



# GPC College Catalog 2012 2014

# Georgia Perimeter College

General Catalog  
2012-2014

## Campus and Center Locations

### Clarkston Campus

555 North Indian Creek Drive  
Clarkston, GA 30021-2361  
Phone: 678-891-3200

### Newton Campus

239 Cedar Lane  
Covington, Georgia 30014  
Phone: 770-278-1200

### Decatur Campus

3251 Panthersville Road  
Decatur, GA 30034-3832  
Phone: 678-891-2300

### Dunwoody Campus

2101 Womack Road  
Dunwoody, GA 30338-4435  
Phone: 770-274-5000

### Alpharetta Center

3705 Brookside Parkway  
Alpharetta, GA 30022-4408

## Accreditation

Georgia Perimeter College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30034-4097 or call 404-679-4500 for questions about the accreditation of Georgia Perimeter College.

There is a three-fold purpose for publishing the Commission's address and contact numbers. This is done to enable interested constituents:

1. To learn about the accreditation status of Georgia Perimeter College;
2. To file a third-party comment at the time of Georgia Perimeter College's decennial review;
3. To file a complaint against Georgia Perimeter College for alleged non-compliance with a standard or requirement.

Normal inquiries about Georgia Perimeter College, such as admission requirements, financial aid, educational programs, etc., should be made directly to Georgia Perimeter College and not to the Commission's office.

The University System of Georgia /AA/EOE

## ABOUT THIS CATALOG

This catalog does not constitute a contract between Georgia Perimeter College and its students on either a collective or individual basis. While every effort is made to ensure accuracy of the material published in the catalog, Georgia Perimeter College reserves the right to change any provision listed, including but not limited to academic requirements for graduation, without actual notice to individual students. Policies and procedures that are posted on the college website supersede any policies and procedures listed in this catalog. See <http://depts.gpc.edu/governance/policymanual.html> for updated policies. Every effort is made to advise students of changes through the catalog on the college website. Information concerning academic requirements is available in the Advising, Counseling, & Retention Services and the Enrollment and Registration Services offices. Refer to the online catalog ([www.gpc.edu/catalog](http://www.gpc.edu/catalog)) for the most current information.

Georgia Perimeter College supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, sexual orientation, national origin, disability or veteran status, be excluded from participation in, or be denied the benefits of or be subjected to discrimination under any program or activity of the college.

Any individual with a grievance related to the enforcement of any of the above provisions should contact the Office of Human Resources.

The college complies with the Family Educational Rights and Privacy Act of 1974, which guarantees any student the right to inspect and review his or her educational records, to challenge the content of the records and to control disclosures from the education records with certain exceptions.

2012-2014  
Archived Copy

**BRIEF CONTENTS**

<a href="#"><u>Academic Calendar</u></a> .....	15-16
<a href="#"><u>About Georgia Perimeter College</u></a> .....	17-22
<a href="#"><u>Admission to Georgia Perimeter College</u></a> .....	23-50
<a href="#"><u>Fees and Expenses</u></a> .....	51-58
<a href="#"><u>Financial Aid</u></a> .....	59-69
<a href="#"><u>Academic Affairs</u></a> .....	70-96
<a href="#"><u>Student Affairs</u></a> .....	97-104
<a href="#"><u>Academic Support Services</u></a> .....	105-117
<a href="#"><u>College Life</u></a> .....	118-122
<a href="#"><u>Programs of Study</u></a> .....	123-180
<a href="#"><u>Course Descriptions</u></a> .....	181-267
<a href="#"><u>The University System of Georgia</u></a> .....	268-271
<a href="#"><u>Personnel</u></a> .....	272-300
<a href="#"><u>Glossary of Terms</u></a> .....	302-306
<a href="#"><u>Campus Maps</u></a> .....	307-309

2012-2014  
Archived Copy

## CONTENTS

<a href="#"><u>Academic Calendar</u></a> .....	15
<a href="#"><u>About Georgia Perimeter College</u></a> .....	17
<a href="#"><u>Strategic Plan</u></a> .....	18
<a href="#"><u>History</u></a> .....	19
<a href="#"><u>Campuses</u></a> .....	21
<a href="#"><u>GPC Foundation</u></a> .....	22
<a href="#"><u>GPC Alumni Association</u></a> .....	22
<a href="#"><u>Admission to Georgia Perimeter College</u></a> .....	23
<a href="#"><u>Guaranteed Admission</u></a> .....	24
<a href="#"><u>Application Due Dates</u></a> .....	24
<a href="#"><u>Application Process</u></a> .....	25
<a href="#"><u>Freshman – Traditional Students</u></a> .....	27
<a href="#"><u>Transfer – Traditional Students</u></a> .....	28
<a href="#"><u>Freshman/Transfer – Non-Traditional Students</u></a> .....	29
<a href="#"><u>Transient Students</u></a> .....	30
<a href="#"><u>Dual Enrollment Students</u></a> .....	31
<a href="#"><u>International Students</u></a> .....	32
<a href="#"><u>Special (Degreed) Students</u></a> .....	36
<a href="#"><u>Home-Schooled Students</u></a> .....	37
<a href="#"><u>Senior Citizen – Prime Timers Program</u></a> .....	39
<a href="#"><u>Former Students</u></a> .....	40
<a href="#"><u>Immunization Requirements and Recommendations</u></a> .....	41
<a href="#"><u>Additional Requirements for Career and Certificate Programs</u></a> .....	43
<a href="#"><u>Awarding Transfer Credits – USG Transfer Rules</u></a> .....	43
<a href="#"><u>Credit by Examination</u></a> .....	44
<a href="#"><u>Course Exemption</u></a> .....	45
<a href="#"><u>College Preparatory Curriculum Requirements</u></a> .....	45
<a href="#"><u>Classification of Students for Tuition Purposes</u></a> .....	47
<a href="#"><u>Petitioning for In-state Tuition</u></a> .....	49
<a href="#"><u>Tuition Differential Waivers</u></a> .....	49

<b><u>Fees and Expenses</u></b> .....	<b>52</b>
<u>Tuition – On-campus Courses</u> .....	52
<u>Tuition – Online Courses</u> .....	53
<u>Mandatory Student Fees</u> .....	53
<u>Tuition &amp; Fee Schedules</u> .....	54
<u>Resident On-campus</u> .....	54
<u>Non-resident On-campus</u> .....	55
<u>Online</u> .....	55
<u>Additional Student Fees</u> .....	56
<u>Fines</u> .....	56
<u>Testing Fees</u> .....	56
<u>Refund Policy</u> .....	57
<u>Financial Obligation</u> .....	58
<b><u>Financial Aid</u></b> .....	<b>59</b>
<u>Eligibility for Financial Aid</u> .....	60
<u>How to Apply for Financial Aid</u> .....	61
<u>Federal Standards for Satisfactory Academic Progress (SAP)</u> .....	63
<u>Standards for Satisfactory Academic Progress (SAP) at GPC</u> .....	64
<u>Financial Aid Available to Students</u> .....	66
<u>Loans</u> .....	68
<u>Work Opportunities</u> .....	68
<u>Veterans' Educational Services</u> .....	69
<u>GPC Foundation Scholarships</u> .....	69
<b><u>Academic Affairs</u></b> .....	<b>70</b>
<u>General Information</u> .....	72
<u>Academic Year</u> .....	72
<u>Summer Session</u> .....	72
<u>Half-Semester Classes</u> .....	72
<u>Academic Credit Units</u> .....	72
<u>Classification</u> .....	72
<u>Catalog Editions</u> .....	72
<u>Full-time Status</u> .....	73
<u>Class Load/Working Students</u> .....	73

<a href="#"><u>Changes to Students' Records</u></a> .....	73
<a href="#"><u>Academic Placement</u></a> .....	73
<a href="#"><u>Placement Tests</u></a> .....	74
<a href="#"><u>Honors Program</u></a> .....	75
<a href="#"><u>Learning Support</u></a> .....	77
<a href="#"><u>English as a Second Language</u></a> .....	79
<a href="#"><u>Registration Procedure</u></a> .....	81
<a href="#"><u>Drop/Withdrawal Policies</u></a> .....	82
<a href="#"><u>Standards for Academic Honesty</u></a> .....	84
<a href="#"><u>Academic Records</u></a> .....	85
<a href="#"><u>Grades</u></a> .....	85
<a href="#"><u>Requests for Official GPC Transcript</u></a> .....	85
<a href="#"><u>Confidentiality of Student Records</u></a> .....	85
<a href="#"><u>Grading System</u></a> .....	85
<a href="#"><u>Auditing Courses</u></a> .....	86
<a href="#"><u>Academic Grade Point Average</u></a> .....	87
<a href="#"><u>Dean's List</u></a> .....	88
<a href="#"><u>Grade Appeal Policy</u></a> .....	88
<a href="#"><u>Grade Appeal Procedure</u></a> .....	88
<a href="#"><u>Repeating Courses</u></a> .....	90
<a href="#"><u>Grade Forgiveness Policy</u></a> .....	90
<a href="#"><u>Academic Renewal</u></a> .....	91
<a href="#"><u>Academic Status</u></a> .....	91
<a href="#"><u>Academic Warning</u></a> .....	91
<a href="#"><u>Academic Probation</u></a> .....	92
<a href="#"><u>Academic Exclusion</u></a> .....	92
<a href="#"><u>Returning from Academic Exclusion</u></a> .....	92
<a href="#"><u>Academic Exclusion Appeal Policy and Procedures</u></a> .....	92
<a href="#"><u>Readmission for Health Sciences</u></a> .....	92
<a href="#"><u>Regents' Test</u></a> .....	92
<a href="#"><u>Request for Transient Permission</u></a> .....	93
<a href="#"><u>Graduation</u></a> .....	94
<a href="#"><u>Graduation Requirements</u></a> .....	95

<a href="#">Second Degree</a> .....	95
<a href="#">Graduation with Honors</a> .....	96
<a href="#">Catalog Editions</a> .....	96
<a href="#">Transfer Admission Guarantees</a> .....	96
<b><a href="#">Student Affairs</a></b> .....	<b>97</b>
<a href="#">Statement of Nondiscrimination</a> .....	98
<a href="#">Student Discrimination Grievance</a> .....	98
<a href="#">Policy</a> .....	98
<a href="#">Procedure</a> .....	98
<a href="#">Family Educational Rights and Privacy Act (FERPA)</a> .....	101
<a href="#">Annual Notice of Directory Information Contents</a> .....	102
<a href="#">Information Security</a> .....	102
<a href="#">Crime Awareness and Campus Security Act</a> .....	103
<a href="#">The Clery Act</a> .....	103
<a href="#">Annual Report Requirements</a> .....	104
<a href="#">Crime Statistics</a> .....	104
<b><a href="#">Academic Support Services</a></b> .....	<b>105</b>
<a href="#">Academic Computer Labs and Classrooms</a> .....	107
<a href="#">First-Year Seminar (GPCS 1010)</a> .....	107
<a href="#">Learning and Tutoring Centers (LTC)</a> .....	107
<a href="#">Learning Communities</a> .....	108
<a href="#">Libraries</a> .....	108
<a href="#">Testing Services</a> .....	108
<a href="#">College Level Examination Program (CLEP)</a> .....	108
<a href="#">Placement Testing</a> .....	108
<a href="#">Exit Testing</a> .....	109
<a href="#">National Testing Programs</a> .....	109
<a href="#">Student Support Services</a> .....	109
<a href="#">Advising, Counseling and Retention Services (ACRS)</a> .....	109
<a href="#">Disability Services</a> .....	109
<a href="#">Distance Learning/Online</a> .....	109
<a href="#">Health, Wellness and Recreation</a> .....	110
<a href="#">International Student Admissions and Advising</a> .....	110



<a href="#">Orientation</a> .....	110
<a href="#">Personal Counseling Services</a> .....	111
<a href="#">Special Programs</a> .....	111
<a href="#">Adult Learning Initiatives</a> .....	111
<a href="#">DeKalb Early College Academy</a> .....	111
<a href="#">Dual Enrollment</a> .....	112
<a href="#">ENLISTEM</a> .....	112
<a href="#">Gateway to College Academy</a> .....	112
<a href="#">Honors Program</a> .....	113
<a href="#">International Certificate</a> .....	113
<a href="#">Leadership Academy</a> .....	114
<a href="#">MESA</a> .....	115
<a href="#">Office of STEM Initiatives</a> .....	115
<a href="#">Peach State Louis Stokes Alliance for Minority Participation (PS-SAMP)</a> .....	115
<a href="#">STEP</a> .....	115
<a href="#">Study Abroad</a> .....	116
<a href="#">TRIO Programs</a> .....	116
<a href="#">College Life</a> .....	<b>118</b>
<a href="#">Office of Student Life</a> .....	119
<a href="#">Student Government Association (SGA)</a> .....	119
<a href="#">Orientation Leaders</a> .....	119
<a href="#">Campus Registered Clubs and Organizations</a> .....	119
<a href="#">Co-Curricular Programs</a> .....	120
<a href="#">Intercollegiate Athletics</a> .....	120
<a href="#">Fine Arts Performing Organizations</a> .....	120
<a href="#">Theatrical Performances</a> .....	120
<a href="#">Musical Performing Organizations</a> .....	121
<a href="#">Publications</a> .....	121
<a href="#">The Collegian</a> .....	121
<a href="#">Creative License</a> .....	122
<a href="#">Copia</a> .....	122
<a href="#">The Polishing Cloth</a> .....	122
<a href="#">Programs of Study</a> .....	<b>123</b>

**Programs Removed**

<u>Transfer Programs</u> .....	126
<u>Associate of Arts</u> .....	126
<u>Associate of Science</u> .....	127
<u>Associate of Science – Health Sciences Programs</u> .....	127
<u>Other Transfer Programs of Study</u> .....	127
<u>General Education Outcomes</u> .....	127
<u>Instructional Options</u> .....	128
<u>Half-Semester Courses</u> .....	128
<u>Dual Enrollment</u> .....	128
<u>Distance Learning Options with GPC Online</u> .....	128
<u>Hybrid Courses</u> .....	129
<u>Core Curriculum (Areas A-F)</u> .....	129

**Programs Removed**

<u>Core Area F for Transfer Programs</u> .....	137
<u>Associate of Arts – American Sign Language</u> .....	138
<u>Associate of Arts – Anthropology</u> .....	138
<u>Associate of Arts – Art</u> .....	139
<u>Associate of Science – Art</u> .....	140
<u>Associate of Science – Biology</u> .....	140
<u>Associate of Science – Business Administration</u> .....	141
<u>Associate of Science – Chemistry</u> .....	142
<u>Associate of Arts – Communication</u> .....	142
<u>Associate of Science – Computer Science</u> .....	143
<u>Associate of Science – Criminal Justice</u> .....	144
<u>Associate of Science – Education (Early Childhood)</u> .....	144
<u>Associate of Science – Education (Middle Grades/Special/Health/PE)</u> .....	145
<u>Associate of Science – Education (Secondary)</u> .....	146
<u>Associate of Science – Engineering</u> .....	147

