interest. The Office of Internationalization will provide the student with several program options to consider, complete with sample course descriptions/syllabi to discuss with their school’s designated POC for study abroad. One of the primary goals of study abroad at GGC is to help students select a study abroad program consistent with their degree requirements.

## Study Abroad Program Selection and Approval

After a study abroad program has been recommended by the Office of Internationalization, the Dean of the respective school must approve the courses to be taken at the overseas institution for all non-GGC study abroad programs.

After the Dean's approval is granted, the student simultaneously completes the following forms, available in the Office of Internationalization:

1. GGC Institutional Study Abroad Application
2. GGC Course Substitution Form
3. GGC Request for Transient Permission
4. Program Application (for the selected study abroad program)

The GGC Institutional Study Abroad Application can be obtained in the Office of Internationalization and requires the student to obtain the following signatures of approval as part of their study abroad application and Individual Advisement Process:

1. School Point of Contact (POC)
2. School Dean
3. Registrar
4. Financial Aid
5. Student Affairs
6. Student Accounts
7. Residence Life
8. Wellness Center
9. Internationalization Director

Students are required to submit their study abroad applications on or before the listed fall or spring program deadlines. In addition, students are required to attend all mandatory Pre-Departure Orientations sponsored by the Office of Internationalization and/or their program sponsor.

### Types of GGC Study Abroad Programs

Georgia Gwinnett College considers study abroad to be one of the most important experiences that the institution can offer its students. GGC sponsors a variety of study abroad programs, including maymester and summer programs, semester and academic year programs. In addition to diverse program term options, GGC sponsors a variety of study abroad program types:

- GGC Faculty-Led Study Abroad Programs: The Office of Internationalization works collaboratively with GGC's academic schools to develop new Faculty-Led Study Abroad Programs. These programs are primarily summer and maymester programs led and taught by Georgia Gwinnett College faculty members. These programs tend to focus on a particular topic or theme and generally range from 10 to 20 student participants, though some programs may be larger. Students participate in lectures, site visits, excursions, and tours as part of the program. These programs can last between 10 days and six weeks. Students find these programs a great way to get to know their professors and other GGC students while earning GGC credits and grades. Financial aid and scholarships are available.
- GGC Exchange Programs: Currently, GGC does not have any formal exchange agreements with foreign universities around the world. GGC exchanges will offer semester or academic year studies directly at a foreign university, and classes may be taught in either the host language or English. Exchange programs are among the most affordable study abroad options, as the costs are roughly similar to spending the semester on campus at GGC. Students who are very independent tend to do well on exchange programs. These programs offer a high level of cultural immersion, as GGC students take their courses at the overseas partner institution with local students. Financial aid and scholarships are available.
- GGC International Internships and Independent Study: Students interested in pursuing international internships or independent study (such as directed readings and research) and receiving credit through supervision by a GGC professor should contact the Office of Internationalization. However, there are some additional requirements related to insurance and documentation, since the student is not on an organized study abroad program.

- Non-GGC & Affiliate Programs: In cases where one of the above referenced GGC programs does not suit the student's academic needs and/or location of interest, the student is able to choose from hundreds of other programs. The Office of Internationalization is equipped to help students search for a program through one of the following alternate or affiliate programs:

Affiliate Program Providers - Georgia Gwinnett College has agreements with several affiliate program providers. We encourage students to consider studying abroad offered by these affiliate program providers: School for International Training (SIT), MLSA, among others.

USG Programs - Another popular option for GGC students is participation in a study abroad program offered by other University System of Georgia (USG) member institutions.

Other Non-GGC Programs – Other programs are also available to GGC students.

### Transfer Credit for Study Abroad

The following outlines the Transfer Credit Policy for study abroad at Georgia Gwinnett College (GGC):

1. GGC Faculty-Led Study Abroad Programs: GGC Faculty-led study abroad programs issue GGC resident credit, and no course substitution or transient permission steps are needed.
2. GGC Exchange Programs: Courses taken through GGC exchanges or with GGC exchange partner universities are counted as transfer credit. To date, GGC has no official exchange agreements with institutions abroad.
3. GGC International Internships and Independent Study: Students pursuing international internships or independent study (such as directed readings and research) and receiving credit through supervision by a GGC professor are getting resident credit and no course substitution or transient permission steps are needed.
4. Non-GGC and Affiliate Programs: For non-GGC and affiliate study abroad programs, courses will be reflected on another institution's transcript and will count as transfer credit at GGC. Please note the following important policies:
  - A. Completed Request for Transient Permission and Course Substitution forms are required prior to departure (Refer to section 3.53.3). These forms allow students to plan how courses will transfer in and to maintain student status at GGC for financial aid and other purposes.
  - B. Courses may transfer as major, minor, core, or elective credit. The appropriate GGC school(s) will determine how the course will transfer and how courses will be applied towards degree requirements.
  - C. GGC students should contact the Office of Internationalization as early in the planning process as possible to review the steps required for completion of the transfer credit/transient permission approval process.
  - D. Transfer credit will only be given for courses that are from accredited United States universities/colleges and/or operated by approved GGC study abroad affiliates and consortia.
  - E. Whether or not transfer credit will be awarded will be determined on a case by case basis. The Office of Internationalization will make this determination in consultation with the Registrar's Office and the relevant school dean.
  - F. USG Programs: The USG programs include all public colleges and universities within the state. GGC students may be eligible to participate in study abroad opportunities through these institutions. Students should consider the following regarding USG programs:
    - USG programs tend to be around the same cost and are often led by a faculty member from the host USG institution.
    - To participate in a program through another USG institution, students will need to apply as a "transient" student to that school as well as apply to their particular study abroad program.
    - Each institution is different, so students should pay special attention to the instructions given to them by the contact person for that specific USG study abroad program.

- G. Foreign Language Programs/Schools: In order for credit to transfer into Georgia Gwinnett College, it must originate from an accredited institution of higher learning in the US or abroad, and be evaluated by one of the approved credential/evaluation services.

### Financial Aid and Scholarships for Study Abroad

GGC students can use their federal and state aid, including the HOPE Scholarship, for study abroad. Financial aid can be used on any study abroad program for which the student will receive academic credit.

To receive academic credit for non-GGC study abroad programs, students need to complete the approval procedures for Request for Transient Permission and Course Substitution (See Section 3.53.5). If the student does not complete and submit these forms to the Office of Internationalization, they will not receive financial aid for their study abroad program.

Once the student has submitted these forms, their financial aid should be released to them prior to the start of their study abroad program to the address they have marked for financial aid in Banner. If a financial aid check is scheduled to arrive while the student is abroad, the student should consult with their bank about granting Power of Attorney to a close friend or relative so that he/she can deposit the financial aid check.

Important Note: While most students are able to use financial aid to assist with the cost of studying abroad, it is very likely that the student will need to cover these expenses up front and then be reimbursed at a later date by financial aid or other scholarships. Due to federal regulations, these funds very rarely come through in time to use them to cover study abroad expenses in advance. Students should be aware of this and make arrangements to have their expenses covered in the meantime.

### Steps to Securing Financial Aid for Study Abroad

Students should make sure to complete their FAFSA application well in advance of their term abroad. They should verify how their financial aid package will apply to their study abroad program. This is easily accomplished by meeting with the Director of Financial Aid. In addition, GGC students must complete and submit the financial aid sections of the GGC Study Abroad Application before they will be eligible to use their aid to study abroad.

### International Education Fee Grants

The Georgia Gwinnett College International Education Fee (IEF) Study Abroad Grant Program, initiated fall 2010, is funded by the mandatory international education student surcharge fee. The deadlines for grant applications are as follows:

<b>Term Abroad</b>	<b>IEF Deadlines</b>
Spring Semester	5:00 p.m., October 25
Maymester, Summer and Fall	5:00 p.m., March 25

Students studying abroad for an academic year are eligible to apply for both the fall and spring grant competitions. Interested students should pick up an application in the Office of Internationalization.

IEF Grant Eligibility Requirements:



- All IEF grant applicants must be enrolled fulltime and working toward completion of a degree at Georgia Gwinnett College.
- A minimum institutional GPA of 2.75 is required for GGC students.
- Students meeting eligibility requirements and submitting an application does not guarantee an award.
- At the time of grant application, applicants must be in the process of enrolling in a study abroad program for which they will be receiving academic credit at Georgia Gwinnett College for the term for which they are applying for the IEF grant.
- Recipients must agree to complete a minimum of five hours of service in support of international education upon their return to GGC. Service will be approved and coordinated by the Office of Internationalization. IEF funds may not be used towards study in countries that are currently under a U.S. Department of State Travel Warning. Students should request a listing of these countries from an OI staff member.

#### IEF Award Amounts

If awarded an IEF Grant, students may receive the following amounts:

- Less than 4 weeks (Study Abroad) in duration: maximum of \$500
- 4 weeks to 8 weeks in duration: maximum of \$800
- 8 weeks or more in duration: minimum of \$1500

#### Service Requirements

All IEF grant recipients are required to complete five hours of assistance to the Office of Internationalization for each term that they are awarded a grant. This requirement can be fulfilled in several ways, such as:

- Volunteering to assist with campus study abroad outreach efforts
- Completing administrative and programmatic projects of the Office of Internationalization

Service requirements must be completed within two semesters of returning from abroad. If a student is unable to perform this requirement, repayment of the scholarship can be arranged.

#### Other Study Abroad Scholarships & Funding Sources

Students should contact the Office of Internationalization to inquire about other types of external scholarships and funding sources.

#### International Risk Management Policy

Georgia Gwinnett College (GGC) recognizes the importance of risk management and crisis prevention for Study Abroad. The issues involved are complex and often fluid. Therefore, the policies set forth below are intended to provide the foundation for a strong protocol for the College regarding GGC students studying abroad on non-GGC programs. Policies related to GGC Programs and Faculty-led Programs are detailed in Section 3.53.8 of this policy.

#### Phone Script

The emergency phone script is to be used by staff in the Office of Internationalization and Office of Public Safety when answering emergency phone calls related to GGC students studying abroad. The script helps track important information to provide the most effective and efficient assistance possible. The OI staff is trained to answer emergency phone calls.

#### Emergency Notification System

In the event of an emergency or crisis abroad, students on non-GGC programs will be instructed to contact the Office of Internationalization if the incident is during office hours. If it is not during office hours, the call should be directed to the Office of Public Safety at 678-407-5333. This number is answered 24 hours a day, 7 days a week.

All known information about the emergency should be given, together with contact information for the on-site program coordinator. Public Safety will then contact the Director of Internationalization (International Crisis Coordinator), Chief of Police and the Associate Vice President for Student Affairs, who will then contact the remaining persons identified on the contact list set forth below. The International Crisis Coordinator or Alternate Crisis Coordinator (whoever receives the call) will determine if circumstances merit contacting the President and the Vice President for Academic & Student Affairs.

## 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 shall use the Board of Regent's Uniform Grading System with the additional grades of WA and FN. The following grades are approved by the Board of Regents for use in institutions in the determination of the Grade Point Average. Georgia Gwinnett College has added the grade of WA and FN:

<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	1
<b>F</b>	Failing	0
<b>WF</b>	Withdrew Failing	0
<b>WA</b>	Administrative Withdrawal	0
<b>FN</b>	Failure due to Non Attendance	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 and Dean 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 mid-semester except in 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, FN, WF or WA 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
<i>12 hrs</i>		<i>36 total quality points</i>

*36 quality points ÷ 12 hours attempted = 3.0 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. 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 non-academic hardship has been established. Potential non-academic hardships include medical, psychological, or personal emergencies. The student must petition for a hardship withdrawal by submitting a personal statement and supporting documentation to the Registrar's Office. A small committee consisting of representatives from the Registrar's Office and the Division of Student Affairs will convene to review the withdrawal. The Registrar's Office will then notify the student of the decision regarding the hardship withdrawal.

Occasionally students may need to withdraw from college for the semester. To withdraw from class prior to the end of term, 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 an 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 advisor 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. 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.

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.

### *ARCHE - Cross Registration*

Georgia Gwinnett College is one of twenty partnering schools that participate in the Atlanta Regional Council for Higher Education (ARCHE) cross registration program. The cross registration program allows students at member institutions to broaden their academic experience by registering for courses at other member colleges and universities. To be eligible to participate in ARCHE, a student must be in good academic standing and be currently enrolled in at least one credit course.

### ARCHE Students Attending Georgia Gwinnett College

Applications for cross registration will be reviewed if received by the Arche Cross Registration Application Deadlines listed below. Students must meet the prerequisites (if any) of the requested course as defined. Students will be registered based on space availability after all Georgia Gwinnett College students have had an opportunity to register

for courses. Official transcripts will be sent to the student's home institution following Georgia Gwinnett College's end of semester.

### Georgia Gwinnett College Students Attending other ARCHE Institutions

First-semester freshman are not eligible for cross registration (unless cross registering for marching band). Students must meet the prerequisites (if any) of the requested course as defined by the host institution. Students will not be approved for cross registration if the course is available at Georgia Gwinnett College. Students will pay all tuition and fees to Georgia Gwinnett College; however special fees or security deposits may be required at the host institution. Grades are determined according to the standards and practices of the host institution. The host institution will send the grade to Georgia Gwinnett College and the grade will be included on the official Georgia Gwinnett College transcript.

Students must submit an application for cross registration to the Registrar's Office in time for the Registrar to send the application to the host institution by the ARCHE cross registration application deadline listed below. Students will be required to have the approval of their mentor in order to submit the application form. Students who have holds on their record will be required to have all holds resolved in order for the application for cross registration to be processed.

Arche Cross Registration Application Deadlines:

Fall: July 26 Spring: December 1 Summer (if applicable): May 1

### 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 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 financial aid programs and credentialing programs external to the College. Each student will limited to two repeats of a course (a maximum of three attempts). Students who wish to repeat a course after three attempts must meet with the Dean. It is at the Dean's discretion if the student remains in good standing.

## 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 Including Transfer Hours	Minimum Cumulative GPA (Georgia Gwinnett College Credit Only)
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 duration of the exclusion.

Students excluded at the end of Fall semester must sit out the following Spring semester and are eligible to apply to return the following Summer semester. Students excluded Spring Semester must sit out the following Fall semester and are eligible to apply to return the following Spring semester. Students excluded Summer semester must sit out the following Fall semester and are eligible to apply to return the following Spring semester. 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 for a fee of \$3 per transcript. 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 BannerWeb account. Unofficial transcripts may be printed by the student from the BannerWeb 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, Biology and Criminal Justice. 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 held three times a year following the fall, spring and summer semesters.

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 must submit their application for graduation by the graduation application deadline. Please refer to the Academic Calendar 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 have a minimum cumulative grade point average of 2.0 at the time of graduation. Some majors require a higher minimum grade point average. Consult the appropriate department section for specific requirements.
6. Students must have a minimum cumulative grade point average of 2.0 at the time of graduation 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

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 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.

### 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 creativity and critical thinking in inter- and multi-disciplinary 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;
8. Demonstrate an ability to reason quantitatively;

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.

### Core Curriculum

For specific requirements for Georgia Gwinnett College refer to Program Completion in the Georgia Gwinnett College Catalog. In addition to the 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 policy:

1. "Students successfully completing a course in one institution's Areas A-E will receive full credit in Areas A-E for the course upon transfer to another System institution as long as (a) the course is within the Area hours limitations



of either the sending institution OR the receiving institution and (b) the student does not change from a non-science major to a science major.”

2. 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.

<b>Area A – Essential Skills (9 to 10 hours)</b> <i>(Depending on major)</i>	ENGL 1101 and ENGL 1102 (English Comp I & II) and MATH 1111 (College Algebra) or MATH 1113 (Pre-Calculus) or MATH 2200 (Calculus I) or higher math (must receive a grade of “C” or better)
<b>Area B – Institutional Option (4 hours)</b>	
Information Technology (4 hours)	ITEC 1001 (Introduction to Computing) or higher information technology
<b>Area C – Humanities/Arts (6 hours)</b>	
Arts/Literature (3 hours)	MUSC 1100 (Music Appreciation) or ARTS 1100 (Art Appreciation) FILM 1005 (Intro to Film) or ENGL 2110 (World Literature) or ENGL 2100 (Trans-Atlantic English Literature)
Global Culture (3 hours)	RELN 1100 (World Religions) or GEOG 1101 (Human Geography) or one semester of intermediate level foreign language (2001 or higher in Spanish, French, or Chinese)
<b>Area D – Science, Mathematics, and Technology (11 hours)</b>	
Science (7 hours)	<i>Choose one sequence:</i> PSCI 1101K and PSCI 1102K (Physical Sciences I & II) BIOL 1101K and BIOL 1102 (Biological Sciences I & II) CHEM 1211K and CHEM 1212K (Principles of Chemistry I & II) CHEM 1151K and CHEM 1152K (Survey of Chemistry I & II)
Information Technology (4 hours)	ITEC 2110 (Digital Media) or ITEC 2120 (Introduction to Programming)
<b>Area E – Social Sciences (12 hours)</b>	
History (6 hours)	<i>Choose one US History course:</i> HIST 2111 (U.S. History I) or HIST 2112 (U.S. History II) <i>and one other course from the following:</i> HIST 1111 (World History I), HIST 1112 (World History II), HIST 1121 (Western Civilization I), or HIST 1122 (Western Civilization II)
Human and Institutional Behavior (6 hours)	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) or SOCI 1101 (Introduction to Sociology) or ANTH 1102 (Introduction to Anthropology) or ECON 2100 (Introduction to Economics)
<b>Area F – Pre-Requisites for Major (18 hours)</b>	Requirements to be determined by the academic program. Must receive a grade of “C” or better.

See Board of Regents Policy Manual Section 3.3.1.

3. By completing the General Education requirements, students will satisfy the overlay requirements in the areas of Critical Thinking, Global Learning, and United States Perspectives. The courses which students may take at GGC are listed below.

<b>Critical Thinking</b>		
MATH 1111 (College Algebra)	MATH 1113 (Pre-Calculus)	MATH 2200 (Calculus I)
CHEM 1151K (Survey of Chemistry I with Lab)	CHEM 1152K (Survey of Chemistry II with Lab)	
CHEM 1211K (Principles of Chemistry I with Laboratory)	CHEM 1212K (Principles of Chemistry II with Laboratory)	
BIOL 1101K (Biological Sciences I and Laboratory)	BIOL 1102 (Biological Sciences II)	
PSCI 1101K (Physical Science with Laboratory)	PSCI 1102 (Physical Sciences)	
ENGL 2110 (World Literature)	ENGL 2100 (Transatlantic English Literature)	
ANTH 1102 (Introduction to Anthropology)		

ART 1100 (Art Appreciation)		
ECON 2100 (Introduction to Economics)		
FILM 1005 (Introduction to Film)		
MUSC 1100 (Music Appreciation)		
PSYC 1102 (The Psychological Experience)		
SOCI 1101 (Introduction to Sociology)		
<b>Global Perspective</b>		
ENGL 2110 (World Literature)	ENGL 2100 (Transatlantic English Literature)	
HIST 1111 (Survey of World History/Civilization I)	HIST 1112 (Survey of World History/Civilization II)	
HIST 1121 (Survey of Western Civilization I)	HIST 1122 (Survey of Western Civilization II)	
HIST 2111 (Survey of United States History I)	HIST 2112 (Survey of United States History II)	
ART 1100 (Art Appreciation)		
FILM 1005 (Introduction to Film)		
FREN 2001 (Intermediate French I)		
GEOG 1101 (Introduction to Human Geography)		
MUSC 1100 (Music Appreciation)		
RELN 1100 (World Religions)		
SPAN 2001 (Intermediate Spanish I)		
<b>United States Perspective</b>		
HIST 2111 (Survey of United States History I)	HIST 2112 (Survey of United States History II)	
POLS 1101 (American Government)		

### 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 Georgia Gwinnett 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 two 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 have successfully completed English 1101 or English 1102 with a final grade of "C" or better at Georgia Gwinnett College or any other USG institution.

**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. 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.
- 5) 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:**

- 1) Students will demonstrate proficiency in analyzing and evaluating forms, arguments, and rhetorical strategies of texts.
- 2) Students will demonstrate the ability to identify and use appropriate tone, diction, style and format for diverse audiences.
- 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.

**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 articles which the student will read are discipline specific. 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 are three randomly accessed versions of the test.

*United States and Georgia History and Constitution*

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.

United States and Georgia History Exams

Eligibility to Take History Tests

The tests are 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 to take the US History test or to take an additional specific history course if they completed the Area E history requirement without taking a US history course.

Students will be required either to take the Georgia History test or to take an additional specific history course if they fall into one of the following categories:

1. Students who received US History AP credit which exempted their taking the General Education Area E required history courses.
2. Students who completed a US History course in fulfilling the Area E history requirement at a non-USG system school.

Students may take either test only twice in their academic career and not more than once per semester. If they fail a test twice, they MUST take an additional course that meets the legislative requirement.

## Overview of US History Test

This computer-based test contains multiple choice questions that replicate a rigorous final exam in a course that meets the US History legislative requirements. Thus the test format includes 33 US history multiple choice questions worth 3 points and one question worth 1 point for a total of 100 points. The thirty-four questions are generated from a test bank of over 900 questions.

## Overview of Georgia History Test

This computer-based test consists of 40 multiple choice questions that focus on the political and social history of the state from prehistory to contemporary experience.

## 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) and HIST 3265 (Georgia History).

## 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.

### Multiple Concentrations

Students may choose to complete multiple concentrations within the same academic degree program. In order to complete multiple concentrations, students must satisfy all required courses for each concentration, including specified general education requirements across schools, if applicable. In addition to the completion of these required courses, students must earn the total number of credits required in the first concentration and they also must take a minimum of 15 additional hours for each concentration, or the stipulated amount of hours for the concentration in that discipline, as is applicable. Multiple concentrations will be noted on the transcript.

To declare multiple concentrations, students must complete the "Application for Multiple Concentrations" form. After declaring multiple concentrations, students must be advised by the appropriate faculty in each of the academic

specialty areas, if applicable. If a student would like to take 15-18 hours in a discipline or major outside of his/her academic degree program, the student should pursue the appropriate academic minor.

## 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**.

### 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.



Georgia Gwinnett  
COLLEGE

# Programs of Study

# 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, Economics, Finance, General Business, International Business, Leadership, Management Information Systems 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 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, and 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

Select 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)

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 (Legal Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

### Additional Requirements (3 hours)

#### Physical Education Requirement

Choices for Life	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 3000 (Quantitative Analysis)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global 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 Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

#### Accounting Concentration (21 semester 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
ACCT 4300 (Business Law and Regulation)	3
Accounting Electives (must be at the 3000/4000 level)	6

#### General Electives (3 semester hours)

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

# Bachelor of Business Administration (BBA)

## Concentration Economics

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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 (Legal Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

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

#### **Physical Education Requirement**

Choices for Life	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 3000 (Quantitative Analysis)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global 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 Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

#### **Economics Concentration (18 semester hours)**

ECON 3102 (Intermediate Microeconomics)	3
ECON 3103 (Intermediate Macroeconomics)	3
ECON 4101 (International Economics)	3
Economics Electives (must be at the 3000/4000 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 Finance

### **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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 ((Legal Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

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

#### **Physical Education Requirement**

Choices for Life	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 3000 (Quantitative Analysis)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global 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 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 (3 semester hours)**

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

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

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 (Legal Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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 3000 (Quantitative Analysis)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global 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 Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

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

BUSA 3600 (Telecommunications/Network Design and Integration)	3
BUSA 4751 (Business Internship/Experiential Learning) (or Business Elective at the 4000 level)	3
MGMT 4220 (Project Management)	3
Business Electives (must be at the 3000/4000 level)	9
Must include one of the following:	
ECON 4101 (International Economics)	
FINA 4101 (International Finance)	
MKTG 4400 (International Marketing)	
BUSA 4500 (Studies Abroad)	

**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)

Select 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

Select 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)

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 (Legal Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

### Additional Requirements (3 hours)

#### Physical Education Requirement

Choices for Life	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 3000 (Quantitative Analysis)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global 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 Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

#### International Business Concentration (18 hours)

Select 18 hours from the following courses.

ACCT 3301 (International Accounting)	3
BUSA 4500 (Studies Abroad)	3 or 6
BUSA 4700 (Selected Topics in Business)	3
BUSA 4751 (Business Internship)	3
ECON 4101 (International Economics)	3
FINA 4101 (International Finance)	3
MGMT 4101 (International Management)	3
MKTG 4650 (International Management of IT)	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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 (Legal Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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 3000 (Quantitative Analysis)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global 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

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

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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 (Legal Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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 3000 (Quantitative Analysis)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global 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 Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

**Leadership Concentration (21 semester hours)**

LEAD 3000 (Essential of Leadership)	3
LEAD 4750 (Leadership Practicum)	3
LEAD 4100 (Global Leadership)	3
MGMT 4350 (Leadership in 21 <sup>st</sup> Cent. Org.)	3

Leadership Electives

Select 3 courses from the following: 9

LEAD 3110 (Leading Org. Change)	
LEAD 3500 (Leadership in Teams)	
LEAD 3700 (Decision Making & Creativity)	
MGMT 4105 (Theories of Motivation)	
MGMT 4400 (Negotiations)	
MSL 4010 (Adaptive Leadership)	
MSL 4020 (Leadership in a Complex World)	
BUSA 4500 (Studies Abroad)	
BUSA 4751 (Business Internship)	



# Bachelor of Business Administration (BBA)

## Concentration Management Information Systems

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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 (Legal Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

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

#### **Physical Education Requirement**

Choices for Life	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 3000 (Quantitative Analysis)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global 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 Management)	3
MGMT 4700 (Strategic Management – Capstone)	3

#### **MIS Concentration (15 semester hours)**

BUSA 3600 (Telecommunications)	3
I TEC 3200 (Intro to Databases)	3
MGMT 4220 (Project Management)	3
MGMT 4620 (Systems Analysis & Design for Mgr)	3
MGMT 4650 (International Management for IT)	3

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

I TEC 3300 (Information Security)	3
I TEC 3350 (E-Commerce)	3
MGMT 4200 (Organization & Technology)	3
ACCT 4350 (IT Audit & Control)	3
BUSA 4751 (Bus Leadership/Exper. Learning)	3

Select one of the Following:

FINA 4101 (International Finance)	3
MKTG 4400 (International Marketing)	3
MKTG 4450 (Global Marketing & the Internet)	3

#### **General Electives (3 semester hours)**

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

## **Minor in Business Administration-Non-Business Majors**

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 the following six courses:

ACCT 2101 – Introduction to Financial Accounting or ACCT 2102 Introduction to Managerial Accounting  
BUSA 2105 - Business Communications or BUSA 2106 Environment of Business  
ECON 2105 – Principles of Macroeconomics or ECON 2106 – Principles of Microeconomics

**Select three of following:**

MGMT 3000 – Principles of Management  
MKTG 3000 – Principles of Marketing  
FINA 3000 - Financial Management I  
BUSA 3200 - Global Business

Three 3000 level or higher business courses must be taken **in residence** to satisfy the Business Minor Requirement

If the student already has transfer credit for MKTG 3000 and/or MGMT 3000 and/or FINA 3000 and/or BUSA 3200, the student must take higher level MKTG and/or MGMT and/or FINA and/or BUSA courses **in resident**.

