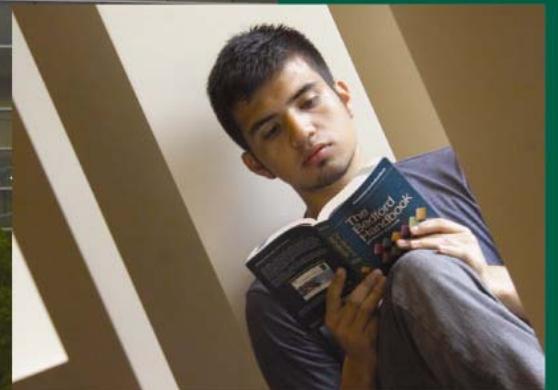




Georgia Gwinnett
COLLEGE



2008-2009
Catalog



Georgia Gwinnett College is a candidate for accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4501 for questions about the accreditation of Georgia Gwinnett College.

Disclaimer:

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

2008-2009

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.

Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
(678) 407-5000
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www.ggc.usg.edu

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2008 – 2009 Calendar of Academic Activities

FALL 2008 CALENDAR

<u>Month</u>	<u>Date</u>	<u>Description</u>
June	19	New Student Registration Begins
August	1	Deadline to Apply for Admission for Fall 2008
August	11	Applications for Graduation due
August	15	Deadline for Fall 2008 Tuition Payments
August	20	Classes Begin
August	26	Drop/Add
August	26	Deadline for Petitions for In-State Residency
September	1	Labor Day Holiday
October	15	Mid-term
November	26-30	Thanksgiving Holidays
December	8	Last Day of Classes before Final Exams
December	8	Applications for Spring 2009 Graduation Due
December	9	Reading Day for Final Exams
December	10-16	Final Examinations
December	18	Grades Due

SPRING 2009 CALENDAR

<u>Month</u>	<u>Date</u>	<u>Description</u>
October	27	Academic Advisement/Registration Begins
December	1	Deadline to Apply for Admission for Spring 2009
January	7	Classes Begin
January	9	Deadline for Spring 2009 Tuition Payments
January	13	Drop/Add
January	13	Deadline for Petitions for In-State Residency
January	19	Martin Luther King, Jr. Holiday NO CLASSES
March	4	Mid-term
March	9-14	Spring Break – NO CLASSES
April	29	Last Day of Classes before Final Exams
April	30	Reading Day for Final Exams
May	1-8	Final Examinations
May	11	Grades Due
May	29	Commencement

SUMMER 2009 CALENDAR

<u>Month</u>	<u>Date</u>	<u>Description</u>
March	23	Academic Advisement/Registration Begins
May	22	Deadline for Summer 2009 Tuition Payments
May	25	Memorial Day Holiday – NO CLASSES
May	26	Classes Begin
May	26-28	Drop/Add for Session A and Full Summer Sessions
May	28	Deadline for Petitions for In-State Residency
June	8	Mid-term Session A
June	22	Last Day of Classes for Session A
June	22	Mid-term for Full Summer Session
June	23-24	Final Examinations for Session A
June	25	Grades Due for Session A
June	25	Classes Begin for Summer Session B
June	27	Drop/Add for Session B
July	3	Independence Day Holiday – NO CLASSES
July	8	Mid-term Session B
July	22	Last Day of Classes before Final Exams for Session B & Full
July	23-25	Final Examinations for Session B and Full
July	27	Grades Due for Session B and Full
August	1	Deadline to Apply for Admission for Fall 2009

Tentative Calendar of Academic Activities for 2009-2013

2009-2010

Fall 2009

Classes begin	August 17
Labor Day	September 7
Thanksgiving	November 24-29
Classes end	December 4
Exams	December 7-12

Spring 2010

Classes begin	January 06
MLK	January 18
Spring Break	March 7-13
Classes end	April 28
Exams	April 30-May 6

Summer 2010

Classes begin	May 24
(Session A and full)	
Memorial Day	May 31
Session A ends	June 21
Exams Session A	June 22 - 23
Classes begin B	June 24
July 4 th	July 05
Classes end	July 22
(Session B and full)	
Exams	July 23, 24, 26
(Session B and full)	

2010-2011

Fall 2010

Classes begin	August 16
Labor Day	September 6
Thanksgiving	November 23-28
Classes end	December 4
Exams	December 6-11

Spring 2011

Classes begin	January 6
MLK	January 17
Spring Break	March 13-20
Classes end	April 29
Exams	May 2-7

Summer 2011

Classes begin	May 23
(Session A and full)	
Memorial Day	May 30
Session A ends	June 20
Exams Session A	June 21-22
Classes begin B	June 23
July 4 th Holiday	July 4
Classes end	July 21
(Session B and full)	
Exams	July 23, 25, 26
(Session B and full)	

2011-2012

Fall 2011

Classes begin	August 15
Labor Day	September 5
Thanksgiving	November 22-27
Classes end	December 3
Exams	December 5-10

Spring 2012

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

Summer 2012

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

2012-2013

Fall 2012

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

Spring 2013

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

Summer 2013

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



General Information



Vision

Georgia Gwinnett College will be a premier 21st 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 Governor Sonny Perdue, President Daniel J. Kaufman, Board of Regents Chairman Allan Vigil, U.S. Representative John Linder and Georgia Gwinnett College 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 college created in Georgia in more than 100 years. The new institution was built upon the work of the Gwinnett University Center (GUC) which was established in 1997 to provide University System of Georgia (USG) coordination in Gwinnett County.

- 1994: 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 GA Highway 316 and Collins Hill Road, and designated it specifically for the development of a college campus.
- February 1999: The State Legislature showed their support by allocating \$19.7 million for the signature building.
- 2000: Gwinnett County donated the 160 acres to establish the Gwinnett University Center, a partnership among institutions of higher education.
- December 2000: The Board of Regents approved a unique public-private venture to construct the first classroom building on the new campus site. The 120,000 square-foot building was constructed in a record ten months.
- January 7, 2002: GUC opened its doors to more than 5,000 students enrolled in the partnership institutions - nine months earlier than projected and reaching the original five-year enrollment projection on opening day.
- August 2002: A \$22 million signature building was completed, adding 100,000 square feet with 18 state-of-the-art classrooms, a two-story library and faculty offices.
- October 2004: The Board of Regents voted to create a new four-year state college in Gwinnett County. The County had doubled its population each of the past three decades, and was now home to nearly 700,000 people. With more than 8,000 enrolled students, the GUC was the ninth largest University System institution.
- March 2005: The Georgia General Assembly passed SR 33 establishing a new college in Gwinnett.
- May 2005: Governor Sonny Perdue deferred a \$5 million appropriation in the 2005 State budget for a 29,000 square-foot classroom building.
- September 2005: Dr. Daniel J. Kaufman was hired as the College's inaugural president.
- October 2005: The Board of Regents voted to name the institution "Georgia Gwinnett College."
- November 2005: Initial bachelor degree programs approved by the Board of Regents included a Bachelor of Science ("B.S.") with a major in Biology, B.S. with a major in Psychology, Bachelor of Science in Education ("B.S.Ed.") with a major in Early Childhood Education (including eligibility for certification in Special Education), Bachelor of Applied Science ("B.A.S.") with a major in Technology Management, Bachelor of Business Administration ("B.B.A.") with a major in General Business, Bachelor of Science in Radiologic Technology ("B.S.R.T."), and Bachelor of Science in Nursing ("B.S.N.").
- August 18, 2006: Georgia Gwinnett College opened with 120 juniors as its first students.
- Fall 2007: The College's first freshman class joined Georgia Gwinnett College.
- 2008: Inaugural Commencement Ceremony.

Significant Firsts

Georgia Gwinnett College is the first public four-year liberal arts college to be founded in the United States in the 21st century according to the American Council on Education. It is also the first four-year college to be founded in Georgia in more than 100 years. It is the product of visionary leadership by the community, Georgia's Board of Regents and the State Legislature. Georgia Gwinnett College was founded in response to a regional need.

For more than 15 years, community leaders have pressed for a four-year college in Gwinnett. As the county grew rapidly, it was evident that the expanding business community needed a source of qualified candidates for its workforce. Local high schools now produce an increasing number of graduates who need more options for higher education. It was clear that the county needed a four-year college of its own, one that embraces new technologies and teaching methods appropriate to the 21st century.

A resolution was passed by the Board of Regents in October 2004, and the college was established by the Georgia General Assembly in March 2005. As the University System of Georgia's model campus, it will create opportunities to provide innovative approaches to highly-efficient student, facility and administrative services.

The college held its first classes on Friday, August 18, 2006 at its Lawrenceville campus. One hundred-eighteen students attended classes as part of the first fall enrollment. This enrollment was represented by 65% females and 35% males and included a culturally diverse student population.

Facilities

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

Six buildings service the functions of Georgia Gwinnett College:

Building A – The first academic building opened in January, 2002. With approximately 120,000 square feet, this building provides classrooms, science labs, a food court, bookstore, advisement/testing, faculty offices, and an Information Services desk surrounded by 12 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, a 21st century library, food service, innovative learning 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, and the financial aid office along with student development.

Building E – This 40,000 square foot Fitness 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, and outdoor deck for the use of students, faculty, and staff.

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

Georgia Gwinnett College Library

The mission of the Georgia Gwinnett College Library 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. The library also serves as a resource center for the Gwinnett county community.

The Library is centrally located on the campus on the first two floors of the B Building. The first floor contains the print Circulating and Reference Collections, microfilm, periodicals and short term use computers. A classroom dedicated to library instruction is also located on the first floor. Service points on this floor include the Circulation Desk and a Reference Desk, staffed by professional degreed librarians. The Access Services and Technical Services Departments are located on the first floor. The second floor contains the Information Commons computer stations, a Reference/IC Help Desk and the Reference/IC Services Office. Study rooms are located within the Reference area and along the perimeter hallway across from the Reference area. The Library Administration offices are also located on the second floor.

The Library’s collections include over 19,000 printed books and over 27,000 electronic books. The library subscribes to over 250 current periodical/scholarly journal titles and newspapers. Georgia Gwinnett College Library participates in the University System of Georgia GALILEO/GIL consortium. GALILEO allows the Library to provide access to approximately 200 core databases with over 2000 journal titles in full text. The Library also provides access to several databases outside of GALILEO in order to provide an even broader collection for research. Through GIL, the Library participates in a system that provides access to the collections of all University System of Georgia libraries. Other areas of interest include the Reserves Collection that holds items used in courses and the Archives Collection, a collection of documents and memorabilia relating to the founding of Georgia Gwinnett College.

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 that are otherwise not available in the Library Collections. The Library is open approximately seventy-three 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)



Admissions Policies

Admissions Policies and Procedures

Application Deadlines

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

Fall Semester - August 1
Spring Semester - December 1
Summer Semester - May 1

Admission Policy

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

Application Procedures

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

- 1) Complete an electronic Application for Admission, available at <http://www.ggc.usg.edu/index.php/Admissions-Applying-to-GGC.html> or www.gacollege411.org. 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 \$15 application fee electronically with the application.
- 3) Freshmen and applicants with fewer than 30 transfer hours must request that their most recently-attended high school submit an *official* high school transcript to Georgia Gwinnett College.
- 4) Applicants who have attended *any* college (as a transfer student or as a HOPE-ACCEL student) must request *official* college transcripts from *all* colleges previously attended. These official transcripts must be sent directly to Georgia Gwinnett College.
- 5) Students must submit the Georgia Gwinnett College Immunization Form completed and signed by a physician. For more details on the specific immunizations required for admission to Georgia Gwinnett College, consult the Georgia Gwinnett College Immunization Form available on the Georgia Gwinnett College Admissions website.
- 6) Applicants who indicate that they have a criminal conviction or criminal charges pending will be asked to provide supplemental information in consideration of the applicant's eligibility for admission to Georgia Gwinnett College. Failure to provide this information may impact the applicant's eligibility for admission.
- 7) Admission of students with disabilities follows Board of Regents policy. Because the core curriculum of each institution requires students to complete college-level courses in English, mathematics, social science, and science, all students must complete the Required High School Curriculum in these areas. Students with disabilities that preclude the acquisition of a foreign language may petition for admission without this requirement according to procedures established by the System. Students with disabilities are expected to meet the sector's minimum SAT or ACT score requirements but should request the appropriate testing accommodations from the agencies administering the SAT or ACT.
- 8) The mailing address for submission of all documents (except the electronic admissions application) is:

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

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

International Students

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

Admission Requirements for Programs Leading to the Baccalaureate Degree

Freshmen Requirements

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

High School Diploma

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

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 Georgia Department of Adult and Technical Education 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.

Home School Applicants

Home school applicants or students who graduated from 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 CPC 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" may be candidates for admission. All applicants in this category must be reviewed by the Admissions Committee and an interview with the candidate may be required.

University System of Georgia College Preparatory Curriculum (CPC) Requirements

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

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

CPC Deficiencies

Students who have not completed the required CPC units must take additional courses as outlined below to make up for the CPC deficiencies. All CPC deficiencies must be made up before the student has earned 20 semester hours of college level credit. College courses taken to satisfy CPC 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 CPC requirements at another institution of the University System of Georgia will be acknowledged as having met those requirements.

<u>Area of CPC Deficiency</u>	<u>Prescribed Remediation</u>
ENGLISH	Pass COMPASS placement tests in Reading and English or complete Student Success coursework in Reading and English. Courses used to satisfy CPC 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 CPC 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 CPC deficiency in science: PSCI 1101 Physical Sciences I BIOL 1101 Biological Sciences I
SOCIAL SCIENCE	Complete a course from Area E of the General Education curriculum; course must be successfully completed with a grade of "C" or better. Courses used to satisfy CPC 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 CPC deficiency in foreign language: SPAN 1001 Elementary Spanish I FREN 1001 Elementary French I

Course Placement

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

SAT Critical Reading = 480

SAT Math = 460

ACT English = 21

ACT Math = 19

Proficiency in mathematics allows a student to register for an introductory mathematics course (MATH 1111, MATH 2000, and BUSA 2000). SAT or ACT scores are insufficient for enrollment in higher mathematics courses (MATH 1113, MATH 2200). A student who desires to register for a higher mathematics course must take the COMPASS Placement Exam or have CLEP, AP, or IB credit (see Advanced Placement, College-Level Entrance Program/Military Experience section).

Non-Traditional Freshmen

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

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

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

Students with Fewer than 30 Transfer Hours of College Credit

The college transcripts of students who have attended other colleges (but earned fewer than 30 semester hours of eligible transfer credit) will be considered as part of the admissions process. If a student meets the freshman requirements listed above and their combined GPA from previous college work is at or above a 2.00, the candidate will be admitted without condition; those who fail to meet both these requirements will be denied admission. A student who has fewer than 30 semester hours of college credit will be admitted on Academic Probation, and will be required to maintain Satisfactory Academic Progress as defined by their academic classification in order to be placed in good academic standing at Georgia Gwinnett College, if one of the following two conditions occur: a) the student meets the freshman admission requirements listed above but has a combined GPA from previous college work below a 2.00 or b) the student does not meet the freshman admission requirements listed above but has a combined GPA from previous college work above a 2.00.

Transfer Students

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.

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

Transfer 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 Associates 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.

Required Course Pattern

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

Area A:

ENGL 1101 and ENGL 1102 and one math course from the following: MATH 1101 (Math modeling), MATH 1111 (College Algebra), MATH 1113 (Pre-calculus) or MATH 2431 (Calculus I). Math-based majors and future Science and Technology majors are required to take MATH 2431.

Area B:

Required of all majors:

COMM 1201

Education, Science and Technology and Liberal Arts majors take:

CSCI 1300

Business majors choose from:

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

Area C:

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

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

Area D:

One of the following science sequences:

Business, Education or Liberal Arts majors choose from:

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

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

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

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

PHYS 1111, 1111L and 11112, 1112L

Science and Technology majors choose from:

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

PHYS 2211, 2211L and 2212, 2212L

And one of the following:

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

Area E:

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

Area F:

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

Additional Courses:

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

Non-Degree Students

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

Post-Baccalaureate Students

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

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.

Persons Aged 62 or Over

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

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

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. 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.

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 Smart Session. Georgia Gwinnett College stands behind and assumes responsibility for all credits recorded on official student transcripts.

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

Admission Appeals

Any applicant denied admission to Georgia Gwinnett College may appeal the decision by submitting a written request for Admission 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.

Notes about Admission

An applicant may be declared eligible for admission, registration, enrollment or re-enrollment at a 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 an 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 Regents manual: www.usg.edu.

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 awarding credit, please refer to the Registrar's website at <http://www.ggc.usg.edu/index.php/Admissions-Registrar-Main.html> or <https://jovo.ggc.usg.edu/portal/page/portal/Main/Welcome>.

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

The process for determining if credit should be awarded is:

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

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



Financial Information

Tuition & Fees

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

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

2008-2009

In-State Tuition

New and Existing Students	Tuition per credit hour
Incoming freshmen; Transferred from a Non USG school Fall 2006 or Fall 2008	\$100
Continuing and transfer students with less than 60 hours (began at a USG school Fall 2006, Spring 2007 and Summer 2007)	\$68
Continuing and transfer students (began at a USG school before Fall 2006)	\$122
Continuing and transfer students with more than 60 hours (Began at a USG School Between Fall 2007 and Summer 2008)	\$120
Continuing and transfer students with more than 60 hours (began at a USG school Spring 2007 and Summer 2007)	\$107
Continuing and transfer students with less than 60 hours (Began at a USG school between Fall 2007 and Summer 2008)	\$78

Out-of-State Tuition

New and Existing Students	Tuition per credit hour
Incoming freshmen; Transferred from a Non USG school Fall 2006 or Fall 2008	\$400
Continuing and transfer students with fewer than 60 hours (began at a USG school Fall 2006, Spring 2007, and Summer 2007)	\$268
Continuing and transfer students (began at a USG school before Fall 2006)	\$484
Continuing and transfer students with more than 60 hours (Began at a USG School Between Fall 2007 and Summer 2008)	\$478
Continuing and transfer students with more than 60 hours (began at a USG school Fall 2006, Spring 2007 and Summer 2007)	\$427
Continuing and transfer students with fewer than 60 hours (began at a USG school between Fall 2007 & Summer 2008)	\$312

Mandatory Fees

Activity Fee = \$35

Parking Fee = \$100 for enrollment in 7 credit hours or more; \$50 for fewer than 7 credit hours

Dining Dollars = \$200 for enrollment in 7 credit hours or more; \$100 for fewer than 7 credit hours

Recreation = \$40

Student Center = \$100

Technology = \$75

Miscellaneous Fees

Science Lab = \$35 per lab (only for students taking a lab)

Parking Fine = \$30

ID Replacement = \$30

Non Sufficient Funds Fine = \$25 (or 5%, whichever greater)

Application Fee = \$15

Graduation Fee = \$50

Rush Transcript Fee = \$10

FedEx Transcript Fee = \$25

Classification of Students for Tuition Purposes

United States Citizens

1.
 - A. An independent student who has established and maintained a domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term shall be classified as "in-state" for tuition purposes.
It is presumed that no student shall have gained or acquired in-state classification while attending any postsecondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a postsecondary educational institution in this state.
 - B. A dependent student shall be classified as "in-state" for tuition purposes if either i) the dependent student's parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the student has graduated from a Georgia high school or ii) the dependent student's parent has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term and the parent claimed the student as a dependent on the parent's most recent federal income tax return.
 - C. A dependent student shall be classified as "in-state" for tuition purposes if a U.S. court-appointed legal guardian has established and maintained domicile in the State of Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term, provided that appointment was not made to avoid payment of out-of-state tuition and the U.S. court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least 12 consecutive months immediately preceding the first day of classes for the term.
2.
 - A. If an independent student classified as "in-state" relocates temporarily but returns to the State of Georgia within 12 months, the student shall be entitled to retain in-state tuition classification.
 - B. If the parent or U.S. court-appointed legal guardian of a dependent student currently classified as "in-state" for tuition purposes establishes domicile outside of Georgia after having established and maintained domicile in the State of Georgia, the student may retain in-state tuition classification as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent or U.S. court-appointed legal guardian.

Noncitizens

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

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

Tuition Differential Waivers

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

Dining Dollars

Beginning Fall 2008, Georgia Gwinnett College Dining and Sodexo will expand campus dining services into the "A" building to include Quizno's Sub, a hot line featuring a rotating menu of well balanced items, and 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 \$100 for part-time (enrolled in fewer than 7 credit hours) 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 Information

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.usg.edu

<http://www.ggc.usg.edu/index.php/Admissions-Fin-Aid-Main-Page.html>

Eligibility for Financial Aid

Eligibility depends on many factors. To receive aid from the student aid programs offered at Georgia Gwinnett College, students must satisfy the following:

- 1) Be enrolled or accepted for enrollment as a regular student working toward a degree in an eligible program of study.
- 2) Have a high school diploma or a General Education Development (GED) Certificate.
- 3) Be a U.S. Citizen or an eligible non-citizen.
- 4) Have a valid Social Security Number.
- 5) Not be in default on a Federal Stafford Loan or own an over-payment on a Federal Student Grant.
- 6) Make Satisfactory Academic Progress (SAP).
- 7) 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.
- 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, and (4) will notify the school if he or she defaults on a federal student loan.

Applying for Financial Aid

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

Types of Financial Aid

HOPE Scholarship

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

Eligibility for HOPE Scholarship:

- 1) 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.
- 2) Be enrolled as a degree-seeking student
- 3) Meet the residency requirements determined by the Georgia Student Finance Commission
- 4) Meet 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
- 7) Not be in default or owe a refund on a student financial aid program
- 8) Maintain satisfactory academic progress
- 9) Must have a completed HOPE application or current year FAFSA on file. Instructions for how to complete a HOPE application can be found at this website:

<http://www.ggc.usg.edu/index.php/Admissions-Fin-Aid-Scholarship-Info.html>.