<a href="#"><u>Associate of Arts – English</u></a> .....	148
<a href="#"><u>Associate of Arts – Film</u></a> .....	149
<a href="#"><u>Associate of Arts – Foreign Language</u></a> .....	150
<a href="#"><u>Associate of Arts – Foreign Language with a Concentration in Business</u></a> .....	151
<a href="#"><u>Associate of Science – General Studies</u></a> .....	152
<a href="#"><u>Associate of Science – Geology</u></a> .....	152
<a href="#"><u>Associate of Science – Health and Physical Education (non-teaching)</u></a> .....	153
Associate of Science – Health Sciences	
<a href="#"><u>with a Concentration in Health Information Administration</u></a> .....	153
<a href="#"><u>with a Concentration in Medical Technology</u></a> .....	154
<a href="#"><u>with a Concentration in Radiologic Sciences</u></a> .....	155
<a href="#"><u>with a Concentration in Respiratory Therapy</u></a> .....	156
<a href="#"><u>Associate of Arts – History</u></a> .....	156
<a href="#"><u>Associate of Arts – Homeland Security and Emergency Management</u></a> .....	157
<a href="#"><u>Associate of Arts – Journalism/Professional Writing</u></a> .....	158
<a href="#"><u>Associate of Arts – Mathematics</u></a> .....	159
<a href="#"><u>Associate of Science – Music</u></a> .....	160
<a href="#"><u>Associate of Science – Personal Training</u></a> .....	161
<a href="#"><u>Associate of Arts – Philosophy</u></a> .....	161
<a href="#"><u>Associate of Science – Physics</u></a> .....	162
<a href="#"><u>Associate of Arts – Political Science</u></a> .....	163
<a href="#"><u>Associate of Science – Psychology</u></a> .....	164
<a href="#"><u>Associate of Science – Social Work</u></a> .....	165
<a href="#"><u>Associate of Arts – Sociology</u></a> .....	165
<a href="#"><u>Associate of Science – Sport Management</u></a> .....	166
<a href="#"><u>Associate of Arts – Theatre</u></a> .....	167
<a href="#"><u>Career Programs</u></a> .....	168
<a href="#"><u>Associate of Science – Dental Hygiene</u></a> .....	169
<a href="#"><u>Associate of Science – Nursing</u></a> .....	171
<a href="#"><u>Associate of Science – Radiologic Technology with DeKalb Medical</u></a> .....	173
<a href="#"><u>Associate of Applied Science – Library and Information Science Technology</u></a> .....	175
<a href="#"><u>Associate of Applied Science – Sign Language Interpreting</u></a> .....	177

Certificates

<a href="#">Library and Information Science Technology</a> .....	179
<a href="#">Sign Language Interpreting</a> .....	179
<b><a href="#">Course Descriptions</a> .....</b>	<b>181</b>
<a href="#">Course Abbreviations</a> .....	183
<a href="#">Accounting</a> .....	184
<a href="#">Anthropology</a> .....	185
<a href="#">Applied Technology</a> .....	186
<a href="#">Arabic</a> .....	186
<a href="#">Art</a> .....	187
<a href="#">Astronomy</a> .....	190
<a href="#">Biology</a> .....	191
<a href="#">Business Administration</a> .....	194
<a href="#">Chemistry</a> .....	194
<a href="#">Chinese</a> .....	196
<a href="#">Communication</a> .....	197
<a href="#">Computer Science</a> .....	198
<a href="#">Criminal Justice</a> .....	199
<a href="#">Dental Hygiene</a> .....	201
<a href="#">Economics</a> .....	203
<a href="#">Education</a> .....	204
<a href="#">Engineering</a> .....	205
<a href="#">English</a> .....	206
<a href="#">English as a Second Language</a> .....	209
<a href="#">Environmental Science</a> .....	210
<a href="#">European Union</a> .....	210
<a href="#">Film</a> .....	211
<a href="#">Fire Management</a> .....	211
<a href="#">First-Year Seminar</a> .....	212
<a href="#">Forensic Science</a> .....	212
<a href="#">French</a> .....	212
<a href="#">Geography</a> .....	213
<a href="#">Geology</a> .....	214
<a href="#">German</a> .....	215

<a href="#">History</a>	216
<a href="#">Homeland Security and Emergency Management</a>	218
<a href="#">Humanities</a>	218
<a href="#">Integrated Science</a>	219
<a href="#">International Studies</a>	219
<a href="#">Italian</a>	220
<a href="#">Japanese</a>	221
<a href="#">Journalism</a>	222
<a href="#">Korean</a>	222
<a href="#">Library &amp; Information Science Technology</a>	223
<a href="#">Mathematics</a>	225
<a href="#">Music</a>	227
<a href="#">Music, Applied</a>	233
<a href="#">Nursing</a>	237
<a href="#">Perspectives on Critical Issues</a>	241
<a href="#">Philosophy</a>	241
<a href="#">Physical Education</a>	242
<a href="#">Physical Science</a>	247
<a href="#">Physics</a>	247
<a href="#">Political Science</a>	248
<a href="#">Portuguese</a>	249
<a href="#">Prior Learning Assessment Seminar</a>	250
<a href="#">Psychology</a>	250
<a href="#">Reading</a>	252
<a href="#">Religion</a>	252
<a href="#">Research Strategies and Technology</a>	253
<a href="#">Russian</a>	253
<a href="#">Sign Language Interpreting</a>	254
<a href="#">Social Work</a>	261
<a href="#">Sociology</a>	261
<a href="#">Spanish</a>	262
<a href="#">Survey of the Business Enterprise</a>	263
<a href="#">Swahili</a>	263

[Theatre](#) .....264

**[The University System of Georgia](#).....268**

[Board of Regents](#).....269

[Board of Regents Staff](#).....270

[Institutions of the University System of Georgia](#) .....270

**[Personnel](#) .....272**

[Executive Team](#) .....273

[Academic Affairs](#).....273

[Financial and Administrative Affairs](#).....274

[Institutional Advancement](#).....274

[Office of the President](#) .....274

[Student Affairs and Enrollment Services](#).....274

[Faculty](#).....276

[Faculty Emeriti](#).....279

**[Glossary of Terms](#) .....302**

**[Campus Maps](#).....307**

2012 - 2014  
 Archived Copy

## ACADEMIC CALENDAR

All dates are subject to change. Please check the college website for the most recent information.

### Fall Semester 2012

	Full Term	First-Half Term	Second-Half Term
Due date to apply for Fall 2012	July 1	July 1	July 1
Registration	Aug. 15-17	Aug. 15-17	Aug. 15-17
Classes begin	Aug. 20	Aug. 20	Oct. 15
Schedule Adjustment	Aug. 20-21	Aug. 20-21	Oct. 15
Labor Day Holiday	Sept. 3	Sept. 3	---
Midpoint of term	Oct. 16	Sept. 12	Nov. 7
Thanksgiving Holiday	Nov. 22-25	---	Nov. 22-25
Classes end	Dec. 4	Oct. 3	Dec. 1
Final exams	Dec. 5-11	Oct. 4-8	Dec. 3-7
Commencement	Dec. 14	Dec. 14	Dec. 14

### Spring Semester 2013

	Full Term	First-Half Term	Second-Half Term
Due date to apply for Spring 2013	Nov. 1	Nov. 1	Nov. 1
Registration	Jan. 2-4	Jan. 2-4	Jan. 2-4
Classes begin	Jan. 7	Jan. 7	Mar. 13
Schedule Adjustment	Jan. 7-8	Jan. 7-8	Mar. 13
Martin Luther King, Jr. Holiday	Jan. 21	Jan. 21	---
Midpoint of term	Feb. 28	Jan. 31	Apr. 8
Spring Break	Mar. 4-10	Mar. 4-10	Mar. 4-10
Classes end	Apr. 25	Feb. 21	Apr. 25
Final exams	Apr. 26-May 2	Feb. 22-26	Apr. 26-May 2
Commencement	May 3	May 3	May 3

### Summer Session 2013

	Full Term	First-Half Term	Second-Half Term
Due date to apply for Summer 2013	Apr. 1	Apr. 1	Apr. 1
Registration	May 22-24, 28	May 22-24, 28	May 22-24, 28
Classes begin	May 29	May 29	June 27
Schedule Adjustment	May 29-30	May 29-30	June 27
Memorial Day Holiday	May 27	May 27	---
Independence Day Holiday	July 4	July 4	July 4
Midpoint of term	June 25	June 10	July 10
Classes end	July 18	June 20	July 23
Final exams	July 19-23	June 24	July 24
Graduation	July 26	July 26	July 26

**Fall Semester 2013**

	Full Term	First-Half Term	Second-Half Term
Due date to apply for Fall 2013	July 1	July 1	July 1
Registration	Aug. 14-16	Aug. 14-16	Aug. 14-16
Classes begin	Aug. 19	Aug. 19	Oct. 16
Schedule Adjustment	Aug. 19-20	Aug. 19-20	Oct. 16
Labor Day Holiday	Sept. 2	Sept. 2	---
Midpoint of term	Oct. 16	Sept. 11	Nov. 11
Thanksgiving Holiday	Nov. 28-Dec. 1	---	Nov. 28-Dec. 1
Classes end	Dec. 3	Oct. 3	Dec. 3
Final exams	Dec. 4-10	Oct. 4-8	Dec. 4-10
Commencement	Dec. 13	Dec. 13	Dec. 13

**Spring Semester 2014**

	Full Term	First-Half Term	Second-Half Term
Due date to apply for Spring 2014	Nov. 1	Nov. 1	Nov. 1
Registration	Jan. 8-10	Jan. 8-10	Jan. 8-10
Classes begin	Jan. 13	Jan. 13	Mar. 19
Schedule Adjustment	Jan. 13-14	Jan. 13-14	Mar. 19
Martin Luther King, Jr. Holiday	Jan. 20	Jan. 20	---
Midpoint of term	Mar. 6	Feb. 6	Apr. 14
Spring Break	Mar. 10-16	Mar. 10-16	Mar. 10-16
Classes end	May 1	Feb. 27	May 1
Final exams	May 2-8	Feb. 28-Mar. 4	May 2-8
Commencement	May 9	May 9	May 9

**Summer Session 2014**

	Full Term	First-Half Term	Second-Half Term
Due date to apply for Summer 2014	Apr. 1	Apr. 1	Apr. 1
Registration	May 21-23, 27	May 21-23, 27	May 21-23, 27
Classes begin	May 28	May 28	June 30
Schedule Adjustment	May 28-29	May 28-29	June 30
Memorial Day Holiday	May 26	May 26	May 26
Independence Day Holiday	July 4	July 4	July 4
Midpoint of term	June 24	June 9	July 10
Classes end	July 15	June 19	July 22
Final exams	July 16-22	June 23	July 23
Graduation	July 25	July 25	July 25



## ABOUT GEORGIA PERIMETER COLLEGE

<a href="#"><u>Strategic Plan</u></a> .....	18
<a href="#"><u>Vision</u></a> .....	18
<a href="#"><u>Mission</u></a> .....	18
<a href="#"><u>Goals</u></a> .....	18
<a href="#"><u>Values</u></a> .....	19
<a href="#"><u>History</u></a> .....	19
<a href="#"><u>Campuses</u></a> .....	21
<a href="#"><u>Georgia Perimeter College Foundation</u></a> .....	22
<a href="#"><u>Georgia Perimeter College Alumni Association</u></a> .....	22

2012 - 2014  
Archived Copy

# ABOUT GEORGIA PERIMETER COLLEGE

## Strategic Plan

*Transforming Lives, Strengthening Communities, Fostering Teamwork*

### Vision

As a team, Georgia Perimeter College will be recognized as a dynamic and creative learning environment focused on student success, guided by the values of trust, excellence, integrity, civility, passion diversity and efficiency.

### Mission

Georgia Perimeter College transforms the lives of our students to thrive in a global society.

As a diverse, multi-campus college offering onsite and distance learning opportunities, we provide relevant, responsive, learner-centered higher education that facilitates the achievement of academic, professional and personal goals.

We embrace excellence, teamwork and quality service that link the college's human capital with our communities to enhance economic, social and cultural vitality.

As a key point of entry for students into higher education in Georgia and in order to support the Strategic Plan of the University System of Georgia, Georgia Perimeter College is committed to maintaining our role as the major provider of associate degrees and student transfer opportunities in the state and to broadening our contribution to the educational aspirations of our communities by offering select baccalaureate programs in areas of need for the citizens of Georgia.

### Goals

#### **We will strengthen student success.**

Student success is at the heart of all we do at Georgia Perimeter College. For students to grow and develop academically, they need a faculty devoted to teaching excellence. To prepare students to compete in the global workplace, we will offer relevant and responsive learning opportunities both inside and outside the classroom.

#### **We will create and foster a culture of teamwork, leadership, quality service and continuous improvement.**

A cornerstone to the success of Georgia Perimeter College is our institutional culture. Through open communication, mutual respect and trust, we will practice teamwork, leadership, quality service and continuous improvement.

#### **We will enhance the economic, social and cultural vitality of our communities.**

Georgia Perimeter College is a vital partner in the success of our communities. Along with our success, size and multiple locations, comes a responsibility to share our valuable resources with others. We will bring our human capital to our communities through innovative learning

opportunities for our students and improved partnerships with other educational institutions, business, industry and government agencies to strengthen the future of our communities.

**We will expand access enrollment capacity.**

Georgia Perimeter College embraces its role as an access institution. In order to remain accessible, we must increase our capacity to serve the educational needs of a growing and diverse population. As the state's leading provider of distance education, we also have a responsibility to continually reach out to underserved areas and become accessible to learners worldwide.

## Values

We believe **trust** is the pinnacle of our core values and essential to success. Our competence and character builds trust with ourselves, between each other and throughout our organization.

We strive for **excellence** in all that we do in order to model success for our students. Excellence in teaching and service provides the foundation on which our students will achieve success.

We hold firm to our **integrity**. We take responsibility for our actions, and we stand by our commitment to support our students, colleagues and community.

We foster a collegial environment that cultivates mutual respect, enhanced problem-solving, open communication and teamwork. **Civility** builds trust among employees, students and members of our community and promotes cooperation across organizational boundaries.

We are passionate about the success of our students, colleagues and community. We show our **passion** through our quality work, creativity, teamwork, outreach and engagement with our communities.

We welcome and embrace the **diversity** of our community, organization and student body. From our diversity, we respect all individuals for their ideas, perspectives, commonalities and differences.

We are committed to individual and organizational **efficiency**. With efficiency, we increase the resources and capital of our organization, remain affordable and accessible to our students and remove barriers to success.

## History

Founded by the citizens of DeKalb County and the DeKalb Board of Education under the Junior College Act of 1958, Georgia Perimeter College opened as DeKalb College with its Clarkston Campus in 1964. It was the only public two-year college in the state supported and controlled by a local board of education. It was established in order that any resident of the DeKalb School District who held a high school diploma or its equivalent and who desired to seek two years of

postsecondary education might have the opportunity to do so.

The college's Decatur (formerly known as South) Campus opened in 1972. Also beginning in 1972, students enrolled in DeKalb Area Technical School were able to enroll dually in vocational and collegiate programs, and the college was designated DeKalb Community College. As growth continued both for DeKalb County and the college, the Dunwoody (formerly North) Campus was added and began operation in 1979. DeKalb College pioneered in Georgia in open-door admissions, personalized approaches to instruction and community-related curricula and activities.

In 1985, DeKalb Vocational-Technical School was placed under the governance of a new statewide board for vocational-technical schools with daily operations remaining under the control of the DeKalb County School System. Students enrolled in specific Associate of Applied Science degree programs continued to enroll dually in the college and technical school, which is now known as Georgia Piedmont Technical College.

In 1986, when DeKalb County relinquished its support, the college was accepted by the Board of Regents of the University System of Georgia as the thirty-fourth member institution.

During spring 1993, Georgia Perimeter College in cooperation with Clayton State College, DeKalb Technical College and Rockdale County Public Schools formed the Rockdale Center for Higher Education, which offered credit and non-credit courses.

In November 1997, the Board of Regents of the University System of Georgia approved changing the name of the college from DeKalb College to Georgia Perimeter College to reflect its expanding mission and its service throughout the metro Atlanta area. As part of changing the college's name, the names of the campuses were changed to identify the cities in which they are located.

In December 2001, Georgia Perimeter College's Lawrenceville Campus, along with its partners at the Gwinnett University Center, relocated from the MacCleod Industrial Park on Sugarloaf Parkway to a 177-acre campus at 1000 University Center Lane. In 2007, Georgia Perimeter College discontinued offering courses at the Lawrenceville Campus in order for the site to become Georgia Gwinnett College, a new four-year USG institution. In summer 2007, the Rockdale Campus was relocated to a larger new campus in Newton County and renamed the Newton Campus.