A minimum grade of “C” must be earned in each of the six courses

A student in any degree program other than Business Administration (BBA) can add a Business Minor. The student’s final transcript will note that the student satisfied the requirements for a business minor.

Students should fill out the form “Application for Business Minor for Non-Business Majors” and deliver to the School of Business.

## *School of Business* *Leadership Minor*

This minor in leadership is for students who are not pursuing a BBA. The minor will blend theory and application and anticipate the increasing demand for public service leaders. The program would provide the knowledge and skills needed to contribute to organizational, political, and social life, guided by four key leadership tenets: Character, Competency, Citizenship, and Civility.

The structure and content of the minor are designed in such a way so that students will gain knowledge and skills in leadership. In addition, the minor is consistent with and furthers GGC's mission of preparing graduates who are inspired to lead at the local, state, national and international levels, and who are prepared to anticipate and respond effectively to an uncertain and changing world. Students with a minor in Leadership will be expected to achieve the following outcomes:

- Demonstrate an understanding of leadership theories and practices.
- Articulate a personal philosophy of leadership and develop strategies for leading.
- Demonstrate an understanding of the importance of ethical, legal, civic and economic perspectives in contemporary environments.
- Identify current global issues in light of their effect on institutional opportunities and decisions.
- Demonstrate effective oral, written, and interpersonal communication.

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.

### **Required Courses:**

BUSA 2106 – Legal Environment of Business. Prerequisites: ENGL 1101; ENGL 1102

MGMT 3000 – Principles of Management. Prerequisites: BUSA 2106 and consent of the instructor.

LEAD 3000 – Essentials of Leadership. Prerequisites: MGMT 3000

LEAD 4100 – Global Leadership. LEAD 3000 and consent of the instructor

LEAD 3500 – Leadership in Teams. Prerequisites: MGMT 3000

MGMT 4350 –Leadership in 21<sup>st</sup> Century Organizations. LEAD 3000 and MGMT 3000

## 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

- 1.1 Candidates know the content they are expected to teach.
- 1.2 Candidates utilize a variety of content appropriate instructional strategies that maximize learning for all students.
- 1.3 Candidates seamlessly integrate technology into the design, delivery, and assessment of learning environments and experiences.
- 1.4 Candidates manage learning environments to maximize student success.

#### Domain 3: Assessment and Analytical Expertise

- 1.1 Candidates assess student learning using appropriate assessment tools.
- 1.2 Candidates organize, analyze, and interpret assessment data from multiple sources.
- 1.3 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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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**

Choices for Life	1
Additional Physical Education	2

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

#### **Formal Admission to Teacher Education Required**

#### **Literacy Education (15 hours)**

ELAN 3000 (Language, Literacy 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 Solving)	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 4815A (Student Teaching: Professional Practices)	4
EDUC 4815B (Student Teaching: Planning and Assessment)	4

#### **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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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
MATH Content Course (Except MATH 2008)	3
Two Content Courses in one of the following History, Science, Social Science, or English	6

\*required prior to admission to Teacher Education

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	1
Additional Physical Education	2

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

**Formal Admission to Teacher Education Required**

**Literacy Education (15 hours)**

ELAN 3000 (Language, Literacy, 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 (Probability, Statistics & 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 Spec. Ed)	8

**Leadership and Clinical Experiences (9 hours)**

EDUC 4020 (Opening of School Experience: ECE)	0
EDUC 4800 (Leadership Seminar)	1
EDUC 4825A (Student Teaching: Professional Practices)	4
EDUC 4825B (Student Teaching: Planning and Assessment)	4

**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

## 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)

IITEC 1001(Introduction to Computing)	4
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### Area C – Humanities/Fine Arts (6 hours)

Select 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

Select 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)

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

IITEC 2110 (Digital Media)	4
IITEC 2120 (Intro 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

Select 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

Select 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) or	3
CJCR 2400 (Ethics in Criminal Justice)	3
PSYC 1102 (The Psychological Experience)	3

SOCI1160 (Introduction to Social Problems)	3
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Select one from the following:

POLS 2201 State and Local Government	3
PSYC 2400 Introduction to Abnormal Psychology	3
GEOG 1101* Introduction to Human Geography	3
(*If not used in another area)	

123 credits required for graduation

### Additional Requirements (3 hours)

#### Physical Education Requirement

Choices for Life	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)

Select six from the following:

CJCR 3210 (Organized Crime)	3
CJCR 3220 (Juvenile Delinquency)	3
CJCR 3230 (Gangs)	3
CJCR 3510 (Institutional Corrections)	3
CJCR 3800 (Criminal Justice Administration)	3
CJCR 3810 (Juvenile Justice)	3
CJCR 4000 (Special Topics)	3
CJCR 4120 (Gender, Ethnicity and Justice)	3
CJCR 4210 (Criminal and Deviant Behavior)	3
CJCR 4220 (White Collar Crime)	3
CJCR 4230 (Criminal Violence)	3
CJCR 4240 (Victimology)	3
CJCR 4250 (Crime Prevention)	3
CJCR 4340 (Homeland Security & Terrorism)	3
CJCR 4350 (Criminal Law)	3
CJCR 4410 (Police & the Community)	3
CJCR 4420 (Comparative Criminal Justice Systems)	3
CJCR 4510 (Community Based Corrections)	3
CJCR 4720 (Constitutional Law: Civil Liberties)	3
CJCR 4930 (Internship in Criminal Justice)	3

#### Additional Criminal Justice Discipline Electives (6 hours)

Select two from the following courses:

ANTH 3010/ENGL 4520/ GEOG 3320/HIST 3135/ POLS 3200/ POLS 4700/ PSYC 3023/ PSYC 3410/RELN 3010/ SOCI 3201
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#### General Electives (15 hours)

1000-4000 level

See GGC Course catalog

## **CRIMINAL JUSTICE/CRIMINOLOGY MINOR**

The minor in Criminal Justice/Criminology is consistent with the B.S. major in Criminal Justice/Criminology as 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. It emphasized the “theory-into practice” approach upon which the criminal justice/criminology program is based.

The Criminal Justice/Criminology minor consists of fifteen (15) credit hours of coursework. The following are required classes:

CJCR 1100	Introduction to Criminal Justice	3 hours
CJCR 3200	Criminology	3 hours

Nine (9) additional hours from the following upper division courses:

CJCR 3210	Organized Crime
CJCR 3220	Juvenile Delinquency
CJCR 3230	Gangs
CJCR 3300	The Judicial System
CJCR 3400	American Police Systems
CJCR 3500	Corrections
CJCR 3510	Institutional Correction
CJCR 3600	Statistics for the Social Sciences
CJCR 3700	Criminal Procedures
CJCR 3800	Criminal Justice Administration
CJCR 3810	Juvenile Justice
CJCR 4120	Gender, Ethnicity and Justice
CJCR 4210	Criminal and Deviant Behavior
CJCR 4220	White Collar and Cybercrime
CJCR 4230	Criminal Violence
CJCR 4240	Victimology
CJCR 4250	Crime Prevention
CJCR 4340	Homeland Security and Terrorism
CJCR 4350	Criminal Law
CJCR 4410	Police and the Community
CJCR 4420	Comparative Criminal Justice Systems
CJCR 4510	Community Based Corrections

## **BACHELOR OF ARTS – ENGLISH**

The School of Liberal Arts offers the Bachelors of Arts degree with a major in English. The B.A. program in English serves students interested in examining literature and culture with a course of studies 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. The English program provides students with learning experiences of increasing levels of complexity and enrichment. The program offers 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 six areas of study: 2000-level proficiency in a foreign language, English Core, Concentration, and General Electives, a service learning course, and a senior capstone experience. The foreign language proficiency ensures majors have an enriched understanding of the diversity of languages, literacies, and cultures. The English Core is designed to promote a common body of knowledge needed for proficiency across a wide range of educational institutions and settings, and private and public sectors organizations. The service learning requirement gives majors a real-world understanding of how their learning and work in English can impact communities and organizations. Concentration courses and the senior capstone experience allow students to delve further into their 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

Georgia Gwinnett College's teacher education program teachers 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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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**

Choices for Life	1
Additional Physical Education	2

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

#### **Required English Courses (24 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

#### **Writing and Rhetoric Electives (18 hours)**

Select 18 hours of 3000/4000 level courses from the following:

ENGL 3001 (Introduction to English Studies)	3
ENGL 3600 (Advanced Composition)	3
ENGL 3880 (Writing and Digital Media)	3
ENGL 3800 (Introduction to Creative Writing)	3
ENGL 3822 (Creative Writing Workshop: Fiction)	3
ENGL 3825 (Theories and Practices for Peer Tutoring)	3
ENGL 3850 (History of Rhetoric)	3
ENGL 3857 (Technical Writing and Comm. Practices)	3
ENGL 3866 (Introduction to Professions in Writing)	3
ENGL 3870 (Basic News Writing and Reporting)	3
ENGL 3890 (Rhetorical Criticism)	3
ENGL 4200 (Special Topics in English)	3
ENGL 4860 (Visual Rhetoric)	3
ENGL 4880 (Digital Rhetoric)	3

#### **General Electives (18 hours)**

Select 9 hours of 3000/4000 level courses from any discipline or school (see catalog for courses) in consultation with advisor. 9

Select 9 hours of 2000 level or higher courses from any discipline or school (See catalog for courses) in consultation with advisor 9

# 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)

Select 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

Select 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)

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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

Choices for Life	1
Additional Physical Education	2

### Program of Study (60 semester hours)

#### Required English Courses (24 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

#### Language and Literature Electives (18 hours)

Select 18 hours of 3000/4000 level courses from the following:

ENGL 3001 (Introduction to English Studies)	3
ENGL 3040 (Introduction to Language and Linguistics)	3
ENGL 3222 (Literature and Science)	3
ENGL 3250 (Studies in Women's Literature)	3
ENGL 3330 (Studies in the American Renaissance)	3
ENGL 3331 (Major Movements in American Lit I)	3
ENGL 3332 (Major Movements in American Lit II)	3
ENGL 3343 (African American Literature)	3
ENGL 3350 (Ancient and Medieval Literature)	3
ENGL 3435 (Movements in 19c British Literature)	3
ENGL 3436 (Victorian Literature)	3
ENGL 3437 (Twentieth-Century British 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 (18 hours)

Select 9 hours of 3000/4000 level courses from any discipline or school (see catalog for courses) in consultation with advisor 9

Select 9 hours of 2000 level or higher course from any discipline or school (see catalog for courses) in consultation with advisor 9



# 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)

Select 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

Select 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)

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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

Choices for Life	1
Additional Physical Education	2

### Program of Study (60 semester hours)

#### Required English Courses (24 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

#### Electives (18 hours)

Select 18 hours of 3000/4000 level courses from any of the humanities (e.g., English, History, Film, Arts Music, French and Spanish) in consultation with advisor

#### General Electives (18 hours)

Select 9 hours of 3000/4000 level courses from any discipline or school (see catalog for courses) in consultation with advisor 9

Select 9 hours of 2000 level or higher courses from any discipline or school (see catalog for course) in consultation with advisor 9

**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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120 (Intro 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

Select 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

Select 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

**\*\* Recommended choices for Area C**

\*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

Area F includes 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**

Choices for Life	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 and Medieval Literature)	3
ENGL 3450 (Renaissance Literature)	3
ENGL 4410 (Studies in Restoration and Neo-Classical Literature)	3
ENGL 3331 (Major Movements in American Lit I)	3
ENGL 3332 (Major Movements in American Lit II)	3
ENGL 3435 (Movements in 19 c British Literature)	3
ENGL 3437 (20c. British Literature)	3
ENGL 4850 (Senior Seminar)	3

Select 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)**

ENGL 3000 (Content Methods)	4
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
EDUC 4040 (Opening of School Experience: English)	0
EDUC 4500 (Assessment)	3
EDUC 4550 (Instructional Adaptation)	4
EDUC 4800 (Leadership Seminar)	1
EDUC 4845A (Student Teaching: Professional Practices)	4
EDUC 4845B (Student Teaching: Planning and Assessment)	4

\*required prior to Admission to Teacher Education

## Minor in English

The Minor in English allows students to enhance skills in critical thinking, writing and effective communication that are invaluable in today's society. The Minor program will build upon the foundation in rhetoric and writing skills formed in the Gen Ed core and will introduce students to the basics of literary studies. With nine credits of advanced, elective study, students will have the freedom to increase either breadth or depth in writing, rhetoric or literature.

**Requires 18 credit hours, all completed with a grade of C or higher, as delineated below:**

Core Writing Competency (3 credit hours):

ENGL 3600 (Advanced Composition)

Core Literature (6 credit hours):

Two 2000-level ENGL courses, *excluding* ENGL/BUSA 2105 and any course taken as a part of the Gen Ed core in Areas A through E

Advanced Study (9 credit hours):

Three ENGL courses at the 3000-level or higher

## **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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 2000 level non-US History course.	3

\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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

Select 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 (Early National US History 1790-1840)	3
HIST 3120 (Civil War and Reconstruction)	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 3185 (America Military History)	3
HIST 3200 (African American History to 1877)	3
HIST 3250 (American Environmental History)	3
HIST 3265 (History of Georgia)	3
HIST 3710 (History of Bus in America, Britain & Japan)	3
HIST 3850 (Introduction to Public History)	3
HIST 4145 (Sixties America)	3
HIST 4240 (History of American Education)	3
HIST 4250 (Intellectual & Cultural History of Colonial America)	3
HIST 4388 (World War II)	3
HIST 4990 (Special Topics)**	3

\*at least one course must be at the 4000 level

\*\* must be a course in American history; students cannot take more than two special-topics courses in history

**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

**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)**

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

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 2000 level non-US History course.	3

\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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
Select 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*	
HIST 3185 (American Military History)	3
HIST 3250 (American Environmental History)	3
HIST 3710 (History of Business in American, Britain, Japan)	3
HIST 3721 (History of Ancient and Medieval Science & Tech)	3
HIST 3722 (History of Modern Science and Technology)	3
HIST 3740 (Ancient and Medieval Military History)	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 4780 (Cultural & Intellectual History of Ancient Med))	3
HIST 4990 (Special Topics)**	3

\*at least one course must be at the 4000 level

\*\* must be as course on a thematic topic; students cannot take more than two special-topics courses in history.

**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



**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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 2000 level non-US History course.	3

\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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
Select 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 3335 (Europe since 1789)	3
HIST 3406 (History of Britain to 1688)	3
HIST 3407 (Modern Britain and the Empire)	3
HIST 3427 (Modern Germany)	3
HIST 3525 (Europe and the Islamic World, 600-1800)	3
HIST 3710 (History of Business in American, Britain, Japan)	3
HIST 3721 (History of Ancient & Medieval Science & Tech)	3
HIST 3722 (History of Modern Science & Technology)	3
HIST 3740 (Ancient and Medieval Military History)	3
HIST 3760 (History of Politics & Culture from Antiquity To the Enlightenment)	3
HIST 3775 (History of Medieval Life, Religion and Thought)	3
HIST 4388 (World War II)	3
HIST 4527 (Christians and Jews in the Islamic World)	3
HIST 4780 (Cultural & Intellectual History of Ancient Med.)	3
HIST 4999 (Special Topics)**	3

\*at least one course must be at the 4000 level

\*\*must be a course in European history; students cannot take more than two special-topics courses in history.

**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

**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)**

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

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

IITEC 2110 (Digital Media)	4
IITEC 2120 (Intro 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

Select 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

Select 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 2000 level non-US History course	3

\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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

Select 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 3507 (Modern Mexico)	3
HIST 3510 (Colonial Latin American History)	3
HIST 3520 (History of the Middle East and India)	3
HIST 3525 (Europe and the Islamicate World, 600-1800)	3
HIST 3540 (History of China and Japan)	3
HIST 3710 (History of Business in America, Britain, Japan)	3
HIST 4388 (World War II)	3
HIST 4527 (Christians and Jews in the Islamicate World)	3
HIST 4575 (The Atlantic Slave Trade)	3
HIST 4670 (Social Revolutions I Modern Latin America)	3
HIST 4990 (Special Topics)**	3

\*at least one course must be at the 4000 level

\*\*must be a course in world history; student cannot take more than two special-topics courses in history

**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

**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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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
2000 Level Non-U.S. History Course	3

\*\*U.S. History sequence must be taken if not used in Area E

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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 3120 Civil War and Reconstruction	3
HIST 3540 History of China and Japan	3

Select one from the following:

HIST 3310 Greece and the Ancient Near East	3
HIST 3315 Rome and the Mediterranean	3

Select 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 4855A (Student Teaching: Professional Practices)	4
EDUC 4855B (Student Teaching: Planning and Assessment)	4

\*required prior to Admission to Teacher Education

### **Minor in History**

A minor in History is offered for students pursuing a degree in another academic subject. A 2.0 cumulative grade point average must be earned for courses completed in the minor and at least 6 semester hours of upper division courses (3000-4000 level) in the minor must be completed at GGC. The requirements for a minor in History include the completion of 15 semester hours of upper division history courses, selected in consultation with a faculty member in the History program. Entry into 3000-4000 level courses requires the completion of the English 1102 and the Area E history requirement. Courses used for a student's major may not be used toward a history minor.

## **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 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 four areas of study: Political Science Required Courses, Concentrations, Additional Political Science/Outside Discipline electives 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. Additional Political Science/Outside Discipline electives and 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) The ability to explore a variety of approaches to politics and the study of government.
- 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) The ability to explore a variety of approaches to politics and the study of government.

**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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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

Select 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**

Choices for Life	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 4490 (Senior Seminar)	3
Select one from the following:	
POLS 4170 (Congress)	3
POLS 4180 (Presidency)	3
POLS 4160 (American Judicial Process)	3
Select one from the following:	
POLS 4425 (Political Negotiation/Conflict Res)	3
POLS 4999 (Practicum)	3
POLS 4998 (Directed Research)	3
POLS 3550 (Public Policy Process)	3
POLS 4700 (Constitutional Law: Powers of Government)	3

**American Government Electives (15 hours)**

Complete 15 credit hours from the following:

POLS 3350 (US Foreign Policy)	3
POLS 3550 (Public Policy Process)	3
POLS 4125 (Georgia Government )	3
POLS 4160 (American Judicial Process)	3
POLS 4170 (Congress)	3
POLS 4180 (Presidency)	3
POLS 4425 (Political Negotiation/Conflict Resolution)	3
POLS 4700 (Constitutional Law: Powers of Government)	3
POLS 4720 (Constitutional Law: Civil Liberties & Civil Rights)	3
POLS 4999 (Practicum)	3

**Additional Political Science/Outside Discipline Electives (15 hours)**

Select all 3000/4000 level political science courses (any 3000/4000 level POLS course) OR all 3000/4000 level course 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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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

Select 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**

Choices for Life	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 4490 (Senior Seminar)	3

Select one from the following:

POLS 4170 (Congress)	3
POLS 4180 (Presidency)	3
POLS 4160 (American Judicial Process)	3

Select one of the following:

POLS 4425 (Political Negotiation/Conflict Res)	3
POLS 4999 (Practicum)	3
POLS 4998 (Directed Research)	3
POLS 3550 (Public Policy Process)	3
POLS 4700 (Constitutional Law: Powers of Government)	3

**Comparative Politics Electives (15 hours)**

Select 15 credit hours from the following:

POLS 3200 (Comparative Legal Systems)	3
POLS 3550 (Public Policy Process)	3
POLS 4001 (International Development)	3
POLS 4040 (Comparative Foreign Policy)	3
POLS 4220 (Topics in Comparative Politics)	3
POLS 4425 (Political Negotiation/Conflict Resolution)	3
POLS 4999 (Practicum)	3

**Additional Political Science/Outside Discipline Electives (15 hours)**

Select all 3000/4000 level political science courses (any 3000/4000 level POLS course), OR all 3000/4000 level 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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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

Select 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**

Choices for Life	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 4490 (Senior Seminar)	3

Select one of the following:

POLS 4170 (Congress)	3
POLS 4180 (Presidency)	3
POLS 4160 (American Judicial Process)	3

Select one of the following:

POLS 4425 (Political Negotiation/Conflict Resolution)	3
POLS 4999 (Practicum)	3
POLS 4998 (Directed Research)	3
POLS 3550 (Public Policy Process)	3
POLS 4700 (Constitutional Law: Powers of Government)	3

**International Relations Electives (15 hours)**

Select 15 credit hours from the following:

POLS 3550 (Public Policy Process)	3
POLS 3350 (US Foreign Policy)	3
POLS 4000 (International Organizations)	3
POLS 4001 (International Development)	3
POLS 4400 (International Law)	3
POLS 4425 (Political Negotiation/Conflict Resolution)	3
POLS 4460 (US Security Studies)	3
POLS 4999 (Practicum)	3

**Additional Political Science/Outside Discipline Electives (15 hours)**

Select all 3000/4000 level political science courses (any 3000/4000 level POLS course) OR all 3000/4000 level 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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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

Select 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**

Choices for Life	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 4490 (Senior Seminar)	3
Select one from the following:	
POLS 4170 (Congress)	3
POLS 4180 (Presidency)	3
POLS 4160 (American Judicial Process)	3
Select one from the following:	
POLS 4425 (Political Negotiation/Conflict Res)	3
POLS 4999 (Practicum)	3
POLS 4998 (Directed Research)	3
POLS 3550 (Public Policy Process)	3
POLS 4700 (Constitutional Law: Powers of Government)	3

**Legal Studies Electives (15 hours)**

Select 15 credit hours from the following:

POLS 3200 (Comparative Legal Systems)	3
POLS 4400 (International Law)	3
POLS 4160 (American Judicial Process)	3
POLS 4350 (Criminal Law)	3
POLS 4390 (Legal Research and Writing)	3
POLS 4425 (Political Negotiation/Conflict Resolution)	3
POLS 4480 (Practicum in ADR)	3
POLS 4700 (Constitutional Law)	3
POLS 4720 (Constitution Law: Civil Liberties & Civil Rights)	3
POLS 4999 (Practicum)	3

**Additional Political Science/Outside Discipline Electives (15 hours)**

Select all 3000/4000 level political science courses (any 3000/4000 level POLS course), OR all 3000/4000 level 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)**

Select 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

Select 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)**

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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

Select 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**

Choices for Life	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 (America 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 4875A (Student Teaching: Professional Practices)	4
EDUC 4875B (Student Teaching: Planning and Assessment)	4

\*required prior to Admission to Teacher Education

## Minor in Political Science

The minor in Political Science provides students in various majors across the college the opportunity to explore American and/or international politics in a way to complement their chosen fields. Additionally, an understanding of government and politics is critical to being an engaged citizen and contributor to one's community. The minor in Political Science is structured to give students the flexibility to gain either a breadth of knowledge by selecting courses across the different subfields within Political Science or to gain an in depth knowledge by selecting courses within one subfield. A successful minor will complete 15 credit hours with a minimum grade of "C" in each course. Courses for a major course of study may not be used for completion of a minor in Political Science. Courses completed for the minor will consist of the following:

Required Courses:

POLS 2101 – Introduction to Political Science

POLS 2280 – Research Methods in Political Science

Nine Credit Hours of Political Science Courses at the 3000 and/or 4000 Level

## **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)

Select 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

Select 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)

Select one sequence from the following:

PSCI 1101K (Physical Science I)	4
PSCI 1102 (Physical Science II)	3
BIOL 1101K (Biological Science I)	4
BIOL 1102 (Biological Science II)	3
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

Select one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120 (Intro 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

Select 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

Select 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	6
Semester of a foreign language	3

## Additional Requirements (3-4 hours)

### Physical Education Requirement

Choices for Life	1
Additional Physical Education	2

### Program of Study (60 semester hours)

Select 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

Select 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

Select one from the following:

PSYC 4602 (Senior Thesis)	3
PSYC 4751 (Psychology Internship)	3
PSYC 4000 (Senior Seminar)	3

\*Students must Select 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

<i>PSYC 3400</i>	<i>Personality Psychology (1)</i>
PSYC 3410	Psychopathology
<i>PSYC 3420</i>	<i>Health Psychology (2)</i>
PSYC 3430	Models of Psychotherapy
<i>PSYC 4220</i>	<i>Psychopharmacology (3)</i>
<i>PSYC 4350</i>	<i>Introduction to Forensic Psychology (4)</i>
PSYC 4401	Community Health, Assessment and Planning
<i>PSYC 4410</i>	<i>Psychological Assessment (5)</i>
PSYC 4420	Clinical Psychology
<i>PSYC 4430</i>	<i>Developmental Psychopathology (6)</i>
<i>PSYC 4560</i>	<i>Trauma Across the Lifespan (7)</i>
<i>PSYC 4530</i>	<i>Marriage and Family (8)</i>

#### Developmental/Educational Specialization Courses

<i>PSYC 3400</i>	<i>Personality Psychology (1)</i>
PSYC 3500	Educational Psychology
PSYC 3510	Child Development
PSYC 3520	Adolescence
PSYC 3530	Adult Development and Aging
<i>PSYC 3540</i>	<i>Gender and Sexuality (9)</i>
<i>PSYC 4310</i>	<i>Psychology and Culture (10)</i>
<i>PSYC 4410</i>	<i>Psychological Assessment (5)</i>
<i>PSYC 4430</i>	<i>Developmental Psychopathology (6)</i>
<i>PSYC 4500</i>	<i>Social &amp; Moral Development (11)</i>
<i>PSYC 4510</i>	<i>Cultural &amp; Ethnic Diversity (12)</i>
<i>PSYC 4530</i>	<i>Marriage and Family (8)</i>
PSYC 4540	Black Psychology
<i>PSYC 4550</i>	<i>The Psychology of Hate (13)</i>
<i>PSYC 4560</i>	<i>Trauma Across the Lifespan (7)</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
<i>PSYC 3420</i>	<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
<i>PSYC 4220</i>	<i>Psychopharmacology (3)</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
<i>PSYC 3540</i>	<i>Gender and Sexuality (9)</i>
PSYC 4300	Industrial & Organizational Psychology
<i>PSYC 4310</i>	<i>Psychology and Culture (10)</i>
PSYC 4330	Sports Psychology
PSYC 4340	Consumer Behavior
<i>PSYC 4350</i>	<i>Introduction to Forensic Psychology (4)</i>
PSYC 4360	Political Psychology
PSYC 4370	Psychology and the Legal System
PSYC 4380	Psychology of Prejudice
<i>PSYC 4500</i>	<i>Social &amp; Moral Development (11)</i>
<i>PSYC 4510</i>	<i>Cultural &amp; Ethnic Diversity (12)</i>
<i>PSYC 4550</i>	<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

## Georgia Gwinnett College Certificate in Latin American Studies

The Certificate in Latin American Studies (CLAS) is a collaborative program of the University System of Georgia and the Americas Council. It is open to students in all majors. To apply for acceptance into this program, a student must first complete 30 credit hours, maintain a 2.8 GPA (or above) and complete one 3-credit hour course that focuses on contemporary Latin America or a 3-credit hour course on Latin American culture and civilization. Applications are available from the CLAS coordinator.