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

If you graduated from a Georgia high school after May 1, 2007 or later, you may view your initial HOPE eligibility status at www.gacollege411.org.

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

HOPE Fee Allowance

By action of the Georgia General Assembly, the maximum covered fee amount under the HOPE Scholarship is capped based on the 2003-04 fee allowance. Thus, if an institution increases mandatory fees, HOPE will NOT pay the difference. *For example*, if your mandatory fees are \$550.00, HOPE only covers \$148; you are responsible for the remaining \$402 fee balance. To offset a portion of this balance, you may elect to have your book allowance applied to your remaining fees. If you are interested in this option, please complete a HOPE Book Allowance Authorization Form, which can be downloaded here, <http://www.ggc.usg.edu/index.php/Download-document/18-Hope-Book-Allowance-Authorization.html> and return it to the Office of Financial Aid.

Checkpoint Requirements

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

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

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

HOPE Limits:

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

HOPE for GED Recipients

Legal residents of Georgia who earned a General Education Development (high school equivalency) diploma awarded by the Georgia Department of Technical and Adult Education after June 30, 1993 may receive a one-time \$500 HOPE award. This award can be used toward tuition, books, and other educational costs at an eligible public technical institute or public or private college/university in a degree, diploma, or certificate program. Full-time enrollment is not required.

Students must use their GED HOPE eligibility within 24 months of the date of the GED diploma. Military personnel have 52 months to exercise eligibility. Students receiving this award may also qualify for other HOPE programs.

HOPE for Transient Students

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

For complete information on HOPE eligibility, please refer to the GCollege411.org website.

Federal Pell Grant

The Federal Pell Grant is a federally funded program that provides need-based grants to undergraduate students who have not earned a bachelor's degree. The application is the FAFSA. Eligibility is based on the Estimated 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 4,041. The awards range from a maximum of \$4,731 per year (0 EFC) to a minimum of \$890 (4,041 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.

Academic Competitiveness Grant (ACG)

An Academic Competitiveness Grant will provide up to \$750 for the first year of undergraduate study and up to \$1,300 for the second year of undergraduate study (second year students must have a 3.0 cumulative college grade point average) to full-time students who are U.S. citizens, eligible for a Federal Pell Grant, and who had successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education.

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

Third year and fourth year students with a 3.0 cumulative grade point average majoring in physical, life or computer science, engineering, mathematics, technology, or a critical foreign language are eligible to receive this award. They must be a U. S. citizen, a Federal Pell Grant recipient, and enrolled full-time. Awards in this program are \$4,000 for each of the third and fourth academic year of study.

William D. Ford Federal Direct Stafford Subsidized Loan

The William D. Ford Federal Direct Stafford Subsidized Loan program allows students 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 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, 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 can not receive the first installment of a Stafford Loan disbursement until 30 calendar days after the student's program of study began.

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

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

Veterans' Educational Benefits

The Office of Financial Aid assists former service personnel and other students eligible for veterans' educational benefits. The office certifies enrollment with the Veterans Administration. Eligible students should be prepared to pay the initial costs for tuition and fees since payment of benefits are paid directly to the student and may not begin until six to eight weeks after initial enrollment. Students may apply for financial aid to cover their tuition and fees, if eligible. Veterans who would like more information about applying for benefits should visit the following website <http://www.ggc.usg.edu/index.php/Admissions-Fin-Aid-VA-Benefits.html>.

Satisfactory Academic Progress Standards

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

Qualitative

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

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

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

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

Quantitative

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

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

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

Once a student reaches 150% of the number of credit hours required for his/her program, he/she will be ineligible to receive further financial aid. All attempted course hours must be included in this calculation, including those that are not included in the student's GPA for repeated course work and terms for which the student did not receive any financial aid.

Treatment of Student Success & English for Academic Purposes Courses

Student Success Courses

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

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

English for Academic Purposes (EAP)

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

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

Audit Courses

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

Repeated Courses

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

Probationary Periods

If a student fails to meet the quantitative and/or qualitative standards for academic progress, then he/she will be placed on financial aid probation for one year. If the student fails to meet the standards of academic progress at the end of the probation period, the student will lose eligibility for financial aid for a period not less than one term of enrollment in addition to any other consequences imposed by the College. The student must demonstrate compliance with all standards of academic progress to regain eligibility for financial aid.

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

Appeals

Students who fail to meet Satisfactory Academic Progress may appeal his/her status based on extenuating circumstances. Examples may include but are 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 appeal statement of the student should explain the extenuating circumstances. Documentation supporting the student's appeal must be submitted at the same time as the appeal. In addition, it is recommended that letters of support from an academic mentor/faculty member and a relative, clergy, supervisor, or other associate be submitted. A meeting with the DFA may be necessary. The decision of the DFA is final.

Refund Process for Students Receiving Federal Title IV Financial Assistance

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

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

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

- 1) The student's institutional charges multiplied by the unearned percentage of funds, or
- 2) 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:

- 1) Unsubsidized Stafford Loan
- 2) Subsidized Stafford Loan
- 3) Parent Loan (PLUS)
- 4) Pell Grant
- 5) Academic Competitiveness Grant
- 6) National SMART Grant
- 7) 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 calculated to repay. Any grant amount that a student must repay is considered a grant overpayment and therefore must be repaid to appropriate federal and/or state program. GGC will notify the appropriate federal and/or state program that a grant overpayment exists. Students who owe a grant overpayment to a federal and/or state source will not be eligible for future aid from those sources until the grant overpayment is resolved with that entity.

Example:

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

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

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

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

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

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

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

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



Policies and Procedures

Ethics Policy

Georgia Gwinnett College Ethics Policy

1) Introduction

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

2) Applicability

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

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

3) Statement of Core Values

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

4) Purpose of the Code of Conduct

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

5) Code of Conduct

We will:

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

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

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

USG Explanatory Notes and References

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

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

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

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

USG property shall not be used for personal gain or purposes except for incidental personal use of email, a telephone to make a local telephone call or incidental Internet use that is not inconsistent with applicable laws and policies. However, members of the USG community should note that such use must not interfere with the performance of official

functions or that individual's own job performance. Additionally, members of the USG community should understand that there is no expectation of privacy once any personal material is placed on a government system.

Members of the USG community are required to maintain the integrity and accuracy of the documents and records for which they are responsible. No employee may alter, falsify or destroy any original record or document absent valid authority to do so. Members 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 other forms of leave.

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

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

Disability Services

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

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

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

Academic Freedom

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

Academic Freedom Statement

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

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

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

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

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

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

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

Statement of Student Rights and Responsibilities

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

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

Specific student rights include:

- 1) The right to access technology, classrooms, information resources, and outstanding instruction in various active-learning environments which enhance the student learning experience
- 2) The right to attend classes in a physically safe environment which promotes active-learning and student engagement
- 3) The right to communicate ideas in written and oral form free of discrimination as defined by federal, state, local, and institutional regulations
- 4) 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
- 5) 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
- 6) The right to access established academic and administrative policies and procedures for presenting, addressing, and resolving student concerns, complaints, and grievances
- 7) 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
- 8) The right to unreasonable intrusion in personal, health, safety, or student disciplinary records
- 9) 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 a responsibility to know and follow the College conduct regulations contained in the Student Handbook. Violations of these regulations will result in action by the College. It is recognized that every situation a student may encounter may not be anticipated in a written document. Therefore, students are expected to act in a manner that demonstrates integrity and respect for others and the campus environment. In order to provide direction for that expectation, Georgia Gwinnett College has created a Code of Conduct as a means of articulating rights, responsibilities, and expectations for students.

Georgia Gwinnett College has adopted conduct regulations for individuals and organizations and has established a student integrity process to foster this environment while protecting the rights and privileges of its students. When a student, club or organization is suspected of violating a conduct regulation, the Office of the Associate Vice President for Student Affairs or his/her designee is responsible for investigating alleged conduct regulation violations and coordinating the student integrity process.

The Code of Conduct has been developed by the Office of the Associate Vice President for Student Affairs to provide 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, and the appeals procedures are included in the Code of Conduct. These procedures have been established to ensure due process and fundamental fairness to all involved in the College's student integrity process.

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

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

Policies Outline

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

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

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

In conformance with the federal regulations listed above, Georgia Gwinnett College does not discriminate against any employee or applicant for employment or against any student or applicant for admission with regard to any opportunity for which the employee or student is qualified.

Georgia Gwinnett College will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans.

Every member of this college community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. The policy has the unequivocal support of the Office of the President. All members of the staff, faculty, and student body are expected to ensure that nondiscriminatory practices are followed at Georgia Gwinnett College.

Prohibited Discrimination and Harassment

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

As an equal opportunity institution, Georgia Gwinnett College is committed to nondiscriminatory practices consistent with federal and state requirements and objectives. Georgia Gwinnett College affirms its commitment to keeping its workplace and academic programs free of discrimination and harassment and maintaining an environment that recognizes the inherent worth and dignity of every person.

Consistent with the College's commitment to equal opportunity, affirmative action, and academic freedom; unlawful discrimination, harassment, and threatening conduct based on race, color, sex, age, sexual orientation, religion, creed, national origin, disability, veteran status or other protected rights under federal and state laws are prohibited.

Equal Opportunity/ Affirmative Action Federal & State Laws

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

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

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

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

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

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

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

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

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

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

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

Filing a Complaint

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

Internal Complaint Procedures

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

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

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

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

Protected Rights Issues-Who Can File a Complaint?

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

The complaint should be initiated as soon as possible from the date when the alleged behavior/action occurred or when the complainant first obtained knowledge of the facts of the allegation.

How Will the Complaint Be Handled?

The Legal Affairs and Diversity Services Team is responsible for ensuring compliance with the College's Equal Opportunity, Affirmative Action, and related policies, and will, as appropriate, receive and investigate complaints alleging unlawful discrimination, retaliation or harassment, or failure to comply with state or federal antidiscrimination laws, or Board of Regents and University antidiscrimination policies. All complaints alleging discrimination and harassment, including sexual harassment shall be handled by the Legal Affairs and Diversity Services Department.

Upon initiation of the complaint, the complainant will be asked to complete the complaint form to be signed by the complainant and a member of the Legal Affairs and Diversity Services Team or their designee, where appropriate. A copy of the completed form will be provided to the complainant. A complainant who is unable to put a complaint in writing will be assisted in the process by the Legal Affairs and Diversity Services Team.

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

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

Alternative Dispute Resolution (ADR)

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

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

Formal Investigation

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

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

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

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

Sexual Harassment Policy

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:

- 1) Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic standing; or
- 2) 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
- 3) 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 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.

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

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.

- 1) 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.
- 2) 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.
- 3) Employment Applicant Accommodations-Upon request made to the Director of Human Resources, Farrah McGuffie at (678) 407-5216, persons applying for positions as employees at Georgia Gwinnett College will be provided reasonable accommodations in completing the application and/or interview process.
- 4) Student Accommodations-Students requiring accommodation due to a disability should contact the Director of the Student Disability Services, Jennifer Arroccena for assistance at (678) 407-5883.

Georgia Gwinnett College Employee Requests for Reasonable Accommodation:

- 1) An employee must submit in writing to their supervisor their request for reasonable accommodation.
- 2) 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 Legal and Diversity Affairs.
- 3) Once the request has been submitted, it is the responsibility of the employee to then verbally discuss the request with their supervisor, where appropriate.
- 4) 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
- 5) 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.
- 6) If the accommodation request is deemed reasonable, an approval notice detailing the accommodation approval guidelines will be given to the employee.
- 7) 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.
- 8) 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.

- 9) 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

Farah McGuffie, Director, Human Resources, 678-407-5216

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

Acceptable Use of Information Technology Resources

General

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

Rights and Responsibilities

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

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

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

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

computer files, electronic mail, or other information stored or transmitted by its computers. All computer usage on Georgia Gwinnett College information technology resources and network facilities is subject to the provisions of the Georgia Open Records Act, O.C.G.A. §§ 50-18-70 et seq.

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

Examples of Misuse of Information Technology Resources

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

Disciplinary Actions

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

Security and Confidentiality of Records

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

The following information and records shall not be covered by this policy and access shall not be provided to students: information related to pending admissions decisions, financial records or information relating to students or parents/guardians; confidential statements of recommendation placed in the record obtained if a receipt of a statement from students waiving the right to open accessibility placement records is present; all information relative to the application for and receipt of financial assistance; records created or maintained by a physician, psychiatrist, psychologist,

or other professional or paraprofessional acting or assisting in a similar capacity in treatment of a student; institutional employment or faculty files; alumni information; or a student serving on an official committee such as a disciplinary committee, or assisting another school official in performing his or her tasks; and sole-access educational records. Sole-access records are those records of instructional, supervisory and administration and educational personnel that are in the sole possession of the makers and are not accessible or revealed to any other individual except a temporary substitute.

Procedure for Review and Correction

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

Records Management and Security Policy

Policy

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

Student records include but are not limited to the following:

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

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

Georgia Gwinnett College's policies include:

- 1) Protecting the right to privacy: Georgia Gwinnett College protects the rights of privacy of all student records including academic medical and financial records, by following all local, state and federal laws to include the Family Educational Rights and Privacy Act (FERPA) of 1974 (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>), the Health Insurance Portability and Accountability Act (HIPPA) of 1996 (www.hhs.gov/ocr/privacysummary.pdf), and Gramm-Leach Bliley Act of 1999 (<http://banking.senate.gov/conf/>).
- 2) Restricting security access: Restricted physical and electronic access is the first line of defense for protecting records from physical damage, intrusion or theft. In protecting records, the College will require that:
 - a. All student records will be kept in a locked, secure location and faculty and staff will observe the College's written standards of behavior when dealing with student records.
 - b. The Office of Educational Technology will assure that adequate locks, power, HVAC, etc. are a high priority and will keep a proper inventory and maintenance of data systems.
 - c. Restricted electronic access to College systems that are connected to networks or remote terminals will be taken into consideration to protect the privacy, integrity and safety of College data. When configuring systems, and adding user accounts, the following principles will be addressed:

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

- 3) Following USG security and confidentiality protocols as defined by USG Board of Regents (BOR Policy Manual Section 712);
 - a. Electronic or physical documentation of Information created, collected, or distributed will be protected from unauthorized disclosure, modification, or destruction.
 - b. The degree of protection needed will be based on the nature of the resource and its intended use.

- c. The College will uphold the responsibility to employ prudent information security policies, standards and practices to minimize the risk to the integrity, confidentiality and availability of academic, disciplinary records, medical, and financial records.
- 4) Releasing information only in accordance with strict guidelines:
 - a. In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), the college maintains the right to require consent to disclosure of personally identifiable information contained in the student's educational records except to the extent that FERPA authorizes disclosure without consent.
 - b. In accordance with FERPA, the college permits disclosure without consent if the disclosure of information is to school officials with a legitimate educational interest, such as a person employed by the college in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee such as a disciplinary committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.
 - c. Upon request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- 5) Regularly backing up information in a secure and offsite location:
 - a. The College recognizes the need to provide reliable and efficient student services, therefore participates in the University System of Georgia Student System Consolidation (SSC) project to consolidate the technical environment for the Banner Student Information System for the purpose of providing a secure, reliable, and cost effective database administration and system support functions.
 - b. As a participant in the SSC project, the USO Office of Information and Instructional Technology (OIIT) provides a structured recovery plan that is well documented and ready for execution in the event of system component failures.
- 6) Training of new employees (faculty, staff and student workers) as well as current employees:
 - a. A regular training schedule for faculty and staff will be maintained to assure that the policy and procedures for storage, release, dissemination and disposition (whether physical, printed, or verbal) is consistently adhered to.
- 7) Providing students and their parents with information concerning the student's rights for the protection of their confidential records at Smart Orientation sessions, on-line at ggc.usg.edu, and in the Georgia Gwinnett College Catalog:
 - a. GGC FERPA Disclosure Notice to Students will be explained to new students and their parents who attend the SMART Orientation session as well as available to students on-line.
 - b. Signed GGC FERPA Disclose Notice to Students will be maintained in the student file as well as recorded in Banner.
 - c. GGC recognizes the right of the student to refuse to permit the release of information, including directory information as defined by FERPA.
- 8) Thorough documentation of procedures and records of activities in support of the policy.
- 9) Annual review of procedures as well as immediate review of procedures any time a breach of procedures is identified.
 - a. A committee of members from Student Affairs, Enrollment Management, Instructional Technology and the faculty will complete an annual review of procedures for records security and privacy.
 - b. In the event of a breach of procedures, the registrar will be notified of the violation. The appropriate dean, director and/or HR will address the situation and work with the Director of Human Resources to address the issue with the person or the supervisor of the person who has committed the breach of procedures.
- 10) Records disposition
 - a. Records will be kept according to BOR record retention policy (as noted in number one of procedures).
 - b. When it is determine that records can be disposed, student records will be shredded locally for daily processing and via records management service for large-scale disposals.

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

Student Attendance Policy

Instructors are required to publish this policy in their syllabi:

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

Students whose absence exceeds two-thirds of the total class meetings in a semester may be administratively withdrawn from the course by the instructor. This includes excused and unexcused absences. A student administratively withdrawn from a course due to excessive absences may re-enroll for that course in a subsequent semester during which the course is offered.

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.



Academic Policies and Procedures

Student Success Program Procedures

Student Success Program

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

Student Success Courses in English, Reading, and Math

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

ENGL 0098	Student Success English Basic Composition	4 hours
ENGL 0099	Student Success English Pre-College Composition	4 hours
READ 0097	Student Success Basic Reading Skills	4 hours
READ 0098	Student Success Advanced Reading Skills	4 hours
MATH 0097	Student Success Beginning Algebra	4 hours
MATH 0098	Student Success Intermediate Algebra	4 hours
MATH 0099	Student Success Pre-College Algebra	4 hours

Student Placement Test Scores Relative to Course Placement

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

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

Test Type	Minimum Score	Course Equivalent
SAT Critical Reading	480 or greater	ENGL 1101
SAT Math	460 or greater	College Math
ACT English	21 or greater	ENGL 1101
ACT Math	19 or greater	College Math
COMPASS Reading	78 or greater	ENGL 1101
	51-77	READ 0098
	50 or less	READ 0097
COMPASS English	80 or greater	ENGL 1101
	60-79 & Writing Score 2	ENGL 1101
	60-79 & Writing Score 1	ENGL 0099
	46-59	ENGL 0099
	45 or less	ENGL 0098
COMPASS Algebra	81-100	MATH 1113/Precalculus
	37-80	MATH 1111/College Algebra

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

Advisement

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

Student Success Courses Take Priority

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

There are two exceptions:

- 1) When two or three Student Success areas are required and the student is enrolled in at least one of those areas, GGC 1000 and other approved courses may be taken instead of one of the required Student Success courses.
- 2) If the Student Success course is not available, a student may enroll in a degree credit course if the student has met the course prerequisite, subject to written approval by the Appropriate Dean, Vice President of Academic and Student Affairs or the President.

Prerequisites for College-Level Classes

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

20-Hour Rule

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

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

Withdrawal from Student Success Courses

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

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

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

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

Exit Policy

Exiting Student Success Courses in English, Reading and Math

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

- 1) Successfully complete the exit level Student Success course in that area
- 2) Meet any established institutional and course requirements
- 3) Pass the COMPASS exit exam
 - a) SS ENGL 0099 must pass the course with a 70 or above, score a 2 on a writing sample, and score 60 or above on the exit COMPASS English test.
 - b) SS READ 0098 must pass the course with a 70 or above and score 78 or above on the exit COMPASS Reading test.
 - c) SS MATH 0099 must pass the course with a 70 or above and score 37 or above on the exit COMPASS Math test.

Exiting English 0099

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

- 1) A minimum course grade of 70 in ENGL 0099
- 2) Successful completion of a writing sample*
- 3) A passing score of 60 on the exit COMPASS English test

All students must score a 2 from two raters on the writing sample to qualify to take COMPASS. Students will write two essays upon receiving a minimum course grade of 70. Two or three composition instructors will rate one of a student's essays holistically and in the event of a discrepancy in their evaluations will rate the other essay. For each essay, raters record a mark of 1 (failing) or 2 (passing). Two out of three raters must assign a score of 2 for the essay to pass.

The exit COMPASS English test will be scheduled during final exam week. Faculty members for each English section will send a list of eligible students including the exam date and time, and the number of students to the Testing Center (cc copy Director of Student Success). Students will meet their instructor in the Testing Center on the scheduled test day to take the exit COMPASS English test.

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

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

English 0099 Exit Compass Retests

There is an automatic exit Compass retest for students whose exiting scores are below 60. The exit COMPASS retest will not count as an additional attempt in ENGL 0099.

English 0099 Appeal Policy

Please see Student Success Guidelines for details.

Exiting Reading 0098

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

- 1) A minimum course grade of 70 in READ 0098
- 2) A passing score of 78 on the exit COMPASS Reading test

The exit COMPASS Reading test will be scheduled during exam week. 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 exam week to take the exit COMPASS Reading test.

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

Reading 0098 Exit Retests

There is an automatic exit Compass retest for students whose exiting scores are below 78. The exit COMPASS retest will not count as an additional attempt in READ 0098.

MATH 0099 Exit Policy

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

1. A minimum grade point average of 70 in the course
2. Successful completion of all coursework
3. A passing score of 37 on the exit COMPASS Math test

The exit COMPASS Math test will be scheduled during exam week. 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 C or better will be allowed to take the exit COMPASS Math test early. Cut off dates for early testing are at the end of the 4th, 8th, or the 12th week. After the 12th week students must wait until the final exam week to take the exit COMPASS Math test. Student's names will be forwarded to the Math Coordinator who will compile the names of students and send it to the Director of Student Success. Students will be required to contact the Testing Center to schedule individual appointments to take an early exit COMPASS Math test.