GPC began offering classes in Alpharetta in a building owned by Georgia State University. Through the years, the college has expanded its class and service offerings to citizens in north Fulton County. Georgia Perimeter College gained full ownership of the original building in fall 2010. The change not only increases classroom space for GPC students, it also increases services and possibilities for extended educational partnerships with other institutions and organizations in the area.

As of fall 2011, Georgia Perimeter College was re-designated as a State College by the University System of Georgia, allowing the institution to offer a limited number of four-year degrees.

The college's academic offerings correspond with curricular content and requirements of the University System of Georgia. Georgia Perimeter College also serves as a community cultural center for the performing arts in music and drama. Curricula feature transfer, learning support, career, continuing and distance education programs, as well as joint educational offerings with other system institutions and state-supported technical institutes. Associate degrees are awarded to graduates who complete the two-year transfer and career programs.

## Campuses

**Georgia Perimeter College has multiple campus locations and a center conveniently located throughout the Atlanta area.**

The **Clarkston Campus** at 555 North Indian Creek Drive in Clarkston is the original campus. The College Center, a new student/conference center, opened in 2007.

The **Decatur Campus**, which opened in 1972, is located at the intersection of Clifton Springs and Panthersville Roads.

The **Dunwoody Campus**, located at 2101 Womack Road, opened as a permanent facility in the fall of 1979.

The **Newton Campus** opened in 2007 on a 100 acre site at Interstate 20 and Georgia Highway 11. The new facility is located at 239 Cedar Lane in Covington.

For college students in the North Fulton area, Georgia Perimeter College offers classes at the **Alpharetta Center**, a full-service facility located off Old Milton Parkway at 3705 Brookside Parkway.

Students may also attend classes through GPC Online, Georgia Perimeter's option for students who want the freedom to take online classes.

Except for students enrolled in highly specialized courses, which may be available on only one campus, students on all campuses choose from essentially the same programs of study. A student may attend classes on any campus or online through GPC Online.

The overall operation of the college is administered from offices located at 3251 Panthersville Road in Decatur. All locations are easily accessible from a neighboring interstate highway.

## Georgia Perimeter College Foundation

In July 1983, with the realization that state funds alone were not enough to provide adequate scholarships and programs for its students, the college created the DeKalb College Foundation to assist in raising funds and promoting the college. That Foundation, today known as the Georgia Perimeter College Foundation, is responsible for raising funds for over 90 endowed and non-endowed scholarships and for securing private support for numerous programs and services throughout the college.

The GPC Foundation welcomes gifts of cash, securities, real estate, life insurance policies, matching gifts and honorary gifts from individuals, corporations and philanthropic foundations. The GPC Foundation staff will work closely with individuals to establish memorial funds or to set up charitable trusts or bequests.

## Georgia Perimeter College Alumni Association

The GPC Alumni Association, originally established in 1970 as the DeKalb College Alumni Association, was reorganized in 1983. The Association was created for the express purpose of establishing, cultivating and stewarding supportive and beneficial relationships between the college, its alumni, its students and the community that advance the continued growth and development of Georgia Perimeter College and its alumni. The Alumni Association currently awards a \$500 scholarship each spring semester, and awards the Outstanding Faculty of the Year Award (current and retired) as well as the Outstanding Alumnus of the Year Award in three categories: emerging leader, recent alum and distinguished alum.

2012-2014  
Archived Copy

## ADMISSION TO GEORGIA PERIMETER COLLEGE

<a href="#"><u>Guaranteed Admission</u></a> .....	24
<a href="#"><u>Application Due Dates</u></a> .....	24
<a href="#"><u>Application Process</u></a> .....	25
<a href="#"><u>Freshman – Traditional Students</u></a> .....	27
<a href="#"><u>Transfer – Traditional Students</u></a> .....	28
<a href="#"><u>Freshmen/Transfer – Non-Traditional Students</u></a> .....	29
<a href="#"><u>Transient Students</u></a> .....	30
<a href="#"><u>Dual Enrollment Students</u></a> .....	31
<a href="#"><u>International Students</u></a> .....	32
<a href="#"><u>Special (Degreed) Students</u></a> .....	36
<a href="#"><u>Home-Schooled Students</u></a> .....	37
<a href="#"><u>Senior Citizen – Prime Timers Program</u></a> .....	39
<a href="#"><u>Former Students</u></a> .....	40
<a href="#"><u>Immunization Requirements and Recommendations</u></a> .....	41
<a href="#"><u>Additional Requirements for Career and Certificate Programs</u></a> .....	43
<a href="#"><u>Awarding Transfer Credit – USC Transfer Rules</u></a> .....	43
<a href="#"><u>Credit by Examination</u></a> .....	44
<a href="#"><u>Course Exemption</u></a> .....	45
<a href="#"><u>College Preparatory Curriculum Requirements</u></a> .....	45
<a href="#"><u>Classification of Students for Tuition Purposes</u></a> .....	47
<a href="#"><u>Petitioning for In-state Tuition</u></a> .....	49
<a href="#"><u>Tuition Differential Waivers</u></a> .....	49

2012-2014  
Archived Copy

## ADMISSION TO GEORGIA PERIMETER COLLEGE

Georgia Perimeter College seeks to admit qualified students based on standards set by the University System of Georgia Board of Regents. All applicants must meet the minimum requirements for their admission classification as shown on the following pages.

Applicants to any institution of the University System of Georgia are required to furnish their social security number as a part of the application data. An alternative student identification number will be assigned and used by Georgia Perimeter College for all purposes that do not require a social security number. GPC is dedicated to insuring the privacy and proper handling of confidential information pertaining to students. All documents submitted become and remain the property of Georgia Perimeter College and will not be returned to the applicant, duplicated or transferred to another institution. Any applicant falsifying application data or documentation is subject to dismissal without refund.

### Guaranteed Admission

Those applicants who meet University System of Georgia academic requirements are guaranteed admission to Georgia Perimeter College. This applies to the following admission categories:

- Freshmen Traditional Students (high school graduates and those about to graduate)
- Transfer - Traditional Students
- Non-Traditional Students
- Transient Students
- International Students
- Special/Degreed Students

### Application Due Dates\*

There are benefits for students who submit their application by the posted application due date. Students who have applied, submitted all documents, and completed any required placement tests by the application due date will receive preference in attending new student orientation and class registration. Complete application packets (applications with all admission documents) may still be considered after the application due date.

### Application and Admission Documents Due Dates\*

<b>Fall Semester</b>	July 1
<b>Spring Semester</b>	November 1
<b>Summer Session</b>	April 1

*\*Applications and admission documents received after the due date may be considered. However, applicants who apply and provide admission documents after the due date will need to be flexible regarding their admission to the college and class availability.*



## Application Process

1. Review the admission requirements checklist for the appropriate student classification. These checklists are located in this section of the catalog. Note: All applicants born or educated outside of the United States should also review the International Student checklist for additional required documents.
2. Apply online ([www.gacollege411.org](http://www.gacollege411.org)) by the application due date of the anticipated term of enrollment and pay the \$20 non-refundable application fee.
3. Mail all required supporting documents by the application due date of the anticipated term of enrollment to the address below. All transcripts and test scores must be official. That is they must be mailed directly to Georgia Perimeter College or hand delivered in person in the original sealed envelope to any GPC Enrollment and Registration Services Office. Official SAT and ACT test scores are NOT required for admission except for Dual Enrollment and Home-Schooled applicants. However, if you have taken or plan to take the SAT (GPC code #5711) or ACT (GPC code #0806) exams, please send your official test scores to Georgia Perimeter College. Your test scores may exempt you from portions of the placement test, Learning Support and ESL classes, or portions of the Regents' Test.

### Office of Admissions

Georgia Perimeter College  
P.O. Box 89000  
Atlanta, GA 30356

4. Allow a minimum of five business days from date of receipt for your application to be posted to the Student Information System. After posting, you will be able to log in to [www.gpc.edu/mystatus](http://www.gpc.edu/mystatus) and check the status of your application. You will need to retrieve your GPC-ID through the link on the sign-on page. Your PIN is the six digits of your birth date (MMDDYY). Supporting documents require a minimum of five business days from date of receipt for processing. An admission decision will be made after all required documents are received and evaluated and any necessary placement testing has been completed. Official notification will be mailed following the decision.
5. Applicants seeking financial aid need to complete the Free Application for Federal Student Aid (FAFSA) listing Georgia Perimeter College on the application (Federal School Code #001562) by the financial aid deadline for the anticipated term of enrollment. Students who are applying for HOPE need to complete the e-HOPE application on the Georgia Student Finance Commission website. Students wishing to receive federal financial aid must be in a degree seeking admission category at Georgia Perimeter College.
6. All applicants are required to show proof of academic placement in English, reading and math prior to registration. Applicants with transferable credit in English and/or math will not be required to take that part of the placement exam.
7. Once submitted, an application is valid for three consecutive terms including the term of application.
8. Prior to registration for classes, applicants will need to submit all final transcripts, immunization records and program specific documents.
9. All documents submitted become and remain the property of Georgia Perimeter College and will not be returned to the applicant, duplicated or transferred to another

institution. Any applicant falsifying application data or documentation is subject to dismissal without refund.

### Verification of Lawful Presence

The Board of Regents of the University System of Georgia now requires all applicants to USG institutions to provide proof of Lawful Presence in the United States in order to be classified as In-State for tuition purposes. This change is effective immediately for all applicants for Fall Semester 2011, and subsequent semesters. See policy below.\*

Applicants **MUST** prove lawful presence in the United States in **ONE** of the following ways before they can be admitted as an In-State student:

- An applicant's completed FAFSA for the 2011-2012 financial aid year. Lawful presence can be determined through this process. The Georgia Perimeter College school code for the FAFSA is 001562.
- An applicant's certified U.S. Birth Certificate showing that the applicant born in the U.S. or a U.S. territory.  
*Only a notarized copy or a copy made by GPC staff is acceptable.*
- An applicant's U.S. Certificate of Naturalization (USCIS form N-550 or N-570).  
*Only a notarized copy or a copy made by GPC staff is acceptable.*
- An applicant's U.S. Certificate of Citizenship (USCIS form N-560 or N-561).  
*Only a notarized copy or a copy made by GPC staff is acceptable.*
- An applicant's U.S. Certificate of Birth Abroad issued by the Department of State (DS-1350) or a Consular Report of Birth Abroad (FS-240).  
*Only a notarized copy or a copy made by GPC staff is acceptable.*
- An applicant's current U.S. Passport.  
*Only a notarized copy or a copy made by GPC staff is acceptable.*
- An applicant's current Driver's License issued by the State of Georgia after January 1, 2008
- An applicant's current ID issued by the State of Georgia after January 1, 2008.
- An applicant's Permanent Resident Alien card (USCIS form I-151 or I-551)  
*Only a notarized copy or a copy made by GPC staff is acceptable.*

Applicants can submit the FAFSA online at [www.fafsa.gov](http://www.fafsa.gov) or submit any one of the other documents listed above to a campus Enrollment and Registration Services office.

### **FAILURE TO COMPLY WILL DELAY YOUR ADMISSION TO THE COLLEGE AND REGISTRATION FOR CLASSES!**

*\*BOR Policy 4.3.4: Each University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status (in-state tuition), as defined in Section 7.3 of this Policy Manual, and of every person admitted to an institution referenced in Section 4.1.6 of this Policy Manual.*

Applicants who will not be submitting documentation of lawful presence must submit an Opt-Out Form.

## Freshmen - Traditional Students

An applicant who graduated or would have graduated from high school within the last five years and has not previously attended a college or university or is transferring with less than 30 semester hours of transferable college credit is considered a freshman.

Freshman applicants maybe pre-admitted upon providing a GPC application for Admission and

- An official high school transcript that shows a) a minimum GPA on all RHSC courses of 2.0 or higher, and b) current registration indicating applicant is on track to complete all RHSC courses.

AND

- SAT/ACT scores that would exempt placement testing (see below).

**For full admission allowing registration, freshmen applicants need to submit the following documents:**

- GPC Application for Admission and \$20.00 non-refundable application fee.
- Official High School Transcript
  - The transcript needs to indicate type of diploma received (college preparatory or technical/career) and date of graduation. Certificates of performance or special education diplomas are not acceptable. All transcripts will be evaluated for College Preparatory Curriculum/Required High School Curriculum completions regardless of the type of diploma received.
  - Minimum Grade Point Average (GPA):
    - Applicants must have a 2.0 GPA in CPC/RHSC coursework.
  - High school seniors who submit a transcript prior to their graduation as well as SAT/ACT scores that will exempt placement testing may be pre-admitted pending a final transcript.
- Official College Transcript(s)
  - Transcripts from each college, university, or technical school attended must be submitted.
  - Applicants who previously attended a college or university and have less than 30 semester hours of transferable college credit must meet freshman requirements.
- Placement Test Scores or Exemptions
  - GPC does not require SAT or ACT scores prior to admission. However, we encourage students to submit them if they will provide COMPASS placement test exemptions. The minimum SAT Verbal/Critical Reading score is 480 and the ACT English Score is 20 (with no CPC/RHSC deficiencies in English). The SAT Mathematics score is 440, and the ACT mathematics score is 18. (with no CPC/RHSC deficiencies in math).
  - College credit for English composition or College Algebra (or higher) earned and officially reported in the form of AP, IB, or CLEP scores, or a college transcript from a regionally accredited institution will also exempt placement testing in the respective area – as long as the student does not have a CPC/RHSC deficiency in that area. In which case, the student must also take and pass the relevant COMPASS test.
  - Students whose COMPASS scores fall below the USG minimums (32 – English (writing), 62 – Reading, and 20 – Math (algebra)) in any one of the three areas will not be eligible for admission.

- Students who test above the USG COMPASS score minimums but place into all three areas of Learning Support (English, reading, and math) will not be eligible for admission. COMPASS scores taken at a Technical College will not satisfy test score requirements unless the student enrolled in that institution prior to applying to Georgia Perimeter College.
- Applicants who do not meet the minimum scores on COMPASS are eligible for one retest following a waiting period of two weeks.
- Applicants who received a General Education Development (GED) diploma need to submit official passing GED scores as well as official high school transcripts of coursework completed.
- Applicants born or educated outside of the United States should see International Student Admissions and Advising for additional requirements.

**To register for classes, newly admitted students need to submit the following:**

- High school seniors who have submitted an official transcript prior to their graduation. Official high school transcript with date of graduation and diploma type.
- All required immunization records

## Transfer - Traditional Students

An applicant who has enrolled previously in any accredited college or university and has 30 semester hours or more of transferable college credit and graduated or would have graduated from high school within the last five years is considered a transfer student. Because applicants with less than 30 semester hours of transferable credit will need to meet freshmen requirements, *the high school transcript requirement will not be waived until a full evaluation of all previous college coursework is completed.*

**Transfer applicants need to submit the following documents:**

- GPC Application for Admission and \$20.00 non-refundable application fee.
- Official High School Transcript. If the applicant has less than 30 hours of transferrable credit from an accredited college or university, the high school transcript will be required.
  - The transcript needs to indicate type of diploma received (college preparatory or technical/career) and date of graduation. Certificates of performance or special education diplomas are not acceptable. All transcripts will be evaluated for College Preparatory Curriculum/Required High School Curriculum completions regardless of the type of diploma received.
  - Minimum Grade Point Average (GPA):
    - Applicants with a college Preparatory Diploma must have a 2.0 GPA in academic coursework.
  - High school seniors who submit a transcript and SAT or ACT scores that would exempt COMPASS placement testing may be pre-admitted to the college pending a final transcript.
  - Applicants who received a General Education Development (GED) diploma need to submit official passing GED scores as well as official high school transcripts of coursework completed.