To earn a CLAS, students must complete 18 credit-hours in specific courses. Six credit-hours must be in a foreign language (French, Spanish, Portuguese, Haitian Creole or Quechua) at or above the 3000-level. The remaining 12 credit-hours must be in courses that focus on Latin America.

### Language requirement (six credit-hours)

Students pursuing a CLAS must:

Complete six (6) hours of Spanish at the 3000-level or above with a minimum grade of “C.” These hours may be taken as part of an approved study abroad program as long as the course is beyond the intermediate level; **or** Demonstrate written and oral proficiency in Spanish, Portuguese, French, Haitian Creole or Quechua. Demonstration of language proficiency above the intermediate level as defined by ACTFL standards through examination or successful completion of an oral and written examination evaluated by a qualified University System of Georgia faculty member.

### Latin American studies requirement (12 credit-hours)

Students pursuing a CLAS must:

Complete one 3-credit hour course that focuses on contemporary Latin America or a 3-credit hour course on Latin American culture and civilization.

Complete three 3-credit-hour courses (nine hours) in Latin American studies. Two of these must be outside the student’s major. All of them must fall within the following guidelines:

- Any upper-division Latin American courses offered in the University System of Georgia
- Six (6) hours may come from courses that have a minimum 25 percent Latin American component
- No more than 6 (six) hours from study abroad or internships

**NOTE:** *All courses, study abroad programs and internships must be approved by the campus Certificate in Latin American Studies coordinator. All courses require a grade of “C” (2.0) or better. No more than one course may be taken at the 1000-2000 level. The CLAS is awarded upon graduation from GGC; it is not awarded before the student graduates. An overall*

## 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 both components of 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-C	
alculus 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)**

Select 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

Select 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)	

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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**

Choices for Life	1
Additional Physical Education	2

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

**Required Biology Courses (25 semester hours)**

BIOL 3000 (Evolution)	3
BIOL 3500K (Ecology)	4
BCHM 3100K (Biochemistry)	4
BIOL 3200K (Genetics)	4
BIOL 3400K (Cell Biology)	4
BIOL 4700 (Interdisciplinary Applications of Biology)	3

Select one from the following:

STEC 4500 (Undergraduate Research Project)	3
BIOL 4800 (Internship)	3
BIOL 4560 (Research Methods in Biology)	3
BIOL 4570 (Experimental Methods in Biology)	3

**Other Required Courses (11-15 semester hours)**

Select one PHYS sequence from the following:

PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4
or	
PHYS 1111K (Introduction to Physics I)	4
PHYS 1112K (Introduction to Physics II)	4

MATH 2000 (Statistics)	3
MATH 2200 (Calculus I) (if not taken in Area A)	4

**General Biology Electives (8 semester hours)**

Select two of the following:

BIOL 3300K (Microbiology)	4
BIOL 3310K (Botany)	4
BIOL 3350K (Mycology)	4
BIOL 3600K (Zoology)	4

**Additional Electives (12-16 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)**

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

Select 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

Select 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)

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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**

Choices for Life	1
Additional Physical Education	2

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

**Required Biology Courses (30 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

Select one of the following

STEC 4500 (Undergraduate Research Project)	3
BIOL 4800 (Internship)	3
BIOL 4560 (Research Methods in Biology)	3
BIOL 4570 (Experimental Methods in Biology)	3

**Other Required Courses (11-15 semester hours)**

Select one PHYS Sequence from the following:

PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4
or	
PHYS 1111K (Introduction to Physics I)	4
PHYS 1112K (Introduction to 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)

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

Select 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

Select 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)	

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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

Choices for Life	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 4201K (Physical Chemistry I)	4

Select one from the following:

STEC 4500 (Undergraduate Research Project)	3
BIOL 4800 (Internship)	3
BIOL 4560 (Research Methods in Biology)	3
BIOL 4570 (Experimental Methods in Biology)	3

#### Other Required Courses (11-16 semester hours)

Select one PHYS sequence from the following:

PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4
or	
PHYS 1111K (Introduction to Physics I)	4
PHYS 1112K (Introduction to Physics II)	4

MATH 2200 (Calculus I) (if not taken in Area A)	4
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Select one from the following:

MATH 2000 (Statistics)	3
Math 2210 (Calculus II)	4

#### Science Elective (3-4 semester hours)

Select one of the following:

BIOL 3300K (Microbiology)	4
BIOL 3900 (Biotechnology)	3
CHEM 4100K (Instrumental Chemistry)	4

#### Additional Electives (11-16 semester hours)

One elective must have BIOL or BCHM prefix.

5-6 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 TEACHER EDUCATION**

Admission to Teacher Education is required for admission to junior- and senior-level courses in all majors leading to teacher certification. 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. 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 Council, 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 demonstrate 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)**

Select 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

Select 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)

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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**

Choices for Life	1
Additional Physical Education	2

**Program of Study (65 semester hours)**

**Required Science Courses (30-32 semester hours)**

BIOL 3200K (Genetics)	4
BIOL 3300K (Microbiology)	4
BIOL 3400K (Cellular Biology)	4
BIOL 3600K (Zoology) or BIOL 3310K (Botany)	4
BIOL 3500K (Ecology)	4
ISCI 2500K (Interdisciplinary Science)	4

Select two of the following

BIOL 2451K (Human Anatomy & Physiology I)	4
BIOL 2452K (Human Anatomy & Physiology II)	4
BIOL 3000 (Evolution)	3
BIOL 3310K (Botany)	4
BIOL 3600K (Zoology)	4
BIOL 3900 (Biotechnology)	3
BCHM 3100K (Biochemistry)	4

**Required Education Courses (35 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 4835A (Student Teaching: Professional Practices)	4
EDUC 4835B (Student Teaching: Planning and Assessment)	4

\*required prior to Admission to Teacher Education

## **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**

**Concentration: Clinical**

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)**

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

Select 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

Select 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)

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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 hours)**

### **Physical Education Requirement**

Choices for Life	1
Additional Physical Education	2

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

### **Required Exercise Science Courses (24 hours)**

EXSC 3000 (Principles of Exercise Science)	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 3500K (Biomechanics)	4
EXSC 4100K (Exercise Testing and Prescription)	4

Select one from the following:

EXSC 4700 (Internship)	3
STEC 4500 (Undergraduate Research)	3

### **Other Required Courses (15-18 hours)**

Select one from the following:

BIOL 3400K (Cell Biology)	4
BIOL 2516K (Microbiology of Allied Health Professions)	4

PSYC 1102 The Psychological Experience (if not in Area E)	3
MATH 2000 Statistics	3
BIOL 2451K (Human Anatomy and Physiology I)	4
BIOL 2451K (Human Anatomy and Physiology II)	4

### **Additional Electives (18-21 hours)**

Three elective courses must have an EXSC prefix  
12-16 hours must be at 3000/4000 level

***PROGRAM OUTCOME GOALS***

**Bachelor of Science – Exercise Science**

Concentration – Wellness Promotion

Graduates who complete the Exercise Science Major (Wellness Promotion concentration) will demonstrate that they learned:

- 1) Demonstrate the principles of anatomy, physiology, kinesiology, chemistry, physics, and psychology as they relate to an understanding of exercise and wellness promotion.
- 2) Demonstrate mastery of entry level competence in assessing, planning, implementing, and evaluating exercise and wellness related programs and services.
- 3) Demonstrate mastery of theoretical foundations for public health education and wellness promotion.
- 4) Demonstrate and communicate the role of exercise and wellness promotion in society.
- 5) Apply an understanding of exercise and wellness promotion to effectively identify risk factors associated with physical activity, contraindications to exercise testing and physical activity, and identify proper referral protocols and resources for various populations of varied prior medical histories.
- 6) Apply an understanding of exercise and wellness promotion to assess, design, implement, and modify safe and effective behaviors to improve wellness in both healthy and diseased populations.
- 7) Analyze the epidemiological methods for determining causality and frequency of disease, as well as identifying and measuring health risk factors. These POGs map to the concepts and KSAs stressed for certification for a Physical Activity in Public Health Specialist.



# Bachelor of Science (BS) Exercise Science

Concentration: Wellness Promotion

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)**

Select 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

Select 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)**

Select one of the following CHEM sequences:

CHEM 1211K (Principles of Chemistry I)	4
CHEM 1212K (Principles of Chemistry II)	4
Or	
CHEM 1151K (Survey of Chemistry I)	4
CHEM 1152K (Survey of Chemistry II)	4

(extra hour will count in Area F)

Select one from the following:

ITEC 2110 (Digital Media)	4
ITEC 2120 (Intro 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

Select 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

Select 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 2451K (Human Anatomy and Physiology I)	4
BIOL 2452K (Human Anatomy and Physiology II)	4
PHYS 1111K (Introduction to Physics I)	4
BIOL 2516K (Microbiology for Health Sciences)	4
1 hour each from Area A and D	

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

### **Physical Education Requirement**

Choices for Life	1
Additional Physical Education	2

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

### **Required Exercise Science Courses (33 hours)**

EXSC 3000 (Principles of Exercise Science)	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 3500K (Biomechanics)	4
EXSC 3XXX (Community Wellness)**	3
EXSC 3800 (Nutrition in Health & Exercise)	3
EXSC 4200 (Epidemiology and Physical Activity)	3
EXSC 4XXX (Wellness Promotion Program Planning)**	4
Select one from the following:	
EXSC 4700 (Internship)	3
STEC 4500 (Undergraduate Research)	3

### **Other Required Courses (9-12 hours)**

PSYC 1102 The Psychological Experience (if not in Area E)	3
MATH 2000 Statistics	3
PSYC 2100 (Cognition & Learning)	3
PSYC 2200 (Intro to Biological & Neuroscience of Psychology)	3

### **Additional Electives (15-18 hours)**

Three elective courses must have an EXSC prefix at 3000/4000 level  
6-9 hours at the 1000/4000 level

\*\*Course numbers have not been assigned

## **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)

Select 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

Select 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)	

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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)	3
MATH 2450 (Linear Algebra I)	3
MATH 2500 (Foundations of Mathematics)	3

Select 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 hours)

#### Physical Education Requirement

Choices for Life	1
Additional Physical Education	2

### Program of Study (60 hours)

#### Required Mathematics Courses (27 hours)

MATH 3100 (Differential Equations I)	3
MATH 3300 (Mathematical Statistics I)	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
MATH 4900 (Capstone Course)	3

#### Math/Applied Elective Courses (9 hours)

Any 3000/4000 level MATH courses with the exception of MATH 3008, 3011, 3111, 3311 or 3600	9
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#### 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 (5-12 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 Pure 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)**

Select 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

Select 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)

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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)	3
MATH 2450 (Linear Algebra I)	3
MATH 2500 (Foundations of Mathematics)	3

Select 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 hours)**

**Physical Education Requirement**

Choices for Life	1
Additional Physical Education	2

**PROGRAM OF STUDY**

**Required Mathematics Courses (24 hours)**

MATH 3100 (Differential Equations I)	3
MATH 3300 (Mathematical Statistics I)	3
MATH 3500 (Abstract Algebra I)	3
MATH 3700 (Real Analysis I)	3

Select one of the following:

MATH4150 (Complex Analysis)	3
MATH4250 (Topology)	3

Select one of the following:

MATH4700 (Real Analysis II)	3
MATH4500 (Abstract Algebra II)	3

Select 6 hours from the following:

Additional 4000 level MATH course	3
MATH 4900 Capstone Course	3
STEC 4500 (May be repeated)	3

**Math Elective Courses (9 hours)**

Any 3000/4000 level MATH courses with the exception of:  
MATH 3008, 3011, 3111, 3311, or 3600

**Other Required Courses (8-12 hours)**

PHYS 2211K Principles of Physics I	4
PHYS 2212K Principles of Physics II	4
I TEC 2120 Introduction to Programming	4

(If not taken in Area D)

**Additional Electives (15-19 hours)**

At least 4 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 TEACHER EDUCATION**

Admission to Teacher Education is required for admission to junior- and senior-level courses in all majors leading to teacher certification. 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. 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 Council, 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 demonstrate 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) 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)**

Select 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

Select 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)

Select one from the following:

I TEC 2110 (Digital Media)	4
I TEC 2120 (Intro 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

Select 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

Select 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)	3
MATH 2450 (Linear Algebra I)	3
MATH 2500 (Foundations of Mathematics)	3

Select 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 hours)**

**Physical Education Requirement**

Choices for Life	1
Additional Physical Education	2

**Program of Study (64 semester hours)**

**Required Mathematics Courses (24-27 hrs)**

MATH 2300 (Discrete Mathematics)	3
MATH 3021 (Geometry)	3
MATH 3300 (Mathematical Statistics I)	3
MATH 3500 (Abstract Algebra I)	3
MATH 3550 (History of Mathematics)	2
MATH 3700 (Real Analysis I)	3
MATH 4900 (Capstone Course)	3

Select one from the following:

MATH 4500 (Abstract Algebra II)	3
MATH 4700 (Real Analysis II)	3

**Mathematics Elective Courses (6-9 hours)**

MATH 3100 (Differential Equations I)	3
MATH 4150 (Complex Analysis)	3
MATH 4250 (Topology)	3
MATH 4500 (Abstract Algebra II)	3
MATH 4600 (Adv. Mathematical Modeling)	3
MATH 4700 (Real Analysis II)	3

**Required Education Courses (31 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 4865A (Student Teaching: Professional Practices)	4
EDUC 4865B (Student Teaching: Planning and Assessment)	4

\*required prior to Admission to Teacher Education

## **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, Enterprise Systems and Digital Media.

### **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.

### **LAPTOP REQUIREMENT FOR I.T. MAJORS**

All Information Technology students in their Junior and Senior years at GGC are required to purchase (or possess) a laptop computer and specific software bundle identified by the School of Science and Technology. Additional information regarding the IT Laptop Program's hardware, software, and networking requirements can be found at [my.ggc.edu/group/guest/sst-itec](http://my.ggc.edu/group/guest/sst-itec). Additional requirements may be needed for some courses. In this event, GGC will provide the necessary computing environment on campus to support these initiatives.

Any non-IT major students who are taking ITEC 3000-4000 level courses are expected participate in this program and have the IT Laptop purchased. All IT Junior and Senior students are expected to purchase the specified laptop and the required software bundle by the start of classes.

## **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 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 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 knowledge of widely accepted information and systems security policies

**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)**

Select 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

Select 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

Select 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

Select 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 2201 (Introduction to Information Systems)	3
I TEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	1
Additional Physical Education	2

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

**Required Information Technology Courses (34 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 3300 (Information Security)	3
I TEC 3600 (Operating Systems)	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
<b>Select one of the following:</b>	
I TEC 4310 (Operating Systems Security)	3
I TEC 4320 (Internet Security)	3

**Other Required Courses (7-12 semester hours)**

MATH 2200 (Calculus I if not taken in Area A)	4
<i>Select one basic science sequence:</i>	
PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4
<i>or</i>	
BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4
<i>or</i>	
MATH 2210 (Calculus II)	4
MATH 2450 (Linear Algebra)	3

**Additional Electives (14-19 semester hours)**

8-13 hours must be I TEC courses  
 6 hours can be open electives (2000 and above)  
 6 hours must be 3000/4000 courses

***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)**

Select 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

Select 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

Select 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

Select 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 2201 (Introduction to Information Systems)	3
I TEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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
<i>Select one basic science sequence:</i>	
PHYS 2211K (Principles of Physics I)	4
PHYS 2212K (Principles of Physics II)	4
<i>or</i>	
BIOL 1107K (Principles of Biology I)	4
BIOL 1108K (Principles of Biology II)	4
<i>or</i>	
MATH 2210 (Calculus II)	4
MATH 2450 (Linear Algebra)	3

**Additional Electives (18-22 semester hours)**

12-16 hours must be I TEC courses  
 6 hours can be open elective (2000 and above)  
 10 hours must be 3000/4000 courses

***PROGRAM OUTCOME GOALS***

**Bachelor of Science – Information Technology**

**Concentration: Enterprise Systems**

Graduates who complete the Information Technology Major (Enterprise Systems 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 Enterprise Systems

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)**

Select 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

Select 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

Select 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

Select 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 2201 (Introduction to Information Systems)	3
I TEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	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 3200 (Introduction to Databases)	3
I TEC 3350 (E Commerce)	3
I TEC 3700 (Systems Analysis & Design)	3
I TEC 3900 (Professional Practice and Ethics)	3
I TEC 4150 (Enterprise Process Integration)	4
I TEC 4750 (Enterprise Architecture Design)	4

Select one of the following:

I TEC 4900 (Information Technology Internship)	3
STEC 4500 (Undergraduate Research Project)	3

**Other Required Courses (3-7 semester hours)**

MATH 2200 (Calculus I) (if not taken in Area A)	4
MGMT 4220 (Project Management)	3

**Additional Business Electives (12 semester hours)**

Select from four courses from the following:

ACCT 2101 (Intro to Financial Accounting)	3
ACCT 2102 (Intro to Managerial Accounting)	3
ECON 2106 (Principles of Microeconomics)	3
MKTG 3000 (Principles of Marketing)	3
MKTG 3050 (Consumer Behavior)	3
MKTG 4200 (Promotion)	3

**Additional Electives (11-15 semester hours)**

5-9 hours must be I TEC courses  
 6 hours can be open electives (2000 and above)  
 7 hours of 3000/4000 courses must be contained in Additional Business Electives and Additional Electives



***PROGRAM OUTCOME GOALS***

**Bachelor of Science – Information Technology**

**Concentration: Digital Media**

Graduates who complete the Information Technology Major (Digital Media 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 solves 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) Demonstrate knowledge of digital media artifacts as formal, aesthetic, creative works and points of cultural production and exchange.
- 8) Demonstrate a comprehension of the social, ethical and legal implications of ubiquity as well as the psycho-social components of human interface.
- 9) Demonstrate an appreciation of economic, entrepreneurial, and business aspects associated with the production and consumption of digital media.

**Bachelor of Science (BS) Information Technology**  
 Concentration Digital Media

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)**

Select 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

Select 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

Select 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

Select 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 2201 (Introduction to Information Systems)	3
I TEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

**Additional Requirements (3 hours)**

**Physical Education Requirement**

Choices for Life	1
Additional Physical Education	2

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

**Required Information Technology Courses (34 semester hours)**

I TEC 2110 (Digital Media)	4
I TEC 2130 (Web Technologies)	4
I TEC 3100 (Introduction to Networks)	3
I TEC 3200 (Introduction to Databases)	3
I TEC 3450 (Computer Graphics and Multimedia)	3
I TEC 3900 (Professional Practice and Ethics)	3
I TEC 4110 ( Digital Media Capstone Project)	4
I TEC 4450 (Web Development)	4
Select two from the following:	
I TEC 4130 (Human Computer Interaction)	3
I TEC 4550 (Mobile Application Development)	3
I TEC 4650 (Game Development)	3

**Other Required Courses (9-16 semester hours)**

ARTS 2010 (Drawing I)	3
ARTS 2020 (Two Dimensional Design)	3
MATH 2200 (Calculus) If not taken in Area A	4
Select one or two from the following:	
ENGL 3880 (Writing & Digital Media)	3
FILM 3010 (Digital Video Production I)	3
MUSC 3500 (Theory I)	3
MUSC 3600 (Music Theory Production)	3

**Additional Electives (10-17 semester hours)**

4-11 Hours must be I TEC courses  
 6 hours open electives (2000 and above)  
 10 hours of 3000/4000 courses must be contained in Other Required Courses and Additional Electives

## Minor in Information Technology

As technology advances, many fields have become increasingly computational in nature. Computer hardware and software are the essential tools for not only science and engineering fields, but also business and liberal arts disciplines. We could easily find applications of IT in biology, chemistry, mathematics, marketing, accounting, psychology, history, etc.

The purpose of the IT minor program is to provide non-IT major students an opportunity to gain more computational skills and knowledge in IT. The IT curriculum includes programming, database, network, information system, as well as professional practice and ethics. The elective gives students' the option to enhance their knowledge in programming languages, security, e-commerce, computer graphics, system analysis and design.

### ITEC Minor Requirements

The ITEC Minor requires the completion of 5 ITEC courses with at least 9 credits at 3000/4000 level

### Required Courses

ITEC 2120 Introduction to Programming (See note 1)	4 credits
ITEC 2201 Introduction to Information Systems (See note 2)	3 credits
ITEC 3100 Introduction to Networks	3 credits
ITEC 3200 Introduction to Databases	3 credits
ITEC 3900 Professional Practice and Ethics (See note 2)	3 credits

Note 1 For all GGC majors, if ITEC 2120 is applied to satisfy a General Education requirement; the student must take an ITEC elective course (for which the student has satisfied prerequisites) to fulfill the 5 courses ITEC minor requirements.

Note 2: For all Business majors, BUSA 3100 (Management Information Systems) and MGMT 3400 (Ethics and Corporate Social Responsibility) are required. These courses are equivalent to ITEC 2201 and ITEC 3900 respectively, but cannot be counted towards the ITEC minor requirement. Therefore, Business majors must select two ITEC elective courses to fulfill the ITEC Minor requirement.

Additional note: Under the scenario where a Business major (Note 2) also places out of ITEC 1001 (Note 1) the student must select three ITEC elective courses from the list below to fulfill the ITEC Minor requirements.

### Elective Course

Choose electives from any ITEC courses (for which the student has satisfied prerequisites) as needed to complete the 5 course ITEC Minor requirements, which at least 9 hours of 3000/4000 courses.

## **GGC COURSE LISTING**

### **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; and BUSA 2000

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.

### **ACCT4300 – Business Law & Regulations (3)**

Prerequisites: BUSA 2106 Minimum Grade of C and either Junior or Senior Standing

An overview of the specific areas of the law which most directly impact business transactions, with an emphasis on the areas of law particularly important to the accounting profession. Topics covered may include, but are not limited to, debtor-creditor relations, commercial paper, professional and legal responsibility, contracts, secured transactions, agency, partnership, corporations, securities and bankruptcy.

**ACCT4350 – IT Audit and Control** Prerequisite: ACCT 2101, ACCT 2102, ITEC 1201/2201, or BUSA 3100

This course explores organizational and managerial issues relevant to planning and conducting Information Technology (IT) audit and control activities. The course covers the following conceptual areas: assessment and control of IT risk as a component of business risk, IT control objectives, design and evaluation of appropriate IT controls required to effectively mitigate IT risks and IT control implications associated with risks created by the use of the internet and wireless transmissions.

### **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 3102, ACCT 3201 and a 3.0 overall GPA

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 sub disciplines: 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.

### **ANTH 3010 – Cultural Anthropology (3)**

Prerequisite: ENGL 1102 and ANTH 1102

As one of the social sciences, Cultural Anthropology studies the causes of human behavior. It studies human behavior from the perspective of the concept of culture and cultural systems. It studies different cultures and peoples of the world, with non-European small scale traditional societies as a contrast with our own culture. Topics include interactions between different areas of culture, social organization, ecology, technology, economics, political structure, are symbolic and religious systems, how these areas interact and affect each other, culture change, modernization and globalization.

### **ANTH 4000 – World Prehistory and Archaeology (3)**

Prerequisite: ANTH 1102 and ENGL 1102, each with a grade of C or better

This course introduces students to archaeology as a method of scientific investigation and a way of studying human and the causes of human behavior. Particular emphasis is placed on archaeological study of environment, technology and demography, and how those factors interact with social organization and worldview to produce distinctive cultures throughout the world. Examples include the prehistoric Paleolithic of Europe, Africa and Asia, the global Neolithic Revolution (including Georgia), and the rise of chiefdoms, states, cities, and civilizations worldwide.

## **ART (ARTS)**

### **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 1100H – Art Appreciation Honors (3)**

Prerequisite: None please see co-requisite.

Co-requisite: Enrollment in the GGC First Year Honors Experience or Honors Program; or, permission of the Dean of Liberal Arts and the Director of the GGC Honors Programs.

Art Appreciation is a survey 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 will be discussed. This course offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means that Arts 1100-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

**ARTS 2010 – Drawing I (3)**

Studio methods course; a practical introduction to the techniques, materials and principles of drawing.

**ARTS 2011 – Drawing II (3)**

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.

**ARTS 2030 – Three Dimensional Design (3)**

An investigation of three dimensional forms and space using various materials and methods.