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

Math 0099 Exit Retests

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

Attempts

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

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

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

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

Student Success Suspension in English, Reading, and Math

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

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

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

The student must:

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

Readmission from Student Success Suspension

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

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

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

Students whose native language is not English must show proficiency in English before being admitted to the college. Students who graduated from a high school outside the United States must present a satisfactory TOEFL score. Students with scores that admit them to Georgia Gwinnett College will be given the EAP Placement Test before advisement and registration. The score 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 verbal section of the SAT I (or below 21 on the national English ACT) are required to take the EAP Placement Test, unless transfer credit for ENGL 1101 has been accepted by Georgia Gwinnett College, and the transfer student has no CPC deficiency in English. Students whose scores on the EAP 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 (Integrated Skills 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 (Applied Grammar I & II)*

Compass Grammar Scores

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

Placement into EAP 0082/EAP 0092 (Academic Listening/Speaking I & II)
 Placement in Listening/Speaking is separate from placement in Integrated Skills & Applied Grammar

Compass Listening Scores (not applicable)

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

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

English for Academic Purposes (EAP) Program

The English for Academic Purposes Program provides instruction at two levels, Level I and Level II in speaking, listening, reading, and writing for non-native speakers of English. The program is designed to prepare students in the 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- Success Integrated Skills	4 hours
EAP 0081	EAP- Success Applied Grammar I	3 hours
EAP 0082	EAP- Success Academic Listening/Speaking	3 hours
EAP 0090	EAP- Success Integrated Skills II	6 hours
EAP 0091	EAP-Success Applied Grammar II	3 hours
EAP 0092	EAP-Academic Communication Skills II	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 who place in Level I of the EAP program must enroll in all three courses: EAP 0080, EAP 0081, and EAP 0082. Students who place in Level II must enroll in all three courses: EAP 0090, EAP 0091 and EAP 0092.

EAP Withdrawal Policy

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

Exit Policy

To exit Student Success EAP courses, students must exempt or earn a "70" or better in EAP 0090, EAP 0091, and EAP 0092 and pass all appropriate exit criteria including a writing exam. Students in EAP 0080 and EAP 0081 who earn "A" in both of their EAP courses and who have the recommendation of all of the EAP instructors may be eligible to sit for the EAP Exit Writing Exam.

Exiting EAP 0090, EAP 0091, and EAP 0092

Passing EAP 0090, EAP 0091 and EAP 0092 requires a minimum grade of 70. Students who pass or exempt by placement EAP 0090, EAP 0091 and EAP 0092 are eligible to take the EAP Exit Writing Exam during the last week of class and final exam week. Students who pass or exempt all three classes and receive a score of 3 on the Exit Writing Exam are eligible to enroll in ENGL 1101. They will be given a grade of A, B, or C in their EAP courses.

Students who fail to receive a score of 3 on the EAP Exit Writing Exam will be issued a grade of IP in EAP 0091 and must re-enroll in EAP 0091 and re-take the Exit Writing Exam again the next semester. They will be given a grade of A, B, or C in EAP 0090.

Exiting EAP 0080, EAP 0081, and EAP 0082

Passing EAP 0080, EAP 0081 and EAP 0082 requires a minimum grade of 70. Students who receive grades of 90 or better (A) in at least two of the three classes (or the equivalent by receiving a grade of 90 in EAP 0080 and EAP 0081 and placing out of EAP 0082), and who receive a recommendation from their instructors, are eligible to take the EAP Exit Writing Exam during the last week of class and final exam week. Eligible students who receive a score of 3 on the Exit Writing Exam exit the EAP program and are eligible to enroll in ENGL 1101. Students who fail to receive a score of 3 on the EAP Exit Writing Exam will enroll in EAP 0090, EAP 0091 and EAP 0092 in the following semester. In all cases, 80-level students who have passed their EAP courses will be given a grade of A, B, or C in those EAP courses.

All EAP students must pass the writing sample to exit the EAP Program. In order to pass, students must score a 3 on at least one of two completed Exit writing samples (on a 3-point scale). Students will write two essays during the last two weeks of the semester (once during the last week of class, and once during final exam week). Essays are read by two faculty members, one representing the EAP Program and one representing the English faculty from the School of Liberal Arts. The raters rate each essay holistically. For each essay, raters record a mark of 1 (low fail), 2 (fail), or 3 (pass). Any discrepancies in the two ratings assigned will be resolved by a third rater, also representing the English faculty.

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 via the college's web-based academic records system. Final grades 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. The deadlines for grade submission may be found in the academic calendar.

Grading System

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

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

The minimum passing grade for most courses is the "D" grade. ENGL 1101, ENGL 1102, MATH 1111 (or equivalent courses) and all Student Success courses must be passed with a minimum grade of "C." Courses in Area F of the Common Core as well as all courses in the student's major must be passed with a minimum grade of "C."

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

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

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

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

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

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

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

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

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

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

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

Grade Point Average

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

$$\begin{array}{r} 3 \text{ sem hrs of B} = 3 \times 3 = 9 \text{ quality points} \\ 3 \text{ sem hrs of A} = 3 \times 4 = 12 \text{ quality points} \\ 3 \text{ sem hrs of B} = 3 \times 3 = 9 \text{ quality points} \\ \underline{3 \text{ sem hrs of C} = 3 \times 2 = 6 \text{ quality points}} \\ 12 \text{ hrs} \qquad \qquad \qquad 36 \text{ total quality points} \\ \hline \frac{36 \text{ quality points}}{12 \text{ hours attempted}} = 3.0 \text{ GPA} \end{array}$$

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.usg.edu and additional notification is sent to students via the approved Georgia Gwinnett College student email address and through the Georgia Gwinnett College student newsletter. Students should consult with their mentor prior to choosing and registering for classes each semester.

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. Forms for dropping or adding may be found on the Registrar's website.

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 drop/add form to withdraw from a course. The advisor needs to sign for course withdrawals after drop/add and prior to mid-term and will result in a grade of "W". Course withdrawals will not generate a refund of tuition. Any course withdrawals that occur after mid-term will be awarded a "WF" unless special circumstances exist where a hardship has been established. The student must petition for a hardship withdrawal. Documentation along with advisor approval should be submitted to the Registrar's Office for review and decision.

Occasionally students may need to withdraw from college for the semester. To withdraw from class, a student should complete the College Withdrawal Form which can be found on the Registrar's website. The date the student begins the

school's withdrawal process is based on when the advisor signs the withdrawal form. In addition, refunds for complete withdrawal will be calculated based on the date the student's advisor signs the withdrawal form to Georgia Gwinnett College. 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.

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 SMART (Student Mentoring, Advising, Registration, and Testing). At SMART the student will learn more about the College, will speak either with a Student Success faculty member or a Student Success Advisor to determine what classes are needed, and will register.

Advising for Continuing Student Success Students

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

EAP Policy

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

New EAP Students

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

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

EAP Orientation

After a student is admitted and takes the placement test, he/she will receive an invitation to GGC SMART (Student Mentoring, Advising, Registration, and Testing). At SMART the student will learn more about the College, will speak with an EAP faculty member to determine what classes are needed, and will register.

Advising for Continuing EAP Students

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

Georgia Gwinnett College Students Enrolling at Other Institutions as Transient Status

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

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

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

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

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

Auditing Courses

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

Repeated Courses

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

Academic Standing

Classification of Students

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

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

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

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

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

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

Good Standing – Georgia Gwinnett College seeks to provide ample opportunities for all students to fully realize their academic potential and goals. In turn, all students attending Georgia Gwinnett College are expected to maintain certain academic standards that are outlined in the table below. A student is in good academic standing if their cumulative Georgia Gwinnett College grade point average is at or above the Minimum Cumulative Georgia Gwinnett College grade

point average for the number of semester hours attempted plus transfer hours. These standards stress the importance of successful performance by students to maintain an academic status of good academic standing. Students who hold office in any college club, organization, or who participate in athletics must be in good academic standing.

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

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

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

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

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

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

Dismissals from Other Institutions - A student serving a dismissal or similar penalty from another institution must serve that time and not be allowed to attend Georgia Gwinnett College until their penalty has expired. If a student has been permanently suspended from another institution, the Admissions Committee will process the student like any other transfer student who appeals the denial of admission to Georgia Gwinnett College. Any exceptions to this policy must be appealed to the Vice President for Academic and Student Affairs.

Recognition of Scholarship

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

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

Transcript Requests

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

Academic Integrity

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

Cheating

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

Plagiarism

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

Collusion

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

Previously submitted material

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

Misrepresentation or falsification of material

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

Misrepresentation of circumstances

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

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

Program Completion

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

Undergraduate Degree Requirements

Georgia Gwinnett College offers baccalaureate degrees in Science and Business Administration. Bachelor of Science (B.S.) majors include Information Technology, Psychology, and Biology. The Bachelor of Business Administration (BBA) major is Business Administration.

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

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

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

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

- 1) The student must submit the graduation application to the Office of the Registrar by the application deadline.
- 2) Students must pay \$50 graduation fee.
- 3) The student must satisfactorily complete a minimum of 123 semester hours of college work.
- 4) Freshman students (those students having fewer than 30 hours) must complete one semester hour of GGC 1000 (First Year Seminar) in addition to the 123 semester hours.
- 5) A student must be in good academic standing at the time of graduation.
- 6) Students must maintain a minimum cumulative grade point average of 2.0. Some majors require a higher minimum grade point average. Consult the appropriate department section for specific requirements.
- 7) Students must maintain a minimum cumulative grade point average of 2.0 in all course work required for their major. Some majors require a higher minimum major grade point average. Consult the appropriate department section for specific requirements.

Residence Requirement for Degree

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

Typically, the last thirty-one (31) semester hours of a student's academic program satisfies the requirement to be "in

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

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

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

Graduation with Honors

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

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

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

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

General Education

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

- 1) Clearly communicate ideas in written and oral form;
- 2) Demonstrate critical and creative thinking;
- 3) Demonstrate science literacy;
- 4) Demonstrate a broad understanding of diversity;
- 5) Understand and effectively use information technology;
- 6) Understand global issues and perspectives;
- 7) Understand the role of history in human development and national and world affairs;
- 8) Understand human and institutional behavior from a political, social, and global perspective;
- 9) Appreciate human endeavors in literature and the arts.

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

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

Georgia Gwinnett College Core Curriculum Requirements
Choose courses from each of the following blocks as indicated:

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

In addition to the 60 hour core curriculum students with fewer than 30 hours will be required to take GGC 1000 First Year Seminar Course. GGC 1000 is a course that provides a foundation for students to achieve success in their total academic experience. All full-time students with fewer than 30 credit hours are required to enroll in GGC 1000 during their first semester of enrollment. Also in addition to the above 60 hour core curriculum, all students are required to complete three credit hours of physical education that includes one credit hour of wellness (such as PHED 1101) and two additional credit hours of physical education. Veterans with 12 months or more active military service may request a waiver of the required physical education credits.

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

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

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

<p>Area A – Essential Skills (9 to 10 hrs) <i>(Depending on major)</i></p>	<p>ENGL 1101 <i>and</i> ENGL 1102 (English Comp I & II) <i>and</i> MATH 1111 (College Algebra) <i>or</i> MATH 1113 (Pre-Calculus) <i>or</i> MATH 2200 (Calculus I) <i>or</i> higher math</p>
<p>Area B – Institutional Option (4 hrs)</p> <ul style="list-style-type: none"> • Information Technology (4 hrs) 	<p>ITEC 1001 (Introduction to Computing) or higher information technology</p>
<p>Area C – Humanities/Arts (6 hrs)</p> <ul style="list-style-type: none"> • Arts/Literature (3 hrs) • Global Culture (3 hrs) 	<p>MUSC 1100 (Music Appreciation) <i>or</i> ARTS 1100 (Art Appreciation) FILM 1005 (Intro to Film) <i>or</i> ENGL 2110 (World Literature) <i>or</i> ENGL 2100 (Trans-Atlantic English Literature)</p> <p>RELN 1100 (World Religions) <i>or</i> GEOG 1101 (Human Geography) <i>or</i> one semester of intermediate level foreign language (2001 or higher in Spanish, French, or Chinese)</p>
<p>Area D – Science, Mathematics, and Technology (11 hrs)</p> <ul style="list-style-type: none"> • Science (7 hrs) • Information Technology (4 hrs) 	<p><i>Choose one sequence:</i> PSCI 1101-1101L <i>and</i> PSCI 1102-1102L (Physical Sciences I & II) BIOL 1101-1101L <i>and</i> BIOL 1102 (Biological Sciences I & II) CHEM 1211-1211L <i>and</i> CHEM 1212 (Principles of Chemistry I & II)</p> <p>ITEC 2110 (Digital Media) <i>or</i> ITEC 2120 (Introduction to Programming)</p>
<p>Area E – Social Sciences (12 hrs)</p> <ul style="list-style-type: none"> • History (6 hrs) • Human and Institutional Behavior (6 hrs) 	<p><i>Choose one sequence:</i> HIST 2111 <i>and</i> HIST 2112 (U.S. History I & II) HIST 1111 <i>and</i> HIST 1112 (World History I & II) HIST 1121 <i>and</i> HIST 1122 (Western Civilization I & II)</p> <p>POLS 1101 (American Government) <i>Choose one of the following (If proficiency in American Politics and Georgia history and constitution is demonstrated choose two of the following)</i> PSYC 1102 (The Psychological Experience) <i>or</i> SOCI 1101 (Introduction to Sociology) <i>or</i> ANTH 1102 (Introduction to Anthropology) <i>or</i> ECON 2100 (Introduction to Economics)</p>
<p>Area F – Pre-Requisites for Major (18 hours)</p>	<p>Requirements to be determined by the academic program</p>

Upper-Division Major Requirements

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

Regents' Writing and Reading Skills Requirement

Starting Fall 2008, students must take the Regents' Test beginning with their first semester of enrollment at GGC.

Any student who is not enrolled in Student Success English, Reading, or English for Academic Purposes (EAP) must take the Regents' Test. The Regents' Test consists of both a reading and a writing component. Students will take the Regents' Test for each part not previously passed or exempted in each semester of enrollment at GGC. Students in Student Success English, Reading, and EAP must take the Regents' Test the semester after they have exited Student Success English, Reading, or EAP (Student Success math does not apply).

Exempting

Students may exempt the Regents' Reading and Essay Test. A student may either take and pass the Regents' Reading Test and the Regents' Essay Test or exempt by an approved alternative test in reading comprehension and in writing. Listed below are the approved alternatives that may be used in lieu of passing the Regents' Test or the Regents' Test Prep Reading and/or the Regents' Test Prep Writing courses.

NOTE: The Georgia Gwinnett College Registrar automatically assesses student applications and academic records to determine if any of the approved alternative tests exempt a student from the Regents' Reading Test and Regents' Essay Test and enters exemptions on students' records.

Exemption Scores for the Regents' Test and/or Skills Courses:

The Regents' Reading Test or the Regents' Reading Prep Course (RGTR 0198) will be exempted upon verification of any one of the following:

- 1) Regents' Reading Test score of 61 or higher
- 2) SAT Reasoning, Critical Reading score of 510 or higher
- 3) ACT Reading score of 23 or higher

The Regents' Essay Test or the Regents' Writing Prep Course (RGTE 0199) will be exempted upon verification of any one of the following:

- 1) College Board Advanced Placement (AP) English Language and Composition OR
- 2) English Literature and Composition exemption score: 3
- 3) International Baccalaureate (IB) higher-level English exemption score: 4
- 4) SAT II English Writing exemption score: 650
- 5) SAT Reasoning Test, Writing Section exemption score: 560
- 6) SAT Reasoning Test, Writing Section exemption score: 500 IF you also have at least a 510 on the SAT Reasoning Test, Critical Reading Section
- 7) ACT Combined English/Writing exam exemption score: 24
- 8) ACT Combined English/Writing exam exemption score of at least 22 IF you also have at least a 23 on the ACT Reading Test
- 9) Regents' Writing Test score: 2 or higher

If a student already holds a Baccalaureate Degree from a regionally accredited institution of higher education, the student may be exempt from both Regents' Prep Courses and Regents' Test.

The following exemptions are available ONLY for students entering the System BEFORE Summer 2008

- 1) SAT Reasoning Test, Critical Reading Section score of at least 530 and
- 2) a grade of "A" in English 1101
- 3) SAT Reasoning Test, Critical Reading Section of at least 590 and
- 4) a grade of "B" in English 1101

- 5) ACT English score of at least 23 and a grade of "A" in English 1101
- 6) ACT English score of at least 26 and a grade of "B" in English 1101

Passing Regents' Test Scores:

To pass the Regents' Reading Test a student must receive a score of 61 or above.

To pass the Regents' Essay the student must receive either a score of 2 or 3.

Failing Regents' Test Scores:

Reading - Students who receive a score of 60 or below on the Regent's Reading Test are considered to have failed the Regents' Reading Test and must retake that portion of the test the following semester.

Essay - Students who receive a score of 0-1 on the Regents' Essay test are considered to have failed the essay portion of the Regents' Test and must retake that portion of the test the following semester.

Results of the Regents' Test and Implications for Required Remediation Courses:

- 1) Students who fail the Regents' Test the first time must re-register for the Regents' test the following semester and are strongly encouraged to attend the GGC Regents' Workshop offered by the Academic Enhancement Center.
- 2) Students who fail the Regents' Test the second time are required to attend the GGC Regents' Workshop offered by the Academic Enhancement Center before the next testing date.
- 3) Students who fail the Regents' Test the third time must enroll in the credit courses for Regents' Test Preparation in the area(s) of failure (RGTR 0198 for Reading Test Prep and/or RGTE 0199 for Writing Test Prep). Those courses carry institutional credit only and do not count towards a degree. Each subsequent semester the students must re-enroll, and remain enrolled in the required Regents' Test Preparation Course(s) until they pass both the Essay and the Reading portions of the Regents' Test. The number of hours completed is not a consideration in determining Regents' Skills course enrollment.

Failure to Sign Up for the Regent's Test or Non-Appearance for a Scheduled Testing Time:

Students who do not register for or do not take the Regents' Test when required – except for sound medical or other reasons deemed sufficient by GGC -- will be treated as students who have failed the Regents' Test twice. They will receive a score of "Administrative Fail" for the exam and will be required to register for and take the Regents' Test the following semester. A hold will be placed on their records, they will not be allowed to register for classes until they have signed up for the exam, and they will be required to attend the GGC Regents' Workshop offered by the Academic Enhancement Center before the next testing date.

Students who do not register for or do not take the Regents' Test for the second time will be treated as students who have failed the Regents' Test three times. They will receive a score of "Administrative Fail" for the exam and will be required to register for and take the Regents' Test the following semester. A hold will be placed on their records. They will not be allowed to register for classes until they have signed up for the test AND the three (3) credit courses for Regent's Preparation in the area(s) needed (RGTR 0198 for Reading and/or RGTE 0199 for Writing). In addition, they will be required to follow all additional requirements as stated for third time failures.

Transfer Students:

All transfer students who did not exempt the Regents' Test or pass the Regents' Test at a prior USG institution must take the Regents' Test in the first semester of enrollment at Georgia Gwinnett College. No differentiation is made for transfer students from USG institutions or students from non USG institutions transferring to Georgia Gwinnett College from private or out of state institutions.

Part Time Students

Part-time students are encouraged to begin taking the Regents' Test each semester but are not required to begin any remediation courses or workshops until after earning 20 college-level credit hours. Once 20 credit hours are reached, the same requirements apply for part time students who fail the Regents' Test or have scores less than 50 on the Reading Test or receive a "low failure" designation on the Essay Test.

Students Who Receive a “Low Failure” Test Score on the Regents’ Test (Either Reading or Essay):

Any student who receives scores on the Regents’ Test which are considered sufficiently low (*a score of less than 50 in Reading or a “low failure” score on the essay*) will be contacted by the Office of Student Success to take the following steps to build their skills and improve their scores.

- 1) If the student receives a score on the Regents' Test which is sufficiently low on their first attempt (less than a 50 in Reading or a low failure designation on the essay), the student will be required to participate in individual tutoring sessions immediately following notification of the low score on the Regents’ Test. The tutoring sessions will take place in the Academic Enhancement Center and will be determined by a contractual agreement between the student and the Office of Student Success. This contract will be designed to develop the specific skills necessary for the student to pass the Regents’ Test. Students will be notified by GGC email and telephone to schedule an appointment with the Office of Student Success in the instance of a “low failure” score on the Regents’ Test.
- 2) Students who receive a “low failure” score (less than a 50 in Reading or a low failure designation on the essay) for a second time must enroll, and remain enrolled for the duration of the following semester, in the 3 credit Regents’ Test Preparation course(s) (either (RGTR 0198 for Reading and/or RGTE 0199 for Writing). Those courses carry institutional credit only and do not count towards a degree. The number of hours completed is not a consideration in determining Regents’ Test Preparation course enrollment.
- 3) After the third and any subsequent failure of the Regents' Test, students must enroll, and remain enrolled for the duration of the following semester, in the Regents’ Test Preparation course(s) (either (RGTR 0198 for Reading or RGTE 0199 for Writing). The students will continue to enroll in the Regents’ Test Preparation Course(s) each semester until they pass the Regents’ Test. These courses are credit based courses and regular course fees apply.