- Official College Transcript(s)
  - Transcripts from each college, university, or technical school attended must be submitted.
  - Applicants must be eligible to return to the institution they last attended.
  - Applicants who previously attended a college or university and have less than 30 semester hours of transferable college credit must meet freshman requirements.
- Placement testing requirements - the below apply only if the applicant does not have transferrable credit for English Composition or College Algebra.
  - GPC does not require SAT or ACT scores prior to admission. However, in this case, we encourage students to submit them if they will provide COMPASS placement test exemptions. The minimum SAT Verbal/Critical Reading score is 480 and the ACT English Score is 20 . The SAT Mathematics score is 440, and the ACT mathematics score is 18.
  - Students whose COMPASS scores fall below the USG minimums (32 – English (writing), 62 – Reading, and 20 – Math (algebra)) in any one of the three areas will not be eligible for admission.
  - Students who test above the USG COMPASS score minimums but place into all three areas of Learning Support (English, reading, and math) will not be eligible for admission. COMPASS scores taken at a Technical College will not satisfy test score requirements unless the student enrolled in that institution prior to applying to Georgia Perimeter College.
  - Applicants who do not meet the minimum scores on COMPASS are eligible for one retest following a waiting period of two weeks.
- Applicants born or educated outside of the United States should see International Student Admissions and Advising for additional requirements.

**To register for classes, newly admitted students need to submit the following:**

- All required immunization records

### **Freshmen/Transfer - Non-Traditional Students**

An applicant who graduated or would have graduated from high school five or more years ago is considered a non-traditional student. This includes both beginning freshmen and those with previous college or university attendance. The high school transcript requirement will be waived for applicants with 30 semester hours or more of transferable college credit after a full evaluation of all previous college coursework is completed.

**Non-traditional applicants need to submit the following documents:**

- GPC Application for Admission and \$20.00 non-refundable application fee.
- Official High School Transcript
  - The transcript needs to indicate type of diploma received (college preparatory or technical/career) and date of graduation. Certificates of performance or special education diplomas are not acceptable.

- Applicants who received a General Education Development (GED) diploma need to submit official passing GED scores only. The high school transcript of coursework completed is not required.
- Official College Transcript(s)
  - Transcripts from each college, university, or technical school attended must be submitted.
  - Applicants must be eligible to return to the institution they last attended.
  - Applicants who previously attended a college or university and have less than 30 semester hours of transferable college credit will need to submit high school transcripts or GED scores.
- Placement Test Scores or Exemptions
  - GPC does not require SAT or ACT scores prior to admission. However, we encourage students to submit them if they will provide COMPASS placement test exemptions. The minimum SAT Verbal/Critical Reading score is 480 and the ACT English Score is 20. The SAT Mathematics score is 440, and the ACT mathematics score is 18.
  - College credit for English composition or College Algebra (or higher) earned and officially reported in the form of AP, IB, or CLCP scores, or a college transcript from a regionally accredited institution will also exempt placement testing in the respective area.
  - Students whose COMPASS scores fall below the USG minimums (32 – English (writing), 62 – Reading, and 20 – Math (algebra)) in any one of the three areas will not be eligible for admission.
  - Students who test above the USG COMPASS score minimums but place into all three areas of Learning Support (English, reading, and math) will not be eligible for admission. COMPASS scores taken at a Technical College will not satisfy test score requirements unless the student enrolled in that institution prior to applying to Georgia Perimeter College.
  - Applicants who do not meet the minimum scores on COMPASS are eligible for one retest following a waiting period of two weeks.
- Applicants born or educated outside of the United States should see International Student Admissions and Advising for additional requirements.
- Applicants must provide all required immunization records

## Transient Students

An applicant who is currently enrolled in another accredited college or university and applies to Georgia Perimeter College for a specified period of time to take courses as a visiting student is considered a transient student. Transient students should be advised by their home institution regarding selection of courses taken at Georgia Perimeter College. It is the applicant's responsibility to show that all prerequisites for courses to be taken have been met. Transient students are non-degree seeking students at Georgia Perimeter College.

**Guaranteed Admission:** Transient applicants will be guaranteed admission after submitting an application, application fee and transient letter. See below for specific documents for admission and registration.

**Transient applicants need to submit the following documents:**

- GPC Application for Admission and \$20.00 non-refundable application fee.
- Transient Letter  
A letter from the registrar or academic dean at the institution in which the applicant is enrolled that includes a statement of good standing and eligibility to return to the institution, permission to attend Georgia Perimeter College and the specific term the student plans to attend. A list of the courses to be taken at Georgia Perimeter College may be included.
- If the home institution does not have a standard transient letter, the applicant may submit the GPC Transient Permission Request Form, signed by the appropriate school official.
- Letters of Good Standing will only be accepted from institutions outside of the state of Georgia.
- Applicants born or educated outside of the United States should see International Student Admissions and Advising for additional requirements.

**To register for classes, newly admitted students need to submit the following:**

- All required immunization records

**Dual Enrollment Students**

An applicant who is a high school junior or senior may take courses while still in high school and earn both high school and college credit. To participate in the Dual Enrollment program, applicants must be enrolled in an accredited public or private secondary high school.

Students from non-accredited home school programs or non-accredited high schools are also eligible for the Dual Enrollment program. See the Dual Enrollment website ([www.gpc.edu/dualenrollment](http://www.gpc.edu/dualenrollment)) for specific admission requirements.

**Dual Enrollment applicants from accredited public or private secondary high schools need to submit the following documents:**

- GPC Application for Admission and \$20.00 non-refundable application fee.
- Certificate of Immunization
- All required immunizations
- SAT/ACT Scores
- Minimum SAT combined score of 970 or minimum ACT Composite score of 20.

**AND**

- Exemption from Learning Support: minimum SAT Critical Reading score of 480 and math score of 440 or minimum ACT English score of 20 and math score of 18.  
Information for requesting official scores can be found at [www.sat.org](http://www.sat.org) or [www.actstudent.org](http://www.actstudent.org).
- Official High School Transcript  
Applicants must have a cumulative grade point average of 3.0 or higher on a 4.0 scale in college preparatory courses, excluding electives and weighted grades.
- Parental Permission Letter  
Written permission from the parent or guardian to participate in the program.
- Applicants born or educated outside of the United States should see International Student Admissions and Advising for additional requirements.

For additional information regarding Dual Enrollment, visit the Dual Enrollment program website: [www.gpc.edu/dualenrollment](http://www.gpc.edu/dualenrollment).

**Special Note:** All grades issued to Dual Enrollment students will be recorded as letter grades based on the college's grading system. College instructors will not issue numerical grades.

## International Students

An applicant who:

- was born outside the United States or its territories (regardless of current citizenship or residency status), or
- completed secondary education (high school) outside the United States or its territories, or
- underwent coursework at any college or university outside the United States or its territories is considered an international student for admission purposes.

The Office of International Student Admissions and Advising (ISAA) at Georgia Perimeter College handles admission processing for these applicants.

**Please note:** "Official copy" means a document that is either a) original or b) a photocopy of the original made and marked "saw original" by a member of the Georgia Perimeter College staff.

**Applicants in this category must submit the following required documents by the application deadline of the anticipated term of enrollment:**

- GPC Application for Admission and \$20.00 non-refundable application fee
- Certificate of Immunization. Applicants must provide all required immunization records.
- Official high school transcript or appropriate examination results (GCE, CXC, WASC, SSCE) at a recognized level of completion and accreditation. If transcripts are in a language other than English, an official English translation is required. If a high school transcript is unavailable, the student may take the General Education Development (GED) test. In some cases, an outside evaluation of secondary education credentials may be requested. Photocopies or faxes are not acceptable. For applicants who hold U.S. high school diplomas, we require an official high school transcript. The transcript must indicate date of graduation and type of diploma received.
- Official college or university transcript from each college or university attended. If transcripts are in a language other than English, an official translation is ALSO required. Photocopies and faxes are not acceptable. Should you wish to obtain transfer credit from a college or university outside the US, you must obtain an official evaluation of your credit from a professional academic credential evaluation agency. Transfer credit from a college or university outside the US is awarded ONLY when the transcript is accompanied by a professional evaluation. For a list of professional evaluation agencies GPC currently accepts, please visit the GPC website.
- Proof of English language proficiency  
Applicants whose first language is not English and/or whose secondary education took place in a predominantly non-English speaking country (see a listing of countries



considered predominantly English speaking below) must provide evidence of English language proficiency prior to being considered for admission to the college. An applicant's citizenship or immigration status has no bearing on the language proficiency requirement. Proficiency may be established by submitting one of the following:

- Official scores from the Test of English as a Foreign Language (**TOEFL**). The minimum required score is 460 on the paper TOEFL or 48 on the TOEFL Internet Based Test (IBT). Applicants may contact the Educational Testing Service at (609) 771-7100 for information or to schedule the TOEFL. Students overseas can consult the American Embassy for TOEFL information. (Georgia Perimeter's TOEFL College Code is 5165). TOEFL's website is [www.toefl.org](http://www.toefl.org). **Please note: Georgia Perimeter College will not accept institutional TOEFL scores for admissions purposes.**
- Official scores from the International English Language Testing System (**IELTS\***) Academic exam with an average minimum score of 4.5. The IELTS website is <http://www.ielts.org>. To send IELTS scores, applicants should request at the time the test is taken to have IELTS scores sent to Georgia Perimeter College as follows: International Student Admissions and Advising, Georgia Perimeter College, 555 N. Indian Creek Drive, Clarkston, GA 30021. *IELTS is jointly owned by the British Council, IDP:IELTS Australia, and the University of Cambridge ESOL examinations.*
- Scores from other tests: non-native speakers of English who have attained a minimum SAT verbal score of 330 or ACT English score of 12 will satisfy the English language proficiency requirement.
- Official scores from the Georgia State Test of English Proficiency (GSTEP) offered by Georgia State University. Effective September 2011, a minimum band score of "4" is required for admission. A score of "3" or higher on all parts of the GSTEP exam taken prior to September 2011 will be accepted. You may contact Georgia State University at 404-413-5200 to schedule the GSTEP test or visit the website at <http://gsu.edu/gstep>.
- **EXCEPTIONS**
  - Applicants who present an official General Certificate of Education (GCE) examination English 'O' level result with an acceptable score (scores of "A", "B" or "C", or 1-6 (depending on the score sheet) will not be required to submit proof of English language proficiency for admissions purposes.  
**Please note:** English scores from the West African Examinations Council WILL NOT satisfy the English Language proficiency requirement.
  - Applicants who 1) have attended a college or university in the United States, Canada (all provinces except Québec), Australia, the United Kingdom, Ireland, New Zealand, & the English speaking Caribbean AND 2) who have transferable credit for college/university level English Composition (including GCE "A" level English Composition), will not be required to submit proof of English language proficiency for admissions purposes.
  - Countries & Territories considered primarily English speaking are: Antigua, Australia, Barbados, Bermuda, Bahamas, Belize, British Virgin Islands, Canada (except Québec), Cayman Islands, Dominica, Grenada, Guyana, Ireland, Jamaica, New Zealand, Nevis and St. Kitts, South Africa, St. Lucia, St. Vincent, Trinidad and Tobago, Turks & Caicos, United Kingdom (England, Scotland, Northern Ireland & Wales), and the United States.
- Placement Test Scores or Exemptions

Effective fall 2012, test scores will be required for admission to Georgia Perimeter College. GPC does not require SAT or ACT scores for admission. However, testing requirements can be satisfied by meeting the minimum SAT or ACT scores.

- COMPASS English/Reading – All entering students, whose native language is English\*, who do not have the equivalent of ENGL 1101 (English Composition) from a US college or university applied as transfer credit and scoring below SAT Verbal/Critical Reading score of 480 or ACT English score of 20 are required to take COMPASS English (writing) and Reading before advisement and registration. The USG minimum required COMPASS score in English (writing) is 32 and in reading is 62. \* See list of countries considered English Speaking above.

Or

- ESL (English as Second Language) COMPASS Placement Test – All entering students who were educated in a secondary school in a non-English speaking country AND who do not have the equivalent of ENGL 1101 (English Composition) from a US college or university applied as transfer credit or who score below 550 on the paper based TOEFL (79 IBT) must take the ESL COMPASS for class placement instead of the COMPASS English/Reading Test.

For graduates of US high schools: ESL COMPASS testing is required if ESOL courses are listed on the transcript or is determined by a combined review of academic credentials and information provided on the application. Applicants who are in or have completed high school in the US should go to <http://admissions.gpc.edu/wizard> for additional guidance about which (if any) placement tests will be needed to satisfy admissions requirements at Georgia Perimeter College.

- COMPASS Math - All entering students without transferable Math credits or without an SAT Math score of 440 or ACT Math score of 18 are required to take COMPASS Math before advisement and registration. The USG minimum required COMPASS score in Math (algebra) is 20.

Applicants outside the US who are required to take COMPASS will test upon arrival in the US. Those who do not meet the minimum required COMPASS scores should review the COMPASS Retest Policy for details about eligibility for COMPASS retesting and consult International Student Admissions and Advising immediately.

**Please note:**

- Students whose COMPASS scores fall below the USG minimums in any of the test areas (English/writing 32, reading 62, or math 20) will not be eligible for admission.
  - Students who test above the USG COMPASS score minimums but place into all three areas of Learning Support (English, reading, and math) will not be eligible for admission.
- Immigration Documents  
*Please note:* Immigration or citizenship status has no effect on admissions decisions at Georgia Perimeter College. The information is required to assess residency for tuition purposes and eligibility for financial aid.

Applicants who are in the United States as Permanent Residents, Applicants for Permanent Residency, Refugees, Asylees, or who have non-immigrant status other than F-1 are required to show original official immigration documents.

- For applicants who are naturalized US Citizens – an official copy of the Naturalization Certificate or official copy of the biographical page of a valid US passport.
  - For applicants who are US Permanent Residents - an official copy of the Permanent Resident Card.
  - For applicants who are Refugees or Asylees - an official copy of the I-94, passport stamp, Employment Authorization Document (EAD), and any other relevant document you may have received from USCIS,
  - For out-of-country applicants seeking F-1 status, we require a completed Request for Form I-20.
  - For applicants who already have F-1 status (transferring from another U.S. school), we require a completed Request for Form I-20, a Transfer Clearance Form completed by both the applicant and the International Student Advisor at the transferring school, and copies of the passport biographical page, the F-1 visa, and the I-94 form.
- Financial Statements (F-1 applicants only)
 

All applicants requesting a Form I-20 for student (F-1) visas must provide proof of financial support showing that a minimum \$12,000 (USD) per academic year is available to defray college expenses including matriculation fees, non-resident fees, school supplies, living costs, and related expenses (This amount is subject to change due to increase in fees and living expenses.). A certified statement from the sponsor's bank showing that the required funds are available must be submitted. All fees must be paid at the time of registration. Federal or State Financial Aid is not available to F-1 visa students.

**PLEASE NOTE! An applicant may have no more than two sponsors, including him/herself.**

    - If the applicant sponsors him/herself, he/she must fill out and sign the Georgia Perimeter College International Student Financial Certificate, and include a bank letter, signed by an officer of the bank, that:
      - is less than six months old.
      - is written in English, or has a certified English translation attached, and
      - clearly states the account balance in numbers, and clearly states the type of currency upon which the account is based.
    - If the applicant's sponsor resides inside the United States, he/she must fill out USCIS form I-134 Affidavit of Support. Form I-134 must have the following documentation attached:
      - If a bank account is used as proof of support – a statement from an officer of the bank or financial institution (an actual, signed letter, not a bank statement). The letter must give the following details: a) the date the account was opened, b) the total amount deposited for the last year, and c) the present balance. Photocopies or faxes **WILL NOT** be accepted.
      - If future salary payments or earnings are used as proof of support – a statement of the sponsor's employer on business stationery showing: a) the date and nature of employment, b) salary paid, and c) whether the position is temporary or permanent. If Self-Employed: a) a copy of the last income tax return filed or b) report of a commercial rating concern.