**ARTS 2100 – Survey of Western Art I (3)**

Prerequisite: ENGL 1101 grade of "C" or higher

This course is an art history survey of the visual arts produced by Western civilizations from approximately 30,000 B.C.E. to 1600 C.E. The major artistic monuments and movements of each time period will be examined in context with the cultural, political and philosophical currents of each era.

**ARTS 3511 – History of American Art (3)**

Prerequisites: ENGL 1102 (grade of "C" or better); FILM 1005 or ARTS 1100 or MUSC 1100 or ENGL 2100 or 2110 (grade of "C" or better); or consent of instructor.

History of American Art is a focused upper level study of the history of American Art from pre-colonial and Pre-Columbian art to the present, with emphasis upon the theories, philosophies, events, styles, major works, and philosophical influences such as Manifest Destiny and Neo-Classical styles of the Academy and the Enlightenment and other trends. Readings, discussion, lecture, and focused individual research and writing will provide a greater depth and insight into the American experience.

**ARTS 3530 – History of Renaissance Art (3)**

Prerequisites: ENGL 1102 (grade of "C" or better); FILM 1005 or ARTS 1100 or MUSC 1100 or ENGL 2100 or 2110 (grade of "C" or better); or consent of instructor.

A focused examination of the developments, styles and artists of the period from 1370 through the 16th Century in European Art. An examination of paintings, sculpture, prints and architecture of the early, high and late Renaissance in Italy, France, Flanders, England, the Netherlands and Spain and the Spanish possessions. A chronological and comparative study, emphasis is placed on the distinct contributions of specific artists and of different regions. The economic, philosophical, religious, political and cultural developments of the Renaissance are explored in detail. Outside readings are incorporated into class discussions.

**ARTS 3550 - History of Modern Art (3)**

Prerequisite: ENGL 1102 (grade of "C" or better) FILM 1105 or ARTS 1100 or MUSC 1100 or ENGL 2100 or ENGL 2100 (grade of "C" or better); or consent of instructor.

A focused overview and examination of the developments, styles and artists of the period from 1870 through the late 20<sup>th</sup> Century in European and American Art. The development and execution of formal theory, its evolution and impact, and the social and expressive influences will be covered. The flow of artistic influence from the school of Paris to the New York School will be reinforced with lectures, discussions, textbook and additional readings.

## **BIOCHEMISTRY (BCHM)**

### **BCHM 3100K – Biochemistry with Laboratory (4)**

Prerequisite: CHEM 2211K and BIOL 3400K; or CHEM 2212K

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: BIOL 1107K and 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) Apply basic chemical concepts to the understanding of how water and the carbon atom contribute to the fitness and diversity of life. (2) Describe the structure of macromolecules and their functions in organisms (3) Describe the energy production and metabolic pathway (respiration and photosynthesis) of saccharides in plants and animals (4) Differentiate cell structure and function (5) Describe the eukaryotic cell cycle and differentiate between mitosis, meiosis, and binary fission (6) Describe the molecular mechanisms that regulate gene expression from DNA to RNA to protein (7) Apply biological knowledge to real world problems by critically assessing and utilizing scientific information and by understanding of the nature of science.

#### **BIOL 1108K – Principles of Biology II with Laboratory (4)**

Prerequisites: MATH 0099; READ 0098; ENGL 0099

A study of general biology for science and technology majors including laboratory experience. Upon completion of this course, students will: (1) Describe and apply the basic principles of Mendelian genetics and population genetics; (2) Describe and apply the basic principles of evolution and natural selection; (3) Describe the basic characteristics of the major forms of life (Bacteria, Protists, Fungi, Plants, and Animals) on our planet; (4) Describe and apply the basic principles of ecology; and (5) 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 or BIOL 1107K

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) Demonstrate an understanding of homeostasis and its importance in the functioning of the human body systems; (3) Identify various tissue types and cell types; (4) Demonstrate knowledge of tissue type functions; (5) Identify various structures within each of the following organ systems: Integumentary, Skeletal, Muscular, and Nervous; (6) Apply concepts of cell and tissue structures as they relate to the functions of the Integumentary, Muscular, Skeletal, and Nervous systems; (7) Read, understand, critically evaluate and communicate information related to anatomy and physiology from case studies, medical journals, and health articles; (8) Collect data and analyze the results of physiological experiments, using the Scientific Method

#### **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: BIOL24512K or BIOL 2452K with concurrency

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 macro-evolutionary concepts; (4) describe the role of evolution in the formation of new species.

#### **BIOL 3010K – Human Anatomy (4)**

Prerequisites: BIOL 1107K and BIOL 1108K

This course provides a comprehensive coverage of human anatomy. In the course, students will also compare and contrast the structures of vertebrate groups with a focus on evolutionary relationships. Upon completion of this course, students have: (1) Be able to describe the major components of the 12 major organ systems in the Human Body (Reproductive, Urinary, Nervous, Muscular, Respiratory, Skeletal, Lymphatic, Immune, Integumentary and Digestive, Endocrine, and Cardiovascular systems); (2) Demonstrate a general knowledge of basic anatomical terms and



vocabulary; (3) Describe the role of evolution in producing anatomical structures in vertebrate organism; (4) Be able to communicate effectively regarding biology topics in oral and written form using appropriate scientific terminology. This course is intended for Biology Majors

### **BIOL 3020K – Human Physiology (4)**

Prerequisites: BIOL 3400K Recommended: BIOL 3010K

This course provides a broad coverage of vertebrate physiology. Physiology is the study of the function and activities of living things and their parts. In anatomy, you learn what the parts are; in physiology, you learn how they work. Upon completion of this course, students should have: (1) Be able to describe the major components of the 12 major organ systems in the Human Body (Reproductive, Urinary, Nervous, Muscular, Respiratory, Skeletal, Lymphatic, Immune, Integumentary and Digestive, Endocrine, and Cardiovascular systems); (2) Demonstrate a general knowledge of basic physiology terms and vocabulary; (3) Be able to multiple examples how the body's main organ systems maintain homeostasis; (4) Be able communicate effectively regarding biology topics in oral and written form using appropriate scientific terminology. This course is intended for Biology Majors.

### **BIOL 3050 – Tropical Biology (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 3055 – Natural History of Africa (3)**

Prerequisite: Permission of the Instructor and either BIOL 1102 or BIOL 1108K. This course is open to all GGC students regardless of Major

This course introduces students to African ecosystems, plants, and animals. The course includes 45 hours of instruction at GGC (same as a traditional 3 credit college course) plus a 10-18 day field experience in Africa. Upon completion of this course, students will be able to: (1) Describe the ecology of the African ecosystems, (2) Describe the biology and behavior of major African Mammals, (3) Describe typical savanna plants and animals and note their special adaptations, (4) Identify and interact with plants and animals in the natural tropical habitats, (5) Compare and contrast North American and African cultures with a focus on environmental issues. All costs of the course and the trip, including tuition, are the responsibility of the student. Please contact the Office of Internationalization for the possibility potential and meaningful financial support.

### **BIOL 3060 – Biology Content Methods (3)**

Prerequisite: Admission to the Teacher Education Program and successful completion of the following courses: EDUC 3300, EDUC 3350, BIOL 3400K

This course will focus on methods for implementing student-centered instruction in biology. Special emphasis will be placed on the particular ways of knowing associated with biology 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.

### **BIOL 3200K – Genetics (4)**

Prerequisite: BIOL 3400K or BIOL 3400K with concurrency ; CHEM 2211K or CHEM 2211K with concurrency

The study of inheritance from Mendel's classic studies to modern molecular genetics. Upon completion of this course, students will be able to: (1) Describe basic inheritance patterns and the chromosomal basis of heredity; (2) Describe gene organization and genome structure; (3) Demonstrate knowledge of the process of gene expression and regulation; (4) Explain mutation as a source of genetic variability; (5) Describe a historical perspective of genetics, identifying breakthroughs in discovery; and (6) Apply skills in analysis, problem-solving, communication and ethical perspective to genetics

### **BIOL 3300K – Microbiology with Laboratory (4)**

Prerequisite: BIOL 3400K

Upon completion of this course, students will be able to: (1) Demonstrate knowledge of the fundamentals of microbiology including history, microscopy and staining techniques and characteristics and evolution of microorganisms; (2) Demonstrate knowledge of genetics including inheritance of information, causes, consequences and uses of

mutations, exchange and acquisition of genetic information in prokaryotes; (3) Describe and discuss metabolism, growth, growth control and metabolic diversity in prokaryotes; (4) Describe the spectrum of chemotherapeutic antimicrobial activity selective toxicity and how it leads to antibiotic resistance; (5) Explain the interactions and impact of microorganisms and hosts (to include pathology and epidemiology) and the role of microorganisms in the environment; (6) Describe the general concepts of acellular microbes (prions, viroids, viruses) and their role in microbiology; and (7) 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 mechanism of DNA replication and gene expression. (2) Demonstrate knowledge of cell cycle regulation and how its deregulation causes cancer (3) Explain the various methods of membrane transport (4) Describe the structure, production and sorting of membrane and secretory proteins (5) Understand the means by which intercellular and intracellular signaling occurs (6) Describe the steps following fertilization and leading to development of an embryo. (7) Demonstrate knowledge of tissue development, organization and function (8) Define the characteristics of common classes of stem cells and their application (9) Apply cell biological concepts and techniques 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 1108K and (BIOL 3600K or BIOL 3310K or MATH 2000)

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 biogeochemical 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 biogeochemical 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 4000K – Parasitology (4)**

Prerequisites: BIOL 3600K with a grade of C or better or permission of instructor

A study of the taxonomy, morphology, ecology, evolution and life history of the major protozoan and metazoan parasites of animals. Laboratory component will emphasize techniques for the collection and identification of parasite of vertebrates. Upon completion of this course student should: (1) Explain the origin and evolution of parasitism and complex life-cycles; (2) Demonstrate knowledge of major groups of parasitic protozoans and metazoan that infect animals; (3) Describe the major anatomical and physiological characteristics and life-history strategies of these parasites; (4) Explain impact of parasites on animal and human welfare and (5) Develop laboratory skills necessary for the collection, preservation and identification of metazoan parasites of vertebrates. This course is intended for Biology majors.

**BIOL 4150 – Neurobiology (3)**

Prerequisite: BIOL 3010K and BIOL 3020K

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; BCHM 3100K;

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.

Co-requisite: 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 3010K and BIOL 3020K

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 bio manufacturing of fuels, industrial chemicals, pharmaceuticals, food additives and food products; (4) demonstrate knowledge of environmental biotechnology, including waste water treatment, bioremediation and bio mining.

### **BIOL 4540 – Immunology (3)**

Prerequisite: 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.

### **BIOL4560 - Research Methods in Biology (3)**

Prerequisites: BIOL 3400, additional prerequisites will vary by the course theme.

This course provides a comprehensive development of skills necessary for students to become advanced science writers and researchers. To be taken as an alternative to BIOL 4800 Internship or STEC 4500 Research or BIOL 4570. By the end of this course. Students should be able to: Gather accurate information about a possible career path; Effectively use the steps of the scientific method; Communicate in-depth scientific information effectively in oral and written form using appropriate terminology and charts/graphs; Collect and analyze data and present results in appropriate formats including chart, graph and oral/written form.

### **BIOL 4570 – Experimental Methods in Biology (3)**

Prerequisites: BIOL 3400K and CHEM 1212K. Additional prerequisites may vary according to the course theme. Under supervision of the instructor, students will design and execute all components of a specific biological experimental inquiry. Students will analyze self-generated experimental data and prepare both written and oral presentations of the work. Where appropriate, students will be encouraged to present their data at regional professional meetings. To be taken as an alternative to BIOL4800 Internship or STEC4500 Research. By the end of this course, students will be able to (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.

### **BIOL 4600 – Readings in Biology (1)**

Prerequisite: Completion of at least 28 hours of biology courses; permission of faculty member who is to direct the reading.

Individual study or readings under the direction of a faculty member.

### **BIOL 4700 – Interdisciplinary Applications of Biology (3)**

Prerequisite: Completion of at least 28 hours of biology courses

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 chemo dynamics 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: BIOL 3400K and CHEM 1212K and Permission of Instructor

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 1111; 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 – Legal 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. The course will introduce students to legal institutions, constitutional law, common law, and various public laws impacting today's global business environment.

**BUSA 3000 – Quantitative Analysis for Business (3)**

Prerequisites: ITEC 1001; BUSA 2000

This course covers key mathematical concepts and methods in a business context, including the theory and application of statistical methods used in business decision-making and forecasting and mathematical concepts that can be applied for quantitative analysis in various business decision-making areas.

**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 or COMM 1100 or COMM 11100) and BUSA 2106 or permission of instructor

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: FINA 3000, MKTG 3000, MGMT 3000, BUSA 3200, BUSA3100 and a 3.0 overall GPA

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. 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 1152K – Survey of Chemistry II with Lab (4)**

Prerequisites: CHEM 1151K

This is the second of a two-semester sequence covering the fundamental terminology, principles and applications of chemistry and is designed for students pursuing allied health careers. While the focus of CHEM 1151K is general chemistry, the focus of CHEM 1152K is organic chemistry and biochemistry. Upon completion of this course, students will: (1) apply the concepts of bonding, stereochemistry and 3-dimensional arrangement of atoms in molecules and their resulting influence on molecular properties; (2) apply the fundamental language and nomenclature of organic chemistry and biochemistry; (3) describe, predict, and apply fundamental organic chemistry and biochemistry mechanisms, reactions, and processes; (4) describe and apply fundamental concepts of organic chemistry to the structure and function of biologically relevant molecules and processes; (5) effectively and clearly communicate scientific information in written and oral form; (6) collect, present, and analyze scientific data gathered through experiment.

#### **CHEM 1211K – Principles of Chemistry I with Laboratory (4)**

Prerequisite(s): READ 0098, ENGL 0099, MATH 1111 or concurrent enrollment in MATH 1111 or MATH equivalent

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, biochemical, and/or environmental 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) demonstrate understanding of general lab concepts such as unit measurement and evidence of chemical reactivity and (6) apply constructed lecture and laboratory knowledge to an on-going, campus-wide experimental research project.

#### **CHEM 1211K-H Principles of Chemistry I with Laboratory Honors (4)**

Prerequisite: Students must have successfully completed, have received official transcript credit for, or exempted READ 0098 and ENGL 0099. They must have successfully completed, have received official transcript credit for, or have exempted MATH 0099 and be concurrently enrolled in MATH 1111 (College Algebra) or MATH 1113 (Pre-calculus) to take CHEM 1211K. Students can only continue to CHEM 1212K if they complete both the class and lab portions of CHEM 1211K with grades of C or better.

This four-credit course (lecture & laboratory) 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. The instructor will develop an Honors theme for the course. 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, biochemical and/or environmental 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) demonstrate understanding of general lab concepts such as unit measurement and evidence of chemical reactivity, and (6) apply constructed lecture and laboratory knowledge to an on-going, campus-wide experimental research project.

#### **CHEM 1212K – Principles of Chemistry II with Laboratory (4)**

Prerequisite(s): CHEM 1211K or CHEM 1152K; and 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 contexts; 6) apply constructed lecture and laboratory knowledge to an on-going, campus-wide experimental research project.

#### **CHEM 1212K-H Principles of Chemistry II with Laboratory Honors (4)**

Prerequisite: Students must have successfully completed, have received official transcript credit for (CHEM 1211K OR the sequence CHEM 1151K and 1152K) and MATH 1111 with a grade of C or better.

Co-requisite: Enrollment in the GGC First Year Honors Experience or Honors Program; or, permission of the Dean of the School of Science and Technology and the Director of the GGC Honors Programs.

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 contexts; 6) apply constructed lecture and laboratory knowledge to an on-going, campus-wide experimental research project. This honors course offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means that CHEM 1212K-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

#### **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 this course students will: (1) effectively and clearly communicate principles of organic chemistry in written and oral form, (2) identify which of the four fundamental kinds of organic reactions: addition, elimination, substitution or rearrangement is responsible for a given reaction and describe its mechanism, (3) describe bonding, stereochemistry and 3-dimensional arrangement of atoms in organic molecules and apply them to nomenclature and molecular function (4) design preparative synthesis of organic molecules by applying reaction mechanisms, (5) evaluate library and Internet resources to gather, organize, and supply scientific information, (6) apply spectroscopic analysis and techniques to elucidate chemical structure, (7) collect, present and analyze scientific data from a series of organic chemistry techniques and laboratory experiments.

#### **CHEM 2212K – Organic Chemistry II with Laboratory (4)**

Prerequisite: CHEM 2211K

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. Upon completion of this course. students will: (1) effectively and clearly communicate principles of organic chemistry in written and oral form, (2) detail reaction mechanisms not addressed in Organic Chemistry I, (3) describe bonding, stereochemistry and 3-dimensional arrangement of atoms in organic molecules not described in Organic Chemistry I and apply them to nomenclature and molecular function, (4) design multi-step preparative synthesis of organic molecules by applying reaction mechanisms, (5) evaluate and extrapolate information from reference literature for application in organic synthesis, (6) apply spectroscopic analysis techniques to elucidate chemical structure, and (7) collect, present and analyze scientific data from a series of organic chemistry techniques and laboratory experiments.

#### **CHEM 3000K – Analytical Chemistry with Laboratory (4)**

Prerequisite: CHEM 1212K

This course provides practical, hands-on experience in the design and application of analytical techniques to obtain detailed, quantitative information about chemical systems. Upon completion of this course, students will: 1) integrate conceptual models of concentration, solubility, and activity to solve problems in various chemical equilibrium systems, 2) develop and apply appropriate sampling and sample preparation techniques, 3) analyze chemical compounds quantitatively using appropriate methodologies, 4) develop and implement data validation plans, 5) perform scientific



literature review to guide problem solving, and 6) effectively and clearly communicate scientific information following the accepted standards of the scientific community.

#### **CHEM 3100K - Inorganic Chemistry with Laboratory (4)**

Prerequisite: CHEM 2212K

Upon completion of this course, students will: 1) apply the theories of inorganic chemistry to investigate and explain chemical properties at the molecular level and macroscopic level, 2) perform experiments and interpret data that demonstrate the concepts of inorganic chemistry, 3) illustrate and interpret data that lead to the modern structure of the periodic table and periodic trends, 4) apply the principles of inorganic chemistry to describe, predict and critically analyze the physical properties and/or reactivity of main group, transition metal, and lanthanide elements, and 5) illustrate and apply knowledge of the connection between inorganic chemistry and questions that are of interest to science and humanity.

#### **CHEM 3300 – Bioinorganic Chemistry (3)**

Prerequisite: BCHM 3100K

Bioinorganic chemistry examines the role of inorganic chemical species, particularly metal ions, in biological systems. Principles of biochemistry, inorganic and coordination chemistry are used to explore the role and mechanism of essential and non-essential metals in the function and behavior of biomolecules, especially metalloproteinase. Upon completion of this course, the student will: 1) describe connections between inorganic chemistry and the life processes in written and oral form, 2) apply the principles of coordination chemistry and electron count of transition metals to the properties and processes of metalloproteinase, 3) describe the properties, stability, reactivity and bonding theories of coordination compounds in relationship to living systems, 4) identify and describe the experimental methods used in bioinorganic chemistry and employ the principles of inorganic chemistry to predict and critically analyze spectroscopic data of metalloproteinase, and 5) illustrate and interpret scientific data in one or more advanced topics involving the role of metalloproteinase in catalysis, respiration, metabolism, medicine, and ion transport.

#### **CHEM 3500 – Industrial Chemistry (3)**

Prerequisite: CHEM 3000K

Upon completion of this course, the student will: 1) effectively and clearly communicate orally and in writing meeting the standards of an industrial chemistry environment in formats including technical reports, standard operating procedures posters and oral presentations, 2) illustrate and interpret scientific data using graphs, tables, charts and standard reports in formats commonly used in the chemical industry, 3) locate and employ current technical literature and patents to investigate, effectively examine and evaluate the information obtained in a chemical industry, 4) describe good manufacturing practices, good laboratory practices and quality management systems and their application to ensuring safe operations and environmentally sound practices in chemical industry, and 5) apply chemical principles to describe production, formulation and manufacture of raw materials and consumer products.

#### **CHEM 4100K – Instrumental Chemistry with Laboratory (4)**

Prerequisite: CHEM 3000K with grade of C or better

This course is an introduction to modern instrumental methods of chemical analysis. The course will provide practical, hands-on experience in the theory, design, operation, and application of instrumental techniques. Electrochemical, spectroscopic, and chromatographic methods will be used to qualitatively and quantitatively assess chemically and biologically significant molecules. Upon successful completion of this course, the student will: 1) accurately and precisely describe and apply the theory and operational principles of analytical instruments, including their electrical components, in the determination of the chemical composition of samples, 2) identify the advantages, disadvantages, and limitations of different analytical instruments, 3) select the appropriate methods for elemental and molecular analyses, including qualitative and quantitative spectroscopic and chromatographic techniques, 4) identify and assess sources of error in chemical and instrumental analysis, 5) recognize interferences in chemical analysis, 6) apply appropriate sampling methods in instrumental chemical analysis, 7) apply data validation techniques, and 8) effectively and clearly communicate scientific information in written and oral form, including interpreting instrument manuals and writing standard operation procedures.

#### **CHEM 4201 – Physical Chemistry with Laboratory (4)**

Prerequisite: (CHEM 1212K and (MATH 2600 or PHYS 3000)) or ((CHEM 3000K, MATH 2200) and (PHYS 1112K or PHYS 2212K)) all with grades of "C" or better

This course integrates the theory and practice of chemistry and physics with biology, information technology, and mathematics to investigate molecular level phenomena. Upon completion of the course, students will: (1) employ the conceptual and mathematical aspects of thermodynamics to predict and describe the behavior of ideal thermodynamic systems including chemical and physical equilibria of pure substances, mixtures and their colligative properties, (2) apply

the exactly solvable systems in quantum mechanics to predict and describe the behavior of model systems, (3) examine molecular structure and properties of matter at the level of simple molecular orbital theory, (4) describe and calculate the kinetic behavior of a variety of chemical and biochemical systems, (5) interpret spectroscopic data using appropriate quantum formulations, (6) describe the historical contributions of a variety of individuals to the development of physical chemistry and (7) apply the scientific method through a series of experiments, mathematical and molecular modeling and computational chemistry on ideal systems to explore fundamentals of physical chemistry.

#### **CHEM 4202K – Physical Chemistry II with Laboratory (4)**

Prerequisite: MATH 2210, PHYS 2212K, CHEM 4201K

Upon completion of this course, the student will: (1) apply the fundamentals of thermodynamics, quantum mechanics, kinetics/dynamics and spectroscopy to investigate non-ideal systems, (2) use techniques from linear algebra, calculus and differential equations to solve problems of chemical interest, (3) define the variational principle and perturbation theory and apply them to solve problems in chemical systems for which analytical solutions do not exist, (4) Integrate the fundamentals of physical chemistry to the description of chemical systems introduced in organic and analytical chemistry, and (5) apply mathematical, molecular and computational modeling to a series of experiments following the scientific method to explore systems of chemical interest.

#### **CHEM 4300K – Physical Chemistry with Laboratory (4)**

Prerequisite: CHEM 3000K, MATH 2200 and either PHYS 1112K or PHYS 2212K,

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.

#### **CHEM 4400 – Computational Chemistry (3)**

Prerequisite: CHEM 4201K

This is an introductory course in methods of computational chemistry. The course will be an overview and hands-on introduction to a variety of computational tools. The list of topics will vary by semester, but will include electronic structure theory, molecular mechanics, and chemical dynamics. Upon completion of this course, students will: 1) apply chemical simulations employing a variety of theoretical models to problems of scientific interest, 2) explain the fundamental principles underlying the mathematical, molecular modeling and computational methods investigated and apply them to real world problems, and 3) evaluate which theoretical models are appropriate to apply to different chemical systems.

#### **CHEM 4500 – Chemistry of Energy (3)**

Prerequisite: CHEM 4201K

This course introduces various forms of energy that power modern society. The history, scientific basis, and practical considerations of both traditional and alternative fuels will be investigated within the context of chemistry. Upon completion of this course, students will be able to: 1) knowledgeably discuss the world's changing energy sources and demands, 2) demonstrate knowledge of the various forms of renewable energy and traditional fuels in written and oral form, 3) Employ 21st century technology to investigate and to describe energy within a global context, 4) illustrate and interpret scientific data to communicate the energy needs and resources of the United States at various regional levels, 5) discuss proposed sustainable methodologies and determine how they address society's need for development and resource allocation, and 6) demonstrate knowledge of ethical issues related to energy use.

#### **CHEM 4550 – Polymer Chemistry (3)**

Prerequisite: CHEM 2212K, CHEM 4201K

This course introduces an overview of the chemistry of polymers. Polymers form the basis for synthetic plastics to natural biopolymers (such as nucleic acids and proteins) that are essential for life. The physical structures and properties as well as synthetic mechanisms of some commercial polymers will be discussed. Theories of physical properties of polymers in solution and in the solid state will be addressed. Characterization topics may include molecular weight averages, thermal transitions, and mechanical properties. Upon completion of this course, the student will: 1) define and compute molecular weight averages from the molecular weight distributions in synthetic polymers, 2) define the major classes of polymerization mechanisms, and specify reaction conditions to control the average molecular weights, the

distribution of molecular weights, and chain architecture for each class, 3) recognize polymeric microstructures based on theory and understand experimental methods that characterize polymers, 4) use organic chemistry to describe synthetic mechanisms of select commercial polymers in their manufacturing process, 5) use the principles of thermodynamics to describe and calculate the physical properties of polymers and polymer solutions, 6) describe the factors affecting the stability of polymers, the mechanisms of degradation, strategies for stabilization and the advantages and disadvantages of bio-degradable formulations, and 7) apply computational methods to answer questions of interest about polymer dynamics, polymerization kinetics and polymer thermodynamic properties.