United States and Georgia History and Constitutions Requirement

United State and Georgia History and Constitutions

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

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

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

United States and Georgia History Exam

Eligibility to Take History Test

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

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

Overview of Test

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

Alternatives to Taking Test

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

Multiple Majors

Double Major

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

Double Degree

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

Programs of Study

Undergraduate Degree Requirements

BACHELOR OF BUSINESS ADMINISTRATION

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

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

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

CURRICULUM

General Education Requirements

(60 hours)

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

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** or **Marketing** will:

1. Demonstrate the ability to make decisions and to think critically based on the acquisition of theoretical and applied business knowledge.
 - Students will be able to identify key assumptions used in business decision-making.
 - Students will be able to examine business issues and problems using appropriate analytical techniques.
 - Students will have an understanding of the cross-functional and interdisciplinary nature of business issues and decisions.
 - Students will be able to conduct a strategic analysis of a real or simulated business organization.
 - Students will have an understanding of key concepts of the business disciplines (i.e., management, marketing, economics/finance).
2. Demonstrate an understanding of the importance of ethical, legal and economic perspectives in contemporary business environments.
 - Students will be able to identify and apply a framework for examining ethical dilemmas in business situations.
 - Students will be able to identify key concepts in business.
 - Students will be able to critique business decisions with regard to social responsibility.

3. Students will have an understanding of global business issues.
 - Students will be able to identify current global issues in light of their effect on business opportunities and decisions.
 - Students will be able to demonstrate understanding of cultural similarities and differences and their effects on organizations.

4. Demonstrate effective oral and written communication.
 - Students will be able to create well written documents on a business issue or problem.
 - Students will be able to deliver an effective oral presentation on a business topic.
 - Students will use appropriate technologies to enhance their written and oral presentations.

Bachelor of Business Administration (BBA)

Concentration -- Accounting

120 semester hours 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 of the following: 3

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

AND One of the following 3

RELN 1100 (World Religions)	
GEOG 1101 (Human Geography)	
Intermediate level foreign language (Spanish, French, or Chinese)	

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

Choose one sequence: 7

PSCI 1101-1101L and PSCI 1102-1102L (Physical Sciences I & II)	
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BIOL 1101-1101L and BIOL 1102 (Biological Sciences I & II)	
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Select One of the following: 4

IITEC 2110 (Digital Media)	
IITEC 2120 (Introduction to Programming)	

AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
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Choose one sequence: 6

HIST 2111 and HIST 2112 (U.S. History I & II)	
HIST 1111 and HIST 1112 (World History I & II)	
HIST 1121 and HIST 1122 (Western Civilization I & II)	

Select One of the following: 3

SOCI 1101 (Introduction to Sociology)	
ANTH 1102 (Introduction to Anthropology)	
PSYC 1102 (The Psychological Experience)	

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

ACCT 2101 (Principles of Accounting I)	3
ACCT 2102 (Principles of Accounting II)	3
BUSA 2105 (Communications in Business Environment)	3
BUSA 2106 (The Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

PROGRAM OF STUDY (60 semester hours)

A minimum of 39 hours must be at the 3000-4000 level

Required Business Courses (36 semester hours)

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

Accounting Concentration (18 semester hours)

BUSA 3000 (Applied Business Statistics)	3
ACCT 3101 (Financial Accounting and Reporting I)	3
ACCT 3102 (Financial Accounting and Reporting II)	3
Accounting 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)

Concentration -- Finance

120 semester hours 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 of the following: 3

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

AND One of the following: 3

RELN 1100 (World Religions)	
GEOG 1101 (Human Geography)	
Intermediate level foreign language (Spanish, French, or Chinese)	

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

Choose one sequence: 7

PSCI 1101-1101L and PSCI 1102-1102L (Physical Sciences I & II)	
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BIOL 1101-1101L and BIOL 1102 (Biological Sciences I & II)	
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Select One of the following: 4

ITEC 2110 (Digital Media)	
ITEC 2120 (Introduction to Programming)	

AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
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Choose one sequence: 6

HIST 2111 and HIST 2112 (U.S. History I & II)	
HIST 1111 and HIST 1112 (World History I & II)	
HIST 1121 and HIST 1122 (Western Civilization I & II)	

Select One of the following: 3

SOCI 1101 (Introduction to Sociology)	
ANTH 1102 (Introduction to Anthropology)	
PSYC 1102 (The Psychological Experience)	

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

ACCT 2101 (Principles of Accounting I)	3
ACCT 2102 (Principles of Accounting II)	3
BUSA 2105 (Communications in Business Environment)	3
BUSA 2106 (The Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

PROGRAM OF STUDY (60 semester hours)

A minimum of 39 hours must be at the 3000-4000 level

Required Business Courses (36 semester hours)

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

Finance Concentration (18 semester hours)

BUSA 3000 (Applied Business Statistics)	3
BUSA 3600 (Telecommunications/Network Design and Integration)	3
FINA 4101 (International Finance) OR ECON 4101 (International Economics)	3
BUSA 4751 (Business Internship/Experiential Learning) (or Business Elective at the 4000 level)	3
Finance Electives (must be at the 3000/4000 level)	6

General Electives (6 semester hours)

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

Bachelor of Business Administration (BBA)

Concentration – General Business

General Education (60 semester hours)

AREA A – Essential Skills (9 semester hours)

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

AREA B – Institutional Option (4 semester hours)

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

Select One of the following: 3

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

AND *Select One of the following:* 3

RELN 1100 (World Religions)	
GEOG 1101 (Human Geography)	
Intermediate level foreign language (Spanish, French, or Chinese)	

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

Choose one sequence: 7

PSCI 1101-1101L and PSCI 1102-1102L (Physical Sciences I & II)	
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BIOL 1101-1101L and BIOL 1102 (Biological Sciences I & II)	
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Select One of the following: 4

ITEC 2110 (Digital Media)	
ITEC 2120 (Introduction to Programming)	

AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
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Choose one sequence: 6

HIST 2111 and HIST 2112 (U.S. History I & II)	
HIST 1111 and HIST 1112 (World History I & II)	
HIST 1121 and HIST 1122 (Western Civilization I & II)	

Select One of the following: 3

SOCI 1101 (Introduction to Sociology)	
ANTH 1102 (Introduction to Anthropology)	
PSYC 1102 (The Psychological Experience)	

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

ACCT 2101 (Principles of Accounting I)	3
ACCT 2102 (Principles of Accounting II)	3
BUSA 2105 (Communications in Business Environment)	3
BUSA 2106 (The Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

120 semester hours required
for graduation

PROGRAM OF STUDY (60 semester hours)

A minimum of 39 hours must be at the 3000-4000 level

Required Business Courses (36 semester hours)

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

General Business Concentration (18 semester hours)

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

Concentration -- Marketing

120 semester hours 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 of the following: 3

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

AND *One of the following* 3

RELN 1100 (World Religions)	
GEOG 1101 (Human Geography)	
Intermediate level foreign language (Spanish, French, or Chinese)	

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

Choose one sequence: 7

PSCI 1101-1101L and PSCI 1102-1102L (Physical Sciences I & II)	
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BIOL 1101-1101L and BIOL 1102 (Biological Sciences I & II)	
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Select One of the following: 4

ITEC 2110 (Digital Media)	
ITEC 2120 (Introduction to Programming)	

AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
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Choose one sequence: 6

HIST 2111 and HIST 2112 (U.S. History I & II)	
HIST 1111 and HIST 1112 (World History I & II)	
HIST 1121 and HIST 1122 (Western Civilization I & II)	

Select One of the following: 3

SOCI 1101 (Introduction to Sociology)	
ANTH 1102 (Introduction to Anthropology)	
PSYC 1102 (The Psychological Experience)	

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

ACCT 2101 (Principles of Accounting I)	3
ACCT 2102 (Principles of Accounting II)	3
BUSA 2105 (Communications in Business Environment)	3
BUSA 2106 (The Environment of Business)	3
ECON 2105 (Principles of Macroeconomics)	3
ECON 2106 (Principles of Microeconomics)	3

PROGRAM OF STUDY (60 semester hours)

A minimum of 39 hours must be at the 3000-4000 level

Required Business Courses (36 semester hours)

BUSA 2000 (Statistical Analysis for Business)	3
BUSA 3100 (Management Information Systems)	3
BUSA 3200 (Global Business)	3
BUSA 3500 (Legal Environment of Business)	3
FINA 3000 (Principles of Finance)	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) (or Marketing Elective at the 4000 level)	3
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 SCIENCE – BIOLOGY MAJOR

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 and Cell Biology and Biotechnology.

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. However, grades in the class and laboratory components are separate. Students must pass both the lab and class. If a student fails either the class or the laboratory component, they must repeat both.

CURRICULUM

Core Curriculum

(60 hours)

The primary objective of the Core Curriculum 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 biology major that are prerequisite to courses in the program of study curriculum.

Program of Study Curriculum

(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.

PROGRAMS OF STUDY

Bachelor of Science – Biology Major Concentration – General Biology

I. Program Outcome Goals

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)

Major – Biology; Concentration: General Biology

120 semester hours 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 (Calculus (extra hour will count in Area F))	4

AREA B – Institutional Option 4 semester hours)

IITEC 1001 (Introduction to Computing)

AREA C – Humanities/Fine Arts (6 semester hours)

Select One of the following: 3

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

AND One of the following 3

RELN 1100 (World Religions)	
GEOG 1101 (Human Geography)	
Intermediate level foreign language (Spanish, French, or Chinese)	

AREA D – Natural Sciences, Math, Technology

(11 semester hours)

CHEM 1211-1211L (Principles of Chemistry I)	4
CHEM 1212-1212L (Principles of Chemistry II) (extra hour will count in Area F)	4

Select one of the following: 4

IITEC 2110 (Digital Media)	
IITEC 2120 (Introduction to Programming)	

AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
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Choose one sequence: 6

HIST 2111 and HIST 2112 (U.S. History I & II)	
HIST 1111 and HIST 1112 (World History I & II)	
HIST 1121 and HIST 1122 (Western Civilization I & II)	

Select One of the following: 3

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

AREA F – Courses Related to the Program of Study

(18 semester hours)

BIOL 1107-1107L (Principles of Biology I)	4
BIOL 1108-1108L (Principles of Biology II)	4
CHEM 2211-2211L (Organic Chemistry I)	4
CHEM 2212-2212L (Organic Chemistry II)	4

Program of Study (60 semester hours)

A minimum of 39 hours must be at the 3000-4000 level

Required Biology Courses (22 semester hours)

BIOL 3500-3500L (Ecology)	4
BIOL 3100-3100L (Biochemistry)	4
BIOL 3200-3200L (Genetics)	4
BIOL 3400-3400L (Cell Biology)	4
BIOL 4700 (Interdisciplinary Applications of Biology)	3

Choose one of the following

STEC 4500 (Undergraduate Research Project)	3
BIOL 4800 (Internship)	3

Other Required Courses (11-15 semester hours)

PHYS 2211-2211L (Principles of Physics I)	4
PHYS 2212-2212L (Principles of Physics II)	4
MATH 2000 (Statistics)	3
MATH 2200 (Calculus I)	4

(if not taken in Area A)

General Biology Electives (8 semester hours)

Choose two of the following:

BIOL 2500-2500L (Botany)	4
BIOL 2550-2550L (Zoology)	4
BIOL 3350-3350L (Mycology)	4
BIOL 3300-3300L (Microbiology)	4

Additional Electives (15-19 semester hours)

CHEM 3000-3000L (Analytical Chemistry)	4
CHEM 4100-4100L (Instrumental Chemistry)	4
BIOL 2500-2500L (Botany)	4
BIOL 2550-2550L (Zoology)	4
BIOL 3000 (Evolution)	3
BIOL 3300-3300L (Microbiology)	4
BIOL 3350-3350L (Mycology)	4
BIOL 3450 (Conservation Biology)	3
BIOL 3550-3550L (Limnology)	4
BIOL 3650-3650L (Terrestrial Ecology)	4
BIOL 3900 (Biotechnology)	3
BIOL 4270 (Virology)	3
BIOL 4310-4310L (Developmental Biology)	4
BIOL 4400-4400L (Medical Entomology)	4
STEC 4500 (Undergraduate Research Project)	3
BIOL 4750 (Environmental Toxicology)	3
BIOL 4800 (Internship)	3

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)

Programs of Study

Bachelor of Science – Biology Major

Concentration – Cell Biology and Biotechnology

I. Program Outcome Goals

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)

Major – Biology; Concentration: Cell Biology and Biotechnology

120 semester hours 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 (Calculus I)	4
(extra hour will count in Area F)	

AREA B – Institutional Option (4 semester hours)

ITEC 1001 (Introduction to Computing)

AREA C – Humanities/Fine Arts (6 semester hours)*Select one of the following:* 3

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

AND *one of the following* 3

RELN 1100 (World Religions)
GEOG 1101 (Human Geography)
Intermediate level foreign language (Spanish, French, or Chinese)

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

CHEM 1211-1211L (Principles of Chemistry I)	4
CHEM 1212-1212L (Principles of Chemistry II)	4
(extra hour will count in Area F)	

Select one of the following: 4

ITEC 2110 (Digital Media)
ITEC 2120 (Introduction to Programming)

AREA E – Social Science (12 semester hours)

POLS 1101 (American Government) 3

Choose one sequence: 6

HIST 2111 and HIST 2112 (U.S. History I & II)
HIST 1111 and HIST 1112 (World History I & II)
HIST 1121 and HIST 1122 (Western Civilization I & II)

Select one of the following: 3

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

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

BIOL 1107-1107L (Principles of Biology I)	4
BIOL 1108-1108L (Principles of Biology II)	4
CHEM 2211-2211L (Organic Chemistry I)	4
CHEM 2212-2212L (Organic Chemistry II)	4

Program of Study (60 semester hours)*A minimum of 39 hours must be at the 3000-4000 level***Required Biology Courses (26 semester hours)**

BIOL 3100-3100L (Biochemistry)	4
BIOL 3200-3200L (Genetics)	4
BIOL 3300-3300L (Microbiology)	4
BIOL 3400-3400L (Cell Biology)	4
BIOL 3900 (Biotechnology)	3
BIOL 4200 (Bioinformatics)	3
BIOL 4300 (Biotechnology Laboratory)	2
BIOL 4700 (Interdisciplinary Applications of Biology)	3

Choose one of the following

STEC 4500 (Undergraduate Research Project)	3
BIOL 4800 (Internship)	3

Other Required Courses (11-15 semester hours)

PHYS 2211-2211L (Principles of Physics I)	4
PHYS 2212-2212L (Principles of Physics II)	4
MATH 2000 (Statistics)	3
MATH 2400 (Calculus I)	4
(if not taken in Area A)	

Additional Electives (15-19 semester hours)

CHEM 3000-3000L (Analytical Chemistry)	4
CHEM 4100-4100L (Instrumental Chemistry)	4
BIOL 3000 (Evolution)	3
BIOL 3101-3101L (Human Anatomy, Physiology & Histology)	5
BIOL 3350-3350L (Mycology)	4
BIOL 4150 (Neurobiology)	3
BIOL 4250 (Human Genetics)	3
BIOL 4270 (Virology)	3
BIOL 4310-4310L (Developmental Biology)	4
BIOL 4400-4400L (Medical Entomology)	4
BIOL 4410-4410L (Industrial Microbiology)	4
BIOL 4450-4450L (Enzymology)	4
STEC 4500 (Undergraduate Research Project)	3
BIOL 4540 (Immunology)	3
BIOL 4550 (Pharmacology)	3
BIOL 4800 (Internship)	3

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)

BACHELOR OF SCIENCE – INFORMATION TECHNOLOGY MAJOR

The School of Science and Technology offers a Bachelor of Science (B.S.) degree with a major in Information Technology. The Information Technology Major includes concentrations in Systems and Security, Software Development, and Business.

CURRICULUM

Core Curriculum

(60 hours)

The primary objective of the Core Curriculum 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 Information Technology Major that are prerequisite to courses in the program of study curriculum.

Program of Study Curriculum

(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.

PROGRAMS OF STUDY

Bachelor of Science – Information Technology Major

Concentration – Systems and Security

I. Program Outcome Goals

Graduates who complete the Information Technology Major (Systems and Security Concentration) will be able to:

1. Demonstrate a strong foundation in mathematics and science, and apply this fundamental knowledge to solving IT problems
2. Work as individuals and as members of a collaborative team that solve IT problems
3. Demonstrate competence in effectively communicating technical information using oral, written, and digital presentation techniques
4. Demonstrate a desire and ability to continuously refine their computing knowledge and skills and learn to use new tools and processes
5. Demonstrate a working knowledge of multiple programming languages and system environments
6. Demonstrate knowledge in the design, implementation, and improvement of network and database systems
7. Identify information system requirements for a client and then develop information systems that meet those requirements
8. Demonstrate a working knowledge of security practices to optimize information assurance
9. Demonstrate a knowledge of current legal requirements for information and system security

Bachelor of Science (BS)

Major – Information Technology
Concentration: Systems and Security

120 semester hours 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 (Calculus I)	4
(extra hour will count in Area F)	

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 of the following: 3

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

Select one of the following: 3

RELN 1100 (World Religion)	
GEOG 1101 (Human Geography)	
Intermediate-level Spanish, French, or Chinese or higher	

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

CHEM 1211-1211L (Principles of Chemistry I)	4
CHEM 1212-1212L (Principles of Chemistry II)	4
IITEC 2120 (Introduction to Programming)	4
(extra hour will count in Area F)	

AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
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Choose one sequence: 6

HIST 2111 and HIST 2112 (U.S. History I & II)	
HIST 1111 and HIST 1112 (World History I & II)	
HIST 1121 and HIST 1122 (Western Civilization I & II)	

Select one of the following: 3

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

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

MGMT 3000 (Principles of Management)	3
IITEC 1201 (Introduction to Information Systems)	3
IITEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

Program of Study (60 semester hours)

A minimum of 39 hours must be at the 3000-4000 level

Required Information Technology Courses
(28 semester hours)

IITEC 2110 (Digital Media)	3
IITEC 3100 (Introduction to Networks)	3
IITEC 3150 (Advanced Programming)	3
IITEC 3200 (Introduction to Databases)	3
IITEC 3300 (Information Security)	3
IITEC 3700 (Systems Analysis and Design)	3
IITEC 3900 (Professional Practice and Ethics)	3
IITEC 4810 (Information Technology Project I)	3
IITEC 4820 (Information Technology Project II)	3

Other Required Courses (8-12 semester hours)

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

Choose one basic science sequence:

PHYS 2211-2211L (Principles of Physics I)	4
PHYS 2212-2212L (Principles of Physics II)	4

or

BIOL 1107-1107L (Principles of Biology I)	4
BIOL 1108-1108L (Principles of Biology II)	4

Additional Electives (20-24 semester hours)

IITEC 3350 (E Commerce)	3
IITEC 3450 (Computer Graphics and Multimedia)	4
IITEC 3550 (User Centered Design)	3
IITEC 3600 (Operating Systems)	3
IITEC 4100 (Advanced Networks)	3
IITEC 4110 (Advanced Digital Media)	4
IITEC 4130 (Human Computer Interaction)	3
IITEC 4200 (Advanced Databases)	4
IITEC 4310 (Systems Security)	3
IITEC 4320 (Internet Security)	3
IITEC 4900 (Information Technology Internship)	3
MGMT 4600 (Operations and Project Management)	3

PROGRAMS OF STUDY

Bachelor of Science – Information Technology Major Concentration – Software Development

I. Program Outcome Goals

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)

Major – Information Technology
Concentration: Software Development

120 semester hours 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 (Calculus I)	4
(extra hour will count in Area F)	

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 of the following:

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

Select one of the following:

RELN 1100 (World Religion)	3
GEOG 1101 (Human Geography)	
Intermediate-level Spanish, French, or Chinese or higher	

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

CHEM 1211-1211L (Principles of Chemistry I)	4
CHEM 1212-1212L (Principles of Chemistry II)	4
ITEC 2120 (Introduction to Programming)	4
(extra hour will count in Area F)	

AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
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Choose one sequence:

HIST 2111 and HIST 2112 (U.S. History I & II)	6
HIST 1111 and HIST 1112 (World History I & II)	
HIST 1121 and HIST 1122 (Western Civilization I & II)	

Select one of the following:

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

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

MGMT 3000 (Principles of Management)	3
ITEC 1201 (Introduction to Information Systems)	3
ITEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

Program of Study (60 semester hours)

A minimum of 39 hours must be at the 3000-4000 level

Required Information Technology Courses
(30 semester hours)

ITEC 2110 (Digital Media)	4
ITEC 3100 (Introduction to Networks)	3
ITEC 3150 (Advanced Programming)	3
ITEC 3200 (Introduction to Databases)	3
ITEC 3860 (Software Development I)	4
ITEC 3870 (Software Development II)	4
ITEC 3900 (Professional Practice and Ethics)	3
ITEC 4260 (Software Testing and QA)	3
ITEC 4860 (Software Development Project)	3

Other Required Courses (8-12 semester hours)

MATH 2200 (Calculus I) (if not taken in Area A)	4
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Choose one basic science sequence:

PHYS 2211-2211L (Principles of Physics I)	4
PHYS 2212-2212L (Principles of Physics II)	4
or	
BIOL 1107-1107L (Principles of Biology I)	4
BIOL 1108-1108L (Principles of Biology II)	4

Additional Electives (18-22 semester hours)

ITEC 3300 (Information Security)	3
ITEC 3350 (E Commerce)	3
ITEC 3450 (Computer Graphics and Multimedia)	4
ITEC 3550 (User Centered Design)	3
ITEC 3600 (Operating Systems)	3
ITEC 3700 (Systems Analysis and Design)	3
ITEC 4100 (Advanced Networks)	3
ITEC 4110 (Advanced Digital Media)	4
ITEC 4130 (Human Computer Interaction)	3
ITEC 4200 (Advanced Databases)	4
ITEC 4250 (Embedded Systems)	3
ITEC 4650 (Computer Game Software Development)	3
ITEC 4700 (Artificial Intelligence)	3
ITEC 4900 (Information Technology Internship)	3
MGMT 4600 (Operations and Project Mgmt)	3