- Please note that a bank letter indicating at least \$20,000 available funding is required with an I-134 Affidavit of Support. Proof of future salary payments, stocks and/or bonds may be used to cover the additional \$2,000 required to meet the \$22,000 requirement.
- If the applicant's sponsor resides outside the United States, he/she must fill out and sign the Georgia Perimeter College International Student Financial Certificate and include a bank letter (signed by an officer of the bank) that:
  - is less than 6 months old, and
  - is written in English, or has a certified English translation attached, and
  - clearly states the account balance in numbers, the type of currency upon which the account is based, and
  - has a current minimum balance of \$22,000 (USD) in the account.

**ALL BANK DOCUMENTS MUST BE ORIGINALS!** We will **NOT** accept any photocopies or faxes. Questionable bank documents will be verified.

- **Transfer Clearance (F-1 students only)**

F-1 Students who are currently attending or previously attended another institution in the United States in F-1 status and plan to attend Georgia Perimeter College must provide a Transfer Clearance Form, completed by the student and the International Student Advisor/Designated School Official, to the International Student Admissions and Advising Office. After admission to Georgia Perimeter College, the school you last attended must release your SEVIS record to Georgia Perimeter College. Georgia Perimeter College will then be able to create a transfer I-20.

**PLEASE NOTE: Student Health Insurance for students on F-1 visas**

F-1 students attending Georgia Perimeter College are automatically provided health and repatriation coverage as required by the Board of Regents of the University System of Georgia. This insurance will be charged to the student account and must be paid by the student at the time of payment for classes. Students who already possess health and repatriation insurance may be eligible for an insurance waiver. Instructions to apply for an insurance waiver will be provided by International Student Admissions and Advising.

**Applicants requesting form I-20 must complete all admissions requirements a minimum of 30 days before the semester for which they are applying for admission. Application files completed after that time will automatically be processed for the FOLLOWING semester.**

## Special/Degreed Students

An applicant who already holds a baccalaureate or higher degree and does not wish to complete requirements for a certificate or associate degree from Georgia Perimeter College is considered a special student. It is the applicant's responsibility to show that all prerequisites for courses to be taken have been met.

**Guaranteed Admission:** Special/Degreed applicants will be guaranteed admission after submitting an application, application fee and official college transcripts indicating the date and degree awarded from a regionally accredited college or university. See below for specific documents for admission and registration.

**Special/Degreed applicants need to submit the following documents:**

- GPC Application for Admission and \$20.00 non-refundable application fee.
- Official College Transcript  
The transcript needs to indicate the date and degree awarded from the regionally accredited college or university attended.
- Applicants born or educated outside of the United States should see International Student Admissions and Advising for additional requirements.

**To register for classes, newly admitted students need to submit the following:**

- All required immunization records

## Home-Schooled Students

An applicant who completed high school graduation requirements under a home school program or graduated from a non-accredited high school may be considered for admission.

According to the policies of the Board of Regents of the University System of Georgia, an applicant whose SAT I combined (Verbal plus Mathematics) score is at or above the average SAT I score of the previous year's fall semester first-time freshman admitted to the USG institution to which he or she is applying and who has completed the equivalent of each of the College Preparatory Curriculum areas as documented by a portfolio of work and/or other evidence that substantiates College Preparatory Curriculum completion qualifies for consideration for admission.

**Home Schooled applicants, regardless of age, need to submit the following documents:**

- GPC Application for Admission and \$20.00 non-refundable application fee.
- Certificate of Immunization
- All required immunizations
- SAT/ACT Scores
  - Must meet the average SAT I combined score or ACT composite score for the previous Fall Semester's freshman class.
  - Current requirement: SAT I Verbal 460, math 470, combined SAT I of 930 or ACT English 17, math 18, composite of 18.  
*Important, if the SAT scores are below placement minimums (480 Verbal and/or 440 Math OR ACT scores are below 20 English and/or 18 math), the applicant will have to provide valid COMPASS placement test scores before he/she may be admitted: see below.*

Information for requesting official scores can be found at [www.sat.org](http://www.sat.org) or [www.actstudent.org](http://www.actstudent.org).

- Official High School Transcript (if applicant has ever enrolled in an accredited high school)
  - The transcript needs to indicate type of diploma received (college preparatory or technical/career) and date of graduation, if any. Certificates of performance or special education diplomas are not acceptable. All transcripts will be evaluated for College

Preparatory Curriculum/Required High School Curriculum completions regardless of the type of diploma received.

- Minimum Grade Point Average (GPA):
  - Applicants must have a 2.0 GPA in CPC/RHSC coursework.
- High school seniors who submit a transcript prior to their graduation as well as SAT/ACT scores that will exempt placement testing may be pre-admitted pending a final transcript.
- Applicants who received a General Education Development (GED) diploma need to submit official passing GED scores as well as official high school transcripts of coursework completed.
- Home School Portfolio
  - Applicants who were home schooled or attended a non-accredited high school must submit a Home School Portfolio Summary form along with supporting documentation. The summary form and documentation must substantiate completion of all College Preparatory Curriculum units. Failure to submit adequate supporting documentation will delay the processing of the application.
  - Official transcripts from any regionally accredited home school program or conventional public or private high schools attended should be submitted if applicable.
- Letter of Completion
  - A letter from the primary teacher or program administrator certifying completion of high school and date of high school graduation.
- Official College Transcript(s)
  - Transcripts from each college, university, or technical school attended must be submitted.
  - Applicants who previously attended a college or university and have less than 30 semester hours of transferable college credit must meet freshman requirements.
- Other Requirements
  - Applicants must satisfy immunization requirements set by the state of Georgia
  - Applicants must provide evidence of lawful presence in the United States in order to qualify for in-state tuition classification.
- Applicants born or educated outside of the United States should see International Student Admissions and Advising for additional requirements.
- COMPASS Test Scores - Only if SAT/ACT scores are below placement minimums or the student has not satisfied math or English CPC/RHSC requirements
- Applicants whose COMPASS scores fall below the USG minimums (32 – English (writing), 62 – Reading, and 20 – Math (algebra)) in any one of the three areas will not be eligible for admission.

Students who test above the USG COMPASS score minimums but place into all three areas of Learning Support (English, reading, and math) will not be eligible for admission. COMPASS scores taken at a Technical College will not satisfy test score requirements unless the student enrolled in that institution prior to applying to Georgia Perimeter College.

Applicants who do not meet the minimum scores on COMPASS are eligible for one retest following a waiting period of two weeks.

Applicants who received a General Education Development (GED) diploma need to submit official passing GED scores as well as official high school transcripts of coursework completed.

Home school applicants who received a General Education Development (GED) diploma will need to submit official passing GED scores as well as a Home School Portfolio for College Preparatory Curriculum evaluation. SAT/ACT scores are not required for applicants with a GED.

## Prime Timers Program

An applicant who is 62 years of age or older may be considered as a Prime Timer student. Prime Timers may take up to 12 semester hours of credit courses (on a space available basis) prior to meeting general admission requirements. Courses may be restricted due to placement or prerequisite requirements. Tuition fees are waived. Only supply fees, lab fees, and special course fees will be applicable.

### Prime Timer applicants need to submit the following documents:

- GPC Application for Admission
- Proof of Georgia Residency
  - Applicants must have been a resident of Georgia for one year.
  - Applicants need to submit a Georgia driver's license or Georgia state issued identification card.
- Prime Timers Deferment Form  
Print this form and submit it with the application.

### After completion of 12 semester hours, students may continue to receive a waiver of tuition and fees but must meet all additional admission requirements including:

- Certificate of Immunization
  - All required immunizations
- Official High School Transcript
  - The transcript needs to indicate type of diploma received (college preparatory or technical/career) and date of graduation. Certificates of performance or special education diplomas are not acceptable.
  - Applicants who received a General Education Development (GED) diploma need to submit official passing GED scores.
- Official College Transcript(s)
  - Transcripts from each college, university, or technical school attended must be submitted.
  - Applicants who previously attended a college or university and have less than 30 semester hours of transferable college credit will need to submit high school transcripts or GED scores.
- Placement Test Scores or Exemptions
  - GPC does not require SAT or ACT scores prior to admission. However, we encourage students to submit them if they will provide COMPASS placement test exemptions.

The minimum SAT Verbal/Critical Reading score is 480 and the ACT English Score is 20. The SAT Mathematics score is 440, and the ACT mathematics score is 18.

- College credit for English composition or College Algebra (or higher) earned and officially reported in the form of AP, IB, or CLEP scores, or a college transcript from a regionally accredited institution will also exempt placement testing in the respective area.
- Students whose COMPASS scores fall below the USG minimums (32 – English (writing), 62 – Reading, and 20 – Math (algebra)) in any one of the three areas will not be eligible to continue studies.
- Students who test above the USG COMPASS score minimums but place into all three areas of Learning Support (English, reading, and math) will not be eligible to continue studies. COMPASS scores taken at a Technical College will not satisfy test score requirements unless the student enrolled in that institution prior to applying to Georgia Perimeter College.
- Applicants who do not meet the minimum scores on COMPASS are eligible for one retest following a waiting period of two weeks.
- Applicants who received a General Education Development (GED) diploma need to submit official passing GED scores as well as official high school transcripts of coursework completed.
- Applicants born or educated outside of the United States should see International Student Admissions and Advising for additional requirements.
- Applicants in this category who do not have either English or math college transfer credit will be required to take a placement test (COMPASS) in that area after they have reached 12 semester hours.

### Former Students

An applicant who has previously attended but has not been enrolled at Georgia Perimeter College for three or more consecutive terms is considered a former student. Returning students will be subject to current admissions criteria as well as the current catalog for graduation purposes.

#### Former applicants need to submit the following documents:

- GPC Application for Admission and \$20.00 non-refundable application fee.
- Outstanding Documents
  - Any outstanding documents, such as immunization records, will need to be submitted prior to re-admission.
- Official College Transcript(s)
  - Transcripts from each college, university, or technical school attended will need to be submitted if the student attended another institution after attending Georgia Perimeter College or if the transcript was not previously submitted.
- Applicants born or educated outside of the United States should see International Student Admissions and Advising for additional requirements.



Former students who have been absent from Georgia Perimeter College for one or more years and have not exited Learning Support will be required to retest in the Learning Support areas they did not complete. Placement testing (COMPASS) is required prior to registration. This retest requirement is also true for former ESL students who did not complete the ESL program.

## Immunization Requirements and Recommendations

According to the policies of the Board of Regents of the University System of Georgia, applicants who have not previously attended Georgia Perimeter College must submit proof of all required immunizations certified by a health official.

The Board of Regents and the Division of Public Health of the Georgia Department of Human Resources developed the requirements and recommendations outlined in the tables below. The following immunizations are required of all new applicants to Georgia Perimeter College.

Applicants **MUST SUBMIT ONE OF THE FOLLOWING** in order to document proof of required immunizations. No other documentation will be accepted.

- Georgia Perimeter College Certificate of Immunization
- Georgia County Health Department Immunization History Printout
- Georgia Registry of Immunization Transactions and Services Printout
- Georgia Department of Human Resources Certificate of Immunization (Form 3231)
- World Health Organization (WHO) Certificate of Immunization

### Required - Proof of Immunization or Naturally-Acquired Immunity

VACCINE	REQUIREMENT	REQUIRED FOR:
Measles (Rubeola)	Two (2) doses of live measles vaccine (combined measles-mumps-rubella or "MMR" meets this requirement), with first dose at 12 months of age or later and second dose at least 28 days after the first dose <b>or</b> Laboratory/serologic evidence of immunity	Students born in 1957 or later
Mumps	Two (2) doses of live mumps vaccine (combined measles-mumps-rubella or "MMR" meets this requirement), with first dose at 12 months of age or later and second dose at least 28 days after the first dose <b>or</b> Laboratory/serologic evidence of immunity	Students born in 1957 or later
Rubella (German Measles)	One (1) dose at 12 months of age or later (MMR meets this requirement) <b>or</b> Laboratory/serologic evidence of immunity	Students born in 1957 or later
Varicella (Chicken Pox)	Two (2) doses spaced at least 3 months apart if both doses are given before the student's	All U.S. born students born in 1980 or later

	<p>13th birthday  <b>or</b>          If first dose was given after the student's 13th birthday: Two (2) doses at least 4 weeks apart  <b>or</b>          History of varicella disease (chicken pox)  <b>or</b>          Laboratory/serologic evidence of immunity  <b>or</b>          History of herpes zoster (shingles)</p>	All foreign born students regardless of year born
Tetanus/Diphtheria	<p>One TD <b>booster</b> dose within 10 years prior to matriculation.</p> <p><i>Recommendation: Students who are unable to document a primary series of three (3) doses of tetanus-containing vaccine (DtaP, DTP, or Td) are strongly advised to complete a three-dose primary series with Td.</i></p>	All students
Hepatitis B	<p>Three (3) dose hepatitis B series (0, 1-2, and 4-6 months)  <b>or</b>          Three (3) dose combined hepatitis A and hepatitis B series (0, 1-2, and 6-12 months)  <b>or</b>          Two (2) dose hepatitis B series of Recombivax (0 and 4-6 months, given at 11-15 years of age)  <b>or</b>          Laboratory/serologic evidence of immunity or prior infection</p>	<p><b>Required</b> for all students who will be 18 years of age or less at the time of expected matriculation.</p> <p><i>Recommendation: It is <b>strongly recommended</b> that all students, regardless of their age at matriculation, discuss hepatitis B immunization with their health care provider.</i></p>

### Not Required - Additional Immunization Recommendations

VACCINE	RECOMMENDATION
Meningococcal quadrivalent polysaccharide vaccine	<p>One (1) dose meningococcal conjugate vaccine (preferred)  <b>or</b>          One (1) dose of meningococcal polysaccharide within 5 years prior to matriculation</p>
Influenza	Annual vaccination at the start of influenza season (October-March)
Hepatitis A	<p>Two (2) dose hepatitis A series (0 and 6-12 months)  <b>or</b>          Three (3) dose combined hepatitis A and hepatitis B series (0, 1-2, and 6-12 months)</p>
Pneumococcal	One (1) dose for persons < 65 years if they have chronic illness or another risk

Polysaccharide	factor including but not limited to diabetes, asthma, asplenia, sickle cell disease, cochlear implant recipient, HIV infection or other immuno-compromising condition <b>or</b> One (1) dose for unvaccinated persons > 64 years
Other Vaccines	Other vaccines may be recommended for students with underlying medical conditions and students planning international travel. Students meeting these criteria should consult with their physicians or health clinic regarding additional vaccine recommendations.

### Additional Requirements for Career and Certificate Programs

Applicants to the following career degree or certificate programs at Georgia Perimeter College must meet both general admission requirements and any additional requirements for the specific program as required by that department. Applicants are responsible for reviewing the program section of this catalog and contacting the appropriate department for additional requirements.

International Students holding an F-1 Visa may not enroll in certificate or dual degree programs.

Career Degree Programs at GPC	Career Certificate Programs at GPC
<ul style="list-style-type: none"> <li>• Dental Hygiene</li> <li>• Library and Information Science Technology</li> <li>• Nursing</li> <li>• Sign Language Interpreting</li> <li>• Radiologic Technology with DeKalb Medical</li> </ul>	<ul style="list-style-type: none"> <li>• Library and Information Science Technology</li> <li>• Sign Language Interpreting</li> </ul>

### Awarding Transfer Credit – USG Transfer Rules

- Students in the USG must declare one home institution at a time. Students who transfer from one institution to another automatically change their home institution.
- Students must meet the USG specified minimum number of hours in each Area A-E.
- Students who successfully complete a course in one institution’s Area A-E will receive full credit in Area A-E for the course upon transfer to another USG institution as long as the following conditions are met:
  - The course is within the Area hours limitations of either the sending institution or the receiving institution and
  - The student does not change from a non-science major to a science major.
- Students who complete any core curriculum course will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas.

- Students who successfully complete a course in one institution's Area F will receive full credit for the course upon transferring to another USG institution as long as the student retains the same major.
- Students who transfer after completing the US/GL/CT requirements of the sending institution may not be required to complete the US/GL/CT requirements of the receiving institution.
- Provided that native and transfer students are treated equally, institutions may impose additional reasonable expectations, such as a grade of "C" in Area A-F courses.