### **CHEM 4701 – Integrated Lab I (2)**

Prerequisite: CHEM 3000K. BCHM 3100K

Research-oriented course, which applies quantitative and qualitative methods to determine green chemistry and biochemically significant molecules and systems. Emphasis will be placed on isolation and analysis techniques and may include Ultraviolet-Visible, Infrared and Nuclear Magnetic Resonance spectroscopy, Gas chromatography, Mass spectrometry, High Performance Liquid Chromatography and fast reaction (stopped-flow) kinetics. Upon completion of this course, students will: 1) use instrumentation at an appropriate level of sophistication to analyze and answer substance life-cycle questions of green chemical and biochemical interest, 2) effectively retrieve and critically evaluate articles from peer-reviewed technical journals, 3) write well-organized, concise laboratory reports in a scientifically appropriate style; communicate written details of reports to peers in a clear and concise manner, 4) understand and apply the aspects of modern chemical safety in each of the following: general safety awareness, correct disposal techniques, minimizing hazards in the laboratory, use of materials safety data sheets (MSDS), 5) apply critical thinking skills and their understanding of all chemistry sub disciplines to design and execute experiments that incorporate the principles of green chemistry; analyze data and draw appropriate conclusions, 6) demonstrate sound ethical principles when conducting laboratory work, and 7) interact productively with their peers and work effectively as part of a team pursuing a common goal.

### **CHEM 4702 – Integrated Lab II (2)**

Prerequisite: CHEM 4701, CHEM 4201K with concurrency

This laboratory course emphasizes the theory, structure, synthesis and characterization of organic, inorganic or organometallic compounds through application of a number of advanced techniques. Advanced synthetic methods may include photochemical, high temperature and inert-atmosphere reactions. Advanced analytical methods include Ultraviolet-Visible, Infrared and Nuclear Magnetic Resonance spectroscopy, Gas chromatography, Mass spectrometry and fast reaction (stopped-flow) kinetics. Computational chemistry will be employed to determine stability of reactants, intermediates and products as well as elucidate likely transition structures along the reaction pathway. Upon completion of this course, students will: 1) use spectroscopic instrumentation, inert atmosphere reaction apparatus and computational methods at an appropriate level of sophistication to analyze and answer questions of chemical interest, 2) effectively retrieve and critically evaluate articles from peer-reviewed technical journals, 3) write well-organized, concise laboratory reports in a variety of scientific styles; communicate oral and written details of reports to peers in a clear and concise manner, 4) demonstrate knowledge of modern chemical safety in each of the following areas: general safety awareness, correct disposal techniques, minimization of hazards in the laboratory, use of material safety data sheets (MSDS), 5) apply critical thinking skills and knowledge of fundamental chemistry to design and execute experiments which may require oxygen and/or moisture-free environments; analyze data and draw appropriate conclusions, 6) demonstrate sound ethical principles when conducting laboratory work, and 7) interact productively with peers and work effectively as part of a team pursuing chemical inquiries.

### **CHEM 4800 Chemistry Internship (3)**

Prerequisite: Completion of Area F and Approval of the Chemistry Internship Committee

Upon completion of this course, the student will: 1) gather 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 charts/graphs, and 4) collect and analyze data and interpret results in chart/graph and oral/written form.

## **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 3210 - Organized Crime (3)**

Prerequisite: ENGL 1102, CJCR1100, or permission of the instructor.

This course will examine the nature, extent and social awareness of organized crime. It will emphasize the theoretical explanations of organized crime, the business of organized crime, the perceived ethnic components of organized crime and will explore the means being taken to combat organized crime in the United States and abroad.

**CJCR 3220 - Juvenile Delinquency (3)**

Prerequisite: ENGL 1102, CJCR1100 or permission of the instructor.

This course involves the study and examination of juvenile delinquency and how it relates to society through theory, practices and related laws. The course will review the evolution of delinquency and the effects on society, families and individuals.

**CJCR 3230 - Gangs (3)**

Prerequisite: ENGL 1102, CJCR 1100 or permission of the instructor.

This course examines the formation, continuance and expansion of gangs in the United States. Included will be a review of street and prison gangs, as well as the public policies related to prevention and intervention.

**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 3510 - Institutional Correction (3)**

Prerequisite: ENGL 1102; CJCR 1100 or permission of the instructor.

In this course the history and development of prisons, jails and other correctional institutions will be studied. Included will be an analysis and evaluation of contemporary imprisonment including the structure, function and effectiveness of correctional institutions.

**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.

**CJCR 3700 - Criminal Procedures (3)**

Prerequisite: ENGL 1102, CJCR 1100 or permission of the instructor.

This course is an in-depth look at the application of the procedural requirements of the US Criminal Justice System as mandated by the US Constitution, State Constitutions and the Federal Rules of Criminal Procedure. The Fourth, Fifth and Sixth Amendment safeguards of the US Constitution are emphasized, with a particular focus upon the purposes of Arrest Laws, the Regulation of Warrants, Search and Seizure, the Exclusionary Rule, Trial Procedures and other legal process remedies.

**CJCR 3800 - Criminal Justice Administration (3)**

Prerequisite: ENGL 1102, CJCR1100 or permission of the instructor.

This course provides an introduction to management theory, practice and policy. Included is an overview of traditional schools of organizational theory, scientific management, human relations and the behavioral approach with particular emphasis on how each theoretical perspective applies to criminal justice agencies.

**CJCR 3810 - Juvenile Justice (3)**

Prerequisite: ENGL 1102, CJCR1100 or permission of the instructor.

This course will explore the evolution of the juvenile justice system in the United States and identify significant policy issues that have shaped current day practices.

**CJCR 4000 – Special Topics (3)**

Prerequisite: CJCR 1100 and ENGL 1102 with a C or better

This course provides an examination of topics that are of current interest in the field of criminal justice. The class may be repeated for credit when content changes

**CJCR 4120 - Gender, Ethnicity and Justice (3)**

Prerequisite: ENGL 1102, CJCR 1100 or permission of the instructor.

This course explores the main issues of gender and ethnicity in relation to explanations and patterns of criminal behavior and the operation of the criminal justice process.

**CJCR 4210 - Criminal and Deviant Behavior (3)**

Prerequisite: ENGL 1102, CJCR 1100 or permission of the instructor.

In this course students will be exposed to an advanced study of the logic of causation and its application to the scientific study of the etiology of criminal and deviant behaviors.

**CJCR 4220 - White Collar and Cybercrime (3)**

Prerequisite: ENGL 1102, CJCR 1100, or permission of the instructor.

White-collar crime primarily refers to forms of illegal business activity. This course will explore various types of crime, including fraud, perjury, obstruction, bribery and corruption, embezzlement, tax evasion, conspiracy, RICO and the expanding evolution and expansion of white collar crime through computers and cyberspace

**CJCR 4230 - Criminal Violence (3)**

Prerequisite: ENGL 1102, CJCR 1100 or permission of the instructor.

In this course, issues surrounding violence in today's society and their impact on offenders and their victims. Homicide, child and domestic abuse and other forms of violence will be examined. *Georgia Gwinnett College 2011-2012 Catalog, p. 188*

**CJCR 4240 - Victimology (3)**

Prerequisite: ENGL 1102, CJCR 1100, or permission of the instructor.

This course provides an in-depth analysis of victims of crime; their characteristics, vulnerabilities and possible culpabilities as well as their experiences with the criminal justice system.

**CJCR 4250 - Crime Prevention (3)**

Prerequisite: ENGL 1102, CJCR 1100, or permission of the instructor.

This course will examine the historical developments of crime prevention methodologies, including community involvement, education and awareness programs, governmental intervention, target hardening and environmental design. In addition, students will be introduced to contemporary crime prevention strategies and the techniques for evaluating prevention programs.

**CJCR 4340 - Homeland Security and Terrorism (3)**

Prerequisite: ENGL 1102, CJCR 1100, or permission of the instructor.

This course is designed to provide students with the opportunity to explore the phenomenon of terrorism. The political nature and theoretical underpinnings of terror will be examined. Particular emphasis will be placed on the responses to terroristic violence by federal, state and local agencies.

**CJCR 4350 – Criminal Law (3)**

Prerequisite: CJCR 1100, ENGL 1102, or permission of the instructor.

Cross-Listed: POLS 4350

An examination of the substantive criminal law, its origin and sources, the elements of crime, and modifying circumstances and defenses. Also discussed are offenses against the person and property, those offenses involving specific intent, and public welfare offenses.

**CJCR 4410 - Police and the Community (3)**

Prerequisite: ENGL 1102, CJCR 1100, or permission of the instructor.

This course covers the historical, philosophical and practical dimensions of police community relations. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships.

### **CJCR 4420 - Comparative Criminal Justice Systems (3)**

Prerequisite: ENGL 1102, CJCR 1100, or permission of the instructor.

An analysis of the criminal justice systems (police, courts and corrections) in various nations around the globe is offered in this course. Special attention will be given to historical and cultural influences on the administration of justice.

### **CJCR 4510 - Community Based Corrections (3)**

Prerequisite: ENGL 1102, CJCR 1100 or permission of the instructor.

This course provides an examination of the history and current status of alternatives to institutional correctional programs for adults including diversion, fines, community service, house arrest, probation, electronic monitoring, halfway houses, temporary release and various treatment programs.

### **CJCR 4720 – Constitutional Law: Civil Liberties and Civil Rights (3)**

Prerequisites: CJCR 1100 and ENGL 1102 or permission of the Instructor

Cross Listed: POLS 4720

This course focuses on constitutional protections of liberty and equality, including protections that stem from principles of substantive and procedural due process. Subjects typically covered in the course include equal protection, freedom of expression, rights to privacy, the right to free exercise of religion and the prohibition of laws respecting an establishment of religion.

### **CJCR 4930 – Internship in Criminal Justice/Criminology (3)**

Prerequisites: ENGL 1102, CJCR 1100, CJCR 2100, CJCR 2400, CJCR 3200, Senior status and permission of the instructor

This course ensures students have practical exposure to the criminal justice field through supervised work experience in a discipline-related agency. Criminal Justice internships include but are not limited to federal, state, and local agencies. For example, student may intern with the DEA (Drug Enforcement Agency), FBI (Federal Bureau of Investigation), ATF (Bureau of Alcohol, Tobacco, and Firearms), or with a local district attorney's office, sheriff's department or probation office. Students may also elect to do an internship at a private agency that is related to criminal justice such as a halfway house. The students will identify an internship with a Criminal Justice agency. The student must then informally notify the professor of his or her selection. The professor will then informally approve the request pending receipt of a formal application after the student has registered for the course. The professor will write a memorandum of understanding for both the agency's approval and GGC's endorsement. All course materials are available on Desire2Learn (D2L), including the formal application and progress reports, mid-semester evaluations, and instructions for the portfolio.

### **CJCR 4940 Senior Seminar in Criminal Justice/Criminology (3)**

Prerequisites: ENGL 1102, CJCR 1100, CJCR 2100, CJCR 2400, all courses within the CJCR core curriculum, senior status and permission of the instructor.

This course ensures that students have practical exposure to the criminal justice system. It is designed to provide students with the opportunity to integrate theory and practice, utilize knowledge and confront contradictions between the conceptual and the real world. Application deadlines: For Criminal Justice majors only.

## **EARLY CHILDHOOD EDUCATION (ECED)**

### **ECED 3100 – Characteristics of the Learner (4)**

Prerequisite: Admission to Teacher Education

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 Teacher Education

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 Teacher Education 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 Teacher Education 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 3400 – Public Sector Economics (3)**

Prerequisites: ECON 2100 or ECON 2106 or Permission of instructor

Cross-Listed with FINA 3400

This course investigates how government spending and taxation impacts individuals, markets and the economy in general. It covers the different methods used to evaluate these government policies and aims to increase students' awareness of the impacts of current policies. The spending policies covered include education, social security and health insurance with revenue policies include income, property and corporate taxes.

**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 4103 – Environmental Economics (3)**

Prerequisites: ECON 3102

An economic analysis of issues involving environmental problems, management, and policies. Topics include resource scarcity and allocation, externalities, public goods, the tragedy of the commons and property rights. Regulatory versus market approaches as solutions to environmental problems will be examined and applied to current environmental policy issues.

**ECON 4120 – Introduction to Econometrics (3)**

Prerequisites: ECON 2105, ECON 2106 and BUSA 3000

Cross-Listed FINA 4120

This course provides an introduction to the foundation for understanding and applying the basic techniques of regression models in economic analyses. The course will cover the types of data used in economic modeling, modeling techniques such as simple regression model, multiple regression model, and other models, and issues of variable selections. The focus of the course will be on how to apply these techniques to data and generate empirical results and how to interpret these results in a meaningful common sense language.

**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 Critical and Contemporary Issues in Education (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 the knowledge to enhance the learning of all students in a variety of educational settings and contexts. This course includes a field experience component in an educational setting. All placements are made by the School of Education.

**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.

**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 the learning of all students in a variety of educational settings and contexts. This course includes a field experience component in an educational setting. All placements are made by the School of Education.

**EDUC 3300 – Characteristics of 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 4815A – Student Teaching: Professional Practices (4)**

Prerequisite: Admission to Student Teaching,, \*Opening of School is taken concurrently if student teaching in the fall

Co-requisite: EDUC 4800 and EDUC 4815B

This is one of 2 linked capstone courses for students pursuing a degree in teacher education. It is designed to be taken along with EDUC 4815B, Student Teaching: Planning and Assessment. This course is a semester-long full-time teaching experience in a school setting, 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. Candidates will be expected to demonstrate professionalism, and effective use of instructional strategies, as well as provision of a positive and academically challenging learning environment for all students.

**EDUC 4815B – Student Teaching: Planning and Assessment (4)**

Prerequisite: Admission to Student Teaching,, \*Opening of School is taken concurrently if student teaching in the fall

Co-requisite: EDUC 4800 and EDUC 4815A

This is one of 2 linked capstone courses for students pursuing a degree in teacher education. It is designed to be taken along with EDUC 4815A, Student Teaching: Professional Practices. This course is a semester-long full-time teaching experience in a school setting, 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. Candidates will be expected to demonstrate effective instructional planning for student mastery of rigorous content and differentiation as needed, as well as utilization of assessment strategies to maximize student achievement and inform instructional decisions.

**EDUC 4825A – Student Teaching: Professional Practices (4)**

Prerequisite: Admission to Student Teaching,, \*Opening of School is taken concurrently if student teaching in the fall

Co-requisite: EDUC 4800 and EDUC 4825B

This is one of 2 linked capstone courses for students pursuing a degree in teacher education. It is designed to be taken along with EDUC 4825B, Student Teaching: Planning and Assessment. This course is a semester-long full-time teaching experience in a school setting, 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. Candidates will be expected to demonstrate professionalism, and effective use of instructional strategies, as well as provision of a positive and academically challenging learning environment for all students.

**EDUC 4825B – Student Teaching: Planning and Assessment (4)**

Prerequisite: Admission to Student Teaching, \*Opening of School is taken concurrently if student teaching in the fall  
Co-requisite: EDUC 4800 and EDUC 4825A

This is one of 2 linked capstone courses for students pursuing a degree in teacher education. It is designed to be taken along with EDUC 4825A Student Teaching: Professional Practices. This course is a semester-long full-time teaching experience in a school setting, 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. Candidates will be expected to demonstrate effective instructional planning for student mastery of rigorous content and differentiation as needed, as well as utilization of assessment strategies to maximize student achievement and inform instructional decisions.

**EDUC 4835A – Student Teaching: Professional Practices (4)**

Prerequisite: Admission to Student Teaching, \* Opening of School is taken concurrently if student teaching in the fall  
Co-requisite: EDUC 4800 and EDUC 4835B

This is one of 2 linked capstone courses for students pursuing a degree in teacher education. It is designed to be taken along with EDUC 4835B, Student Teaching: Planning and Assessment. This course is a semester-long full-time teaching experience in a school setting, 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. Candidates will be expected to demonstrate professionalism, and effective use of instructional strategies, as well as provision of a positive and academically challenging learning environment for all students.

**EDUC 4835B – Student Teaching: Planning & Assessment (4)**

Prerequisite: Admission to Student Teaching, \* Opening of School is taken concurrently if student teaching in the fall  
Co-requisite: EDUC 4800 and EDUC 4835A

This is one of 2 linked capstone courses for student pursuing a degree in teacher education. It is designed to be taken along with EDUC4835A, Student Teaching: Professional Practices. This course is a semester long full-time experience in a school under the supervision of a qualified classroom teacher and college faculty. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Candidates will be expected to demonstrate effective instructional planning for student mastery of rigorous content and differentiation as needed, as well as utilization of assessment strategies to maximize student achievement and inform instructional decisions.

**EDUC 4845A – Student Teaching: Professional Practices (4)**

Prerequisite: Admission to Student Teaching, \* Opening of School is taken concurrently if student teaching in the fall  
Co-requisite: EDUC 4800 and EDUC 4845B

This is one of 2 linked capstone courses for students pursuing a degree in teacher education. It is designed to be taken along with EDUC 4845B, Student Teaching: Planning and Assessment. This course is a semester long full-time teaching experience in a school setting, 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. Candidates will be expected to demonstrate professionalism, and effective use of instructional strategies, as well as provision of a positive and academically challenging learning environment for all students.

**EDUC 4845B – Student Teaching: Planning and Assessment (4)**

Prerequisite: Admission to Student Teaching, \*Opening of School is taken concurrently if student teaching in the fall  
Co-requisite: EDUC 4800 and EDUC 4845A

This is one of 2 linked capstone courses for student pursuing a degree in teacher education. It is designed to be taken along with EDUC4845A, Student Teaching: Professional Practices. This course is a semester long full-time experience in a school under the supervision of a qualified classroom teacher and college faculty. Candidates will be expected to

assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Candidates will be expected to demonstrate effective instructional planning for student mastery of rigorous content and differentiation as needed, as well as utilization of assessment strategies to maximize student achievement and inform instructional decisions

**EDUC 4855A – Student Teaching: Professional Practices (4)**

Prerequisites: Admission to Student Teaching \*Opening of School is taken concurrently if student teaching in the fall.  
Co-requisites: EDUC 4800 and EDUC 4755B

This is one of 2 linked capstone courses for student pursuing a degree in teacher education. It is designed to be taken along with EDUC 4855B Student Teaching: Planning and Assessment. This course is a semester long full-time teaching experience in a school setting, 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. Candidates will be expected to demonstrate professionalism, and effective use of instructional strategies, as well as provision of a positive and academically challenging learning environment for all students.

**EDUC 4855B – Student Teaching: Planning and Assessment (4)**

Prerequisites: Admission to Student Teaching \*Opening of School is taken concurrently if student teaching in the fall.  
Co-requisites: EDUC 4800 and EDUC 4755A

This is one of 2 linked capstone courses for student pursuing a degree in teacher education. It is designed to be taken along with EDUC4855A, Student Teaching: Professional Practices. This course is a semester long full-time experience in a school under the supervision of a qualified classroom teacher and college faculty. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Candidates will be expected to demonstrate effective instructional planning for student mastery of rigorous content and differentiation as needed, as well as utilization of assessment strategies to maximize student achievement and inform instructional decisions

**EDUC 4865A – Student Teaching: Professional Practices (4)**

Prerequisites: Admission to Student Teaching \*Opening of School is taken concurrently if student teaching in the fall.  
Co-requisites: EDUC 4800 and EDUC 4765B

This is one of 2 linked capstone courses for student pursuing a degree in teacher education. It is designed to be taken along with EDUC 4865B Student Teaching: Planning and Assessment. This course is a semester long full-time teaching experience in a school setting, 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. Candidates will be expected to demonstrate professionalism, and effective use of instructional strategies, as well as provision of a positive and academically challenging learning environment for all students.

**EDUC 4865B – Student Teaching: Planning and Assessment (4)**

Prerequisites: Admission to Student Teaching \*Opening of School is taken concurrently if student teaching in fall.  
Co-requisite: EDUC 4800 and EDUC 4865A

This is one of 2 linked capstone courses for student pursuing a degree in teacher education. It is designed to be taken along with EDUC4865A, Student Teaching: Professional Practices. This course is a semester long full-time experience in a school under the supervision of a qualified classroom teacher and college faculty. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Candidates will be expected to demonstrate effective instructional planning for student mastery of rigorous content and differentiation as needed, as well as utilization of assessment strategies to maximize student achievement and inform instructional decisions

**EDUC 4875A – Student Teaching: Professional Practices (4)**

Prerequisite: Admission to Student Teaching \* Opening of School is taken concurrently if student teaching in the fall  
Co-requisites: EDUC 4800 and EDUC 4875B

This is one of 2 linked capstone courses for students pursuing a degree in teacher education. It is designed to be taken along with EDUC 4875B, Student Teaching: Planning and Assessment. This course is a semester long full-time teaching experience in a school setting, 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. Candidates will be expected to demonstrate professionalism, and effective use of instructional strategies, as well as provision of a positive and academically challenging learning environment for all students.

**EDUC 4875B - Student Teaching: Planning & Assessment (4)**

Prerequisite: Admission to Student Teaching \* Opening of School is taken concurrently if student teaching in the fall  
Co-requisites: EDUC 4800 and EDUC 4875A

This is one of 2 linked capstone courses for students pursuing a degree in teacher education. It is designed to be taken along with EDUC 4875A, Student Teaching: Professional Practices. This course is a semester long full time teaching experience in a school setting, under the supervision of a qualified classroom teacher and college faculty. Candidates will be expected to assume all of the classroom responsibilities of the supervising teacher, as well as extra duty assignments. Candidates will be expected to demonstrate effective instructional planning for student mastery of rigorous content and differentiation as needed, as well as utilization of assessment strategies to maximize student achievement and inform instructional decisions.

**ENGLISH (ENGL)****ENGL 0099 – Student Success Pre-College Composition (3)**

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 1101H – English Composition I Honors (3)**

Prerequisite: Successful completion of ENGL 0099 with a grade of C or higher AND a passing score on the COMPASS English Exam; OR a scores of 60-79 on the COMAPSS English Exam AND a score of 2 on the GGC Writing samples; OR a score of 80 or higher on the COMPASS English Exam; OR satisfactory completion of the University System of Georgia College Preparatory Curriculum (CPC) in English AND a minimum score of 480 SAT Verbal or a minimum score of 21 ACT English.

Co-requisites: Enrollment in the GGC First Year Honors Experience or Honors Program; or permission of the Dean of Liberal Arts and the Director of the GGC Honors Program.

English 1101-H is a composition course focusing on the skills required for effective oral and written communication in a variety of contexts with emphasis on exposition, analysis, and argument, and including introductory research skills. This course offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means that English 1101-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

**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 1102H – English Composition II Honors (3)**

Prerequisite: Successful completion of ENGL 1101 with a grade of C or higher; or the equivalent in AP or CLEP credit awarded.

Co-requisites: Enrollment in the GGC Honors Programs; or, permission of the Dean of Liberal Arts and the Director of the GGC Honors Programs.

English 1102 Honors is 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. This course offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means that English 1102-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

**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 Teacher Education and successful completion of EDUC 3300 and EDUC 3350. Students must also have successfully completed ENGL 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 3001 – Introduction to English Studies (3)**

Prerequisite: ENGL 1102 with a grade of “C” or better

This course introduces students to the reading, writing, critical thinking, and research skills required for advanced study in English and for the enhanced appreciation of literature. Topics include literary history, theory, and criticism, literary genres, literary and rhetorical analysis, social context, and aesthetic experience. In addition to reading primary literary texts, students will read secondary texts dealing with a range of critical and theoretical approaches to literature: textual, historical, biographical, moral, philosophical, formalist, feminist, psychoanalytical, archetypal, Marxist, New Historical, post-colonial, rhetorical, cultural, structural, and post-structural.



**ENGL 3040 – Introduction to Language and Linguistics (3)**

Prerequisite: ENGL 1102 and sophomore status

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 3222 – Literature and Science (3)**

Prerequisite: Completion of ENGL 1102 and one 2000-level English with a grade of “C” or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) and sophomore status

This course will be premised on the concept that in our increasingly interconnected world, literary and scientific texts contain multiple points of intersection, engagement and investment. The course implements a key feature of the liberal arts paradigm: the insistence that these seemingly dichotomous fields are not only related but part of a multi-directional, multicultural, multisectoral conversation. Course readings will expose students to scientific motifs, discoveries and innovations as they are represented in literature as well as literary tropes and figures as they are deployed by science writers. Course material will incorporate poetry, fiction, and prose within a scope that crosses historical periods and national boundaries. Topics may include Models of Scientific Inquiry, Medical Writing and the Representation of Disease, Science Fiction, Computers/Computing in Literature, Cybernetics, Feminist Critiques of Science, Social and Domestic Science, and Ecocriticism. Some writers may include Isaac Newton, Lord Kelvin, Charles Darwin, Charles Lyell, Mary Shelley, Alfred Tennyson, Daniel Farraday, John Stuart Mill, William Gibson, Arthur Conan Doyle, Edgar Allen Poe, Isabella Beeton, Matthew Arnold, Michel Foucault and Donna Haraway.

**ENGL 3250 – Studies in Women’s Literature (3)**

Prerequisite: Completion of English 1102 and one 2000-level English with a grade of C or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) and sophomore status.

This course will acquaint students with the vast richness of women’s literature. Students will read, interpret and write about a variety of prose, poetry and drama written by women. Students will gain deeper insights into women’s issues and experiences and the cultures that have influenced them—through engagement with women’s literature, questioning and understanding the complexities of identity and text formations. Students will not only consider the element of gender and its implications, but also examine other pertinent issues including class, ethnicity and sexuality and their roles in shaping the texts and our understanding of them.

**ENGL 3330 - Studies in the American Renaissance (3)**

Prerequisite: Completion of English 1102 and one 2000-level English with a grade of C or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) and sophomore status.

An exploration of American writing from the Early Republic through 1880: this course will study writers across a range of genres, origins and regions who first gave the United States its literary voice. Students will consider the historical, political, aesthetic and cultural aspects of works that may come from social and political movements, popular fiction, religious history and literary history.

**ENGL 3331 – Major Movements in American Literature I (3)**

Prerequisite: ENGL 2130 or 2131 or 2132

This course will explore key texts, authors, and literary movements in America before WW1. The coverage will include colonial and early national works by writers such as Edwards, Wheatley, and Franklin; major figures from the mid-nineteenth century including the Transcendentalists, Douglass, Hawthorne, Melville, Poe, and Dickinson; and include important works from Realism and Naturalism, such as Twain, Howells, DuBois, Norris and Wharton.