PROGRAMS OF STUDY

Bachelor of Science – Information Technology Major Concentration – Business

I. Program Outcome Goals

Graduates who complete the Information Technology Major (Business Concentration) will be able to:

1. Demonstrate a strong foundation in mathematics and science, and apply this fundamental knowledge to solving IT problems
2. Work as individuals and as members of a collaborative team that solve IT problems
3. Demonstrate competence in effectively communicating technical information using oral, written, and digital presentation techniques
4. Demonstrate a desire and ability to continuously refine their computing knowledge and skills and learn to use new tools and processes
5. Demonstrate a working knowledge of multiple programming languages and system environments
6. Demonstrate knowledge in the design, implementation, and improvement of network and database systems
7. Have a strong foundation in business and management theory and practices and be able to apply this foundational knowledge to solving IT problems
8. Evaluate, propose and implement plans for effective use of information technology within organizations
9. Demonstrate knowledge of enterprise management in a heterogeneous environment

Bachelor of Science (BS)

Major – Information Technology
Concentration: Business

120 semester hours 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 (Calculus I)	4
(extra hour will count in Area F)	

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 of the following: 3

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

Select one of the following: 3

- RELN 1100 (World Religion)
- GEOG 1101 (Human Geography)
- Intermediate-level Spanish, French, or Chinese or higher

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

CHEM 1211-1211L (Principles of Chemistry I)	4
CHEM 1212-1212L (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
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Choose one sequence: 6

- HIST 2111 and HIST 2112 (U.S. History I & II)
- HIST 1111 and HIST 1112 (World History I & II)
- HIST 1121 and HIST 1122 (Western Civilization I & II)

Select one of the following: 3

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

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

MGMT 3000 (Principles of Management)	3
I TEC 1201 (Introduction to Information Systems)	3
I TEC 2150 (Intermediate Programming)	4
MATH 2000 (Statistics)	3
MATH 2300 (Discrete Math)	3

Program of Study (60 semester hours)

A minimum of 39 hours must be at the 3000-4000 level

Required Information Technology Courses
(22 semester hours)

I TEC 2110 (Digital Media)	4
I TEC 3100 (Introduction to Networks)	3
I TEC 3150 (Advanced Programming)	3
I TEC 3200 (Introduction to Databases)	3
I TEC 3350 (E Commerce)	3
I TEC 3900 (Professional Practice and Ethics)	3
I TEC 4900 (Information Technology Internship)	3

Other Required Courses (11-15 semester hours)

MGMT 4600 (Operations and Project Management)	3
MATH 2200 (Calculus I) (if not taken in Area A)	4

Choose one basic science sequence:

PHYS 2211-2211L (Principles of Physics I)	4
PHYS 2212-2212L (Principles of Physics II)	4
or	
BIOL 1107-1107L (Principles of Biology I)	4
BIOL 1108-1108L (Principles of Biology II)	4

Additional Business Electives (12 semester hours)

ACCT 2101 (Accounting I)	3
ACCT 2102 (Accounting II)	3
ECON 2106 (Microeconomics)	3
MKTG 3000 (Marketing)	3
MKTG 3050 (Consumer Behavior)	3
MKTG 4600 (Promotion)	3

Additional Information Technology Electives
(11-15 semester hours)

I TEC 3300 (Information Security)	3
I TEC 3450 (Computer Graphics and Multimedia)	4
I TEC 3600 (Operating Systems)	3
I TEC 3700 (Systems Analysis and Design)	3
I TEC 4100 (Advanced Networks)	3
I TEC 4110 (Advanced Digital Media)	4
I TEC 4200 (Advanced Databases)	4
I TEC 4230 (Human Computer Interaction)	3

BACHELOR OF SCIENCE – PSYCHOLOGY MAJOR

The School of Liberal Arts offers the Bachelors of Science degree with a major in Psychology with concentrations in Cognition/Learning, Biology/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.

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 GOALS

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 and Senior Seminar (including a Senior Project)
- Portfolio pertaining to a predetermined area of interest.

Bachelor of Science (BS)

Major – Psychology

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 of the following: 3

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

Select one of the following: 3

RELN 1100 (World Religion)	
GEOG 1101 (Human Geography)	
Intermediate-level Spanish, French, or Chinese or higher	

AREA D – Natural Sciences, Math, Technology

(11 semester hours)

Choose one sequence: 7

PSCI 1101-1101L and PSCI 1102-1102L (Physical Sciences I & II)	
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BIOL 1101-1101L and BIOL 1102 (Biological Sciences I & II)	
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Select one of the following: 4

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

AREA E – Social Science (12 semester hours)

POLS 1101 (American Government)	3
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Choose one sequence: 6

HIST 2111 and HIST 2112 (U.S. History I & II)	
HIST 1111 and HIST 1112 (World History I & II)	
HIST 1121 and HIST 1122 (Western Civilization I & II)	

Select one of the following: 3

SOCI 1101 (Introduction to Sociology)	
ANTH 1102 (Introduction to Anthropology)	
ECON 2100 (Introduction to Economics)	

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: 6

PSYC 2100 Introduction to Cognition & Learning,	
PSYC 2200 Introduction to Biological & Neuroscience	
Psychology	
PSYC 2300 Introduction to Social/Applied Psychology	
PSYC 2400 Introduction to Abnormal Psychology	
PSYC 2500 Introduction to Developmental Psychology	

Two social science courses not chosen in Area E	6
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Semester of a foreign language	3
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120 semester hours required
for graduation

Program of Study (60 semester hours)

A **minimum** of 39 hours must be at the 3000-4000 level

Three (3) Core Specialty Area Classes at 2000 level* 9

Three (3) Concentration I Specialized courses** 9

Three (3) Concentration II Specialized courses** 9

* Students who choose courses not selected in Area F

** For Concentrations I and II, at least one course for each
Concentration cluster must be at the 4000 level.

(See next page for listing of concentrations and courses)

PSYC 2000 Sophomore Seminar 3
or PSYC 2010 Writings in Psychology

PSYC 3000 Junior Seminar 3

PSYC 3020 Research Methods and Analysis I 4

PSYC 3030 Research Methods and Analysis II 4

PSYC 4603 Senior Directed Readings 1

PSYC 4751 Psychology Internship 2

PSYC 4000 Senior Seminar 3

PSYC 4600 History and Systems 3

General Electives (must be 3000-4000 level) 10

***Bachelor of Science – Psychology Major
Areas of Concentration in the Program of Study***

Cognitive/Learning

PSYC 2100 Introduction to Cognition & Learning
PSYC 3100 Psychology of Learning
PSYC 3110 Cognitive Psychology
PSYC 3120 Sensation & Perception
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

Developmental/Educational

PSYC 2500 Introduction to Developmental
Psychology
PSYC 3400 Personality Psychology
PSYC 3500 Educational Psychology
PSYC 3510 Child Development
PSYC 3520 Adolescence
PSYC 3530 Adult Development and Aging
PSYC 3540 Gender and Sexuality
PSYC 4500 Social & Moral Development
PSYC 4510 Cultural & Ethnic Diversity
PSYC 4410 Psychological Assessment

PSYC 4520 Advanced Developmental Psychology
PSYC 4530 Marriage and Family
PSYC 4540 Black Psychology
PSYC 4550 The Psychology of Hate
PSYC 4560 Trauma Across the Lifespan
PSYC 4570 Migration and Family

Clinical/Personality

PSYC 2400 Introduction to Abnormal Psychology
PSYC 3400 Personality Psychology
PSYC 3410 Psychopathology
PSYC 3420 Health Psychology
PSYC 4220 Psychopharmacology
PSYC 4401 Community Health, Assessment, and
Planning
PSYC 4410 Psychological Assessment
PSYC 4420 Clinical Psychology
PSYC 4430 Developmental Psychopathology
PSYC 4560 Trauma Across the Lifespan

Biological/Neuroscience

PSYC 2200 Introduction to Biological and
Neuroscience of Psychology
PSYC 3120 Sensation & Perception
PSYC 3200 Biological Psychology
PSYC 3220 Comparative Psychology
PSYC 4200 Behavioral Neuroscience
PSYC 4210 Cognitive Neuroscience
PSYC 4220 Psychopharmacology

Social/Applied

PSYC 2300 Introduction to Social/Applied
Psychology
PSYC 3320 Human Diversity
PSYC 3300 Advanced Social Psychology
PSYC 3310 Human Sexuality
PSYC 4300 Industrial and Organizational Psychology
PSYC 4310 Psychology and Culture
MGMT 4100 Organizational Behavior
PSYC 4330 Sports Psychology
PSYC 4340 Consumer Behavior
PSYC 4350 Introduction to Forensic Psychology
PSYC 4360 Political Psychology
PSYC 4370 Psychology and the Legal System
PSYC 4380 Psychology of Prejudice

Minor in Business Administration

Minor in Business Administration

Minors, for students not pursuing the BBA degree, are offered in Business Administration. A 2.0 cumulative grade point average must be earned for the prescribed courses in the minor and at least 6 semester hours of Upper Division work (3000 and 4000 level) in the minor must be completed in residence.

The requirements for a minor in Business Administration include:

ACCT 2101 – Principles of Accounting I

ECON 2105 – Principles of Macroeconomics

ECON 2106 – Principles of Microeconomics

MGMT 3000 – Principles of Management

MKTG 3000 – Principles of Marketing

And one other upper division (3000 and 4000 level) business course selected in consultation with a faculty member in the School of Business. Entry into 3000 or 4000 level courses normally is limited to juniors and seniors. Courses used for a student's major may not be used toward a business minor.

Course Descriptions

This catalog contains a listing of all Georgia Gwinnett College approved courses. A course listed in this catalog does not imply that the course will be offered in Georgia Gwinnett College's Schedule of Classes for a specific year and term.

ACCOUNTING (ACCT)

ACCT 2101 – Principles of Accounting I (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 the income statement, retained earnings statement, balance sheet and cash flow statements.

ACCT 2102 – Principles of Accounting II (3)

Prerequisites: ACCT 2101.

An introductory study of the preparation, analysis, interpretation and use of internal accounting information for planning, control and other business decisions with emphasis on product costing, cost analysis, cost volume profit analysis, budgeting, standard costing, performance measurement, relevant cost for non-routine decisions and analysis of financial statements.

ACCT 3101 – Financial Accounting and Reporting I (3)

Prerequisites: ACCT 2101; ACCT 2102.

A study of the theory and principles of financial statements. Review of basic principles and concepts related to the collection and summarization of accounting information and preparation of the income statement and balance sheet.

ACCT 3102 – Financial Accounting and Reporting II (3)

Prerequisite: ACCT 3101.

Study of theory and issues related to accounting and time value of money, measurement of property, plant and equipment, depreciation, intangible assets, current liabilities, and stockholders' equity.

ACCT 3201 – Income Tax Accounting for Individuals (3)

Prerequisites: ACCT 2101; ACCT 2102.

Study of the principles and concepts of federal income taxation of individuals and corporations.

ACCT 4103 – Auditing (3)

Prerequisites: ACCT 3101; 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)

Prerequisites: ACCT 2101; ACCT 2102.

A study of the principles of accounting and reporting for governmental, non-governmental, and not-for-profit organizations.

ACCT 4105 – Advanced Accounting (3)

Prerequisites: ACCT 3101; ACCT 3102.

Study of the theory and principles of accounting for business combinations, preparation of consolidated financial statements, accounting for partnerships, and accounting for international operations.

ANTHROPOLOGY (ANTH)

ANTH 1102 – Introduction to Anthropology (3)

Prerequisite: READ 0098

This course is a survey of general anthropology, the comparative study of human kind as a whole, including its four major subdisciplines: cultural anthropology, archaeology, linguistics, and physical anthropology. Through ethnographic descriptions, comparisons across time, and cross-cultural analysis, emphasis is placed on the great variety of cultural adaptations which various peoples have developed to survive and to meet human needs.

ART (ARTS)

ARTS 1010 – Drawing I (3)

Studio methods course; a practical introduction to the techniques, materials, and principles of drawing.

ARTS 1011 – Drawing II (3)

Prerequisite: ARTS 1010 or equivalent.

Studio methods course; a second semester continuation of techniques, materials, and principles of drawing.

ARTS 1020 – 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 1030 – Three Dimensional Design (3)

Studio and theory course; a practical method lab on the fundamentals of three-dimensional design introduced through projects in a variety of media, with emphasis and investigation of three-dimensional forms and space using various materials and methods.

ARTS 1100 – Art Appreciation (3)

Survey and theory of art throughout the world and throughout history, focusing on the analysis of art forms, technical procedures, subject matter, composition, theory, art philosophy, and cultural and social values and influences. Two-dimensional and three-dimensional arts and the formal media theories of visual arts will be examined via lectures, projects, discussions, and presentations.

BIOLOGY (BIOL)

BIOL 1101/1101L – Biological Sciences I and Laboratory (3, 1)

Prerequisites: MATH 0099; READ 0098; ENGL 0099.

The first semester in a two semester study of basic biology for non-science majors including one semester of laboratory experience. Upon completion of this two semester sequence students will: (1) understand and use the scientific process of hypothesis testing; (2) critically assess media sources regarding biological issues (to distinguish between well documented scientific studies and popular opinions); (3) be able to communicate effectively regarding biological subjects in oral and written form using appropriate scientific terminology; (4) understand the organization of life from the cellular level to the ecosphere; (5) construct, interpret and analyze charts, graphs and table; (6) demonstrate awareness of bioethical issues in today's society; (7) demonstrate awareness of environmental issues in today's society.

BIOL 1102 – Biological Sciences II (3)

Prerequisite: BIOL 1101/1101L.

The second semester in the two semester sequence of basic biology for non-science majors. Refer to BIOL 1101/1101L for previously listed outcomes.

BIOL 1107/1107L – Principles of Biology I and Laboratory (3, 1)

Prerequisite: MATH 0099, READ 0098, ENGL 0099; Corequisite: CHEM 1211/1211L.

A study of general biology for science and technology majors including laboratory experience. Upon completion of this course students will: (1) apply biological knowledge to real world problems; (2) critically assess and utilize scientific

information; (3) demonstrate knowledge of the structure, function, and metabolism of macromolecules; (4) differentiate between prokaryotic vs. eukaryotic cell structure and function; (5) understand the molecular basis of inheritance; (6) understand the molecular mechanisms that regulate gene expression.

BIOL 1108/1108L – Principles of Biology II and Laboratory (3, 1)

Prerequisite: MATH 0099, READ 0098, ENGL 0099; Corequisite: CHEM 1211/1211L.

A study of general biology for science and technology majors including laboratory experience. Upon completion of this course students will: (1) understand and be able to apply the basic principles of Mendelian genetics and population genetics; (2) understand the basic characteristics of the diverse life forms (Bacteria, Protists, Fungi, Plants, and Animals) on our planet; (3) understand the basic principles of ecology; (4) be able to communicate effectively regarding biology topics in oral and written form using appropriate scientific terminology.

BIOL 2500/2500L – Botany and Laboratory (3, 1)

Prerequisite: BIOL 1107/1107L and BIOL 1108/1108L.

A survey of plant biology including laboratory experience. Upon completion of this course students will: (1) know the structure of plants; (2) describe the physiology of plants; (3) describe the development of plants; (4) understand the genetics of plants; and (5) understand the ecology of plants.

BIOL 2550/2550L – Zoology and Laboratory (3, 1)

Prerequisite: BIOL 1107/1107L and BIOL 1108/1108L.

A survey of animal biology including laboratory experience. Upon completion of this course students will: (1) demonstrate understanding of the classification, organization, and diversity of the Animal Kingdom; (2) demonstrate awareness of environmental issues and their impacts on animal species; (3) demonstrate effective use of technology to research and present biological topics; (4) be able to communicate effectively regarding biological subjects in oral and written form using appropriate scientific terminology; (5) understand and use the scientific process of hypothesis testing through laboratory experiments.

BIOL 3000 – Evolution (3)

Prerequisite: BIOL 3400/3400L.

An introduction to the theory evolution from classical studies to recent discoveries. Upon completion of this course students will: (1) understand the various ways the term “evolution” is used; (2) understand basic principles of the theory of evolution as described by Charles Darwin; (3) understand the basic principles of modern evolutionary theory and how they build on or differ from classical Darwinian evolution; (4) understand the relationship between the basic principles of evolutionary theory and basic biological processes; (5) be familiar with non-darwinian theories of evolution.

BIOL 3100/3100L – Biochemistry and Laboratory (3, 1)

Prerequisite: BIOL 3400L/3400L; CHEM 2211/2211L.

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 CO₂ including both anabolic and catabolic reactions of glucose; (3) explain several mechanisms of enzymatic catalysis with regard to chemical and structural details; (4) discuss the structure and function of major classes of macromolecules; (5) communicate clearly and effectively; (6) use technological resources at an appropriate level; (7) apply the scientific method to address hypothetical problems; (8) appreciate the awesome wonder of life's chemistry.

BIOL 3101/3101L – Human Anatomy, Physiology, and Histology and Laboratory (3)

Prerequisite: BIOL 3400/3400L.

A study of the structure and functions of the human body. Upon completion of this course students will: (1) differentiate and demonstrate knowledge of human structure and function of all body systems; (2) understand the structure-function relationships at all levels of organization in the human body; (3) demonstrate knowledge pertaining to tissue structure and function and how the organization of these tissues form the organs and organ systems of the human body; (4) demonstrate knowledge pertaining to how homeostatic mechanisms regulate all systems of the body; (5) collect, present, and analyze scientific data gathered in the laboratory.

BIOL 3200/3200L – Genetics and Laboratory (3, 1)

Prerequisite: BIOL 3400/3400L; Corequisite: CHEM 2211/2211L.

A study of inheritance from Mendel's classic studies to modern molecular genetics. Upon completion of this course students will: (1) understand what a gene is and what the genotype and phenotype of genes are; (2) understand gene expression from DNA to RNA transcription to protein translation; (3) understand the structure of DNA and an organism's genome; (4) be able to describe basic inheritance patterns and the chromosomal basis of heredity; (5) be able to explain mutation as a source of genetic variability; (6) understand the major issues related to modern biotechnology and genomic analysis; (7) understand a historical perspective of genetics, identifying breakthroughs of discovery, and prominent scientists who were involved in these breakthroughs; (8) understand the role of sex chromosomes in sex determination, sexual dimorphism and chromosomal inactivation; (9) develop skills in analysis, problem-solving, communication and ethical perspectives as it applies to genetics.

BIOL 3300/3300L – Microbiology and Laboratory (3, 1)

Prerequisite: BIOL 3400/3400L.

Upon completion of this course students will: (1) comprehend historical perspectives of microbiology with emphasis on old methods used today and the great number of discoveries that have been made recently; (2) understand the ubiquitous, diverse nature of microorganisms and their interrelationships with humans and other higher organisms; (3) relate the differences in the prokaryotic and eukaryotic cell as these apply to clinical diagnostics, antimicrobial therapy and antibiotic resistance; (4) review the microorganisms of medical importance as well as appreciate the role of opportunistic pathogens in health care; (5) understand the interactions between microbes and hosts to include the principles of disease and epidemiology as well as mechanisms of pathogenicity; (6) acquire a basic understanding of immunology as it relates to nonspecific and specific body defenses, including applications of immunology.

BIOL 3350/3350L – Mycology and Laboratory (3, 1)

Prerequisite: BIOL 3400/3400L.

A study of fungi, emphasizing interrelationships with the plant and animal kingdoms. Topics include classification and naming, reproduction, fungi as pathogens of plants and animals, mycotoxins, and medicinal uses.

BIOL 3400/3400L– Cell Biology and Laboratory (3, 1)

Prerequisite: BIOL 1107/1107L; BIOL 1108/1108L; CHEM 1211/1211L.

A study of cell structure and function at the cellular, subcellular, and molecular levels. Upon completion of this course students will: (1) apply biological knowledge to real world problems; (2) critically assess and utilize scientific information; (3) demonstrate knowledge of the structure, function, and metabolism of macromolecules; (4) differentiate between prokaryotic vs. eukaryotic cell structure and function; (5) understand the molecular basis of inheritance; (6) understand the molecular mechanisms that regulate gene expression.

BIOL 3450 – Conservation Biology (3)

Corequisite: BIOL 3500/3500L.

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) demonstrate an understanding of the ecological principles upon which conservation are based; (2) to 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 3500/3500L – Ecology and Laboratory (3, 1)

Prerequisite: BIOL 3400/3400L.

A study of natural ecosystems, population structure and dynamics, organization and classification of communities, nutrient cycles and energy flows. Upon completion of this course students will: (1) understand the interactions within a population, community and ecosystem; (2) understand the energy flow through an ecosystem and cycling of matter and nutrients; (3) understand the influence of humanity on global biodiversity.

BIOL 3550/3550L – Limnology and Laboratory (3, 1)

Prerequisite: BIOL 3400/3400L.

A study of structural and functional interrelationships of organisms of inland waters as they are affected by their dynamic physical, chemical and biotic environment.

BIOL 3650/3650L – Terrestrial Ecology and Laboratory (3, 1)

Prerequisite: BIOL 3500/3500L.

A study of the structure and function of terrestrial systems. Concepts will cover population, community and ecosystem ecology of plants and animals within these systems with attention given to the processes and functions that are distinct within and common among these systems.

BIOL 3900 – Biotechnology (3)

Prerequisite: BIOL 3200/3200L and BIOL 3400/3400L.