## Credit by Examination

In an attempt to individualize the education of students, the college offers a program allowing credit by examination. Through this program, a student may bypass subjects he or she has already mastered and pursue work that is more advanced. A student may earn up to a total of 21 hours toward graduation in courses appropriate to the student's major through credit by one or more of the following three methods:

1. College Level Examination Program (CLEP)
2. Advanced Placement Program (AP) of the College Board
3. Departmental Examinations

Students wishing to receive course credit should have an official copy of scores sent to College Admissions and Records for evaluation.

- **College Level Examination Program (CLEP)**  
Students wishing to receive credit for the CLEP examination should have the official score report sent to College Admissions and Records for evaluation. The college code for Georgia Perimeter College is #5711. To determine what CLEP credit can be earned and the appropriate minimum scores please see the CLEP Credit table on the GPC website.
- **Advanced Placement Program (AP)**  
Students who participated in the Advanced Placement Program of the College Board in high school may earn college credit. Students wishing to receive credit for Advanced Placement courses should have the College Board send their official AP examination scores to College Admissions and Records for evaluation. The college code for Georgia Perimeter College is #5711. To view the current acceptable AP exams go to the AP Credit table on the GPC website.
- **Departmental Examinations**  
In some academic areas, students are allowed to take departmental examinations for credit. Students should contact the department in which they wish to receive credit for additional information.
- **International Baccalaureate**  
Students who have completed International Baccalaureate (IB) tests may receive up to a total of 24 semesters of collegiate academic credit. In order to receive college credit for IB Diploma completion, students must have their test scores sent directly to Georgia Perimeter College. To determine what IB credit can be earned, go to the IB Credit table on the GPC website.

## Course Exemption

Academic departments may, on an individual basis, establish and administer approved exemption examinations for courses that are listed as prerequisites to other courses. No credit is given for courses exempted in this manner, but the student does have the privilege of enrolling in courses for which the exempted course is a prerequisite.

## College Preparatory Curriculum Requirements

The following courses are required of students graduating from high school in the last five years who plan to enroll in transfer programs leading to the Associate of Arts or Associate of Science degree at Georgia Perimeter College. The courses outlined represent the minimum standards required by the Board of Regents of the University System of Georgia.

<b>Course (Units)</b>	<b>Instructional Emphasis</b>
English (4)	Grammar and usage Literature (American, English and World) Advanced composition skills
Science (3)	At least one laboratory science from the life sciences At least one laboratory science from the physical sciences One additional laboratory science course
Mathematics (4)	Algebra I, Algebra II and Geometry One additional higher level mathematics course
Social Science (3)	American History World History One additional social science course
Foreign Language (2)	Two courses in one language emphasizing speaking, listening, reading, and writing.

## Required High School Curriculum (RHSC) Requirements

The following courses are required of traditional freshmen graduating in 2012 or later who plan to enroll in transfer programs leading to the Associate of Arts or Associate of Science degree at Georgia Perimeter College. The courses outlined represent the minimum standards required by the Board of Regents of the University System of Georgia.

<b>Course (Units)</b>	<b>Instructional Emphasis</b>
English (4)	Grammar and usage Literature (American, English and World) Advanced composition skills
Science (4)	At least one laboratory science from the life sciences At least one laboratory science from the physical sciences Two additional laboratory science course <i>(For students graduating from a Georgia Public high school the 4</i>

*units must include at least one unit in biology, one unit of physical science or physics, one unit of chemistry, earth science or environmental science and a fourth science.)*

Mathematics (4)	Algebra I, Algebra II and Geometry One additional higher level mathematics course <i>(For students graduating from a Georgia Public high school, the 4 units must include a course at the level of Math III or higher.)</i>
Social Science (3)	American History World History One additional social science course
Foreign Language (2)	Two courses in the same foreign language (or American Sign Language) emphasizing speaking, listening, reading, and writing.

*The University System of Georgia Office of Student Affairs maintains a complete list of courses that can be used to satisfy the RHSC requirements. See [Staying on Course](#) ([www.usg.edu/student\\_affairs/documents/Staying\\_on\\_Course.pdf](http://www.usg.edu/student_affairs/documents/Staying_on_Course.pdf)).*

**College Preparatory Curriculum or Required High School Curriculum requirements do not apply to:**

- Transfer applicants with 30 or more hours of transferable credit
- Applicants to Career programs, with the exception of Dental Hygiene and Nursing
- Non-traditional applicants

**Satisfying College Preparatory Curriculum or Required High School Curriculum Deficiencies**

Applicants with College Preparatory Curriculum or Required High School Curriculum deficiencies who have met all other admission requirements must satisfy these deficiencies. The following chart outlines the options for satisfying deficiencies at Georgia Perimeter College.

Area of Deficiency	Options
English	Take the COMPASS Placement Exam and exempt or exit Learning Support English and reading or ESL.
Science	Complete one of the following courses with co-requisite lab or its Honors version: ASTR 1010 and 1010L, ASTR 1020 and 1020L, BIOL 1402 and 1402L, BIOL 1403 and 1403L, BIOL 1407 and 1407L, CHEM 1151 and 1151L, CHEM 1211 and 1211L, ENVS 1401 and ENVS 1401L, GEOL 1121 and 1121L, GEOL 1122 and 1122L, PHYS 1111 and 1111L  or have earned equivalent credit through CLEP, AP, Advanced Standing Exam, or transfer credit.
Mathematics	Take the COMPASS Placement Exam and exempt or exit Learning Support mathematics
Social Science	Complete one three-semester-hour course or its Honors version: ANTH 1102, ECON 2105, GEOG 1101, HIST 1111, HIST 1112,

	HIST 2111, HIST 2112, PSYC 1101, SOCI 1101 or have earned equivalent credit through CLEP, AP, Advanced Standing Exam, or transfer credit.
Foreign Language	Complete one three-semester-hour 1001 or 1002 level course or its Honors version in Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, or Swahili or have earned equivalent credit through CLEP, AP, Advanced Standing Exam, or transfer credit.

The following provisions apply to the science, social science, and foreign language requirements: These additional required courses represent three or four semester hours each of academic credit coursework that will not count toward a student's degree program. The student must earn a "C" or better in each of these courses.

Freshmen must satisfy any deficiencies prior to earning 18 hours of credit. After earning 18 hours of credit, students may not register for other courses unless they also register for the appropriate deficiency course or courses. Students transferring from outside the University System of Georgia who accumulate 30 or more semester hours of college-level credit at Georgia Perimeter College before satisfying all College Preparatory Curriculum or Required High School Curriculum deficiencies may not register for other courses unless they also register for the appropriate deficiency course or courses. The same course cannot be repeated for collegiate credit toward graduation requirements.

### Classification of Students for Tuition Purposes

Georgia Perimeter College is required under Board of Regents of the University System of Georgia policy (Section 3.3.2) to determine the residence classification for tuition purposed of all applicants and students of Georgia Perimeter College.

#### Description of Terms Used in the Policy

**Dependent student:** An individual under the age of 24 who receives financial support from a parent or United States court-appointed legal guardian.

**Emancipated:** A minor who, under certain circumstances, may be treated by the law as an adult. A student reaching the age of 18 shall not qualify for consideration of reclassification by virtue of having become emancipated unless he/she can demonstrate financial independence and domicile independence of his/her parents.

**Independent Student:** An individual who is not claimed as a dependent on the federal or state income tax returns of a parent or United States court-appointed legal guardian and whose parent or guardian has ceased to provide support and rights to that individual's care, custody, and earnings.

**Undocumented Student:** Undocumented students include those students born outside of the United States who reside here without legal permission of the federal government.

Undocumented students are not precluded from admission to public colleges and universities, but are ineligible for federal or state financial assistance and must pay out-of-state tuition fees.

### **United States Citizens**

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

No student shall gain or acquire in-state classification while attending any postsecondary educational institution in this state without clear evidence of having established domicile in Georgia for purposes other than attending a postsecondary educational institution in this state.

If an independent student classified as in-state for tuition purposes relocates out of state temporarily but returns to the State of Georgia within twelve (12) months of the relocation, such student shall be entitled to retain his/her in-state tuition classification.

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

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

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

1. Such appointment was not made to avoid payment of out-of-state tuition; and,
2. The United States court-appointed legal guardian can provide clear evidence of having established and maintained domicile in the State of Georgia for a period of at least twelve (12) consecutive months immediately preceding the first day of classes for the term.

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

**Non-Citizens:** A non-citizen student shall not be classified as in-state for tuition purposes unless the student is legally in this state and there is evidence to warrant consideration of in-state classification as determined by the Board of Regents. Lawful permanent residents, refugees,



asylees, or other eligible noncitizens as defined by federal Title IV regulations may be extended the same consideration as citizens of the United States in determining whether they qualify for in-state classification.

International students who reside in the United States under non-immigrant status conditioned at least in part upon intent not to abandon a foreign domicile shall not be eligible for in-state classification.

## Petitioning for In-State Tuition

A student is responsible for registering under the proper residency classification. A student classified as an out-of-state resident for tuition purposes but who believes that he/she qualifies as in-state must file a Petition for Classification of Students for Tuition Purposes with the campus Enrollment and Registration Services office. Residence status for tuition purposes is not changed automatically. The burden of proof rests with the student to demonstrate that he/she qualifies for in-state tuition under the regulations of the Board of Regents of the University System of Georgia. The completed petition and all supporting documentation must be submitted prior to the semester in which the student is to be considered for reclassification. If the petition is approved, classification for in-state tuition is not retroactive to prior terms.

## Tuition Differential Waivers

Georgia Perimeter College may waive the differential between in-state and out-of-state tuition. Granting a tuition differential waiver does not constitute a change to in-state residence for tuition purposes. All conditions must be met and supporting documentation submitted before any review will be made. The following waivers are available to Georgia Perimeter College students.

Waiver Type	Description
International Waiver	International students who meet the academic requirements set by Georgia Perimeter College. Some waivers based on financial need will be reviewed.
University System Employees and Dependents	Full-time employees of the University System, their spouse, and their dependent children.
Full-time School Employees	Full-time employees, their spouse, and their dependent children, of the public schools of Georgia or of the Department of Technical and Adult Education.
Career Consular Officials	Career consular officers, their spouse, and their dependent children, who are citizens of the foreign nation which their consular office represents and are stationed and living in Georgia under orders of their respective governments.
Military Personnel	Military personnel, their spouse, and their dependent children stationed in or assigned to Georgia and on active duty.
National Guard Members	Full-time members of the Georgia National Guard, their spouse, and their dependent children.

Students in ICAPP Advantage Programs	Students participating in an ICAPP Advantage Program.
Economic Advantage	As of the first day of classes for the term, an economic advantage waiver may be granted to a dependent or independent student who can provide clear evidence that the student or the student's parent, spouse, or U.S. court-appointed guardian has relocated to the state of Georgia to accept full-time, self-sustaining employment and has established domicile in the state of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. This waiver will expire 12 months from the date the waiver was granted.
Recently Separated Military Service Personnel	Members of a uniformed military service of the United States who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may be granted for not more than one year.
Nonresident Student	As of the first day of classes for the term, a nonresident student whose parent, spouse, or U.S. court-appointed legal guardian has maintained domicile in Georgia for at least 12 consecutive months so long as the student can provide clear evidence showing the relationship to the parent, spouse, or U.S. court-appointed guardian has existed for at least 12 consecutive months immediately preceding the first day of classes for the term.

### Applying for Tuition Differential Waivers

A completed Petition for Classification of Students for Tuition Purposes and all supporting documentation must be submitted prior to the semester in which the student is to be considered for the waiver. F-1 visa students seeking the International Waiver must submit a Regents' Waiver of Non-resident Tuition Fees for International Students form. F-1 visa students must meet the current guidelines and submit the form by the deadline for the term the waiver is being requested. Information about this waiver can be obtained from the International Student Admissions and Advising office.

## FEES AND EXPENSES

*All tuition and other charges are subject to change without notice.*

<a href="#"><u>Tuition – On-campus Courses</u></a> .....	52
<a href="#"><u>Tuition – Online Courses</u></a> .....	53
<a href="#"><u>Mandatory Student Fees</u></a> .....	53
<a href="#"><u>Tuition &amp; Fee Schedules</u></a> .....	54
<a href="#"><u>Resident On-campus</u></a> .....	54
<a href="#"><u>Non-resident On-campus</u></a> .....	55
<a href="#"><u>Online</u></a> .....	55
<a href="#"><u>Additional Student Fees</u></a> .....	56
<a href="#"><u>Fines</u></a> .....	56
<a href="#"><u>Testing Fees</u></a> .....	56
<a href="#"><u>Refund Policy</u></a> .....	57
<a href="#"><u>Financial Obligation</u></a> .....	58

2012 - 2014  
Archived Copy

## FEES AND EXPENSES

*This information is provided as a guide and is subject to change without notice to comply with federal, state, and institutional policies.*

Tuition and fees charged by Georgia Perimeter College are approved by the Board of Regents of the University System of Georgia. The precise amount of a student's tuition and fees for a semester depends upon a number of things, the most important of which are:

- The number of courses taken
- The nature of the courses
- The location at which the courses are taught
- The number of credit hours assigned to the courses
- The residence status of the student

Actual costs are determined when a student registers for classes each semester. Actual charges can be viewed online at <https://sis.gpc.edu/>.

It is the responsibility of the student to be informed of and to observe all regulations and procedures regarding the payment of fees and the entitlement of refunds. **Registration is not complete until all fees have been paid in full.** Payment may be either in cash; by check payable in U.S. currency; or with Visa, MasterCard, American Express or Discover. The college reserves the right to determine the acceptability of all checks.

### Tuition – On-campus Courses

Every student is required to pay tuition. All students are classified as either **in-state** (resident) or **out-of-state** (non-resident). For fee purposes, instruction delivered at Alpharetta, Clarkston, Decatur, Dunwoody, and Newton is considered on-campus. Online instruction and courses delivered at other locations are considered off-campus.

Tuition rates and fees are determined by the Board of Regents of the University System of Georgia and are subject to change. The tuition rates below for on-campus courses are effective starting with the fall 2012 academic year. For the most up-to-date information, consult the college website at <http://depts.gpc.edu/~finaid/tuitionandfees.htm>.

Residency status:	In-state (resident)	Out-of-state (non-resident)
Enrolled hours:	1 – 14	1- 14
Tuition rates:	\$84.40 per hour	\$319.40 per hour
Enrolled hours	15 or more	15 or more

Tuition rates:                      \$1,266 per semester                      \$4,791 per semester

## Tuition - Online Courses

The tuition rate for online courses is applied separately from tuition for on-campus courses. A student's residency status has no bearing on the calculation of tuition for online courses. The tuition rate for online courses is \$99 per semester credit hour, regardless of residency status. For tuition calculation purposes only, the credit hours for online courses do not count toward the 15 semester credit hours that are needed to limit tuition charges at the plateau tuition rates. Online students are still required to register their vehicles to park on campus for any reason, such as class, labs, testing, events, library or gym visits, or administrative purposes.

The example below illustrates how the online tuition is charged. In this example, the hourly rate used for non-online courses is the hourly rate for a student receiving in-state tuition.

### EXAMPLE OF FEE COMBINATIONS

	Reg Hrs.	Online Hrs.	Total Hrs.	Hourly Rate	Total Tuition
<b>Student A:</b>					
	9			\$84.40	\$759.60
		6		\$99.00	\$594.00
Total	9	6	15		\$1,353.60
<b>Student B:</b>					
	15			\$84.40	\$1,266.00
		0		\$99.00	0.00
Total	15	0			\$1,266.00
<b>Student C:</b>					
	15			\$84.40	\$1,266.00
		3		\$99.00	\$297.00
Total	15	3	18		\$1,563.00

## Mandatory Student Fees

The following fees apply to all students, except those who are eligible for waivers.