**ENGL 3332 – Major Movements in American Literature II (3)**

Prerequisite: ENGL 2130 or 2131 or 2132

This course will provide a study of key texts, authors, and literary movements in America after WW1. The coverage will include the Lost Generation and the Harlem Renaissance, including, but not limited to, writers such as Hemingway, Fitzgerald, Cullen, Hurston and Hughes; major poets from the twentieth century like Stevens, Williams, Plath, Frost, Lowell, Ginsberg, Moore, Brooks, and Rich; and conclude with important works from Modernism and Postmodernism such as Faulkner, O’Neill, Albee, Miller, Morrison, Vonnegut and Pynchon.

**ENGL 3343 - Studies in African American Literature (3)**

Prerequisite: Completion of English 1102 and one 2000-level English with a grade of C or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) and sophomore status.

This course examines texts that reflect varied African-American life experiences and considers their engagement with the rest of the American/World literary tradition. Students will study fictional and non-fictional works to explore the racial,

gender, social, cultural and political constructions that have historically figured into African Americans' literary imagination and informed their material conditions. Students will also learn the conventions, terms and movements that will enable them to engage critically with African American literary expression

### **ENGL 3350 – Ancient and Medieval Literature (3)**

Prerequisite: Completion of ENGL 1102 and one 2000-level English with a grade of “C” or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) 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 3435 Movements in 19<sup>th</sup>-Century British Literature (3)**

Prerequisite: Successful completion of ENGL 2122 or 2122 with a C or better and sophomore status

In this course, students will learn about key movements and genres in nineteenth-century British literature and culture: Romanticism, the gothic, industrialization, sensation fiction, realism, “the woman question,” decadence, empire, crime fiction, and naturalism. Considering texts chronologically, we will explore ways in which these movements and genres are not separate but overlap, influence, and comment upon each other. Reading poems, essays, short stories, a play, and novels, we will examine various aspects of social and literary change in Britain across the span of Queen Victoria’s reign.

### **ENGL3436 - Victorian Literature (3)**

Prerequisite: Completion of English 1102 and one 2000-level English with a grade of C or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) and sophomore status.

This course will cover major texts, authors and themes of the British Victorian Period. Students will engage with authors such as Charles Dickens, Alfred Tennyson, the Bronte sisters and Oscar Wilde. Genres may include novels in a range of modes (e.g. realist, detective and gothic fiction), poetry, short stories, nonfiction and drama. In addition to examining major cultural influences, for example Romanticism, the Industrial Revolution and British Imperialism, students will consider the legacies of the Victorian era.

### **ENGL 3437 – Twentieth-Century British Literature (3)**

Prerequisite: Completion of ENGL 1102 and one 2000-level English with a grade of “C” or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) and sophomore status

This course is designed to expose students to the literature produced in England throughout the 20th century. Students will encounter writing from pre- to High- to post-modernism, from the height to the fall of the British Empire, and from before, during, and after World Wars I and II. Course readings will expose students to the dominant themes, literary techniques, and historical realities that influenced British writing throughout the century. Furthermore, the course will contextualize the British experience through the larger lens of the cultural and political climates within and around England. Course material will be comprised of poetry, fiction, and drama that span the time period and the various perspectives, forces, and movements that shaped it. In so doing, the course will enable students to think about literary texts as both artistic productions and historical artifacts, capable of illuminating the broad history of humanistic inquiry and the specific realities that inform that inquiry. Authors may include Virginia Woolf, James Joyce, T.S. Eliot, E.M. Forster, George Orwell, W.B. Yeats, H.D., Zadie Smith, Salman Rushdie, Hanif Kureishi, Samuel Beckett, Stevie Smith, Seamus Heaney, Julian Barnes, Ian McEwan, and Pat Barker.

### **ENGL 3450 – Renaissance Literature (3)**

Prerequisite: Completion of ENGL 1102 and one 2000-level English with a grade of “C” or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) and sophomore status

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 3561 - Studies in the Literature of the Americas (3)**

Prerequisite: Completion of English 1102 and one 2000-level English with a grade of C or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) and sophomore status.

In this course students will discuss the Literature of the Americas from pre-Columbian times to the present. Students will investigate how discourses of race, religion, nation, gender and ethnicity shaped the region's myths of origin and its historical memory. The course will pay particular attention to the ways in which conquest, colonization, migration and immigration defined the cultural hybridity of writers of European and non-European descent. Students will study various writing genres including but not limited to autobiography, poetry, fiction, short stories, travel and historical writings and diverse oral traditions such as slave narratives, the testimonio and corridos.

### **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: Completion of ENGL 1102 and one 2000-level English with a grade of “C” or higher (ENGL 2100, 2110, 2111, 2112, 2120, 2121, 2122, 2130, 2131, or 2132) and sophomore status

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.

### **ENGL3822 - Creative Writing Workshop: Fiction (3)**

Prerequisite: Successful completion of English 1102 and English 3800 with a grade of C or higher

This course expands on the techniques of fiction writing, focusing on various narrative elements such as story structure, characterization, point of view, narrative distance, theme and revision. By reading and discussing published fiction, students will learn some of the elements and decisions that make up literary fiction and work at applying this learning to their own writing. Students will also learn to critique each other's work in workshops and revise their work. Prerequisite: Successful completion of English 1102 and English 3800 with a grade of C or higher

### **ENGL 3825 – Theories and Practice in Peer Tutoring (3)**

Prerequisite: Completion of ENGL 1102 with a grade of B or higher and faculty recommendation

This course is designed to provide English majors with a theoretical background in and practical strategies for assisting student writers in one-to-one conferencing. Students will explore texts on writing pedagogies and theory in order to gain insight into writing processes and the practices of effective writing instruction. This course has two parts: reading and writing formally about writing center discourse and completing an experiential learning component in which students engage in tutoring. At the conclusion of this course, students will develop an original research project tailored to their individual interests, utilizing primary and secondary research skills. In consultation with a faculty mentor, this course may count toward the internship requirement in English.

### **ENGL 3850 – History of Rhetoric (3)**

Prerequisite: Successful completion of ENGL 1102 with a grade of “C” or higher and sophomore status

This course will introduce students to the history of rhetorical principles from the ancient Greeks and Romans through the present with a focus on a changing and dynamic definition of rhetoric. Students will have an opportunity to read primary works, conduct research on some aspect of rhetoric, and apply persuasive techniques they learn.

### **ENGL 3857 - Technical Writing and Communication Practices (3)**

Prerequisites: Successful completion of ENGL 1101 & 1102 with grades of C or higher

This course teaches the major concepts and basic forms of workplace communication, document design and professional etiquette necessary for students to succeed as professionals in their chosen fields. This course strives to make students better competitors in the workplace by teaching them to be better communicators in efficiency-driven environments.

**ENGL 3866 – Introduction to Professions in Writing (3)**

Prerequisite: ENGL 1101 and 1102 with grades of “C” or higher and sophomore status

This course provides an overview of a range of the possible professions in writing, supported by in-class presentations by invited speakers who will provide insight into their work and workplace through talk, examples, and class discussion. Assignments for the course will involve reflective and exploratory writing in and about the various genres presented, and emphasis will be placed on rhetorical variation. The writing professions explored in class may include activist writing, college teaching in rhetoric and composition, community writing, computers and writing, editing, environmental writing, free-lance writing, grant writing, literary journalism, magazine writing, new media writing, nonfiction writing, professional writing, marketing and advertising, publicity, publishing, medical writing, science writing, teaching English as a second language, screenwriting, teaching writing in public schools, technical writing, writing about technology, writing for nonprofits, and/or others.

**ENGL 3870 - Basic News Writing and Reporting (3)**

Prerequisite: Completion of English 1102 with a grade of C or higher and sophomore status.

Basic news writing in a variety of media; the principles of journalistic writing and the fundamentals and techniques of news reporting and ethics. Practical assignments with laboratory exercises. Emphasis on news gathering and reporting techniques, utilization of news databases and the writing of various types of stories developed from beats and sources.

**ENGL 3880 - Writing and Digital Media (3)**

Prerequisites: Successful completion of ENGL 1101 & 1102 with grades of C or higher

This course focuses on how to adapt writing strategies and processes to the needs and demands of online readership. Students will consider the roles played by linking and intertextuality in online discourse, engage in multiple writing modalities including video & image, perform rhetorical analyses of digital texts, consider rhetorical & ethical issues relevant to online writing and learn strategies for developing usable and readable online texts.

**ENGL3890 - Rhetorical Criticism (3)**

Prerequisites: Successful completion of ENGL 1101 and 1102 with a C or higher.

Rhetorical Criticism concentrates on the rhetorical analysis, interpretation and evaluation of written texts with emphasis on major developments in rhetorical criticism in the twentieth century. The course will provide students with intensive practice in writing rhetorical analyses.

**ENGL 4000 - English Experiential/Service Learning (3)**

Prerequisites: Submission of required materials prior to semester of enrollment (see English 4000 manual); approval of the student mentor in the major and the ENGL 4000 coordinator/instructor; and minimum 60 hours of college-level credit completed.

English 4000 provides students with learning experiences tailored to their interests and affords them opportunities to learn about careers and gain practical experience through the completion of applied internships and experiential/service learning projects. Students will be placed in internship or service/experiential learning positions where they apply knowledge and skills from the field of English related to the concentrations they are pursuing in real-world contexts. Prior to semester of enrollment students must submit required materials (see English 4000 manual); receive approval of the student mentor in the major and the ENGL 4000 coordinator/instructor; and complete a minimum of 60 hours of college-level credit.

**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, Chesnut, 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.

**ENGL4860 - Visual Rhetoric (3)**

Prerequisites: Successful completion of ENGL 1101 & 1102 with grades of C or higher and sophomore status

A course in how images affect the values, attitudes, beliefs and actions of audiences. Through the development of literacy in visual rhetoric, it builds on the deep tradition in rhetoric of supporting the role of a well-educated citizenry in maintaining a vital democracy.

**ENGL 4880 – Digital Rhetoric (3)**

Prerequisite: Successful completion of ITEC 2110 (Digital Media) and either ENGL 3880 or ENGL 3890 or permission of instructor

This course is a study of the relationship between digital technologies and rhetoric. Working from a survey of the history of human-computer interaction and a survey of classical and modern rhetoric, the course considers the myriad ways that textuality, community, and identity are shaped by digital technologies. Course topics may include social media, digital identities, the impact of multiple modalities on discourse, the impact of digital media on our understandings of social and political issues, virtual and augmented reality, genres like internet memes and games, and theories of copyright and remix. Students will be expected to compose expository and research driven texts in digital environments, and to consider the political, economic, social, and cultural impacts of digital technologies.

**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\*)**

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.

### **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 3000 – Principles of Exercise Science (3)**

Co-requisite: BIOL 2451 or BIOL 3010

An introduction to the scientific basis of physical activity. Emphasis is placed upon the study of the physiological adaptations that occur during exercise and the psychological barriers and motivators to exercise. Upon completion of this course, students will: 1) Define and discuss the importance and pervasiveness of human movement in daily life as it relates to the broad spectrum of opportunities and interests in exercise science; 2) Investigate the interdisciplinary forms of knowledge in human movement, and understand the significance of human movement as it relates to the broad scope of exercise science sub disciplines; 3) Demonstrate knowledge of and skill to demonstrate exercises designed to enhance muscular strength, muscular endurance, and musculoskeletal flexibility; 4) Investigate and apply physiological changes and adaptations to muscular, skeletal, and cardiovascular and pulmonary systems during exercise and disuse.

#### **EXSC 3101K Exercise Physiology (4)**

Prerequisites: BIOL 2452K or BIOL 3010K and BIOL 3020K; and BIOL 2516K or 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 3200 – Psychosocial Aspects of Health and Wellness**

Prerequisites: PHED 1101, PSYC 1102, MATH 2000

An introduction to theory and research of psychological processes that influence human performance in numerous movement settings including sport, exercise and rehabilitation.

### **EXSC 3300 – Fitness Assessment and Emergency Health**

Prerequisites: EXSC 3000

An introduction to the knowledge and skills necessary to administer physical fitness assessments and understand emergency healthcare procedures during exercise events.

### **EXSC 3500K – Biomechanics (4)**

Prerequisite: BIOL 2451K or BIOL 3010K, PHYS 1111K or PHYS 2211K

Application of mechanical principles to anatomical concepts relevant to human movement analysis, muscular control of movement, and injury mechanism across the lifespan and human movement situations (e.g., performance, training, rehabilitation, injury prevention, etc.). Application of functional anatomy and tissue biomechanics occurring during various movements through laboratory activities. Upon completion of this course, students should be able to: 1. Describe the structure and function of the human musculoskeletal systems as they relate to human movement 2. Describe the anatomical structure and mechanical properties of biological tissues as they relate to risk of injury and healing 3. Evaluate movement technique using a movement analysis model 4. Apply biomechanical principles (kinematics and kinetics) to human movements (e.g. performance, training, rehabilitation, injury prevention, etc.) 5. Evaluate the mechanics of exercises and activities as they affect the human tissues. 6. Apply mechanical principles related to internal tissue loading to improving tissue structure and function and to injury prevention in various 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 3800 – Nutrition in Health and Exercise (0)**

Prerequisite: BIOL 2451K and 2452K or BIOL 3010K and BIOL 3020K

EXSC 3800 is an in depth look at the dietary and metabolic factors which may lead to enhanced human performance. Special attention will be devoted to the role macronutrients (carbohydrates, fats, protein and water) have on meeting the energy and nutrient needs for improved health and exercise outcomes. Additional attention will be invested in examining the role in which micronutrients and ergogenic aids may contribute to performance, as well as the effect of eating disorders, the female athlete triad, and additional special populations (e.g., individuals with diabetes, cardiovascular disease, etc.) have on human health and human performance. Upon completion of this course, students should be able to: 1. Describe the role of bioenergetics as it relates to exercise and/or physical activity. 2. Apply the energy requirements for specific exercise and/or physical activity. 3. Understand the governing principles concerning nutritional needs for special populations. 4. Understand the dietary and hydration requirements needed for peak human performance. 5. Recognize the link between nutritional intake and optimal performance. 6. Describe and discuss relevant theories regarding weight loss and weight gain. 7. Prepare diets for various types of athletes, athletic teams, and non-athletes. 8. Comprehend the role of ergogenics in human performance.

### **EXSC4000 – Physical Dimensions of Aging (3)**

Prerequisites: EXSC3000, EXSC3300

This course will examine the scientific evidence concerning the relationship between level of physical activity and physical, mental and psychosocial well-being during aging. Specifically, the course will address “usual” changes that occur during aging, changes related to inactive lifestyle (especially functional mobility and health declines), the positive effects of an active lifestyle on successful aging and the prevention of disease and disability and the use of functional assessments and exercise prescription for healthy and frail older adults. Upon completion of this course, students will be able to: describe current demographic trends, health, disability and disease status of older adults; demonstrate knowledge

of the physiological, biological and psychosocial theories of aging for development and implementation of physical activity programs for healthy and frail older adults; describe individual differences in physical aging; premature. Usual and successful; explain “usual” age-related changes to the body composition, cardiorespiratory, musculoskeletal, nervous system and sensory system; describe physiological, psychosocial and functional changes related to inactivity; describe the role of physical activity in increased health span, general well-being and decreased diseases/disability; demonstrate use of functional performance assessment and exercise prescription for healthy and frail older adults.

### **EXSC 4100K – Testing and Prescription of Exercise (4)**

Prerequisites: EXSC 3101

This course serves as a capstone class providing students with the opportunity to demonstrate accumulated knowledge from core Exercise Science courses in the practical application of clinical Exercise Science. Students will learn how to appropriately utilize the American College of Sports Medicine's (ACSM) guidelines to test and interpret cardiovascular, metabolic, hemodynamics and musculoskeletal capabilities with the intention of accurately assessing and prescribing proper physical activity for the maintenance of health, rehabilitation and/or fitness outcomes.

Upon completion of this course, students should be able to: 1) Demonstrate competence in understanding the principles of exercise physiology (i.e., bioenergetics, exercise and cardiovascular physiology, resting and exercise metabolism and endocrine function); 2) Demonstrate an understanding of the program standards for the American College of Sports Medicine; 3) Demonstrate competence in performing and interpreting standardized field and clinical evaluations of the following health and physical fitness components: body composition, aerobic and anaerobic capacity, flexibility, hemodynamics and metabolism; 4) Demonstrate competence in prescribing safe and appropriate exercise for the maintenance and control of cardiovascular function, as well as prevention and rehabilitation of cardiovascular disease using various methods (i.e., metabolic equations, anthropomorphic measurements and graded exercise testing); 5) Demonstrate competence in interpreting general health and medical information and clinical and field assessments of cardiovascular and musculoskeletal health, so as to prescribe safe and appropriate exercises for rehabilitation and maintenance of health; and 6) Demonstrate competence in writing scientific summaries of pertinent peer reviewed materials and collected data utilizing the American Psychological Association (APA) format.

### **EXSC 4150 – Advanced Methods of Strength and Conditioning (3)**

Prerequisite: EXSC 3101K

This course examines the scientific principles of athletic conditioning and explores advanced methods and techniques associated with general and sport specific athletic skills. Major topics will include athletic conditioning of both aerobic and anaerobic systems, performance testing procedures, and sport-specific program design. The course is also designed as a preparatory course for the NSCA Certified Strength and Conditioning Specialist exam.

### **EXSC 4200 – Epidemiology and Physical Activity (3)**

Prerequisite: BIOL 2451K and 2452K, EXSC 3000

This course examines the methods of epidemiology and the relationship between physical activity (PA) and disease, especially chronic disease. More specifically, it examines whether regular PA protects against Cardiovascular Diseases, Hypertension, Obesity, Type II Diabetes, Osteoporosis, general pathology, Cancer, and Mental Disorders. It also reviews the biologically plausible mechanisms for the apparent effects and the various theoretically based methods for managing and promoting healthy behaviors, especially PA.

### **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.



### **EXSC4700 - Exercise Science Internship (3)**

Prerequisites: at least four EXSC courses.

EXSC 4700 is field experience and its analysis using appropriate theory, skills and techniques taught within the major of Exercise Science. Students are required to work 100-120 hours during the semester in an internship. This is an experienced based learning course under the direct supervision of an internship supervisor and overseen by an EXSC faculty coordinator. The location and experience goals of the internship will be approved by EXSC faculty and the SST internship committee. Upon completion of this course, student should be able to: 1) Participate in an internship relevant to the field of Exercise Science for 100-120 hours during the semester. 2) Communicate theoretical knowledge in Exercise Science effectively in oral and written form within a practical setting. 3) Communicate with internship and faculty supervisor effectively in oral and written form regarding expectations and responsibilities. 4) Engage in critical analysis of integration of academic theory and practical experience. 5) Problem solve practical issues using theoretical knowledge.

### **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 2700 Film History (3)**

Prerequisite: ENGL 0099; READ 0098

This course provides students with an understanding of the historical links between film technologies, narratives, styles, spectatorship, and subjects, by examining the major developments and movements in the history of motion pictures. The course will consider major historical trends in cinema that have shaped peoples' experiences and influenced the ways in which they have engaged with the world through the medium of film.

#### **FILM 3010 –Video Production I (3)**

Prerequisite: FILM 1005 (grade C or higher) and ITEC 2110 (grade of C or higher; or permission of instructor)

This course introduces students to fundamental digital video production techniques, principles of narrative construction, and an overview of film and video and video theory and criticism. The course combines theory with hands-on exercises and experience, enabling students to develop the technical and analytical foundations necessary in the video production, production, and postproduction phases. Students will acquire the conceptual abilities needed to plan and execute a variety of short video projects. Basic skills in camera operation, scripting and planning, and post-production are emphasized.

#### **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.

#### **FILM 3280 - Film Genres (3)**

Prerequisites: Film 1005 (grade of "C" or better), ENGL 1102 (grade of "C" or better, sophomore status; or consent of instructor.

This course offers a focused study of genre theory as applied to specific genres such as horror, the musical, comedy, and melodrama. May be repeated for credit if the topic varies.

#### **FILM4000K - Special Topics in Film (3)**

Prerequisites: FILM 1005 or consent of instructor; and ENGL 1102 and sophomore status.

This course offers a focused study of a particular area of Film Studies such as Film Genres, Major Filmmakers, Gender and Film, Film and Crime, Film and History, or Psychology and Film. May be repeated for credit if the topic varies; May be offered during any semester, as needed.

## **FINANCE (FINA)**

### **FINA 3000 – Financial Management I (3)**

Prerequisites: MATH 1111, 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 3100 – Money, Banking & Financial Institutions (3)**

(Cross-listed with ECON 3101)

Prerequisites: ECON 2105; ECON 2106; BUSA 2000.

An in-depth study of monetary theory and policy recommendations, banking institutions and other financial and credit structures.

### **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 – Investments and Stock Market Simulation (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, FINA 3000/4000 level elective and 3.0 overall GPA

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.

**FREN 3010 – French Conversation and Composition (3)**

Prerequisite: ENGL 0099; READ 0098. Completion of French 2002 or the equivalent, as determined by the instructor (through AP, IB or CLEP credit or through the French placement exam)

This upper-level course is designed to improve students' conversation and composition skills through the study of French film. Emphasis will be placed on vocabulary building and advanced grammar structures. This course is taught entirely in French.

**FREN 3045 – French Literature and Civilization in Translation (3)**

Prerequisite: ENGL 1102 and FREN 1002 or higher; or permission of instructor

FREN3045 is a survey of French language literature from a specific period (topic will vary). Writings in the language and dialects of francophone areas of the world will be studied in the context of the evolving geography, history, and artistic and intellectual movements of a particular historical period. This course will focus on the question of what is at stake when translating writings and ideas for a foreign audience. While readings and lectures will be in English, students of FREN 3045 must have a basic familiarity with French in order to explore linguistic features of the original texts.

## **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 1112L – 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.

### **GEOG 2201 – World Regional Geography (3)**

Prerequisites: ENGL 1102; and either GEOG 1101 or GEOG 1111

This course surveys different geographical regions of the world. It introduces the regional concept in geography which emphasizes the spatial distributions and interactions of culture, history, economy, population and environment. The world is viewed as an interdependent community built of regions and countries. World Regional Geography examines a world that is undergoing various transformations at many different spatial scales.

### **GEOG 3320 – Geographical Information Science (GIS) (4)**

Prerequisite: ENGL 1102, ITEC 1001 and either GEOG 1101, or GEOG 1111, or GEOG 1112, or GEOG 1113, or GEOG 1125, or GEOG 2201 or consent of instructor

Geographical Information Science (or GIS, sometimes called Geographical Information Systems) is the foundation of all modern geography. This course is an introduction to the concepts and uses of GIS. It is an activity-based course. Students will learn to make maps on computer, conduct spatial searches, and do individual projects. Lecture topics

include history of GIS, GIS data structures and sources of data, GIS tools, vendors and software, applications, and resources. Exercises include spatial data display and query, map generation, and simple spatial analysis.

### **GEOG 3330 – Geography of the World Economy (3)**

Prerequisites: ENGL 1102 and either GEOG 1101, GEOG 1111 or GEOG 2201

The study of spatial distributions and interactions of local to global economic activities. The course investigates the changing locations and spatial patterns of economic activity, including: production in agriculture, manufacturing, and services; spatial economic principles of trade, transportation, communications, and corporate organization; regional economic development, and the diffusion of technological innovation. The course examines the relationship between the globalization of economic activity and regional development. Additionally, this course examines the causes and geographic patterns of social inequality worldwide.

### **GEOG 4490 – Special Topics in Geography (3)**

Prerequisite: ENGL 1102; and GEOG 1101, 1111 or 2201

This course permits a group of students the opportunity to study, in depth, an advanced area of geography not covered by regular course offerings, or to explore new topics. Courses are intended to reflect emerging concepts or approaches within contemporary geography. Topics and instructors will be announced prior to preregistration. May be repeated for credit if content differs. Topics will vary, including but not limited to: Medical Geography, World Development, Meteorology, Political Geography, Community Research, and Particular Regional Topics (Africa, Latin America, Asia, etc.)

## **HISTORY (HIST)**

### **HIST 1111 – Survey of World History/Civilization I (3)**

Prerequisite: READ 0098

A survey of World History to early modern times.

### **HIST 1111H – Survey of World History/Civilization I – Honors (3)**

**Prerequisite:** READ 0098 (if applicable)

Co-requisite: Enrollment in the GGC First Year Honors Experience or Honors Program; or, permission of the Dean of Liberal Arts and the Director of the GGC Honors Programs.

A survey of World History to early modern times. This course offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means that History 1111-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

### **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 2111H – Survey of United States History I Honors (3)**

Prerequisite: Successful completion of READ 0098 (if applicable).

Co-requisite: Enrollment in the GGC First Year Honors Experience or Honors Program; or, permission of the Dean of Liberal Arts and the Director of the GGC Honors Programs.

A survey of U.S. History to the post-Civil War period. This course offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means

that History 2111-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

**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 2530 – Introduction to the History of India (3)**

Prerequisite: Successful completion of ENGL 1102 with a grade of “C” or better

An introduction of the history of South Asia from 1500 BCE to the modern world.

**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 3115 – Early National US History: 1790-1840 (3)**

Prerequisite: ENGL 1102; Completion of Area E History requirement

History of the U.S. from adoption of the US Constitution through the Mexican War, with emphasis on the formation and reorganization of national political parties and on the sectional politics resulting from territorial expansion, economic development, and social reform.

**HIST 3120 – Civil War and Reconstruction (3)**

Prerequisites: ENGL 1102 and completion of Area E History requirement

Political, constitutional, economic, and military developments in the US and the Confederacy during and after the American Civil War.

**HIST 3125 – America in the Gilded Age and Progressive Era (1877-1919) (3)**

Prerequisite: Completion of Area E History Requirement and ENGL 1102

History 3125 will examine the various social, political, and economic issues that dominated American life from the end of Reconstruction through World War I. During this period known jointly as the Gilded Age (1877-1890) / Progressive Era (1890-1920), America matured as a nation and became an international economic and military powerhouse. Specific topics will include: industrialism, the urban political machine, rural backlash, the rise of labor, immigration, American imperialism, and social reform

**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 3185 – American Military History (3)**

Prerequisite: ENGL 1102 and completion of history requirements in Area E of the Core Curriculum

A study of the military history of the United States from colonial times to the present. This course emphasizes the relationship of the military establishment to American society, civil-military relations, the growth of military professionalism, the development and use of new military technologies, and the evolution of strategy, operations and tactics in U.S. military history.