A study of current topics and issues in biotechnology. Upon completion of this course students will: (1) understand commonly used biotechnology techniques and be able to apply this knowledge to a biotechnology application; (2) understand and be able to give examples of the major types of biotechnology including microbial biotechnology, agricultural biotechnology, animal biotechnology, forensic biotechnology, bioremediation, medical biotechnology; (3) understand the ethical issues related to applications of biotechnology.

BIOL 4150 – Neurobiology (3)

Prerequisite: BIOL 3101/3101L.

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)

Prerequisites: BIOL 3200/3200L and BIOL 3900.

A hybrid course studying the fundamental theories and practices of Bioinformatics. Classes will focus on the basic knowledge required in this field, including the theory and design of databases, access to genome information, sources of data, and tools for data mining. Emphasis will be placed on how to use the databases and tools.

BIOL 4250 – Human Genetics (3)

Prerequisite: BIOL 3200/3200L; Corequisite: BIOL 3100/3100L.

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 3300/3300L.

A study of viral structure and replication cycles. Upon completion of this course students will: (1) Be familiar with the variation in viral structure and genome as it relates to 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) demonstrate basic knowledge of the host response to infecting virus; (6) apply an understanding of viral host interactions to viral diseases and gene therapy.

BIOL 4300 – Biotechnology Laboratory (2)

Prerequisite: BIOL 3900; BIOL 3300/3300L.

A stand-alone laboratory course that concentrates on the fundamental laboratory techniques used in biotechnology. Upon completion of this course students will: (1) master basic laboratory skills for molecular biology; (2) accomplish purified preparations of DNA, PCR reactions and DNA sequencing reactions; (3) establish a detailed and accurate laboratory notebook; (4) explain the theories involved in various strategies of genomic sequencing projects; (5) be skilled in computer programs for sequence assembly, analysis and annotation; (6) review biological databases and be experienced in the use of these databases.

BIOL 4310/4310L – Developmental Biology and Laboratory (3, 1)

Prerequisite: BIOL 3200/3200L or BIOL 3101/3101L.

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 4400/4400L – Medical Entomology and Laboratory (3, 1)

Prerequisite: BIOL 3300/3300L.

A problem-solving course dealing with pest and vector biology and control of arthropods of medical importance.

BIOL 4410/4410L – Industrial Microbiology and Laboratory (3, 1)

Prerequisite: BIOL 3300/3300L.

This course covers the principles of various processes associated with the production and recovery of different bioproducts derived from prokaryotes and eukaryotes. Topics include fermentation principles, mammalian and bacterial cell propagation, product recovery, and protein purification. Emphasis is on large-scale production methods and production of recombinant proteins for diagnostic and clinical applications.

BIOL 4450/4450L – Enzymology and Laboratory (3, 1)

Prerequisite: BIOL 3100/3100L.

A course covering the structure and function of enzymes and enzyme kinetics.

STEC 4500 – Undergraduate Research project (3)

Prerequisite: Permission of faculty member who is to direct the research.

A directed research project to be supervised by a faculty member. A research project will allow students to undertake a project of some area not available as a regular course and to gain skills in experimental studies. The project must increase knowledge of the topic, involve analytical studies, and increase laboratory skills. A written and/or oral presentation will be required for evaluation of the project.

BIOL 4540 – Immunology (3)

Prerequisite: BIOL 3100/3100L; BIOL 3300/3300L

Basic concepts in immunology including development of the immune system, innate immunity, immunoglobulin structure, antigen-antibody reactions, and cell-mediated immunity, autoimmune diseases, allergies, immune deficiencies and AIDS.

BIOL 4550 – Pharmacology (3)

Prerequisites: BIOL 3101/3101L; BIOL 3100/3100L.

Principles governing drug-receptor interactions, dose-response relationships, desensitization, and tolerance, drug toxicity, pharmacogenomics and DNA/RNA therapies.

BIOL 4700 – Interdisciplinary Applications of Biology (3)

Prerequisite: Permission of instructor.

Capstone problem solving course for biology majors. Upon completion of this course students will be able to: (1) use library and Internet resources to gather, organize, and understand information; (2) understand the application of biology to real world issues; (3) be able to analyze a real world issue 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: BIOL 3100/3100L or BIOL 3500/3500L.

Explores the foundations of how environmental pollutants affect biological health. Topics include source and exposure routes of pollutants, basics of quantitative toxicology, the effects of exposure, and environmental regulations as they relate to toxicology.

BIOL 4800 – Internship (3)

Prerequisite: Permission of instructor.

Internships are supervised experiential experience in applied biology. The experience may include some form of scientific investigation, environmental impact assessment, environmental educational program, biotechnology law or informatics. A faculty member will serve as academic coordinator. A final report must be submitted by the last week of the term. The faculty advisor will determine student's grade after consultation with the work supervisor.

BUSINESS ADMINISTRATION (BUSA)

BUSA 2000 -- Statistical Analysis for Business (3)

Prerequisites: MATH 0099; READ 0098.

An introduction to basic descriptive and inferential statistics. Includes measures of central tendency and variability, organizing and graphing data, probability, normal distribution, sampling, confidence intervals, hypothesis tests, significance tests, correlation and regression.

BUSA 2105 – Communications in the Business Environment (3)

Prerequisites: ENGL 1101; ENGL 1102.

Emphasis on interpersonal and organizational communication; includes written exercises and oral presentations appropriate to business practice.

BUSA 2106 – The Environment of Business (3)

An introduction to the legal, regulatory, political, social, ethical, cultural, environmental, and technological issues which form the context of business; includes an overview of the impact of demographic diversity on organizations.

BUSA 3000 – Applied Business Statistics (3)

Prerequisites: ITEC 1001; BUSA 2000.

Examines theory and application of statistical methods used in business decision-making and forecasting.

BUSA 3100 – Management Information Systems (3)

Prerequisites: ITEC 1001; MGMT 3000.

A basic introduction of Information Systems and Technology in order to determine requirements, make necessary decisions, execute strategy and evaluate results. Emphasis on aligning information strategies with business strategies and using information technologies for business processes.

BUSA 3200 -- Global Business (3)

Prerequisites: BUSA 2105; BUSA 2106; ECON 2105; ECON 2106.

An introduction to the various dimensions of the international business environment. The cultural, social, legal, political, and economic institutions which influence, and are influenced by, international firms are examined.

BUSA 3500 -- Legal Environment of Business (3)

Prerequisite: BUSA 2106.

An introduction to law and the legal system. Topics discussed include the court system, constitutional law, administrative law, contract law, torts, product liability, agency and an introduction to governmental regulation of business.

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.

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.

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: Approval of Advisor.

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 1211/1211L – Principles of Chemistry I and Laboratory (3, 1)

Prerequisite: MATH 0099, READ 0098, ENGL 0099.

The first of a two-semester sequence covering the fundamental principles and applications of chemistry designed for science and technology majors. Upon completion of this course students will: (1) understand the scientific method use it to answer questions of academic scientific interest and real-world concern; (2) understand the metric system of measurement and use it to solve problems accurately and precisely; (3) clearly communicate orally and in writing using the language and symbology of chemistry and computational mathematics at an appropriate level of sophistication; (4) construct, interpret and analyze charts, graphs and tables; (5) know the physical principles which determine chemical structure, properties, reactivity and energetics; (6) know standard laboratory policies, procedures and safety practices, and follow them; (7) understand that modern chemistry has been developed through the contributions of scientists from many social and ethnic backgrounds and value the diverse approaches employed by the members of this class.

CHEM 1212/1212L – Principles of Chemistry II and Laboratory (3, 1)

Prerequisite: CHEM 1211/1211L.

The second of a two-semester sequence covering the fundamental principles and applications of chemistry designed for science and technology majors. Upon completion of this course students will: (1) communicate clearly orally and in writing using the language and symbology of chemistry and computational mathematics at an appropriate level of sophistication; (2) construct, interpret and analyze charts, graphs and tables; (3) know standard laboratory techniques and execute them correctly; (4) be able to discuss the importance of solutions in biology and the environment, understand the nature of solutions, know how to describe and evaluate solution concentrations, determine the properties of solutions and recognize reactions that are of importance in solutions of academic scientific interest and real-world concern; (5) know the fundamental laws of thermodynamics and their consequences for biologically and environmentally important systems and in relationship to modern society's demands for energy; (6) understand that modern chemistry has been developed through the contributions of scientists from many social and ethnic backgrounds and value the diverse approaches employed by the members of this class.

CHEM 2211/2211L – Organic Chemistry I and Laboratory (3, 1)

Prerequisite: CHEM 1212/1212L.

The first semester of a two semester course of an introduction to the relationship between chemical structure and the physical and chemical properties of organic molecules. Upon completion of both of these courses students will: (1) understand and apply principles of chemistry, math, and information technology to the study of the organic chemistry; (2) understand the bonding, stereochemistry, and 3-dimensional arrangement of atoms in molecules, their resulting influence on molecular properties, and apply them to determine why and how molecules react; (3) understand and apply spectroscopy to provide evidence for the structure and reactions of molecules; (4) understand and apply the four general kinds of organic reactions (addition, elimination, substitution, rearrangement) and two general mechanisms (polar, radical) of how organic reactions occur; (5) understand and apply techniques to synthesize organic molecules; (6) understand, describe, and apply the fundamental chemistry; to include nomenclature, reactions, preparative synthesis, and reaction mechanisms, of key organic functional groups; (7) understand and apply concepts of organic chemistry to the structures, functions, reactions, mechanisms, and synthesis of biomolecules; (8) effectively and clearly communicate scientific information in written and oral form; (9) use library and Internet resources to gather, organize, and understand scientific information; (10) collect, present, and analyze scientific data gathered through experiment; (11) understand and apply standard microscale laboratory equipment and techniques; (12) understand and apply fundamental organic chemistry characterization techniques; (13) understand and apply spectroscopic techniques and analysis; (14) perform a

series of experiments, analyze data, and present results for a series of organic chemistry techniques and reactions; (15) conduct organic qualitative analysis.

CHEM 2212/2212L – Organic Chemistry II and Laboratory (3, 1)

Prerequisite: CHEM 1212/1212L.

The second semester in a two semester course of an introduction to the relationship between chemical structure and the physical and chemical properties of organic molecules. Refer to CHEM 2211/2211L for previously listed outcomes.

CHEM 3000/3000L – Analytical Chemistry and Laboratory (3, 1)

Prerequisite: CHEM 1212/1212L.

A study of the fundamental concepts of analytical chemistry including acid-base equilibria, redox potentials, compleximetric titrimetry, separations, electrochemistry, and absorption spectroscopy.

CHEM 4100/4100L – Instrumental Chemistry and Laboratory (2, 2)

Prerequisite: CHEM 3000/3000L.

A study of instrumental chemistry designed to develop proficiency in the selection and use of modern instrumental methods to solve real chemical problems.

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.

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, Banking, and Financial Institutions (3)

(Cross-listed with FINA 3101).

Prerequisites: ECON 2105; ECON 2106; FINA 3000.

Study of monetary, banking, and credit structures, and examination of monetary theory and policy recommendations.

ECON 3102 – Intermediate Microeconomics (3)

Prerequisites: ECON 2105; ECON 2106.

An in-depth study of price theory relevant to households, firms, and industries in both perfect and imperfect competition. Theories of factor prices and general equilibrium are also examined.

ECON 3103 – Intermediate Macroeconomics (3)

Prerequisites: ECON 2105; ECON 2106.

An in-depth study of macroeconomic theories and public policies. Topics include income determination, employment, inflation, economic fluctuations, fiscal and monetary policies, and economic growth and development.

ECON 4101 – International Economics and Finance (3)

(Cross-listed with FINA 4101).

Prerequisites: ECON 2105; ECON 2106; FINA 3000.

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; BUSA 2000.

Study of major labor problems of the United States and the social and economics policies affecting the labor movement; labor organizational and trade unionism.

ECON 4700 – Selected Topics in Economics (3)

Prerequisites: ECON 2105; ECON 2106, or Permission of Instructor.

Study of current topics in Economics. May be repeated for credit when topic varies.

EDUCATION (EDUC)

EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the

United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. A 10-hour field component is required.

EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

Given the rapidly changing demographics in the state and the country, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. A 10-hour field component is required.

EDUC 2130 - Exploring Learning and Teaching (3)

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. A 10-hour field component is required.

ENGLISH (ENGL)

ENGL 0098 – Student Success Basic Composition (4*)

An introductory study of the essay, focusing on idea generation, paragraph development, and effective sentence structure. *Institutional load credit only.

ENGL 0099 – Student Success Pre-College Composition (4*)

Prerequisite: ENGL 0098.

A course in the writing of essays, focusing on expanding the paragraph into an essay, ordering ideas, and using transitional devices. Grammar and usage within the composition is emphasized. *Institutional load credit only.

ENGL 1101 – English Composition I (3)

Prerequisite: ENGL 0099.

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

ENGL 1102 – English Composition II (3)

Prerequisite: ENGL 1101.

A composition course that develops writing skills beyond the levels of proficiency required by ENGL 1101, that emphasizes interpretation and evaluation, and that incorporates a variety of more advanced research methods.

ENGL 2100 - Transatlantic English Literature.

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.

ENGLISH FOR ACADEMIC PURPOSES (EAP)

EAP 0080 – EAP for Success Integrated Skills I (4*)

Students use pre-college level materials to develop academic communications skills with an emphasis on integrating reading and writing. Students will demonstrate understanding of and responding critically to material in writing compositions and reports. *Institutional load credit only.

EAP 0081 – EAP for Success Applied Grammar I (3*)

Students develop grammar skills in the context of writing compositions and analyzing reading passages. Punctuation, usage, and linguistic concerns of non-native speakers of English are addressed. *Institutional load credit only.

EAP 0082 – EAP for Success Academic Listening/Speaking Skills I (3*)

Speaking and listening skills are developed at the high intermediate level. Focus is on listening comprehension, note-taking, pronunciation and oral presentation skills. *Institutional load credit only.

EAP 0090 – EAP for Success Integrated Skills II (6*)

Students use college-level materials to develop reading, writing, speaking, and listening skills necessary for success in academic work. Students will demonstrate understanding of and responding critically to college level material in speech and writing which will include reports, essays, and a short documented paper. Exit test required. *Institutional load credit only.

EAP 0091 – EAP for Success Applied Grammar II (3*)

Students review and refine organizational and editing skills, improve usage and grammar application while writing essays and reports. Students may only register for Applied Grammar II based on faculty recommendation. *Institutional load credit only.

EAP 0092 – EAP for Academic Communication Skills II (3*)

Prerequisite: EAP 0082.

Oral communication skills are developed at the advanced level. Focus is on accent reduction, listening comprehension, appropriate language usage in various registers and oral presentations using classroom technology. Placement in the course is contingent upon COMPASS Listening score or successful completion of EAP for Success Academic Communication Skills I. *Institutional load credit only

EAP 0095 – EAP Writing/Grammar Workshop I (2*)

A workshop to be taken concurrently with English Composition I. The focus is on building grammar editing strategies, over viewing the kinds of language trouble spots that English causes, and examining the kids of errors marked by the English composition teacher in the editing drafts from the writing course.

*Institutional load credit only.

EAP 0096 – EAP Writing/Grammar Workshop II (2*)

A workshop to be taken concurrently with English Composition II. The focus is on developing and refining editing strategies and becoming more familiar with the intricacies of grammar rules and usage and development of students academic voice all within the context of student's own writing.

*Institutional load credit only

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.

FINANCE (FINA)

FINA 3000 – Principles of Finance (3)

Prerequisites: ECON 2106; ACCT 2101; BUSA 2000.

Introduces students to financial management. Topics include the structure and analysis of financial statements, cash flow, financial forecasting, determination of the costs of capital and the profitability of proposed investment in fixed assets, risk-return tradeoffs; cost of capital and dividend policy.

FINA 3101 – Money, Banking and 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 – Intermediate Finance (3)

Prerequisite: FINA 3000.

A continuation of FINA 3000. An in-depth study of long-term financing and capital structure decisions and short-term financial planning and working capital management. Topics include capital structure and dividend payout policies, cost of capital and capital budgeting, and working capital management. The course serves as a framework for understanding a broad range of corporate financial decisions.

FINA 4101 – International Economics and Finance (3)

(Cross-listed with ECON 4101).

Prerequisite: FINA 3000; 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.

FINA 4103 – Investment Analysis (3)

Prerequisite: FINA 3000.

A study of the investment process and various financial investment alternatives available to investors with concentration on the formulation of a sound investment program for both individuals and institutions. Topics include stock and bond analysis, securities markets, futures contracts, option contracts, efficient market hypothesis, fundamental analysis, and technical analysis.

FINA 4104 – Futures and Options (3)

Prerequisite: FINA 3000.

An in-depth study of futures and options markets. Topics include the institutional structure of options and futures markets, pricing models, financial swaps, and hedging techniques.

FRENCH (FREN)

FREN 1001 – Elementary French I (3)

Introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions.

FREN 1002 – Elementary French II (3)

Prerequisite: FREN 1001 or permission of the instructor.

Continued listening, speaking, reading and writing in French with further study of the culture of French-speaking regions.

FREN 2001 – Intermediate French I (3)

Prerequisite: FREN 1002 or permission of the instructor.

A continuation of development in listening, speaking, reading and writing skills in French with further study of the culture of francophone regions and an introduction to French-language literature.

FREN 2002 – Intermediate French II (3)

Prerequisite: FREN 2001 or permission of the instructor.

A review and expansion of French grammar with intensive practice in conversation and writing. Culture and history will be examined through French-language literature, news reporting, and film.

GEOGRAPHY (GEOG)

GEOG 1101 – Introduction to Human Geography (3)

Prerequisite: READ 0098.

A survey of global patterns of resources, population, culture, and economic systems. Emphasis is placed upon the factors contributing to these patterns and the distinctions between the technologically advanced and less advanced regions of the world.

GEOG 1103 – Geographic Perspectives on Multiculturalism in the United States (3)

Prerequisite: READ 0098.

Geographic factors underlying multiculturalism and ethnic relationships in the United States. Three interrelated themes are emphasized: the spatial development and organization of culture; population growth, migration, and urbanization; and the spatial dimensions of political, economic, and social processes.

GEOG 1111 – Introduction to Physical Geography (3)

Prerequisite: READ 0098.

An introduction to physical geography, surveying climate, vegetation, soils, landforms, and water resources in their areal interrelations and distributions.

GEOG 1112 – Introduction to Weather and Climate (3)

Prerequisite: READ 0098.

Components of weather processes, and their measurement. Climatic elements and their control factors. Geographic classification of climatic and vegetative types on the Earth's surface.

GEOG 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.

GEORGIA GWINNETT COLLEGE (GGC)

GGC 1000 – First Year of College Seminar (1)

A course designed to increase students' success in college by assisting students in obtaining knowledge and practical skills necessary to reach their educational objectives and beyond. Upon completion of this course students will be able to:

- 1) understand and describe academic experiences for success in college;
- 2) understand and explain the social and educational issues that contribute or detract from their success in college;
- 3) access college academic resources.

This course is mandatory for all first year college students (students with fewer than 30 transferable hours at the time of enrollment).

HISTORY (HIST)

HIST 1111 – Survey of World History/Civilization I (3)

Prerequisite: READ 0098.

A survey of World History to early modern times.

HIST 1112 – Survey of World History/Civilization II (3)

Prerequisite: READ 0098.

A survey of World History from early modern times to the present.

HIST 1121 – Survey of Western Civilization I (3)

Prerequisite: READ 0098.

A survey of Western Civilization to early modern times.

HIST 1122 – Survey of Western Civilization II (3)

Prerequisite: READ 0098.

A survey of Western Civilization from early modern times to the present.

HIST 2111 – Survey of United States History I (3)

Prerequisite: READ 0098.

A survey of United States History to the post-Civil War period.

HIST 2112 – Survey of United States History II (3)

Prerequisite: READ 0098.

A survey of United States History from the post-Civil War period to the present.

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.

ITEC 1201 – Introduction to Information Systems (3)

Prerequisite: ITEC 1001; ENGL 0099.

A study of the fundamentals of information systems, including what they are and how they affect organizations. Upon completion of this course students will: (1) understand the key concepts of information systems (IS) and information technology (IT); (2) understand how IS and IT can be applied to gain competitive advantage in business; (3) understand the role and impact of IS/IT on globalization; (4) understand the role of application software in organizing data and demonstrate an ability to use such software; (5) demonstrate knowledge web site development using application software; (6) understand the different information systems used to support business functions at an organization; (7) understand the system development life cycle and its role in developing/supporting information systems; (8) understand the importance of project management and demonstrate an ability to use project management software; (9) understand the security, ethics and privacy issues involved along with future emerging trends in technology

ITEC 2110 – Digital Media (4)

Prerequisite: ITEC 1001; ENGL 0099.

A course that takes students through the development of all forms of digital media. Upon completion of this course students will: (1) understand various forms of digital media in the Internet environment; (2) build digital media documents as a communication tool in the Internet environment; (3) publish digital media documents in the Internet; (4) apply multimedia in digital media publication; (5) evaluate digital media; (6) understand legal issues on digital media.

ITEC 2120 – Introduction to Programming (4)

Prerequisite: ITEC 1001; ENGL 0099.

An introduction to concepts, principles, and skills of programming. Upon completion of this course students will: (1) understand the evolution of computer languages (from machine code to object-oriented) and advantages of the fourth generation programming languages; (2) understand the concept of the coding process and code manipulation including: compilation, interpretation, execution, documentation and pseudo code; (3) analyze real world problems and formalize 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

ITEC 2150 – Intermediate Programming (4)

Prerequisite: ITEC 2120.

More advanced programming concepts, principles, and skills.

ITEC 3100 – Introduction to Networks (3)

Prerequisite: ITEC 1001; ENGL 0099.