### Technology Fee

All students are required to pay a \$50.00 per semester Technology Fee. Funds from the Technology Fee are used to maintain and upgrade the institution's technology base for instruction and student support programs.

**Student Activity Fee**

\$45 per semester

**Athletic Fee**

\$40 per semester

**Student Support Fee**

\$10 per semester credit hour for students enrolled in fewer than 12 on-campus semester credit hours, and \$120 per semester for students enrolled in 12 or more on-campus semester credit hours. This fee is used to provide improved student-related facilities.

**Institutional Fee**

\$200 per semester

**Access Card Services Fee**

\$10 per semester

**Health Services Fee**

\$20 per semester

**Tuition & Fee Schedules**

**Resident students enrolled in on campus classes only\***

Credit Hours	Resident Tuition	Activity Fee	Athletic Fee	Support Fee	Techn. Fee	Instit. Fee	Health Services Fee	Access Card Fee	Total Resident
1	\$ 84.40	\$45.00	\$40.00	\$ 10.00	\$50.00	\$200.00	\$20.00	\$10.00	\$ 459.40
2	\$ 168.80	\$45.00	\$40.00	\$ 20.00	\$50.00	\$200.00	\$20.00	\$10.00	\$ 553.80
3	\$ 253.20	\$45.00	\$40.00	\$ 30.00	\$50.00	\$200.00	\$20.00	\$10.00	\$ 648.20
4	\$ 337.60	\$45.00	\$40.00	\$ 40.00	\$50.00	\$200.00	\$20.00	\$10.00	\$ 742.60
5	\$ 422.00	\$45.00	\$40.00	\$ 50.00	\$50.00	\$200.00	\$20.00	\$10.00	\$ 837.00
6	\$ 506.40	\$45.00	\$40.00	\$ 60.00	\$50.00	\$200.00	\$20.00	\$10.00	\$ 931.40
7	\$ 590.80	\$45.00	\$40.00	\$ 70.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,025.80
8	\$ 675.20	\$45.00	\$40.00	\$ 80.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,120.20
9	\$ 759.60	\$45.00	\$40.00	\$ 90.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,214.60
10	\$ 844.00	\$45.00	\$40.00	\$100.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,309.00
11	\$ 928.40	\$45.00	\$40.00	\$110.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,403.40
12	\$1,012.80	\$45.00	\$40.00	\$120.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,497.80
13	\$1,097.20	\$45.00	\$40.00	\$120.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,582.20
14	\$1,181.60	\$45.00	\$40.00	\$120.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,666.60
15 & Up	\$1,266.00	\$45.00	\$40.00	\$120.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,751.00

\* In addition to the mandatory fees listed here, new students are also required to pay a one-time orientation fee of \$15.

**Non-resident students enrolled in on campus classes only\***

Credit Hours	Non Resident Tuition	Activity Fee	Athletic Fee	Support Fee	Techn. Fee	Instit. Fee	Health Services Fee	Access Card Fee	Total Non Resident
1	\$ 319.40	\$45.00	\$40.00	\$ 10.00	\$50.00	\$200.00	\$20.00	\$10.00	\$ 694.40
2	\$ 638.80	\$45.00	\$40.00	\$ 20.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,023.80
3	\$ 958.20	\$45.00	\$40.00	\$ 30.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,353.20
4	\$1,277.60	\$45.00	\$40.00	\$ 40.00	\$50.00	\$200.00	\$20.00	\$10.00	\$1,682.60
5	\$1,597.00	\$45.00	\$40.00	\$ 50.00	\$50.00	\$200.00	\$20.00	\$10.00	\$2,012.00
6	\$1,916.40	\$45.00	\$40.00	\$ 60.00	\$50.00	\$200.00	\$20.00	\$10.00	\$2,341.40
7	\$2,235.80	\$45.00	\$40.00	\$ 70.00	\$50.00	\$200.00	\$20.00	\$10.00	\$2,670.80
8	\$2,555.20	\$45.00	\$40.00	\$ 80.00	\$50.00	\$200.00	\$20.00	\$10.00	\$3,000.20
9	\$2,874.60	\$45.00	\$40.00	\$ 90.00	\$50.00	\$200.00	\$20.00	\$10.00	\$3,329.60
10	\$3,194.00	\$45.00	\$40.00	\$100.00	\$50.00	\$200.00	\$20.00	\$10.00	\$3,659.00
11	\$3,513.40	\$45.00	\$40.00	\$110.00	\$50.00	\$200.00	\$20.00	\$10.00	\$3,988.40
12	\$3,832.80	\$45.00	\$40.00	\$120.00	\$50.00	\$200.00	\$20.00	\$10.00	\$4,317.80
13	\$4,152.20	\$45.00	\$40.00	\$120.00	\$50.00	\$200.00	\$20.00	\$10.00	\$4,637.20
14	\$4,471.60	\$45.00	\$40.00	\$120.00	\$50.00	\$200.00	\$20.00	\$10.00	\$4,956.60
15 & Up	\$4,791.00	\$45.00	\$40.00	\$120.00	\$50.00	\$200.00	\$20.00	\$10.00	\$5,276.00

\* In addition to the mandatory fees listed here, new students are also required to pay a one-time orientation fee of \$15.

**Students enrolled in online classes only**

Credit Hours	Tuition	Activity Fee	Athletic Fee	Support Fee	Techn. Fee	Instit. Fee	Health Services Fee	Access Card Fee	Total
1	\$ 99.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$ 349.00
2	\$ 198.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$ 448.00
3	\$ 297.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$ 547.00
4	\$ 396.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$ 646.00
5	\$ 495.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$ 745.00
6	\$ 594.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$ 844.00
7	\$ 693.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$ 943.00
8	\$ 792.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,042.00
9	\$ 891.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,141.00
10	\$ 990.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,240.00
11	\$1,089.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,339.00
12	\$1,188.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,438.00
13	\$1,287.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,537.00
14	\$1,386.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,636.00
15	\$1,485.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,735.00
16	\$1,584.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,834.00
17	\$1,683.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$1,933.00
18	\$1,782.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$2,032.00
19	\$1,881.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$2,131.00
20	\$1,980.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$2,230.00
21	\$2,079.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$2,329.00
22	\$2,178.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$2,428.00
23	\$2,277.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$2,527.00
24	\$2,376.00	\$ -	\$ -	\$ -	\$50.00	\$200.00	\$ -	\$ -	\$2,626.00

## Additional Student Fees

Application Fee	\$20 (nonrefundable)
Dental Hygiene Insurance/Lab	\$65 (per semester)
Science Lab	\$40 (per lab course)
Self-Instructional Language	\$30 (per course)
Graduation Application	\$25 (per request)
Nursing Fee	\$165 (per semester)
Health Insurance - International Students (F-1 Visa only)	\$1,087 per year (\$467 in the fall and \$620 in the spring)
Applied Music Fee	1 hour courses \$75 per semester 2 & 4 hour courses* \$150 per semester *Except MUSA 2739 \$75
Transcript (hand carried only)	\$10 each
Orientation Fee	\$15
Late Registration Fee	\$50 (per semester)
Other Fees	Varies; assessed for programs with special costs

### Fines

#### Parking Fines

\$30 - \$200 (per violation)

#### Declined Payment/Returned Check

\$25 or 5% of the amount of the check, whichever is greater.

#### Library Fines

Determined by the Librarian in accordance with the delinquency or damage.

### Testing Fees

CLEP Exam	\$100.00 per exam
Independent Student Proctoring	\$ 50.00 per exam
COMPASS (initial and retest)	\$ 20.00 per exam
Nursing Comprehensive Achievement	\$ 56.00 per semester
Miller Analogies	\$ 65.00 per exam
Nursing Proficiency (TEAS)	\$ 50.00 per exam
Nursing Confirmation	\$105.00 per exam

Please note the testing fees are not comprehensive and are subject to change. Please check with the Testing Office for a current schedule.



## Refund Policy

Refunds are the funds a student receives after tuition, mandatory fees and any other charges have been paid in full. All refunds are term-based, and for a refund situation to occur, the total payments for the term must exceed the total charges for the same term, including any adjustments for waivers. The payments can come from various sources, such as financial aid, cash, check, credit/debit cards, scholarships, fellowships, or third-party sponsors. A refund can only occur if a payment has been made.

All refunds will be delivered through the Higher One refund system. The banking services of Higher One are designed to specifically meet the needs of college students.

At the start of each semester, every enrolled student will receive a **GPC MasterCard Debit** card in the mail. The card is **not** a credit card. Students will need to activate the GPC Debit card and choose how they want their refund delivered. Students may choose from two options:

- Refund deposited directly to the student GPC MasterCard Debit card
- Refund deposited to another bank account of the student's choice

**It is the student's responsibility to verify that his or her correct address is on file with the college.**

To learn more about Higher One, students may visit [www.HigherOne.com](http://www.HigherOne.com), and for GPC's program, students can visit [www.GPCone.com](http://www.GPCone.com).

### 100% Refunds

Students who formally drop from a course or withdraw from the college **on or before** the course session's last scheduled registration period, including those who have been excluded subsequent to registration, are entitled to a 100% refund of tuition, technology, student activity, athletic, student support, institutional and certain special course fees according to the published refund schedule for the applicable semester.

### Less Than 100% Refunds

Students who formally withdraw from **all** courses **after** the course session's last scheduled registration period will be entitled to a percentage refund of tuition, technology, student activity, student support, institutional, and athletic fees according to the published refund schedule for the applicable semester. Please note that technology, student activity, student support and athletic fees are refunded according to the Full Term schedule only. Special course fees are not refunded on less than a 100% basis.

### Special Conditions

- There will be no refund for reducing course loads after the course session's last scheduled registration period.

- Students who do not formally withdraw, who are suspended for disciplinary reasons, or who leave the college when disciplinary action is pending are not eligible for a refund of any portion of any fee.
- A refund of all mandatory fees shall be made in the event of the death of a student at any time during the semester.
- Ordinarily, refunds will not be issued until the end of the fourth week following registration. Any outstanding financial obligations to the college will be deducted from the refund.

### **Financial Obligation**

The institution has reserved and intends to exercise the right to withhold copies of educational records and/or disenroll students who owe the college money.

**2012 - 2014  
Archived Copy**

## FINANCIAL AID

<a href="#"><u>Eligibility for Financial Aid</u></a> .....	60
<a href="#"><u>How to Apply for Financial Aid</u></a> .....	61
<a href="#"><u>Federal Standards for Satisfactory Academic Progress (SAP)</u></a> .....	63
<a href="#"><u>Standards for Satisfactory Academic Progress (SAP) at GPC</u></a> .....	64
<a href="#"><u>Financial Aid Available to Students</u></a> .....	66
<a href="#"><u>Loans</u></a> .....	68
<a href="#"><u>Work Opportunities</u></a> .....	68
<a href="#"><u>Veterans' Educational Services</u></a> .....	69
<a href="#"><u>GPC Foundation Scholarships</u></a> .....	69

2012 - 2014  
Archived Copy

## FINANCIAL AID

*This information is provided as a guide and is subject to change without notice to comply with federal, state, and institutional policies.*

Georgia Perimeter College participates in most major federal and state financial aid programs and offers institutional scholarships as well. There is a Financial Aid office at each college location to assist eligible students in removing the financial barriers that may discourage them from attending college. All students are urged to file an application for financial aid. The Financial Aid office cannot determine eligibility or award financial aid unless the student completes the current Free Application for Federal Student Aid (FAFSA). The FAFSA is the first step in the financial aid process. Students can use it to apply for federal student financial aid, such as the PELL Grant, student loans, and federal work study. The FAFSA is available on the FAFSA website [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

**Students will need to apply for the HOPE Scholarship or HOPE Grant by completing one of the following:**

- FAFSA; (Free Application for Federal Student Aid) [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and/or
- GSFAPPS, electronic application found on the GSFEC website and;
- GPC Institutional HOPE Scholarship Request Form ( HOPE Scholarship Request Form) or GPC Institutional HOPE Grant Request Form (HOPE Grant Request Form)

Financial aid is available in many forms: grants, scholarships, loans, benefits, and employment opportunities. Federal, state, and local guidelines determine the amounts and types of financial aid offered to individual students. Students must reapply each year for most of these programs. Students usually are offered financial aid packages consisting of some combination of loans, grants, scholarships, and employment. Grants and scholarships are considered "gift" assistance and need not be repaid. Loans are offered at low interest rates and can be repaid over an extended period of time beginning six months after students graduate or leave the college. If students are offered aid in the form of a job (Federal Work-Study), they are paid an hourly rate.

### Eligibility for Financial Aid

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

- Have a financial need, except for some loan programs which do not require proof of need
- Have a high school diploma or a General Education Development (GED) Certificate
- Be a U.S. citizen or an eligible non-citizen
- Have a valid Social Security number
- Not owe a Federal PELL, Academic Competiveness Grant, National Smart, Teach Grant, or FSEOG over - award
- Not be in default on a Federal Stafford Loan or Federal Direct Loan
- Be enrolled or accepted for enrollment as a regular student working toward a degree or certificate in an eligible program of study. Students may not receive aid for correspondence

or telecommunications courses unless they are part of an associate degree program. In addition, students may not receive aid for auditing classes.

- Make satisfactory academic progress
- Register with Selective Service, if required. If the student is a male age 18-25 and has not yet registered with Selective Service, he can give Selective Service permission to register him by checking a box on the FAFSA. He can also register through the Internet at the Selective Service website: [www.sss.gov](http://www.sss.gov).

## How to Apply for Financial Aid

Generally, only one Financial Aid Application must be completed to get consideration for all types of grants, scholarships, and work opportunities at Georgia Perimeter College. Loans and some special awards may require additional forms. To apply, take these steps:

1. Complete the Free Application for Federal Student Aid (FAFSA) each year. Submit the FAFSA application online at the FAFSA on the website: [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
2. When completing the FAFSA, be sure to list Georgia Perimeter College's name and school code **001562**. The college address is 555 North Indian Creek Drive, Clarkston, GA 30021. Submit the completed and electronically signed FAFSA to the Central Processor.
3. Students should receive a Student Aid Report (SAR) within 3 weeks after submitting their application to the processor. Students are able to check the status and view the results from the FAFSA application online. Students should maintain SAR in their personal files.
4. If Georgia Perimeter College is listed on the SAR, the Financial Aid office will receive the student's SAR electronically. Three weeks after submitting the FAFSA application, the student should check GPC SIS System and confirm GPC's receipt of electronic SAR.
5. A student's FAFSA may be selected in a process called verification, and the school may request certain financial documents. Verification documents can be obtained from the Financial Aid office or downloaded from the Financial Aid documents section of the Georgia Perimeter College website. If additional documentation is required, the student will receive a tracking letter listing the required documents, or the student can check the Financial Aid section of the Georgia Perimeter College website. If there are questions remaining, the student can contact the Financial Aid office at his or her campus to answer all of the student's remaining questions.
6. Students should respond quickly to all correspondence received from the Financial Aid office. Documents are processed in the order they are received.

After the Financial Aid office receives a student's SAR and all requested information, the staff will do the following:

- Review the information.
- Make an award based on eligibility and availability of funds.
- Mail an award letter that lists the types and amounts of aid awarded to the student. The award letter may list additional requirements that the student must fulfill before funds can be disbursed.

The student should keep this letter with the SAR. The student must keep his or her name, address, e-mail address and telephone number current with Enrollment and Registration Services on campus or on the Enrollment and Registration Services form page on the Georgia Perimeter

College website. When a student is determined to be eligible for financial aid, tuition and fees may be covered to the extent of the aid, provided the student's financial aid file is completed by the priority due date. If the aid is not sufficient to cover tuition and fees, the student is responsible for the balance, which is due at the time of registration. If the aid exceeds the cost of actual tuition and fees, a refund will be issued to the student from the Student Accounts office by the end of the fourth week following registration.