**HIST 3200 – African American History to 1877 (3)**

Prerequisite: Completion of Area E History requirement and ENGL 1102

This course is designed to explore the varied range of experiences of African Americans from the origins of the Trans-Atlantic Slave Trade through the Civil War and Reconstruction. Topics include urban and rural enslavement throughout all regions of North America, resistance, free blacks, gender, property ownership and entrepreneurship, parenthood, citizenship, military service, education, leadership, and contributions to American culture, among others.

**HIST 3250 American Environmental History (3)**

Prerequisite: Completion of Area E History requirement and ENGL 1102

This course examines the relationship between Americans and their environment from the colonial period to the present. Topics include the effect of European settlement patterns on the environment, the role of technology in altering landscapes, the growth of the preservation and conservation movements, and the rise of state and federal environmental regulations.

**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 3330 – Early Modern Europe 1500-1789 (3)**

Prerequisite: Completion of Area E History requirement and ENGL 1102

This course covers the political, cultural, military and economic developments of Europe during a period of transition from the late medieval period to the modern era. It explores the military revolutions as well as the revolutionary movements in science, religion and politics that shaped the European continent and its extended empires.

**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 3407 – Modern Britain and the Empire 1688 to Present (3)**

Prerequisite: Completion of the Area E History requirement and ENGL 1102

This course will trace the development of Great Britain and its Empire as it shaped its national identity through the Protestant Reformation, the Establishment of the world's largest global empire, the creation of a parliamentary democratic government, pioneering an industrial revolution, and through its people's struggle for social justice. It will focus upon the political, social, economic, and cultural developments that made Britain a dominant world power and eventually brought Britain to its current global position.

### **HIST 3427 – Modern Germany (3)**

Prerequisite: Completion of Area E History requirement and ENGL 1102

History 3427 is a survey of the political, economic, social, and cultural history of Germany since 1848. Special emphasis will be given to German nationalism; the unification of Germany; society and politics in the Kaiserreich; German imperialism and the First World War; the crisis and collapse of the Weimar Republic; the Nazi dictatorship; the Second World War and the Holocaust; the Federal Republic of Germany; the German Democratic Republic; and the problems and prospects of reunification.

### **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 3507 – History of Modern Mexico (3)**

Prerequisite: Completion of Area E History Requirement and ENGL 1102

The course examines the history of Mexico from the Independence wars to the recent past. Themes of the course will include Mexico's struggles to unify and develop; its history of dictatorship under Porfirio Díaz in the nineteenth century, and under the PRI party in the twentieth century; its history of protest and revolution, and its interconnections with the United States and the world.

### **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 3525 – Europe and the Islamic World 6000-1800 (3)**

Prerequisites: Completion of English 1102 and the History requirement in Area "E."

This course will trace the dynamic relationship between "Europe" and the "Middle East" from the rise of Islam to the Enlightenment. Through philosophical works and travel accounts from the Mediterranean region, students will examine how European and Middle Eastern views of the "other" evolved over time as the domination of the Mediterranean shifted from East to West. We will investigate this dynamic within the context of the major components of culture and assess the points of contact that led to moments of intolerance and conflict and periods of amicable and co-beneficial associations

### **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 3740 – Ancient and Medieval Military History (3)**

Prerequisite: Completion of Area E History requirement and ENGL 1102

Examines the history of warfare in the ancient and medieval worlds. Close attention will be paid to the goals of warfare both personal and political and the structural means for declaring and fighting wars. It will also focus extensively on the composition and organization of military forces and the tactics and equipment of war, and how these change over time.

### **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.”

### **HIST3850 - Introduction to Public History (3)**

Prerequisites: Completion of English 1102 and the History Sequence in Area “E.”

An introduction to the principles, techniques and basic approaches used in the professional practice of public history. The course is a survey of the different disciplines such as historic preservation, historic and cultural site management, heritage tourism, museum administration, heritage tourism and archives and records management which comprise public history.

### **HIST4145 - Sixties America (3)**

Prerequisites: Completion of English 1102 and the History Requirement in Area “E”

A study of America in the 1960s, a crisis period in U.S. history out of which emerged major cultural change and new political arrangements. Students will examine a variety of secondary and primary sources -- novels, “underground” newspapers, photographs, music, documentaries and government documents – to develop an understanding of the racial, ethnic and social movements that dominated the era.

### **HIST 4250 – Intellectual and Cultural History of Colonial America (3)**

Prerequisites: ENGL 1102 and completion of the Area E history requirement

This course surveys the intellectual and cultural history of the British colonial origins of the United States up to 1763. We’ll study the ideas, philosophies, religious beliefs, art, literature, popular culture, entertainment, artifacts, and everyday habits of Americans who lived during this early period. Several interrelated themes structure this course; the changing

relationship between “high” and “low” culture; the evolution of thinking about representative democracy and government; the recurrent national quest for distinctly “American” forms of intellectual and cultural expression; and the role of religion, schools, and science in shaping American thought.

### **HIST4388 - World War II (3)**

Prerequisites: Completion of English 1102 and the History Requirement in Area “E.”

A study of the origins, course and consequences of the Second World War, focusing equal attention on the Pacific and European theaters from the early 1930s up to 1945. This course emphasizes diplomacy and military history, but also examines the impact of total war on the civilian populations, governments, soldiers and nations that fought the conflict.

### **HIST 4527 – Jews and Christians in the Islamic World (3)**

Prerequisite: Completion of Area E History Requirement and ENGL 1102

The course focuses on Jewish, Christian, and Muslim communal relationships from the seventh century to the end of the eighteenth century in Southwest Asia, North Africa, and the Iberian Peninsula. Topics include intra- and inter-communal cultural, political, and commercial developments, as well as the status of minorities within these social groups. This course does not emphasize the specific doctrines of these religions, but rather investigates how people of different faiths lived together.

### **HIST4575 - The Atlantic Slave Trade (3)**

Prerequisites: Completion of English 1102 and the History requirement in Area “E.”

This course traces the development of the Atlantic slave trade from its fifteenth-century infancy to its abolition in the nineteenth century. Among the topics to be covered: the African cultural context and understanding of slavery; the mechanics of the slave trade; the demographics of the slave trade; the experience of the slave trade for the enslaved and for slavers; comparative European slavery systems; the evolution of western racial thought; the transformative impact of Atlantic slavery on Africa, the Americas and Europe; and the emergence of an international abolitionist movement.

### **HIST 4670 – Social Revolutions in Modern Latin America (3)**

Prerequisites: Completion of the Area E history requirement and ENGL 1102

The course examines the role of social revolutions in Latin America’s history since the early twentieth century. Emphasis may be placed on various revolutions of the modern era including Mexico, Cuba, Central America, Bolivia and Chile. The course will explore the complex origins, processes, and experiences of revolution and analyze the diverse impacts of social revolutions both nationally and internationally.

### **HIST 4780 – Cultural and Intellectual History of the Ancient Mediterranean World (3)**

Prerequisite: Successful completion of ENGL 1102 with a grade of C or higher, sophomore status or higher, and completion of Area # History Requirements

An historical investigation into the cultures and ideas of the Mediterranean world and of the historical role of these in the synthesis of cultures. Politics, ideas, and the human view of the world from 800 BCE to 600 CE. It will culminate with the ways that the contributions of the ancient world were preserved in Late Antiquity.

### **HIST4900 - History Capstone (3)**

Prerequisite: Completion of 33 credit hours in history.

The culminating experience for all history majors not specializing in teacher education in which students will produce a senior project that draws upon the skills and competencies learned while majoring in history. Students will work with the instructor and in consultation with other history faculty to design, research and write a significant thesis, historiographical essay, or other project on a historical topic.

### **HIST 4990 – Special Topics in History (3)**

Prerequisite: Completion of Area E history requirement and ENGL 1102

Selected special topics of interest to faculty and students. May be repeated for credit when topic varies.

## **HONORS**

### **HNRS 1000 (1)**

Prerequisite: Students must be admitted to the First Year Honors Experience

HNRS 1000 introduces First Year Honors Experience students to the concepts, expectations, and requirements of the GGC Honors Program through discussion, reflection, and analysis of a theme, text, or topic of the instructor’s choosing integrative of GGC’s four core values of Scholarship, Creativity, Leadership, and Service. It familiarizes FYHE students

with the honors program – the design of the program, the level of commitment expected of honor students, the experiences honor students can expect, and the requirements they will need to fulfill in order to graduate from GGC with honors – and acclimates them to the rigor and depth of honors study.

### **HNRS 3000 – Honors Special Topics (3)**

Prerequisites: Students must be admitted to the GGC Honors Program, hold sophomore status or higher, and have completed Area A of the core curriculum

HNRS 3000 is a team-taught course that guides students through intensive interdisciplinary inquiry on a topic of the instructor's choosing. HNRS 3000 places special emphasis on how interdisciplinary study fosters civic engagement and sustainable partnerships across disciplines and communities, through experiential learning and service. The course will offer students exposure to faculty and/or staff expertise from diverse disciplines, with an emphasis on experiencing GGC's four core values of scholarship, leadership, service and creativity. Course topics will vary by semester.

## **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 1001H – Introduction to Computing Honors (4)**

Prerequisite: READ 0098; MATH 0099.

Co-Requisite: Enrollment in the GGC First Year Honors Experience or Honors Program; or, permission of the Dean of the School of Science and Technology and the Director of the GGC Honors Programs.

This 4-credit hour course provides an introduction to computers and applications software. Areas of study include: hardware; system software; application software; problem solving; networking and security; and application packages such as word processing, spread sheets, presentation software, and database. This course also offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means that ITEC 1001-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

### **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; Math 1111

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 2130 – Web Technologies (4)**

Prerequisite: ITEC 1001

Upon completion of this course, students will be able to: 1.) Design, create and deploy a website; 2.) Design and create web animations; 3.) Describe the social and economic implications of social networking; 4.) Discuss current and emerging web technologies; and 5.) Utilize web technologies for an international environment.

### **I TEC 2150 – Intermediate Programming (4)**

Prerequisite: I TEC 2120; MATH 2300 or concurrent enrollment in MATH 2300

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.

### **I TEC 2201 – Introduction to Information Systems (3)**

Prerequisite: I TEC 1001 (I TEC 2110 & I TEC 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

### **I TEC 3100 – Introduction to Networks (3)**

Prerequisite: I TEC 1001; ENGL 0099; I TEC 2120

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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.

### **I TEC 3150 – Advanced Programming (3)**

Prerequisite: I TEC 2150

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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.

### **I TEC 3200 – Introduction to Databases (3)**

Prerequisite: I TEC 2201 or BUSA 3100

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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

### **I TEC 3300 – Information Security (3)**

Prerequisite: I TEC 2201 or BUSA 3100

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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.

### **IITEC 3350 – E Commerce (3)**

Prerequisite: IITEC 2201 or BUSA 3100

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))  
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 e-commerce; (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.

### **IITEC 3450 – Computer Graphics and Multimedia (3)**

Prerequisite: IITEC 2110 and IITEC 2120

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))  
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).

### **IITEC 3550 – User Centered Design (3)**

Prerequisite: IITEC 2110; IITEC 2150; IITEC 2201

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))  
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.

### **IITEC 3600 – Operating Systems (3)**

Prerequisite: IITEC 2201 and IITEC 2150

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))  
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.

### **IITEC 3700 – Systems Analysis and Design (3)**

Prerequisite: IITEC 2110; IITEC 2150; IITEC 2201

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))  
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 an 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

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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 2201 or BUSA 3100

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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 wire line 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 – Digital Media Capstone Project (4)**

Prerequisite: ITEC 2110 and Senior Standing

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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 2201

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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 4150 – Enterprise Process Integration (4)**

Prerequisite: ITEC 2150, ITEC 3200, ITEC 3700

The course addresses how processes in an organization can be improved, innovated, and enabled by information technology. The course examines the methods and techniques to analyze, design, implement, automate, and integrate enterprise processes using information technology and systems. Course Outcome Goals: 1. Understand how to describe and analyze processes in an organization 2. Understand enterprise process modeling concepts and techniques 3. Be able to model enterprise processes in an organization 4. Be able to identify weaknesses in a given enterprise process design and suggest improvements 5. Understand the basic steps and different approaches to process redesign 6. Be able to redesign a given process with improvement patterns and best practices 7. Be able to develop an implementation and integration strategy for IT-enabled enterprise processes.

**ITEC 4170 – International Studies in Information Technology (3)**

Prerequisite: ITEC 2201 and approval by the instructor

The course covers a variety of information technology topics with an emphasis on the impact of global issues on design, development and adoption of IT systems. The course involves traveling to a foreign country (or countries) to examine differences and similarities of IT systems between the U.S. and other countries. Specific content and instructions will vary by the instructor. Upon completion of this course students will be able to: 1) Compare and contrast IT systems between the U.S. and other countries; 2) Analyze differences in IT resources and infrastructure in different countries; 3) Understand the impact of cultural differences on development and implementation of IT systems; (4) Evaluate the impact of globalization of IT industry.

**ITEC 4200 – Advanced Databases (4)**

Prerequisite: ITEC 3200

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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.

### **I TEC 4320 – Internet Security (3)**

Prerequisite: I TEC 3300

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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).

### **I TEC 4400 – IT Special Topics (1-4)**

Prerequisites: Completion of Area F and approval by instructor

Focused study of a specialized topic, problem, issue, or technology of interest to faculty and students. May be repeated if topics are different. No more than 6 credit hours may be applied toward the major.

### **I TEC 4650 – Game Development (3)**

Prerequisite: I TEC 2150 and I TEC 3450

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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.

### **I TEC 4700 – Artificial Intelligence (3)**

Prerequisite: I TEC 2150

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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.

### **I TEC 4810 – Information Technology Project I (3)**

Prerequisite: Completion of at least 28 hours of IT courses

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

Capstone project course for Information Technology majors. Upon completion of this course students will be able to: (1) apply common project practice; (2) utilize I TEC 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.

### **I TEC 4820 – Information Technology Project II (3)**

Prerequisite: I TEC 4810

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

Capstone project course for Information Technology majors. Upon completion of this course students will be able to: (1) apply common project practice; (2) utilize I TEC 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.

### **I TEC 4860 – Software Development Project (3)**

Prerequisite: I TEC 3200, I TEC 3150 and I TEC 3870

Co-Requisite: I TEC 4260

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

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.



### **I TEC 4900 – Information Technology Internship (3)**

Prerequisite: I TEC 2150, I TEC 3100, I TEC 3200, I TEC 3900 and permission of Internship Coordinator

Additional Requirement: Windows based laptop or Apple MacBook (see IT Laptop Program @ [www.ggc.edu/itlaptop](http://www.ggc.edu/itlaptop))

Internships are supervised experiential experiences in an I TEC related field. Upon completion of the course, the student will (1) Acquire real world job experience by successfully completing an internship with a company or organization, (2) Utilize effective oral and written communication with customers, clients, supervisors, and other employees in the working environment, (3) Obtain skills to assist with the transition from academia to the organizational environment, and (4) Demonstrate critical thinking and problem analysis, utilizing various tools and technologies.

### **INTEGRATED SCIENCE (ISCI)**

#### **ISCI 2001 – Integrated Life/Earth Science (3)**

Prerequisites: BIOL 1101K; BIOL 1102 OR PSCI 1101K; PSCI 1102

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 Teachers 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.

## **LEADERSHIP (LEAD)**

### **LEAD3000 - Essentials of Leadership (3)**

Prerequisite: MGMT 3000

This course introduces students to the foundations of leadership, necessary to be effective leaders in organizations. The course provides an overview of the major theories of leadership, as well as an understanding of basic leadership principles necessary to effectively lead organizations.

### **LEAD3100 - Leading Organization Change (3)**

Prerequisite: MGMT 3000

This course investigates processes of planned organizational change with emphasis on organizational change theory, organizational diagnosis, change intervention strategies, overcoming resistance to change and the role of power and influence.

### **LEAD3700 - Decision Making and Creative Problem Solving (3)**

Prerequisite: MGMT 3000

This course focuses on making decisions and developing creative solutions to difficult problems within an organizational context. Students will have the opportunity to learn about various decision making models, including the process of creative problem solving. To achieve this goal students will gain substantial hands on experience with creative problem solving and problem solving techniques that are applied to a number of domains (i.e. leadership, change, entrepreneurship, conflict management etc.) and will also be exposed to the concept of situational constraints on decision making. This course also introduces heuristics for the application of various decision making models to help students understand when various techniques are appropriate.

### **LEAD4100 - Global Leadership (3)**

Prerequisites: Essentials of Leadership (LEAD 3000) and Global Business (BUSA 3200), each completed with a grade of C or better; or, consent of the instructor

This course examines the traits, skills and behaviors needed to be an effective leader in a global context. Leadership theory, organizational building, social change and interdisciplinary approaches to complex global issues will be the main components of this course.

### **LEAD4750 - Leadership Practicum (3)**

Prerequisites: MGMT 4350; Senior standing or permission of the instructor

This course gives students an opportunity to identify, plan, implement and evaluate a leadership project within the context of a community-based organization. Students will work as part of a team to identify a project, in collaboration with the organization's leaders, that will benefit the organization and will allow the students to further develop their leadership skills. The project will be carried out under the guidance of the course faculty member and a designated member of the organization.

## **MATHEMATICS (MATH)**

### **MATH 0099 – Student Success Pre-College Algebra (4\*)**

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 1001 – Quantitative Skills and Reasoning (3)**

Prerequisite: MATH 0099

This course places quantitative skills and reasoning in the context of experiences that students will be likely to encounter. It emphasizes processing information in context from a variety of representations, understanding of both the information and the processing, and understanding which conclusions can be reasonably determined. Note: This course is an alternative in Area A of the Core curriculum and is not intended to supply algebraic background for students who intend to take Pre-calculus or the Calculus sequences for mathematics and science majors.

### **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 – Pre-calculus (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 1113H Pre-Calculus Honors (4)**

Prerequisite: SAT math  $\geq 550$ , ACT math score  $\geq 24$  OR MATH 1111; ENGL 0099

Co-requisite: Enrollment in the GGC First Year Honors Experience or Honors Program; or, permission of the Dean of the School of Science and Technology and the Director of the GGC Honors Programs.

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. The instructor will assign Honors projects as part of the course. This course offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means that Math 1113-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

#### **MATH 2000 – Statistics (3)**

Prerequisites: READ 0098; ENGL 0099; MATH 1111

A non-calculus 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, manipulative 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 2200H – Calculus I Honors (4)**

Prerequisite: Prerequisite: MATH 1113

Co-requisite: Enrollment in the GGC First Year Honors Experience or Honors Program; or, permission of the Dean of the School of Science and Technology and the Director of the GGC Honors Programs.

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. The instructor will assign Honors projects as part of the course. This course offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means that Math 2200-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

**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 2220 – Calculus III (3)**

Prerequisite: MATH 2210

In this course, the concepts of single variable calculus are extended to functions of more than one variable and vector valued functions. Topics from vector analysis and multivariate calculus will include vector calculus, directional and partial differentiation, gradients, differential calculus of vector valued functions, multiple, iterated, line and surface integrals and applications of these concepts .

**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 2450 – Linear Algebra (3)**

Prerequisite: Math 2200

Upon successful completion of the Linear Algebra I course, the students should be able to: (1) Perform computations involving vectors, matrices and systems of linear equations, both by-hand and using appropriate technology; (2) Identify real-world applications which can be modeled using systems of linear equations, and develop linear models for these problems (e.g., linear regression models for statistics problems); (3) Use appropriate technology to solve large-scale systems of linear equations; (4) State the rules (axioms) which vector spaces/subspaces must obey, and check whether a

given nonempty set of objects is a vector space/subspace; (5) Recognize linear transformations from one vector space into another vector space and identify special sets of vectors including the kernel and the range; and (6) Determine eigenvector and eigenvalue pairs, and use them to analyze problems (e.g., the long-term behavior of a dynamical system).

### **MATH 2500 – Foundations of Mathematics (3)**

Prerequisite: MATH 2210 or MATH 2210 with concurrency

An introduction to the language and tools used in upper level mathematics courses. After completing this course, students should be able to: (1) Construct a rigorous mathematical proof using a variety of techniques including induction, contradiction, and contrapositive; (2) Determine whether a mathematical argument is valid given the appropriate content background, and identify the flaws in an invalid mathematical argument; (3) Use the tools of naïve set theory; (4) Demonstrate a knowledge of and ability to use various foundational mathematical concepts such as functions, relations, ordering and cardinality.

### **MATH 2600 – Mathematical Modeling (3)**

Prerequisite: MATH 2200

This course is an introduction to the application of mathematical models to real systems in areas including chemistry, biology, physics and economics. Upon completion of 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 3008: Numeracy (3)**

Prerequisite: Admission to Teacher Education

The course is part of the Special Education major and is designed to help teachers adapt instruction for students with exceptionalities in mathematics. Course content includes assessing the nature and level of students' P-12 mathematics using a model of mathematical learning and designing developmentally appropriate instruction based on the results of such assessments. Course Outcome Goals: This course focuses on preparing special education majors to: (1) Identify students who have a mathematical learning disability by knowing and applying the various criteria for mathematical learning disabilities. (2) Use models of mathematical learning to identify the nature or type of a mathematical learning disability. (3) Use models of mathematical learning to develop instruction that allows students with mathematical learning disabilities to achieve required numeracy standards.

### **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 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 3350 - Applied Mathematics (3)**

Prerequisites: Successful completion of the following courses: MATH 2600 and MATH 3100

This course will focus on theories and applications of mathematical modeling techniques such as partial differential equations for a variety of problems in the natural sciences. Technology will be used to numerically and graphically interpret result of real-world problems. Students will: Utilize partial differential equations and boundary value problems in solving application problems. Apply a mathematical modeling process to translate real-world problems into relevant representations. Utilize dimensional analysis and scaling techniques to develop and analyze mathematical models. Evaluate and apply mathematical methods, including estimation, optimization, simulation and sensitivity analysis. Apply mathematics to problems in discipline specific areas such as Biology, Finance, Physics, etc in terms of differential equations.

### **MATH 3400 – Applied Linear Algebra (3)**

Prerequisite: MATH 2450

This course covers advanced topics in Linear Algebra including but not limited to: eigenvectors and eigenvalues, real vector spaces and their subspaces, symmetric and positive definite matrices, orthogonality and least squares, orthonormal bases, the Gram-Schmidt process and inner product spaces. Upon successful completion of the Applied Linear Algebra course, the students should be able to: 1. Perform computations involving matrices that are symmetric, positive definite, and similar, both by hand and using appropriate technology. 2. Identify real-world applications which can be modeled using eigenvalues, eigenvectors, and matrices of general transformations between finite dimensional vector spaces in addition to other topics. 3. Formulate and use appropriate technology to solve Least Squares Problems. 4. Define, identify, and solve problems involving orthonormal bases, in particular, problems involving the Gram-Schmidt Process. 5. Define, and identify real vector spaces, inner product spaces, and their corresponding subspaces.

### **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; MATH 2500

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 (2)**

Prerequisite: MATH 2500 with a grade of “C” or higher

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 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 4100 – Differential Equations II (3)**

Prerequisites: A grade of C or better in MATH3100 and MATH2220

This course 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: Identify and classify PDEs as elliptic, parabolic or hyperbolic; Use the method of characteristics, separation of variables, eigenfunction expansion, Fourier analysis and Green's function techniques to solve PDEs where applicable; Use Laplace, heat and wave equations to model physical phenomena; Use technology to analytically and numerically solve differential equations on bounded domains.

### **MATH 4150 – Complex Analysis (3)**

Prerequisite: MATH2500

This course provides students with a foundation in the theory and applications of complex analysis. The four core components covered in the course are (i) complex numbers and elementary functions of a complex variable (ii) limits, continuity and analyticity (iii) the Cauchy integral formula, power series and Laurent series and (iv) the Residue theorem and its applications. After completing the course, student should be able to: 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; identify with theorems and definitions apply to various situations in each of the four core components of the course; 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.

### **MATH 4200 – Special Topics in Mathematics (3)**

Prerequisite: Instructor consent

This course provides an in-depth look at a topic not covered by the existing mathematics courses. The course may be repeated if topics are different.

### **MATH 4250 - Topology (3)**

Prerequisite: MATH 2500 and MATH 2220

This course introduces students to the fundamentals of topology at an adequate level of rigor. The three core components covered in the course are (i) Sets and Topologies, (ii) Properties of Topological Spaces and (iii) Functions between Topological Spaces. 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 three components of the course. 2. Identify which theorems and definitions apply to various situations in each of the three core components of the course. 3. Construct proofs in each of the three core components of the course. 4. Use the theorems and techniques to solve problems in each of the three core components of the course. This course is intended to provide students with an introduction to topology, as well as prepare them for graduate school in mathematics and other disciplines.

### **MATH 4300 – Mathematical Statistics II (3)**

Prerequisite: MATH 3300

Mathematical Statistics II is designed to prepare students to use calculus theory for the development of probability and statistical models. The course will include coverage of various statistical concepts including probability distributions for



functions of random variables, sampling distributions, properties of estimators, order statistics and hypothesis testing. After completing this course, students should be able to: 1. Determine probability distributions of functions of random variables; 2. Develop probability models of real world situations and analyze the results; 3. Develop models for sampling distributions; 4. Evaluate the quality (e.g., bias, mean square error, sufficiency, consistency) of statistical estimators; 5. Determine functions for statistical estimators using the method of moments and maximum likelihood estimation; 6. Use computer technology to simulate probability distributions, sampling distributions and estimators; 7. Model and solve applied problems by synthesizing the components of the course (probability distributions, sampling distributions and statistical estimators); and 8. Apply methods for conducting statistical hypothesis testing to reach conclusions for research questions.

### **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 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 2201; or consent of instructor

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.

### **MGMT4105 - Theories of Motivation (3)**

Prerequisite: MGMT 4100

This course examines topics of motivation and leadership in the workplace by addressing theoretical formulations, major research findings and real-world applications of the various theories of motivation. Issues related to these topics will include gender, job attitudes, cross-cultural influences and organizational reward systems.