A top-down exploration of networking. Upon completion of this course students will be able to: (1) understand the basics of data communications and networking; (2) describe the overall network architectures, especially the Internet concepts and terminologies; (3) explain how network hardware and software work together; (4) understand major network protocols (TCP/IP and related protocols); (5) recognize network infrastructure hardware (hub, switch, router, gateway, wireless access and so on); (6) understand network design and operation essentials; (7) acquire basic knowledge of security issues in computer networks.

ITEC 3150 – Advanced Programming (3)

Prerequisite: ITEC 2150.

A conceptual and practical introduction to object oriented programming. After completing the course successfully students will be able to develop programs that support experimentation, simulation, and exploration and the capacity to implement, test and observe a particular algorithm.

ITEC 3200 – Introduction to Databases (3)

Prerequisite: ITEC 1201 or BUSA 3100.

Introduction to fundamental concepts of database management. Upon completion of this course students will be able to: (1) understand data, metadata, and database systems core concepts; (2) understand logical/physical data organization and transaction management fundamental concepts; (3) understand the relational database model; (4) understand and use entity relationship (ER) modeling for conceptual design; (5) understand and use normalization of database tables technique to reduce data redundancy; (6) understand and use the core portion of structured query language (SQL) for data manipulation; (7) design, test, and use databases within the course scope and in framework of Microsoft Access database application environment

ITEC 3300 – Information Security (3)

Prerequisite: ITEC 1201 or BUSA 3100.

A survey course intended to introduce the student to the basics of information security. Students are taught to allocate scarce security resources effectively. Threats, vulnerabilities, and risk management concepts are discussed.

ITEC 3350 – E Commerce (3)

Prerequisite: ITEC 1201 or BUSA 3100.

This course covers basic business practices using electronic commerce. Upon completion of this course students will be able to: (1) Understand the key concepts of e-commerce; (2) understand various e-commerce business models; (3) understand current business issues in e-commerce; (4) understand the technology infrastructure for e-commerce; (5) understand the security issues related to e-commerce; (6) understand different types of payment systems used in e-commerce; (7) understand the online marketing communications in e-commerce; (8) demonstrate proficiency in developing a business report on the Web using HTML; (9) analyze and evaluate an e-commerce business; (10) plan an e-commerce business.

ITEC 3450 – Computer Graphics and Multimedia (3)

Prerequisite: ITEC 2110.

This course introduces the many facets of interactive multimedia design and production. Students are introduced to interaction-based authoring programs used for information delivery with special attention focused on the integration of various media assets for communication. Students also concentrate on the storage, management, and retrieval of media assets in a production environment.

ITEC 3550 – User Centered Design (3)

Prerequisite: ITEC 2110; ITEC 2150; ITEC 1201.

This course develops an understanding of the user-centered design process by discussing a variety of user interfaces including websites, graphical user interfaces and embedded systems. Industrial applications illustrating how UI design issues have been addressed within different organizations will be discussed. Practical exercises using different media are also included.

ITEC 3600 – Operating Systems (3)

Prerequisite: ITEC 1201.

This course examines operating system design concepts, data structures and algorithms, and systems programming basics. The topics to be covered may include computer and operating system structures, process and thread management, process synchronization and communication, memory management, file system, and I/O subsystem and device management.

ITEC 3700 – Systems Analysis and Design (3)

Prerequisite: ITEC 2110; ITEC 2150; ITEC 1201.

Students become familiar with various concepts, principles, and stages of computer-based information systems analysis and design. Students learn about different methods, tools, and techniques used in systems analysis and design including:

feasibility studies, requirements definition, design and development documentation, system development life cycle, prototyping, data modeling, and user involvement.

ITEC 3860 – Software Development I (4)

Prerequisite: ITEC 2110; ITEC 2150; ITEC 1201.

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.

ITEC 3870 – Software Development II (4)

Prerequisite: ITEC 3860.

Second course in a sequence that teaches students to use the software development life cycle including problem definition, systems analysis, requirements gathering, designing systems, development of systems, testing and implementation.

ITEC 3900 – Professional Practice and Ethics (3)

Prerequisite: ITEC 1201 or BUSA 3100.

Familiarizes students with professional practice in the information technology profession. Students will identify ethical conflicts, identify their responsibilities and options, and think through the implications of possible solutions to ethical conflicts.

ITEC 4100 – Advanced Networks (3)

Prerequisite: ITEC 3100.

More advanced networking concepts, principles, and skills.

ITEC 4110 – Advanced Digital Media (4)

Prerequisite: ITEC 2110.

More advanced digital media concepts, principles, and skills.

ITEC 4130 – Human Computer Interaction (3)

Prerequisite: ITEC 2110; ITEC 2150; ITEC 1201.

Introduction to human-computer interaction and the design of systems that work for people and their organizations. The goal is to understand the manner in which humans interact with, and use, their computers for productive work.

ITEC 4200 – Advanced Databases (4)

Prerequisite: ITEC 3200.

More advanced database concepts, principles, and skills.

ITEC 4250 – Embedded Systems (3)

Prerequisite: ITEC 3870.

System building course to provide students with a complete experience in embedded system design including a focus on case studies and emerging components and platforms. Students will design, simulate, construct, debug, and document a substantial project.

ITEC 4260 – Software Testing and QA (3)

Prerequisite: ITEC 3870.

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.

ITEC 4310 – Operating Systems Security (3)

Prerequisite: ITEC 3300.

This course teaches security principles for Unix and Windows NT systems, implementing account security, implementing file system security, assessing security risks, and reducing risks.

ITEC 4320 – Internet Security (3)

Prerequisite: ITEC 3300.

Topics in cryptography and network security, with an emphasis of applications of mathematical cryptography in electronic commerce including conventional and public-key cryptography, digital signatures, cryptographic protocols, and key escrow systems.

STEC 4500 – Undergraduate Research project (3)

Prerequisite: Permission of faculty member who is to direct the research.

A directed research project to be supervised by a faculty member. A research project will allow students to undertake a project of some area not available as a regular course and to gain skills in experimental studies. The project must increase knowledge of the topic, involve analytical studies, and increase laboratory skills. A written and/or oral presentation will be required for evaluation of the project.

ITEC 4650 – Computer Game Software Development (3)

Prerequisite: ITEC 3870.

Fundamental programming concepts and techniques prevalent in current state-of-the-art video games.

ITEC 4810 – Information Technology Project I (3)

Prerequisite: Completion of at least 28 hours of IT courses.

Capstone project course for Information Technology majors.

ITEC 4820 – Information Technology Project II (3)

Prerequisite: ITEC 4810.

Capstone project course for Information Technology majors.

ITEC 4860 – Software Development Project (3)

Prerequisite: ITEC 3870 and completion of at least 28 hours of IT courses

Capstone project course for Information Technology majors.

ITEC 4900 – Information Technology Internship (3)

Prerequisite: Completion of at least 28 hours of IT courses. Internships are supervised experiential experience in applied IT. A faculty member will serve as academic coordinator. A final report must be submitted by the last week of the term. The faculty advisor will determine student's grade after consultation with the work supervisor.

INTEGRATED SCIENCE (ISCI)

ISCI 2001-Integrated Science – Life and Earth Sciences (3)

This course is intended for students planning a career in elementary education. The course will focus on giving students a conceptual understanding of important concepts of Life and Earth science and the application of pedagogical knowledge grounded in research-based techniques necessary to teach these concepts in order to meet the diverse needs of learners across P-5 grade environments. Topics will include the characteristics of life, biodiversity, heredity, energy flow, interdependence of life, cellular structure and function, earth systems, and the biosphere. Use of technology is required. This course is aligned with state and national standards.

ISCI 2002-Integrated Science – Physical Science (3)

This course is intended for students planning a career in elementary education. The course will focus on giving students 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 mechanics, matter and energy, electricity and magnetism, and 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.

MATHEMATICS (MATH)

MATH 0097 – Student Success Beginning Algebra (4*)

A course designed to help students learn the basic algebra necessary for college level mathematics. Topics include real-number concepts, selected geometry concepts, linear equations and inequalities in one variable, problem solving linear or factorable quadratic equations as models, operations on polynomials, factoring polynomials, integral exponents, and graphing linear equations in two variables. Additional topics include the study of rational expressions and the use of the scientific calculator. *Institutional load credit only.

MATH 0098 – Student Success Intermediate Algebra (4*)

Prerequisites: MATH 0097.

A course designed to prepare students for college level mathematics. Topics include graphing lines and parabolas, function notation, integral and rational exponents, solving absolute value and quadratic equations and inequalities, problem solving involving linear equations, quadratic equations, and systems of equations in two variables, and writing equations of line. Additional topics include operations with radicals and complex numbers, geometric concepts, and calculator usage. *Institutional load credit only.

MATH 0099 – Student Success Pre-College Algebra (4*)

Prerequisite: MATH 0098.

A course designed to be a bridge between Student Success mathematics and college-level mathematics. It is divided into two components. Component 1 is individualized, self-paced instruction on selected topics as determined by results from a diagnostic test covering topics from MATH 0097 and MATH 0098. Component 2 introduces new topics including graphing calculator usage, concepts of functions and their graphs; equations and graphs of circles and parabolas; solving systems of equations in two variables; rational, polynomial, and absolute value inequalities. *Institutional load credit only.

MATH 1111 – College Algebra (3)

Prerequisites: MATH 0099.

This course is a functional approach to algebra that incorporates the use of appropriate technology. Upon completion of this course a student will: (1) express and analyze relationships using functions in multiple ways (graphical, numerical, symbolic and verbal); (2) model situations using appropriate functions (linear, quadratic, higher-degree polynomial, exponential and logarithmic); (3) demonstrate mathematical creativity and critical thinking by applying problem-solving strategies to solve multiple-step problems involving polynomial, exponential, and logarithmic equations and inequalities and systems of linear equations; (4) manipulate mathematical information and concepts to solve problems using multiple representations of polynomial, exponential, and logarithmic functions; (5) use mathematical language appropriately; (6) use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

MATH 1113 – Precalculus (4)

Prerequisite: MATH 1111; ENGL 0099.

This course is designed to prepare students for calculus, physics, and related technical subjects. Upon completion of this course a student will be able to: (1) express and analyze relationships using functions in multiple ways (graphical, numerical, symbolic, and verbal); (2) model situations using appropriate functions (linear, quadratic, higher-degree polynomial, exponential, logarithmic, rational, and trigonometric); (3) demonstrate mathematical creativity and critical thinking in applying appropriate functions to solve a variety of mathematical problems; (4) manipulate mathematical information and concepts to solve problems using multiple representations of polynomial, exponential, logarithmic, rational, and trigonometric functions; (5) demonstrate advanced algebraic manipulation skills; (6) interpret and use precise mathematical language appropriately; (7) use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

MATH 2000 – Statistics (3)

Prerequisites: MATH 0099; READ 0098.

A noncalculus introduction to descriptive and inferential hypothesis testing, linear regression and correlation, the normal distribution and estimation. Upon completion of the course students will be able to: (1) see statistical analysis as a practical and useful tool in today's society; (2) understand that variability is natural, predictable, and quantifiable; (3) know the parts of the process through which statistics works to answer questions; (4) choose the appropriate graph and analysis technique(s) to address research questions; (5) communicate the results of a statistical study in the context of the given scenario, including scope of inference and causality; (6) use statistical language appropriately; (7) use appropriate

technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

MATH 2008 - Foundations of Numbers and Operations (3)

Prerequisites: At least a "C" in either 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. As a general theme, strategies of problem solving will be used and discussed in the context of various topics. This course will not be accepted as part of the requirements for a major in mathematics.

MATH 2200 – Calculus I (4)

Prerequisite: MATH 1113.

An introduction to differential calculus. Upon completion of this course a student will be able to: (1) interpret and use precise mathematical language and be able to construct and follow mathematical proofs; (2) use a complete catalog of the tools of calculus (e.g., limits, continuity, differentiation, and integration); (3) demonstrate mathematical creativity and critical thinking by applying problem-solving strategies to solve multiple-step calculus problems; (4) demonstrate an understanding of the interconnectedness between the major topics in the course from various perspectives (i.e. graphical, numerical, symbolic and verbal); (5) Use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

MATH 2210 – Calculus II (4)

Prerequisite: MATH 2200.

A continuation of Calculus I. Topics include application of definite integrals; derivatives and integrals with inverse trigonometric functions; indeterminate forms and l'Hopital's rule; techniques of integration; polar coordinates; infinite sequences and series.

MATH 2300 – Discrete Math (3)

Prerequisite: MATH 1111.

The study of objects and ideas that can be divided into separate or discontinuous parts. Upon completion of this course students will be able to: (1) Reason mathematically, and use mathematical language appropriately to demonstrate an understanding of comprehending and constructing mathematical arguments; (2) perform combinatorial analysis to solve counting problems and analyze algorithms; (3) demonstrate an understanding of discrete structures including sets, permutations, relations, graphs, and trees; (4) demonstrate algorithmic thinking using mathematical creativity and critical thinking by specifying algorithms, verifying that algorithms work, and analyzing the time required to perform specific algorithms; (5) use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations.

MANAGEMENT (MGMT)

MGMT 3000 – Principles of Management (3)

Prerequisites: BUSA 2105; BUSA 2106 or ITEC 1201.

An introduction to the management process, emphasizing planning and strategy, organizational theory and structure, organizational behavior, ethical leadership, motivation, communication, and team building.

MGMT 3040 -- Human Resource Management (3)

Prerequisite: MGMT 3000.

A study of modern personnel functions. Topics include: recruitment, selection, training; performance appraisal; employee benefits; collective bargaining.

MGMT 3250 – Management of Non-Profit Organizations (3)

Prerequisite: MGMT 3000.

This course introduces the student to the differences between for-profit and not-for-profit organizations. Emphasis is placed on understanding the roles of leaders, managers, board members, and volunteers in non-profit organizations. The organizational structures and processes that are specific to non-profit organizations will be analyzed.

MGMT 3350 – 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 21st 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 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 4200 – Organizations and Technology (3)

Prerequisites: MGMT 3000; BUSA 3100.

This course focuses on how managers use technology to assist in decision making and to increase profitability. The relationship of technology to other processes within organizations is examined. The processes by which managers use technology to achieve organizational goals are analyzed.

MGMT 4300 – Entrepreneurship and New Ventures (3)

Prerequisites: MGMT 3000; MKTG 3000.

This course studies the contribution that new ventures and small businesses make to the economy and society as a whole, 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 4400 – Negotiations (3)

Prerequisites: MGMT 3000; MGMT 4100 recommended.

In this course, students learn how to become effective negotiators in managerial settings. The course is largely experiential, where students learn by doing. Simulated negotiations are also utilized as a means to enhance learning.

MGMT 4600 – Operations and Project Management (3)

Prerequisite: MGMT 3000; ITEC 1001; BUSA 2000.

The course will examine the use of systematic processes for maximizing resources for projects, within optimum cost and time parameters. The methodology will include: identification of individual tasks, time implications and costs of each task; logical work flows and bottlenecks; analysis of corrective actions; balancing cost parameters against time impacts; and utilization of appropriate software to analyze projected scenarios to create optimization.

MGMT 4700 -- Strategic Management (Capstone) (3)

Prerequisites: BUSA 2000; BUSA 3100; BUSA 3200; BUSA 3500; FINA 3000; MGMT 3000; MGMT 3040; MGMT 3400; MGMT 4100; MGMT 4600; MKTG 3000; Senior Standing.

The Capstone is designed to integrate knowledge gained in the functional business areas and to exercise students' skills in problem identification, strategy formulation, adoption, implementation, evaluation, and termination.

MARKETING (MKTG)

MKTG 3000 – Principles of Marketing (3)

Prerequisites: BUSA 2105; BUSA 2106.

An introduction to the basic principles of marketing and the marketing environment. Topics include consumer markets, channels of distribution, product and pricing policies, promotion and ethical planning

MKTG 3050 – Consumer Behavior (3)

Prerequisite: MKTG 3000.

A study of the social, economic and cultural influences and expectations which affect attitude formation and decision-making processes of consumers.

MKTG 3060 – Retailing (3)

Prerequisite: MKTG 3000.

An examination of the fundamentals necessary for establishing and effectively operating a retail concern. Includes consideration of the marketing and management challenges faced by retailers.

MKTG 3200 – Business to Business Marketing (3)

Prerequisite: MKTG 3000.

Explores special problems and considerations of marketing products and services to organizational buyers. The course examines organizational buyer behavior, business to business promotion, pricing, and development of industrial products.

MKTG 3300 – Principles of Real Estate (3)

Prerequisite: MKTG 3000.

This course provides an overview of the real estate industry and provides basic tools for analyzing real estate investments. The course blends quantitative and qualitative analysis as well as the extensive use of cases. Students also get to interact with industry leaders who expose students to the latest techniques and trends.

MKTG 3400 – Professional Selling (3)

Prerequisite: MKTG 3000.

This course helps students develop an understanding of the personal selling process and its role within an organization's promotional mix. Customer relationship management (CRM), negotiating skills, as well as other personal selling skills are examined.

MKTG 4025 – Marketing Research (3)

Prerequisites: MKTG 3000; BUSA 2000.

A study of the methods and procedures designed to provide management with information on which to base decisions, including developing and evaluating marketing strategies. Topics include the gathering and use of marketing information from primary and secondary sources, quantitative and qualitative research methodologies.

MKTG 4100 – Marketing Management (3)

Prerequisites: MKTG 3000, MGMT 3000.

Study at an advanced level of the major issues and problem areas facing marketing executives. Development of complete marketing programs; discussion of major marketing problems; analysis of cases.

MKTG 4200 – Promotion (3)

Prerequisite: MKTG 3000.

A study of the principles, concepts, and practices relating to the different kinds of communications employed in the dissemination of information about products and services to potential buyers. Aspects of messages and media will be explored.

MKTG 4300 – Advertising (3)

Prerequisite: MKTG 3000.

A focus on the formulation of advertising strategy. Includes the use of research to develop and evaluate advertising, as well as creative strategy and media planning. Ethical aspects of advertising are also discussed.

MKTG 4400 – International Marketing (3)

Prerequisites: MKTG 3000; BUSA 3200.

An examination of the major marketing issues and opportunities facing business managers in an international setting. Primary emphasis is on the study of developing and adjusting strategies in light of home and host countries' incentives and restrictions.

MKTG 4450 – Global Marketing and the Internet (3)

Prerequisites: MKTG 3000; BUSA 3200.

The course focuses on global marketing in the internet age and examines the characteristics of e-commerce that are likely to apply in the international area. It focuses on the intersection of the international environment, e-commerce and marketing with particular attention to the impact of internet technology on marketing strategy and practices and the marketing mix. The course also describes the importance of cultural dynamics and business customs on effective internet marketing. The e-commerce environment is examined in countries located in Europe, Latin America and the Far East.

MKTG 4500 – Studies Abroad (3 or 6)

Cross-listed with BUSA 4500.

Prerequisites: Consent of Instructor. Analysis of the role and impact of cultural, economic, social, political, and legal factors on business through travel to a foreign country or countries. Includes lectures, discussions, and facilities tours. Direct costs such as airfare, hotels, etc., are added to normal tuition charges.

MKTG 4751 – Business Internship/Experiential Learning (3)

Cross-listed with BUSA 4751.

Prerequisite: Approval of Advisor.

Individually designed learning opportunity in which the student is involved in the normal operations of an organization in the private or public sector.

MUSIC (MUSC)

MUSC 1100 – Music Appreciation (3)

Introduction to Music History and literature.

PHYSICAL EDUCATION (PHED)

PHED 1010 Beginning Badminton (1)

This course will focus on the development of skills, strategies, rules and terminology for the game.

PHED 1070 Beginners Swimming (1)

A beginning course in swimming. Students learn basic techniques and drown-proofing skills.

PHED 1080 Fitness for Life Walking (1)

This course focuses on individual improvement in cardiovascular fitness by regular and progressive walks. Distance and times for walks are gradually increased as the semester progresses.

PHED 1101 Choices for Life (1)

Explores specific topics to inform and promote healthy lifestyles. Each topic covered includes information to assist in making good lifestyle choices. Topics explore the various societal mores, available scientific information, and personal habits that affect wellness, longevity, and healthy living.

PHYSICAL SCIENCE (PSCI)

PSCI 1101/1101L – Physical Sciences I and Laboratory (3, 1)

Prerequisite: MATH 1111; ENGL 0099; READ 0098.

The first semester in a two-semester introductory physical sciences course for non-science majors. Upon completion of these courses student will: (1) clearly communicate the role of science and the scientific method in written and oral form; (2) demonstrate a conceptual understanding of the foundations of Newtonian mechanics, electricity, magnetism, wave motion, optics, atomic structure, and nuclear reactions; (3) demonstrate a conceptual understanding of the foundations of chemical structure, properties and reactions and demonstrate a conceptual understanding of astronomy; (4) demonstrate critical thinking skills and scientific creativity; (5) apply scientific concepts covered in the course to global issues and perspectives including newsworthy scientific stories; (6) appreciate the role of science in the development of

technology and society; (7) understand and effectively apply data acquisition technology and computer analysis for measurement and data analysis in the laboratory.

PSCI 1102/1102L – Physical Sciences II and Laboratory (2, 1)

Prerequisite: PSCI 1101/1101L.

The second semester in a two-semester introductory physical sciences course for non-science majors. Refer to PSCI 1101/1101L for previously listed outcomes.

PHYSICS (PHYS)

PHYS 2211/2211L – Principles of Physics I and Laboratory (3, 1)

Prerequisite: MATH 2200.

An introductory course which will include material from mechanics, thermodynamics, and waves. Elementary differential calculus will be used. Upon completion of this course students will be able to: (1) Understand basic concepts of mechanics; (2) learn basic skills how to use tools and equipments; (3) learn the role of mathematics in physics as the foundation for quantitative analysis and unambiguous communication; (4) learn basic laws of mechanics and how to apply to problem solving in simplified version of nature; (5) learn basic techniques and nature of quantitative measurement, statistical data analysis, concepts of systematic error and statistical error, and error analysis, to produce scientific results; (6) learn how to properly relate the real world phenomena and controlled phenomena; (7) understand the historical development of physics laws and their impact on the society and mankind; (8) understand why and how physics is related to other science and engineering, and the most fundamental.

PHYS 2212 – Principles of Physics II and Laboratory (3, 1)

Prerequisite: PHYS 2211/2211L.

An introductory course which will include material from electromagnetism, optics, and modern physics. Elementary differential and integral calculus will be used. Upon completion of this course students will be able to: (1) Understand basic concepts of physics and their historical development; (2) understand basic laws in physics in the rigorous calculus form; (3) demonstrate thinking critically to observe and analyze natural phenomena quantitatively; (4) efficiently, yet unambiguously communicate ideas and facts in written and oral form; (5) demonstrate understanding of scientific method and science literacy; (6) understand and effectively use library and information technology to conduct research of known data and facts in physics; (7) learn how to set up apparatus to experiment physical phenomena in a controlled environment, how to collect data and keep the record, how to analyze data to obtain the result, how to perform the error analysis, how to write up technical lab report; (8) develop precise logical thinking and problem solving skills using necessary mathematics rigorously; (9) understand the role and impact of physics in other natural sciences, engineering and technology, social sciences, and the society at large.

PHYS 3000 – Modern Physics (3)

Prerequisite: PHYS 1112/1112L or PHYS 2212/2212L.

A calculus-based course covering modern physics topics to include special relativity and nuclear physics.

POLITICAL SCIENCE (POLS)

POLS 1101 – American Government (3)

Prerequisite: READ 0098.

Covering the essential facts of national government in the United States, with some attention given to state government, including the State of Georgia, this course satisfies state law, requiring examination on United States and Georgia Constitutions.

POLS 2101 – Introduction to Political Science (3)

Prerequisite: POLS 1101.

This course is an introduction to the Political Science fields of Political Theory, Comparative Politics, and International Politics.

POLS 2201 – State and Local Government (3)

Prerequisite: POLS 1101.

Covering the essential facts of state and local government and politics in the United States, this course places particular emphasis upon the Constitution and the government of the State of Georgia.

POLS 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.

PSYCHOLOGY (PSYC)

PSYC 1102 – The Psychological Experience (3)

Prerequisite: READ 0098.

Examination of psychological phenomena from biobehavioral and sociobehavioral perspectives. Contemporary issues in psychology such as intelligence, development, perception, learning, abnormal behavior, language, and social behavior are explored. Scientific methodology and its application to psychological phenomena are stressed.

PSYC 2000 – Sophomore Seminar (3)

Prerequisite: PSYC 1102; ENGL 1101

Discussion of professional, research, and educational methods and objectives in psychology. Acquaints psychology majors with psychology as a profession, and with the various options available to them at various levels of training. Includes a panoramic view of methods to study the mind, brain and behavior involving neuroscientific techniques, evolutionary psychology, web-based experimentation, traditional laboratory experiments, and field studies. Should be taken during second semester of 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; PSYC 3020; Corequisite: 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. Students will use this seminar to complete their senior project research proposal.

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 (4)

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 (4)

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 3500 -- Educational Psychology (3)

Prerequisite: PSYC 1102; PSYC 2500.

This course considers a particular application of the more important psychological principles to educational theory and practice. This course embraces a systematic study of the educable being, habit formation, phases of learning, intellectual

and emotional growth, and character formation. Individual differences, transfer of training, interest, attention, and motivation, insofar as they influence the teaching process, will be included. Laboratory/research experience is included.

PSYC 3510 -- Child Development (3)

Prerequisite: PSYC 1102; PSYC 2500.

This course reviews the literature on child biological, motor, perceptual, cognitive (including intelligence), language, emotional, social, and gender development. Child development history, theory, and research strategies will be discussed, as well as the effect of family, peers, media, and schooling.

PSYC 3520 – Adolescence (3)

Prerequisite: PSYC 1102; PSYC 2500.

The course examines issues of adolescent development, experiences, and contexts of adolescents' lives today. The course examines theories, research and issues of adolescent physical, social-emotional, and cognitive development and their reciprocal influences. We will look at a range of environments that influence (and are influenced by) adolescents; including peers, family, schools, work, media and community. Each area of development is viewed within the context of adolescents' lives, and using a biopsychosocial framework. Includes historical, demographic, cross-cultural, and applied perspectives. Diversity issues such as culture, socio-economic class, ethnicity, gender, and sexual orientation are interwoven throughout the course. We will assess elements of the environment that can impact, impede, or facilitate the experiences of adolescents and their families. Opportunities exist for application of course information to both personal and professional contexts.

PSYC 3530 -- Adult Development and Aging (3)

Prerequisite: PSYC 1102; PSYC 2500.

This course examines different issues related to early, middle, and late adulthood. Emphasis will be placed on physical, cognitive, and psychosocial development. Several topics will be addressed including memory, work, relationships, and death. An examination of diversity issues as they relate to adult development and the aging process will be infused throughout the course.

PSYC 3540 -- Gender and Sexuality (3)

Prerequisite: PSYC 1102; PSYC 2500.

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)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 3000; PSYC 3020; PSYC 3030.

A capstone course aimed at an integrated review of the field through seminar discussions, oral reports, field experience, practitioner interviews, and/or independent research projects. Focus is upon the perspectives and prescriptions in contemporary psychology.

PSYC 4100 -- Concepts and Categorization (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020.

The course will review current psychological models of how conceptual categories are represented in memory. Each model will be presented together with a critique of its range of applicability, and an evaluation in terms of (a) empirical evidence and (b) philosophical arguments about the role that concepts must play in thought and language. The course will combine a tutorial presentation of current models and theory with a review of recent empirical work in the field.

PSYC 4110 – Memory (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020.

The course will discuss human memory and explore the capabilities and limitations of our memory. Major phenomena, experimental procedures, and theoretical models of human memory will be discussed.

PSYC 4120 -- Language and Mind (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020.

Recent theoretical and experimental work on the psychological aspects of semantics, grammar, and discourse processes are surveyed. Language development is also considered.

PSYC 4130 -- Cognitive Neuroscience (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020.

The field of cognitive neuropsychology serves as an interface between cognitive psychology (the study of information processing) and neuroscience (the study of the physical brain). In this course, we first will examine traditionally-defined topics in cognitive psychology (e.g., visual perception, attention, executive function, memory, motor control, language, consciousness), and address: (a) how available cognitive theories have shaped the investigation of cognitive disorders in brain damaged patients, and (b) how the resulting neurological data has shaped (or reshaped) cognitive theory. Although the focus of this course will be on findings from studies of cognitive disorders in patients with localized brain damage, we will also seek converging evidence from complementary techniques that allow examination mind-brain relationships in normal individuals, including functional neuroimaging (e.g., PET, fMRI) and neuromonitoring (e.g., ERP).

PSYC 4140 -- Cognitive Gerontology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020.

This class will examine research in gerontology, with emphasis on learning, personality, attitudes, perception, ability, and adjustment in the aged.

PSYC 4150 -- Problem Solving (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2100; PSYC 3020.

Cognitive processes underlying human reasoning, problem solving, judgment, and decision making will be examined. Much of the discussion focuses on current models of these processes, and on the comparison between how rational people (or machines) should ideally behave and how they actually behave in everyday problem solving and decision making.

PSYC 4200 -- Behavioral Neuroscience (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2200; PSYC 3020.

An introduction to human brain anatomy, physiology, and function. Focus on basic concepts of neural function and on brain mechanisms underlying higher cognitive abilities. Includes readings about and videos of patients with neuropsychiatric disorders or brain lesions.

PSYC 4210 Cognitive Neuroscience (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2200; PSYC 3020.

The field of cognitive neuropsychology serves as an interface between cognitive psychology (the study of information processing) and neuroscience (the study of the physical brain). In this course, we first will examine traditionally-defined topics in cognitive psychology (e.g., visual perception, attention, executive function, memory, motor control, language, consciousness), and address: (a) how available cognitive theories have shaped the investigation of cognitive disorders in brain damaged patients, and (b) how the resulting neurological data has shaped (or reshaped) cognitive theory. Although the focus of this course will be on findings from studies of cognitive disorders in patients with localized brain damage, we will also seek converging evidence from complementary techniques that allow examination mind-brain relationships in normal individuals, including functional neuroimaging (e.g., PET, fMRI) and neuromonitoring (e.g., ERP).

PSYC 4220 -- Psychopharmacology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400; PSYC 3020.

The effects of psychoactive drugs on consciousness and behavior. The mechanisms of drug action on neurotransmitter systems are emphasized. Topics include the relationship between behavior and endogenous neurochemical activity, therapeutic agents in psychopathology, and drugs of abuse.

PSYC 4300 -- Industrial/Organizational Psychology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020.

Introduction to the methods used by industrial/organizational psychologists to increase organizational effectiveness and individual well-being. Topics include selection, training, appraisal, job attitudes, work motivation, leadership, job design, organizational culture, and work environment.

PSYC 4310 Psychology and Culture (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020.

Much of psychology has been concerned with discovering universals of human behavior. However, people in different cultural settings understand themselves and their social worlds in radically different ways. Their ways of being, emotional life, moral and ethical ideas, intimate relationships, and ideals differ radically. This course will examine issues such as conformity, leadership, and attributional style as they vary across different cultures, with consideration of their implications for the emerging world.

PSYC 4330 -- Sports Psychology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020.

As the demand for enhanced sport performance continues, the cognitive or mental aspects within sport are being exposed. Sport Psychology has evolved through this need. Specifically, this course will relate the application of conventional psychological areas (personality, motivation, aggression, etc.) to the arena of sport.

PSYC 4340 -- Consumer Behavior (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020.

Examination of the role of psychological processes (such as attitudes, needs, personality) in influencing one's reaction to consumer goods and services. Implications for advertising, marketing research, and public opinion polling will be addressed.

PSYC 4350 -- Introduction to Forensic Psychology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020.

This course will provide an overview of the field of clinical forensic psychology and the various ways in which psychology interacts with the legal system. This course will acquaint students with the substantive laws that are addressed in forensic evaluations (e.g., legal definitions of competency and criminal responsibility) and the ways in which forensic psychological practice may differ from general clinical practice (e.g., the importance of obtaining and evaluating third-party information when conducting forensic assessments). The nature and importance of relevant ethical principles governing the practice of psychology in relation to the legal system will also be discussed. Specific topics include psychological testimony, civil commitment, assessments of dangerousness, the rights of mentally disabled individuals, competency to stand trial, child custody disputes, and assessment of psychological damages in civil litigation. The appropriate scope and limitations of psychological practice and techniques in relation to the legal system will be discussed throughout the course.

PSYC 4360 -- Political Psychology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020.

Introduction to basic concepts, principles, and content areas of political psychology, including political cognition and decision making; emotion and motivation in politics; political attitudes, values, and ideology; political socialization; political personality; political leadership; political participation; political conflict; public opinion and the media.

PSYC 4370 -- Psychology and the Legal System (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020.

An introduction to the application of psychological topics to law, including the legal process; trials and juries; eyewitness testimony; presentation of scientific evidence; and the use of social science in the legal system.

PSYC 4380 -- Psychology of Prejudice (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2300; PSYC 3020.

The course will review classic and current literature from experimental social psychology pertaining to stereotyping and prejudice. Issues that will be covered include the functions and costs of stereotyping, the formation and maintenance of stereotypes, and stereotype change. Recent research concerning the role of cognitive processes in intergroup perception will be emphasized. Students in this course will critically examine both classic and contemporary research on stereotyping and prejudice, with particular attention to how approaches to this kind of research have changed over the past 20 years. Class discussions will focus on what stereotypes are, how they develop and are perpetuated, what their consequences are – both for the stereotyper and for his/her target. We will consider the theoretical distinction between stereotypes and prejudice and discuss whether this distinction has meaning in real life. From there, we will consider how prejudice is studied and evidenced in today's politically correct environment, and how one attempt at a "solution" to prejudice (affirmative action) has turned out. The course will conclude with an exercise developed to help students respond to others' use of stereotyping and prejudice – whether they themselves are targets or not.

PSYC 4400 – Selected Topics in Psychology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 3020; and Consent of Instructor.

Study of current research in Psychology and related disciplines. May be repeated for credit when topic varies.

PSYC 4401 -- Community Health, Assessment, and Planning (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400; PSYC 3020.

This course studies the issues and challenges associated with the development and assessment of innovative mental health intervention in community settings. Topics include the history of community health, multidisciplinary and multicultural participation, the development of health priorities in community settings, and the role of partnerships in program development. Laboratory/research experience is included.

PSYC 4410 -- Psychological Assessment (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400 or PSYC 2500; PSYC 3020.

This course introduces the conceptual, practical, ethical, and legal issues related to psychological assessment. Topics include discussion of standards for testing (e.g., validity, reliability, norming, test development, avoidance of cultural bias) and general guidelines for selections of particular types of assessment methods for individuals (e.g., standardized test, direct observation, questionnaire, interview). Laboratory/research experience is included.

PSYC 4420 -- Clinical Psychology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400; PSYC 3020.

This course will present an introduction to clinical psychology by considering the scientific methods used in clinical psychology as well as descriptive, etiological, and treatment perspectives on various forms of psychopathology and psychological dysfunction. Clinical psychologists often have a variety of professional roles, and we will discuss some of the career paths that clinical psychologists follow, such as research, teaching, intervention, and public policy. The required textbook for the course will provide you with an overview of the current research and theory on the causes, descriptions, and treatments of different psychological disorders. Lectures, discussions, and films will supplement the text, allowing for a more broad-based coverage of the material. Sections are a required part of the course and will allow for a more detailed examination of some of the topics. Laboratory/research experience is included.

PSYC 4430 -- Developmental Psychopathology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400; PSYC 3020.

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.

In this course, we draw on philosophy, psychology, and sociology, as well as on art and literature to examine empirical studies of social and moral development in childhood and adolescence. The development of moral perspectives, or what it means to a child or an adolescent to be good, is considered against the backdrop of moral issues and injustices of race and racism.

PSYC 4510 -- Culture and Ethnic Diversity (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020.

Social 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 4520 -- Advanced Developmental Psychology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020.

This course provides a review and analysis of major theoretical and empirical issues related to child, adolescent, and adult development.

PSYC 4530 -- Marriage and Family (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020.

This Course will specifically examine the major challenges, and changing trends facing families and marriages. Families and marriages will be studied as dynamic systems. The course will explore the changing nature of family patterns and marriages in the U.S., as well as some comparisons to non-Western cultures. Areas of study include the family in historical perspective, family life course, socialization within families, gender roles, parent-child relations, non-traditional families, alternative unions, marital interaction and power, and reconstituted families.

PSYC 4540 -- Black Psychology (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020.

Covers historical impact of scientific and institutional racism on the psychological study of blacks. Survey and critical analysis of traditional European approaches with non-traditional methods for comparison. Future development and advancement of a black psychology considered.

PSYC 4550 -- The Psychology of Hate (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020.

The primary objective of this course is to understand hate. We will be exploring current research into hate crimes and hate groups as well as examining both the futility and utility of hate. Topics that will be covered include, but are not limited to in-group/out-group bias, self-esteem, aggression, history of hate groups, hate on the internet and in the media, hate crime legislation, and Constitutional issues. Additionally, we will be debating controversial topics in the areas of race, sexual orientation, gender, gender identity or expression, and religion.

PSYC 4560 -- Trauma Across the Lifespan (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2400 or PSYC 2500; PSYC 3020.

This course delineates a theoretical and practical integration of eco-developmental approaches to psychological trauma. The consequences of early traumatic experience will be mapped in the context of psychosocial developmental processes, including attachment, social interaction, emotional expression, and cognitive construction of worldview. The impact of repeated trauma in the lives of children and adolescents will be explored in the context of developmental transformations and in relationship to psychopathology, gender, and bio-physiology. The course will emphasize the nature of childhood trauma and the developmental consequences in later childhood, adolescence, and adulthood. The concepts of risk, psychopathology, and resilience will be examined in the context of traumatic exposure, and the transformation of developmental processes and alternate developmental pathways. Examples of childhood victimization and trauma will include child maltreatment, family violence, illness, loss, and war. Although the primary focus of the course is on individual developmental consequences of trauma, socially and culturally related trauma will be discussed in the context of the eco-developmental framework. Applications of trauma research and theory from a multidisciplinary perspective will be considered as they relate to parenting roles and larger cultural contexts. Intervention and advocacy as well as the institutional and community responses to traumatized children and families will be addressed.

PSYC 4570 -- Migration and Family (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 2500; PSYC 3020.

This course will discuss the nature of immigration and the impact of such life transition on families. The course will inform students of the major changes in U.S. families over the past three decades due to immigration and immigrant policies, and the assimilation and adaptation process of these families. It will focus upon changes in immigrant streams over time and implications for current population of families in the U.S. It will then focus on discussions of the variety of types of ethnic families in the United States, and focus upon the parenting activities and behaviors of these families, and the development of the second and third generations.

PSYC 4600 -- History & Systems (3)

Prerequisite: PSYC 1102; PSYC 2000 or PSYC 2010; PSYC 3020.

The purpose of this course is to explore the historical roots of the questions psychologists have chosen to investigate, the evolution of the methods of psychological research, the development of applied psychology, and provide you with a framework that explains the relationships between the various sub-disciplines of psychology. By examining the history

and basic concepts that have shaped psychology it will become possible to see the relationships between seemingly disparate areas of psychology and gain an understanding of the philosophical and scientific significance of many of the questions that psychologists have chosen to examine.

PSYC 4601 – Senior Project Proposal (2)

Prerequisite: 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 Project (2)

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 PSYC 4601. 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 (2)

Prerequisite: PSYC 1102; PSYC 2000; PSYC 3020; PSYC 3030 and consent of instructor. Supervised, structured field experience applying psychological principles, theory and research. May be repeated once for additional credit.

READING (READ)

READ 0091 – Developing College Reading Workshop for Business Majors (2*)

A workshop that focuses on improving reading proficiency in business textbooks and articles. Students analyze articles from their college level classes and have extra time to study materials, ask questions, work on vocabulary and comprehension, and review notes.

*Institutional load credit only.

READ 0092 – Developing College Reading Workshop for Science Majors (2*)

A workshop that focuses on improving reading proficiency in science textbooks and articles. Students analyze articles from their college level classes and have extra time to study materials, ask questions, work on vocabulary and comprehension, and review notes.

*Institutional load credit only.

READ 0093 – Developing College Reading Workshop for Liberal Arts Majors (2*)

A workshop that focuses on improving reading proficiency in textbooks and articles in psychology, history, etc. Students analyze articles from their college level classes.

*Institutional load credit only.

READ 0097 – Student Success Basic Reading Skills (4*)

A course designed to meet the needs of students who have weaknesses in knowledge acquisition, reading comprehension strategies and application to college level materials. The focus is competency in vocabulary strategies, communication and comprehension skills using expository and narrative writing.

*Institutional load credit only.

READ 0098 – Student Success Advanced Reading Skills (4*)

Prerequisite: READ 0097.

The course emphasizes inferential, interpretive and critical reading comprehension strategies. It focuses on analysis, synthesis and evaluation of text as well as efficient reading, and study and test-taking skills.

*Institution load credit only.

REGENTS' TEST PREP (RGTE, RGTR)

RGTE 0199—Regents' Test Prep Writing (0)

The Regents' Writing Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in writing. Students learn to evaluate their own writing strengths and weaknesses and work on improving their writing skills so that they are able to write an essay meeting the Regents' criteria.

RGTR 0198 – Regents' Test Prep Reading (0)

The Regents' Reading Skills course is intended to ensure that all graduates of USG institutions possess certain minimum skills in reading comprehension. Students work on improving their comprehension of material drawn from a variety of subject areas (social science, natural science and humanities) with various modes of discourse (exposition, narration and argumentation). Critical thinking and the following four major aspects of reading are emphasized: vocabulary in context, inferential and literal comprehension, and analysis.

SCIENCE AND TECHNOLOGY (STEC)

STEC 4500 – Undergraduate Research project (3)

Prerequisite: Permission of faculty member who is to direct the research.

A directed research project to be supervised by a faculty member. A research project will allow students to undertake a project of some area not available as a regular course and to gain skills in experimental studies. The project must increase knowledge of the topic, involve analytical studies, and increase laboratory skills. A written and/or oral presentation will be required for evaluation of the project.

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.

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.

SPANISH (SPAN)

SPAN 1001 – Elementary Spanish I (3)

Introduction to listening, speaking, reading and writing in Spanish and to the culture of Spanish-speaking regions.

SPAN 1002 – Elementary Spanish II (3)

Prerequisite: SPAN 1001.

Continued listening, speaking, reading and writing in Spanish with further study of the culture of Spanish-speaking regions.

SPAN 2001 – Intermediate Spanish I (3)

Prerequisite: SPAN 1002.

This course is a continuation of the beginning Spanish language courses (SPAN 1001 and 1002). This course consists of listening, speaking, reading, and writing in Spanish with advanced study of culture of Spanish-speaking regions

SPAN 2002 – Intermediate Spanish II (3)

Prerequisite: SPAN 2001.

Review of Spanish grammar with emphasis on speaking, reading, and writing. Although a review of the grammar is part of this course, emphasis will be on communicating in Spanish. Classes will be conducted entirely in Spanish.

THEATRE (THEA)

THEA 1100 – Theatre Appreciation (3)

Survey and critical appreciation of Theatre.

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