### **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 4220 – Project Management (3)**

Prerequisites: BUSA 3100 or ITEC 1201/2201

This course uses established project management principles and examines the use of systematic processes for maximizing resources for work within optimum cost and time parameters. The methodology includes: 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 4300 – Entrepreneurship and New Ventures (3)**

Prerequisites: MGMT 3000; MKTG 3000

Cross-Listed with MKTG 4301

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 Management (3)**

Prerequisite: MGMT 3000; ITEC 1001; BUSA 2000

This course provides a frame of reference for using quantitative models in support of business decision making. Topics include model components, simulation, optimization, time series and causal forecasting, decision analysis, Monte Carlo simulation, linear programming, quality management and other techniques for project and operations management. The course emphasizes the value of these approaches in a wide variety of functional settings.

**MGMT4620 – Systems Analysis and Design for Managers (3)**

Prerequisites: ITEC 2201 or BUSA 3100; ITEC 2120; ITEC 3200; MGMT 4220

Includes the concepts, methodologies and techniques involved in information systems design and analysis. Presents an overview of information systems and the systems development life cycle for the systems analyst/manager. Course emphasis focuses on tools and techniques used to document information systems. Presents students with real-world system analysis skills and techniques within the framework of the systems development life cycle (SDLC). Examples and cases are drawn from actual systems projects that enable students to learn in the context of solving problems, much like the ones they will encounter on the job.

**MGMT 4650 – International Management of IT (3)**

Prerequisites: BUSA 3100 or ITEC 1201/2201 (Management Information Systems)

Discussion and in-depth analysis of contemporary information systems topics with emphasis on the economic and technological impact of computer information systems on the business environment. Coverage includes a discussion of the international considerations of the adoption of information technology innovations, international considerations for software development, challenges of cross-border communications, international human resource considerations and international monetary considerations

**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 4301 – Entrepreneurship & New Venture (3)**

Prerequisite: MGMT 3000; MKTG 3000

Cross-Listed with MGMT 4300

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.

**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; MKTG 4025 and 3.0 overall GPA

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)**

Prerequisite: Completion of Student Success Courses (Math, Reading, English 0098, 0099) if required for admissions to GGC and Freshman or Sophomore status and US Citizenship

Co-Requisite: MSL 1010L

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Established framework for understanding officer ship, leadership and Army values followed are "life skills" such as physical fitness and time management.

### **MSL 1010L - Leadership and Personal Development I Lab (1)**

Co-Requisite: MSL 1010

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, officer ship, leadership and values. Basic skills include rappelling, familiarization with military weapons and unit organization.

### **MSL 1020 – Leadership and Personal Development II (2)**

Prerequisite: Completion of Student Success Courses (Math, Reading, English 0098, 0099) if required for admissions to GGC and Freshman or sophomore status and US Citizenship

Co-Requisites: MSL 1020L

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)**

Co-Requisite: MSL 1020

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)**

Prerequisite: Completion of Student Success Courses (Math, Reading, English 0098, 0099) if required for admissions to GGC and Freshman or Sophomore status and US Citizenship

Co-requisite: MSL 2010

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)**

Co-Requisite: MSL 2010

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)**

Prerequisite: Completion of Student Success Courses (Math, Reading, English 0098, 0099) if required for admissions to GGC and Freshman or Sophomore status and US Citizenship

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.

**MUSC2020 - Survey of Latin American Music (3)**

Prerequisite: ENGL 1101, 1102 and completion of any Area C course

Introduction to the variety of music from Latin America. Latin American Music will be studied within its historical and cultural contexts. Students will learn to distinguish and describe different genres and musical styles, historical and modern.

**MUSC 2200 – Survey and Analysis of European Art Music**

Prerequisite: ENGL 0099; READ 0098

This course traces the development of art music in Europe starting in the medieval style period and ending with contemporary European music. Emphasis is placed on active listening, concentrating on the unique musical characteristics of each listening example. This course will consider the musical styles of particular periods and specific composers including Machaut, Du Fay, Josquin, Palestrina, Monteverdi, Handel, Bach, Mozart, Beethoven, Schubert, Robert and Clara Schumann, Liszt, Berlioz, Brahms, Wagner, Verdi, Mahler, Schoenberg, Berg, Stravinsky, Debussy and later 20<sup>th</sup> century figures. Students will explore music within its stylistic and cultural contexts, including aspects of form, composition, social significance, and politics. Students will learn to distinguish and describe different genres and musical styles.

**MUSC 2500 –Vocal Ensemble (Chorus) (1)**

MUSC 2500 is designed to offer students the opportunity to participate in a vocal ensemble (chorus). The ensemble will rehearse regularly and present one or two public performances per semester. Musical literature will be chosen each semester to suit the abilities of the students enrolled. Service performances (graduation, commencement, etc...) are required. As a one credit hour per semester course, it is repeatable for credit in subsequent semesters, up to 4 credits total.

**MUSC 3050 – Music Theory I (3)**

Prerequisite: Completion of any Area C Arts/Literature Course.

Music Theory I introduces the fundamentals of music theory: notation, rhythm and pitch orientation, accidentals, key and time signatures, metric organization, intervals, scale formation, triad construction and chord spelling, elementary ear training and sight singing. In addition this class will include the application of these fundamentals to composition and analysis and an introduction to the keyboard.

## **PHILOSOPHY (PHIL)**

### **PHIL2010 – Introduction to Philosophy (3)**

Prerequisite: Successful completion of ENGL 99 and READ 99 with a grade of C or higher required; ENGL 1101 recommended

This course provides an introduction to philosophical thoughts and ideas by allowing students to explore: the kinds of sound argument, the arguments for and against the existence of an Ultimate Reality, the potential character of that Reality, questions regarding the meaning (or meaninglessness) of life, ethical decision making and sources of human knowledge. During the course, students will learn the meaning and vocabulary of philosophy, value of critical thinking and application of philosophy across disciplines. Students will also examine philosophical thought in a global context.

## **PHYSICAL EDUCATION (PHED)**

### **PHED 1010 – Beginning Badminton (1)**

This course will focus on the development of badminton skills, strategies, rules and terminology for the game.

### **PHED 1015- Beginning Tennis (1)**

This course is designed to teach fundamental tennis skills which include, stance and footwork, the serve, forehand and backhand strokes, volleys, types of shots, basic rules and regulations and game play strategies.

### **PHED 1025 – Power Stretch (1)**

This course is designed to focus on postures, breathing techniques, and relaxation skills while stretching and strengthening the entire body. Power stretch will provide an introduction to the philosophy and practice of Yoga and Pilates techniques. This blended course is designed to release stress and muscle tension, enhance the ability to concentrate, and stretch and strengthen the body in a group fitness setting.

### **PHED 1030 – Beginning Soccer (1)**

This course is designed to provide students with the knowledge and fundamental skills which include, passing, kicking, dribbling, small team game play strategies, basic rules and regulations necessary to motivate active participation in soccer.

### **PHED 1040 – Volleyball (1)**

This course is designed to teach fundamental volleyball skills which include passing, setting, spiking, and serving, while incorporating game rules and strategies.

### **PHED 1050 – Body Sculpting and Core**

The course is designed to maximize total body conditioning by building and sculpting muscles, strengthening the core and improving flexibility and balance. Body Sculpting and Core will introduce students to proper resistance training technique in a cardio-infused group exercise setting. Course format includes a fun and challenging strength training routine that promotes a lifetime commitment to fitness. Students completing this course should be able to: (1) Develop and analyze personal fitness goals; (2) Develop a personal fitness program designed to meet short and long term goals; (3) Demonstrate improvements in the five health related fitness components: cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition; (4) Identify safety concerns as they relate to exercise and resistance training; (5) Cultivate a positive atmosphere and attitude about physical fitness; (6) Understand the physiological and psychological benefits of regular exercise.

### **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)**

This course will focus on the basic concepts and skills required of a novice swimmer.

### **PHED 1071 – Intermediate Swimming (1)**

This course is designed to teach intermediate level skills and fitness in swimming, which include, freestyle, backstroke, breaststroke, and open turns.

### **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 1090 - Cardio Kickboxing (1)**

This course will teach students the proper technique and fundamentals for cardio kickboxing and introduce them to a new form of lifetime aerobic activity, utilizing punches and kicks as well as improving their physical fitness. This course will also address all of the five components of fitness.

### **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.

### **PHED 1120 – Introduction to Golf (1)**

A physical education course designed to teach the basic skills used to solve the many unique tactical problems found in the game of golf. Additional content will include safety, rules, etiquette, equipment, and the benefits of cardiorespiratory, muscular, and flexibility training for golf performance. An additional fee and student provided transportation will be required. Students are required to supply their own **golf clubs** which minimally must include a putter, pitching wedge, and short-mid irons (8, 7, 6, or 5)

### **PHED 1130 – Basics of Hiking (1)**

An outdoor physical education course designed to teach the basic concepts and skills used in basic hiking. Additional content will include benefits, safety, equipment, etiquette and the translation/navigation of trail maps. An additional fee will be required and students must provide own transportation to local trails which are off campus.

## **PHYSICAL SCIENCE (PSCI)**

### **PSCI 1101K – Physical Science with Laboratory (4)**

Prerequisites: MATH0099, 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 1102– Physical Science (3)**

Prerequisites: MATH0099, 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 that will include material from Mechanics and Thermodynamics. Algebra and trigonometry will be routinely used. Upon completion of this course students will be able to: (1) Demonstrate a conceptual and mathematical knowledge of 1-D and 2-D Kinematics; (2) Demonstrate a conceptual and mathematical knowledge of Newton's Laws as applied to both linear and circular motion; (3) Demonstrate a conceptual and mathematical knowledge of Work, Energy, and Power; (4) Demonstrate a conceptual and mathematical knowledge of the Laws of Conservation of Energy and Linear Momentum; (5) Demonstrate a conceptual and mathematical knowledge of Torque and Elasticity; (6) Effectively collect and present scientific data gathered through experiment; (7) Use computational and estimation skills to analyze data, construct and interpret charts, graphs, and tables, and compose scientific explanations.

### **PHYS 1112K – Introductory Physics II with Laboratory (4)**

Prerequisite: MATH 1113 and either PHYS 1111K or PHYS 2211K with grade of C or better

An introductory course that will include material from Electricity, Magnetism, Optics, and Waves. Algebra and trigonometry will be routinely used. Upon completion of this course students will be able to: (1) Demonstrate a conceptual and mathematical knowledge of electrostatic force, field, potential energy and potential for point charges; (2) Demonstrate a conceptual and mathematical knowledge of DC circuits containing batteries, resistors, and capacitors; (3) Demonstrate a conceptual and mathematical knowledge of magnetic forces and fields and induction; (4) Demonstrate a conceptual and mathematical knowledge of ray and wave optics; (5) Effectively collect and present scientific data gathered through experiment; (6) Use computational and estimation skills to analyze data, construct and interpret charts, graphs, and tables, and compose scientific explanations.

### **PHYS 2211K – Principles of Physics I with Laboratory (4)**

Prerequisite: MATH 2200

An introductory course that will include material from Mechanics and Thermodynamics. Algebra, trigonometry, and differential and integral calculus will be routinely used. Upon completion of this course students will be able to: (1) Demonstrate a conceptual and mathematical knowledge of 1-D and 2-D Kinematics as applied to both linear and rotational motion; (2) Demonstrate a conceptual and mathematical knowledge of Newton's Laws as applied to both linear and rotational motion; (3) Demonstrate a conceptual and mathematical knowledge of Work, Energy, and Power; (4) Demonstrate a conceptual and mathematical knowledge of the Laws of Conservation of Energy, Linear Momentum, and Angular Momentum; (5) Demonstrate a conceptual and mathematical knowledge of Simple Harmonic Motion; (6) Effectively collect and present scientific data gathered through experiment; (7) Use computational and estimation skills to analyze data, construct and interpret charts, graphs, and tables, and compose scientific explanations.

### **PHYS 2212K – Principles of Physics II with Laboratory (4)**

Prerequisite: PHYS 2211K and MATH 2210 with grade of C or better

An introductory course that will include material from Electricity, Magnetism, Optics, and Waves. Algebra, trigonometry, and differential and integral calculus will be routinely used. Upon completion of this course students will be able to: (1) Demonstrate a conceptual and mathematical knowledge of electrostatic force, field, potential energy and potential; (2) Demonstrate a conceptual and mathematical knowledge of DC circuits containing batteries, resistors, and capacitors; (3) Demonstrate a conceptual and mathematical knowledge of magnetic forces and fields and induction; (4) Demonstrate a conceptual and mathematical knowledge of ray and wave optics; (5) Effectively collect and present scientific data gathered through experiment; (6) Use computational and estimation skills to analyze data, construct and interpret charts, graphs, and tables, and compose scientific explanations.

### **PHYS 3000 – Modern Physics (3)**

Prerequisites: PHYS 2212K; or both MATH 2210 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. Algebra, trigonometry, and differential and integral calculus will be routinely used. Upon completion of this course students will be able to: (1) Demonstrate broad knowledge of electromagnetism and its applications to 21st century technology; (2) Demonstrate a conceptual and mathematical knowledge of relativity; (3) Demonstrate a conceptual and mathematical knowledge of basic quantum mechanics; (4) Apply quantum mechanics principles to the physics of the atom.

## **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 1101H – Introduction to American Government Honors (3)**

**Prerequisite:** Successful completion of READ 098 if applicable.

**Co-requisite:** Enrollment in the GGC First Year Honors Experience or Honors Program; or, permission of the Dean of Liberal Arts and the Director of the GGC Honors Programs

Covering the essential facts of national government in the United States, with some attention given to state government, including the State of Georgia, Political Science 1101-Honors satisfies state law, requiring examination on United States and Georgia Constitutions. This course offers an integrated educational experience providing you with opportunities where applicable to explore the meanings of and develop abilities related to the four core values espoused by the college and our Honors Programs: leadership, creativity, service, and scholarship. In part, this means that Political Science 1101-H consistently will challenge you and offer you learning opportunities that fully support the College's Vision and Mission via the promotion of a dynamic learning community.

### **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 1101 and ENGL 1102 with a grade of C or better 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. *Georgia Gwinnett College 2011-2012 Catalog, p. 231*

### **POLS 3200 - Comparative Legal Systems (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor

This course compares the development, structure and processes of the world's major legal systems from a global perspective, including common law, civil (code) law, religious and socialist legal systems and customary dispute resolution in traditional societies. The course explores the roles of a country's economic and political structures, culture and religion in administering justice.

**POLS 3350 – US Foreign Policy (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better 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 1101 and ENGL 1102 with a grade of C or better 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 1101 and ENGL 1102 with a grade of C or better or permission of the instructor

A survey of the historical writings of political thought from Hobbes to Marx.

**POLS 3550 – Public Policy Process (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor

Examination of the major theoretical approaches to the study of public policy at all levels of government. The course focuses on critical elements of the policy process such as the definition of public problems, agenda setting, policy formulation, policy implementation, oversight and policy change. Selective public policy issues will also be examined in detail.

**POLS 3600 – Content Methods (4)**

Prerequisite: Admission to Teacher Education 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 4000 - International Organizations (3)**

Prerequisite: POLS 1101 and, ENGL 1102 with a grade of C or better or permission of the instructor

This course is designed to acquire an understanding of the ways in which international organizations function. Attention is devoted to both global and regional organizations and to organizations with both broad and narrow functional mandates.

**POLS 4001 - International Development (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor

This course will introduce students to various approaches to international development, focusing on a variety of experiences of countries in the Global South. The course will explore several themes concerning international development, including foreign investment, women's issues, international trade, global inequality, the role of international organizations and corruption.

**POLS 4040 - Comparative Foreign Policy (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor

This course examines the actors, concepts and policies in the development of foreign policy from a comparative perspective.

**POLS 4125 – Georgia Politics (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor

This course will examine state and local government in the state of Georgia using both case study and comparative approaches.

**POLS 4160 - American Judicial Process (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor

This course will examine the structure and organization of state and federal courts, the selection of judges, judicial reasoning and decision making, the powers of the courts and the impact of the courts on American government and society. A basic theme of this course is that courts, as governmental institutions, must be understood in light of their relations with other institutions of government and with the general public.

**POLS 4170 – Congress (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better 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 1101 and ENGL 1102 with a grade of C or better or permission of the instructor  
This course will examine the constitutional, institutional and personal powers of the president and the political role of the president.

**POLS 4220 - Topics in Comparative Politics (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor  
The course provides intensive examination of current political problems in Comparative Politics. Topic may vary each time course is offered. Course may be repeated for credit if the topic is different.

**POLS 4350 - CJCR 4350 – Criminal Law (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor  
This course will examine the substantive criminal law, its origin and sources, the elements of crime and modifying circumstances and defenses. Also discussed are offenses against the person and property, those offenses involving specific intent and public welfare offenses.

**POLS 4390 - Legal Writing and Research (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor  
In this course, students will learn the tools and methods of legal research and writing. The course covers methods for locating and analyzing statutory and case authorities and writing legal memoranda, correspondence and briefs in trial court and appellate contexts. In addition, students will practice identifying issues in client interview settings and articulating legal issues in simulated appellate arguments.

**POLS 4400 - International Law (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor  
Law among states in peace and war. Historical background and political foundations of international law. The influence of judicial decisions, international courts and organizations, treaties and practices of states upon the growing body of international law.

**POLS 4425 – Political Negotiation and Conflict Resolution (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor  
This course will explore the Alternative Dispute Resolution spectrum and political negotiation strategies.

**POLS 4460 - US Security Studies(3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor  
This course will analyze the most important challenges and threats to U.S. national security that have emerged in the Post-Cold War era. In addition, the course will attempt to assess the implications of these challenges for US foreign policy in the contemporary global environment.

**POLS 4480 – Practicum in ADR (Alternative Dispute Resolution (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor  
In this course, the student will examine the theoretical foundations of conflict resolution and apply the negotiation skills and mediation framework in simulations. The applied setting is designed to meet the Alternative Dispute Resolution Certificate Program

**POLS 4490 – Senior Seminar (3)**

Prerequisite: POLS 2101, ENGL 1102 with a grade of C or better or permission of the instructor  
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.

**POLS 4700 - Constitutional Law: Powers of Government (3)**

Prerequisite: POLS 1101 and ENGL 1102 with a grade of C or better or permission of the instructor

This course addresses questions concerning the role of the Supreme Court in resolving legal problems that arise under our fundamental law, as well as issues concerning the Constitution's distribution of power between the national and state governments and among the branches of the national government.

**POLS 4720 – Constitutional Law: Civil Liberties and Civil Rights (3)**

Prerequisite: POLS 1101 and ENGL 1102

Cross-Listed with CJCR 4720

This course focuses on constitutional protections of liberty and equality, including protections that stem from principles of substantive and procedural due process. Subjects typically covered in the course include equal protection, freedom of expression, rights to privacy, the right to free exercise of religion and the prohibition of laws respecting an establishment of religion.

**POLS 4998 – Directed Research (3)**

Prerequisites: POLS 2101 and permission of instructor based on discipline approval

A pre-approved research based experiential activity in the field of political science with meaningful service to the field. The experiential activity shall include a presentation of original research to an establish audience. The research project must be designed with the instructor and approved by the discipline in the semester prior to enrollment. The project must consist of no fewer than 90 hours of supervised research. Students will be expected to establish learning outcomes that coincide with the discipline's program goals and prepare written research assessment paper that demonstrates learning objectives. POLS 4998 may count as POLS 4999 in the program of study.

**POLS 4999 - Internship (3)**

Prerequisite: POLS 2101 and ENGL 1102 with a grade of C or better or permission of the instructor

A pre-approved experiential activity in the field of political science with meaningful service to the field. The experience should foster academic learning, personal growth and civic or global responsibility. The internship shall be a place internship of no fewer than 90 service hours in the field and must be pre-approved by the discipline in the semester prior to enrollment. Students will be expected to establish learning outcomes that coincide with the discipline's program goals and prepare written research assessment paper that demonstrates learning objectives.

**PSYCHOLOGY (PSYC)****PSYC 1102 – The Psychological Experience (3)**

Prerequisite: READ 0098

Examination of psychological phenomena from bio behavioral 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 and ENGL 1101

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 or PSYC 2800 or PSYC 3101

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

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 bio psychosocial 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

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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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 1102; PSYC 2000 or PSYC 2010; PSYC 2400 ; PSYC 2200; PSYC 3020 or PSYC 3101 or PSYC 2800; PSYC 3030

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; PSYC 3030

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; PSYC 3030

(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; PSYC 3030; PSYC 3030

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; PSYC 3030

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 or PSYC 2800; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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 stereotypes 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; PSYC 3030 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; PSYC 3030  
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; PSYC 3030  
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; PSYC 3030  
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; PSYC 3030  
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; PSYC 3030  
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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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; PSYC 3030

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 0098 – Student Success Advanced Reading Skills (4\*)**

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 Teacher Education

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 Teacher Education 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 Teacher Education; READ 3200

Co-requisite: ECED 4100 or SPED 4100

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.

### **RELN 3100 - Religion and Social Justice (3)**

ENGL 1102 with a grade of “C” or higher; RELN 1100; or permission of instructor

This course examines the relationship between issues of social justice and the role of religion (socio-cultural ideas on and practices related to the sacred) in guiding social groups toward more just and humane societies. Social justice issues such as peace, poverty, oppression, discrimination and the environment are considered through religious responses to these issues.

### **RELN 3410 – Conceptions of Selfhood in Religion (3)**

Prerequisite: ENGL 1102 with a grade of “C” or higher; RELN 1100 with a grade of “C” or higher

This course considers the understanding of “selfhood” or in Western discourses, “subjectivities,” in religious traditions around the world. A writing-intensive course, this exploration will include spiritual resources from Hindu, Buddhist, Christian, New Age, and Indigenous/Shamanic traditions as they inform the notions of selfhood. Topics such as mind/body theories of interaction, the nature of awareness, theories of the sub/unconscious, monistic and nondualistic philosophies, enlightenment and Buddhist metaphysics will help students become familiar with complex and multivalent constructions of Selfhood.

### **RELN 4001 – History and Literature of the Hebrew Bible/Old Testament (3)**

Prerequisites: RELN 1100 and ENGL 1102 with a grade of “C” or higher.

This course addresses the nature, content, and problems of the Hebrew Bible/Old Testament with attention given to: 1. The uses of the text by communities who revere or appreciate its content (e.g. Jews, Christians, and Muslims); 2. The relevant historical data which shape the text (e.g. the relationship between text and material culture in historiography); 3. The literary forms of the ancient world (e.g. history, epic, myth, law, prophecy, poetry, wisdom literature, etc.); and 4. The ancient Near Eastern literary and cultural backgrounds of the text.

### **RELN 4700 Special Topics in Religious Studies (3)**

Prerequisite: RELN 1100 and ENGL 1102 with a grade of “C” or higher and sophomore status or permission of instructor

This course offers a focused study of a particular area of Religious Studies. May be repeated for credit if the topic varies.

## **SCIENCE AND TECHNOLOGY (STEC)**

### **STEC 2500 – Introduction to Undergraduate Research for SST (3)**

Prerequisite: ENGL 1101 with a grade of C or better and Permission of faculty research supervisor

Co-Requisite: MATH 1113

Students may conduct research in any of the disciplines in the School of Science and Technology. Through this research experience, students will: 1) Have a better understanding of the research process and the opportunities available to students interested in undergraduate research. 2) Effectively implement the scientific method to investigate a question of interest. 3) Collect and analyze data and present results. 4) Communicate in-depth scientific information effectively in oral and/or written form using appropriate terminology. Course can be repeated up to three times for credit.

### **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: Completion of Area F in the student’s major and permission of the 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 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.

### **SOCI 3201 – Social Inequality (3)**

Prerequisites: ENGL 1102; and either SOCI 1101 OR SOCI 1160, or permission of the instructor

Social Inequality examines stratification based on class, gender, race/ethnicity, age, and sexual orientation. Study will focus on explanatory theories of inequality and contemporary empirical work related to inequality. Dynamics of inequality within the United States and within global context will be explored.

### **SOCI 3500 – Social Change and Social Movements (3)**

Prerequisite: ENGL 1102 and either SOCI 1100, SOCI 1160 or consent of instructor

This course examines the role of social change in societal development. The focus of the course is on collective behavior and social movements. Collective behavior will be explored as a type of change in which the usual social conventions no longer guide social action and institutional patterns of behavior are bypassed as new norms develop. The examination of social movements will include those movements that have been important to American history and continue to influence change in a global context.

### **SOCI 4000 Special Topics in Sociology (3)**

Prerequisite: SOCI 1101, SOCI 1160, or permission of Instructor

This course proposes a focused study of a particular area of Sociology such as Gender and Sexuality, the Sociology of Family, Deviance, Sociology in Global Perspective, Aging and Life course, Immigration, Urban Sociology, or the Sociology of Sport\*. This course may be repeated for credit when the topic varies. \* The expectation is that the selected topics will shift as one or more of these topics eventually become standalone sociology courses as we develop a minor and eventual major. Students cannot receive credit for both a selected topic class and the eventual standalone course of the same topic. Students can receive credit for more than one selected topics course as long as the topic is different.

## **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 or Permission of Instructor

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 or Permission of Instructor

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 or Permission of Instructor

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 or Permission of Instructor

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 Teacher Education

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 Teacher Education

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 Teacher Education 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 Teacher Education 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.

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Lois C. Richardson, Ph.D., School of Liberal Arts  
Diane White, Ph.D., RN, CCRN, School of Health Sciences  
Barry D. Biddlecomb, Ph.D., School of Transitional Studies

### Charter Faculty

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Tyler Yu, Ph.D., Associate Dean and Professor of Economics  
Spero Peppas, Ph.D., Professor of Marketing and International Business\*  
Mary Saunders, Ph.D., Assistant Professor of Management

#### SCHOOL OF LIBERAL ARTS

Juliana Lancaster, Ph.D., Director of Institutional Effectiveness and Associate Professor of  
Psychology  
Vickie Williams, Ph.D., Associate Professor of Psychology

#### SCHOOL OF SCIENCE AND TECHNOLOGY

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*\* Denotes first faculty member hired*

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