### Priority Due Dates

The FAFSA should be completed and submitted to the central processing center by March 1 every year for which a student plans to request aid. Files that are complete (with SAR and all supporting documents) by April 1 will receive priority consideration and should be awarded by May 15. Processing of files completed after April 1 will begin in the order in which they were received. Students who apply after April 1 should allow two to four weeks to receive an award letter. Students who apply after June 1 should be prepared to pay their fees **by the posted fee payment due date** and be reimbursed based on their eligibility.

If a student's file is not completed by the priority processing due date, the student **must pay** his or her fees by the posted fee payment due date. The Financial Aid office does not process aid applications during registration. Students may be reimbursed once eligibility has been determined. If a student's aid does not cover the full balance, the student **must pay** any balance due by the posted fee payment due date. The student is responsible for making sure his or her account is satisfied in full.

### Award Packages

Once students have been awarded aid, they will receive an award letter that lists the various types of aid they are eligible to receive during the award year. Awards are based on full-time (12 or more hours) status; some awards may be adjusted if the student does not enroll as a full-time student. However, aid will automatically be prorated at disbursement if the student is not full-time. If it is determined that the student is not eligible for aid after it is awarded, the Financial Aid office is required to adjust the student's award.

Students automatically will be reviewed for Federal PELL Grants and FSEOG because they are considered gift aid and do not have to be repaid. Students also will be reviewed for Federal Work-Study. HOPE Scholarships are automatically reviewed for freshmen students who have met the HOPE requirements from high school. Continuing students currently receiving HOPE are automatically reviewed. Transfer students must submit a copy of their prior institution(s) academic transcript(s) to the Financial Aid office for HOPE to be reviewed.

Students may be awarded grant funds up to the cost of college attendance. If they still have unmet financial needs, students may apply for loans under the Federal Stafford Loan and/or the Federal Unsubsidized Stafford Loan programs. **These loan programs require a separate loan request form in addition to the FAFSA.** These loan request forms can be picked up from any GPC Financial Aid office or downloaded from [www.gpc.edu/finaid/](http://www.gpc.edu/finaid/).

Students who apply by the priority processing due date will be considered for all available funds. Some funds are limited and are awarded to eligible students based on greatest need and meeting the April 1 deadline. **Loans are NOT automatically awarded.**

## Federal Standards for Satisfactory Academic Progress (SAP)

Federal regulations require institutions to develop policies that insure that students who receive financial aid are progressing toward graduation. The school's satisfactory academic progress policy must include both a qualitative measure (such as the use of a cumulative grade point average) and a quantitative measure (such as a maximum time-frame for program completion) to track student progress. The SAP policy must be at least as strict as the policy for students who do not receive federal student aid funds.

### Qualitative Measure

According to the Federal Student Aid Handbook, a school may establish its own satisfactory progress standards; however, these standards must at least meet the minimum standards required by law and regulations. For the qualitative standard, the law specifies that by the end of the second academic year (measured as a period of time, not by the student's grade level), the student must, in general, have:

- a "C" average or its equivalent, and
- an academic standing consistent with the requirements for graduation from the program.

If a school determines that a student has maintained standards, even though his or her grade average falls below a "C," the school must be able to document that the student's average is consistent with the academic standards required for graduation from the program.

### Quantitative Measure

According to the Federal Student Aid Handbook, to quantify academic progress, a school must set a maximum time frame in which a student is expected to finish the program. For an undergraduate program, the maximum time frame may not exceed 150% of the published length of the program measured in academic years, academic terms, credit hours attempted, or clock hours completed, as appropriate. For instance, if the published length of an academic program is 60 credit hours, the maximum time frame established by the school must not exceed 90 attempted credit hours. Students in the Certificate programs--Library and Information Science Technology and Sign Language Interpreting--must also make progress toward the completion of their programs. Students will be reviewed after each semester to ensure that they are progressing toward graduation. A student must maintain a "C" average each term and maintain a 67% completion rate. Maximum timeframe may not exceed 150% of any program. The published length of the Library and Information Science Technology Certificate program is 18 hours, not to exceed 27 hours. The published length of the Sign Language Interpreting Certificate program is 48 hours, not to exceed 72 hours.

## Standards for Satisfactory Academic Progress (SAP) at Georgia Perimeter College

### Qualitative Standard

Any student whose cumulative grade point average falls below 2.0 will be placed on financial aid probation. If the cumulative grade point average is below the minimum, the student is no longer eligible for financial aid. The hours used in calculating the cumulative grade point average include transfer hours.

### Quantitative Measure

Georgia Perimeter College offers two-year degrees that require approximately 60 semester hours to graduate. Applying the 150% rule, the maximum credit hours (excluding Learning Support courses and English as a Second Language courses) that a student can attempt at Georgia Perimeter College and receive federal and state financial aid are 90 semester credits (60 credits in a program of study x 150%). Once the student earns 60 semester credits, the student is considered to have earned the equivalent of an associate's degree. For a student to be making progress toward graduation, he or she must complete 67% of the courses attempted.

The Financial Aid office monitors students' progress and will cancel all financial aid once a student has earned 60 semester credits or completed less than 67% of attempted coursework. Students who wish to earn a second associate's degree may request that their eligibility be extended to a maximum of 120 attempted semester hours or 90 earned hours, whichever comes first. If a student takes courses that are not required for the first or second degree, the student may be liable for all financial aid received for the ineligible courses.

### Standards for Satisfactory Academic Progress (SAP) Evaluation

A student's academic progress will be evaluated at the end of each semester. Once the Financial Aid office has determined that a student is not making SAP, the office will attempt to notify the student in writing. Notification from the Financial Aid office is not a requirement. It is the student's responsibility to be familiar with SAP and monitor his or her own progress each semester to protect financial aid eligibility.

### Learning Support and English as a Second Language

Learning Support (LS) and English as a Second Language (ESL) courses are considered remedial courses. Federal regulations limit the maximum hours a student may receive financial aid for remedial courses. Financial aid may be used for a maximum of 30 hours of LS courses. However, ESL courses are not included in the 30 semester hour limit. Once the maximum is reached, students will not be eligible for financial aid until they have exited Learning Support. Up to 30 semester hours of LS and all ESL courses will not count toward the maximum hours allowed for a degree.

### Appeals Process

A student who fails to establish good academic standing or to make satisfactory academic progress (SAP) becomes ineligible for financial aid. If students have mitigating circumstances



beyond their control that affect their ability to meet SAP standards, they may appeal the loss of their eligibility.

To appeal the loss of eligibility, a student must complete a Georgia Perimeter College "Financial Aid Appeal Form" and submit it with appropriate documentation to the Financial Aid office. The Georgia Perimeter College Financial Aid Appeal Form can be obtained either from the Financial Aid office or downloaded from the Financial Aid Forms page. The documentation must be directly related to the events that affected the student's ability to meet SAP standards.

The appeal should also include the steps the student is taking to ensure progress in the future. The student will be notified by mail of the outcome of the appeal. If the appeal is approved, it will list specific requirements the student must meet in order to continue to receive financial aid. If the student's appeal is denied, the student may regain eligibility by meeting the conditions listed in the following section.

### **Reinstatement of Financial Aid Eligibility**

If a student fails to meet standards of academic progress and does not have mitigating circumstances or the student fails to meet the conditions of an appeal, the student may have his/her aid reinstated as follows:

- Enroll in at least 6 semester hours of courses required for a degree
- Pay his/her fees without the use of financial aid, and
- Complete all courses attempted with at least a grade of "C" or "S"; if more than 6 semester hours are attempted, all courses attempted must have a grade of "C", "S", or better.

Once the student has met the listed requirements, he/she may submit an appeal form along with a copy of the grade report. Upon receipt of the appeal form and verification of the student's grades, the student may be awarded financial aid on a semester by semester basis. As long as the student completes all courses attempted with a grade of "C", "S" or better, he/she may remain eligible for financial aid.

**NOTE:** Attempted hours include courses at Georgia Perimeter College and transfer hours accepted by Georgia Perimeter College.

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

Students receiving Federal Title IV Financial Assistance who formally or informally withdraw from school are subject to Federal Return of Title IV refund calculation, as specified in the Higher Education Amendment of 1998. The calculation of enrollment length determines the aid earned by the student based on the days enrolled for the semester in relation to the total days in the semester. The aid considered not to be "earned" must be returned to the Federal programs in the following order: Direct Unsubsidized Stafford loans, Direct Subsidized Stafford loans, Direct PLUS loans received on behalf of the student, Federal PELL Grant, Federal Supplemental Educational Opportunity Grant, and Academic Competitiveness Grant.

Receipt of Federal Title IV Aid in excess of aid earned may be subject to repayment by the student if the student has withdrawn from school. The Financial Aid & Veteran Affairs office

notifies the student if a repayment is due. Failure to repay could result in loss of future Title IV eligibility.

All students who fail to repay Georgia Perimeter College within the notified timeframe will be reported to the Department of Education if applicable and will become ineligible for future Title IV eligibility.

## Financial Aid Available to Students

### Georgia HOPE Scholarship

The Georgia HOPE Scholarship, funded by the Georgia Lottery, provides financial assistance to students attending Georgia public and private institutions of higher learning. Students can apply for the HOPE Scholarship by completing one of the following applications:

- FAFSA; (Free Application for Federal Student Aid) and/or;
- GSFAPPS, electronic application found on the GSFC website and;
- GPC Institutional HOPE Scholarship Request Form (HOPE Scholarship Request Form) or GPC Institutional HOPE Grant Request Form (HOPE Grant Request Form)

The HOPE Scholarship is awarded to undergraduate students who meet the following criteria:

- A. Must be a U.S. citizen or non-citizen eligible for Title IV funds.
- B. Meet HOPE residency requirement (see requirements on the GSFC website)
- C. Meet Selective Service registration requirements (see requirements on the Selective Service website)
- D. Must meet the required reviews at the following levels:

Freshmen Level	Students must have graduated from high school in 1993 or later with a 3.0 GPA in a College Preparatory Track or a 3.2 GPA in a Technical Curriculum Track.
Sophomore Level	Students must have a 3.0 GPA after attempting 30-60 semester credit hours.
Junior Level	Students must have a 3.0 GPA after attempting 60-90 semester credit hours.
Senior Level	Students must have 3.0 GPA after attempting 90-127 semester credit hours.

HOPE recipients who meet the following condition will be evaluated at the end of **every spring semester whether or not the student has reached the review levels listed above**. Students must have a 3.0 GPA at this review point to continue to receive HOPE scholarship. Students who fail to meet the GPA requirement for this review will not be evaluated again until they have reached the next review point of the normal cycle of 30, 60, 90 or the next annual review at the spring semester whichever comes first. **This applies to all freshmen, sophomore, junior and senior HOPE recipients who enroll in 12 or more credit hours during at least one school term (fall, spring, or summer).**

HOPE recipients who meet the following condition will be evaluated at the end of their third consecutive term. Students must have a 3.0 GPA at this review point to continue to receive HOPE Scholarship. Students who fail to meet the GPA requirement for this review will not be evaluated again until they have reached the next review point of the normal cycle of 30, 60, and 90. **This applies to all freshmen, sophomore, junior and senior HOPE recipients who enroll in less than 12 credit hours for three semesters in a row (fall, spring, and summer).**

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

**Transfer students** who apply for HOPE Scholarship must provide the Office of Enrollment and Registration Services with a copy of all academic transcripts from their prior institutions.

**HOPE GED recipients** must provide the Financial Aid office with the original signed copy of the HOPE GED Voucher.

Students can apply for the HOPE Grant by completing one of the following:

- FAFSA and/or;
- GSFAPPS electronic application found on the GSFC website and;
- GPC Institutional HOPE Scholarship Request Form or GPC Institutional HOPE Grant Request Form

The HOPE Grant is awarded to students who are enrolled in the One-Year Certificate programs for Library and Information Science Technology and Sign Language Interpreting and upon meeting the HOPE Scholarship criteria A - C.

### **Federal PELL Grant**

The PELL Grant is a grant from the Federal government and does not have to be repaid. The amount of the grant is based on the amount of funds actually available for the program. The maximum award is distributed over two semesters. NOTE: This may change for the year. All undergraduate students are eligible to apply for the Federal PELL Grant.

### **The Academic Competitiveness Grant (ACG)**

The Higher Education Reconciliation Act of 2005 (HERA) created two new grant programs for full-time students who are at degree-granting institutions, are U.S. citizens, and are eligible for the Federal PELL Grant.

The ACG is one of the two new grant programs and became available for the first time for the 2006-07 school year for first-year students who graduated from high school after January 1, 2006, and for second-year students who graduated from high school after January 1, 2005. This grant is in addition to the student's Federal PELL Grant.

## Loans

Georgia Perimeter College participates in the William D. Ford Direct Loan program.

### Federal Stafford Loans

The Federal Stafford Loan is a loan that must be repaid upon completion of school or interruption of studies. The student who qualifies may borrow up to \$3,500 for the academic year as a freshman and \$4,500 as a sophomore. All borrowers are required to complete an entrance interview with the Financial Aid office. Students can complete an Entrance Interview online at the Direct Loan website. If a freshman is a first-time borrower for a student loan, federal regulations require that the first loan disbursement be delayed until 30 days after the start of classes. Students are required to be actively enrolled for at least six credit hours each semester to maintain loan eligibility.

### Federal PLUS Loans

Federal PLUS loans are loans that a parent may use to assist a student in financing an education. Parents may borrow up to the cost of attendance, minus other aid per award year, if the student is enrolled at least half time. The loan goes into repayment 60 days after the check is disbursed to the parent. Students are required to be actively enrolled for six credit hours each semester to maintain eligibility.

### Federal Unsubsidized Loans

Independent students who still need loan assistance after Federal Stafford Loan eligibility is determined may apply for the Unsubsidized Federal Stafford Loan. A maximum of \$4,000 can be awarded each year. Students are required to enroll for at least six credit hours each semester to maintain eligibility. Dependent students may apply for the unsubsidized loans if the parent is unable to obtain a Plus loan.

### Emergency Student Loans

Georgia Perimeter College provides interest-free loans to students on an emergency basis. Loans are granted to cover a portion of the cost of the student's registration fees and books once registration is satisfied for one semester and must be repaid by the specified deadline regardless of other pending financial aid. First semester students and transient students are not eligible for these funds. Students must be enrolled in 6 or more semester credit hours and have a 2.00 GPA to receive an emergency loan. The loan funds are 50 percent of the fees up to \$500. A \$5.00 service fee will be added to each loan. The funds are awarded by the Office of Financial Aid during on campus registration and advisement assistance and cannot be reserved in advance.

## Work Opportunities

### Federal Work-Study Program

The Federal Work-Study Program, a part of the Educational Opportunity Act of 1964, is available to students based on need as determined by federal guidelines. Students are employed on an hourly basis for a maximum of 19 hours per week in various departments of the college and in the community. Placements are on a first-come, first-served basis, based on job and

funding availability. Students currently on Federal Work-Study Program must have a completed financial aid file by April 1 in order to be considered for the program for the next award year. All students must clear a criminal background check, complete the Board of Regents Ethics Training, actively enroll in six credit hours, make Satisfactory Academic Progress.

### **Student Assistants**

In addition to the Federal Work-Study Program, the college provides a limited number of other student assistantships involving part-time work on campus. Students are employed on an individual basis. Students should consult individual departments for employment opportunities.

## **Veterans' Educational Services**

The Financial Aid and Veterans Affairs office assists former service personnel and other students eligible for veterans' educational benefits. The office provides counseling and advisement services as well as certifying enrollment with the Veterans Administration. Eligible students should be prepared to pay the initial costs for tuition and fees since payment of benefits do not begin until six to eight weeks after enrollment. If you are eligible for Post/911 or Vocational Rehabilitation Benefits, please contact the Financial Aid and Veteran Affairs office to arrange a temporary deferment of tuition and fees. Students may apply for financial aid to cover their tuition and fees, if eligible. Veterans who would like more information about applying for benefits can contact the Financial Aid and Veterans Affairs office on any campus.

## **Georgia Perimeter College Foundation Scholarships**

The Georgia Perimeter College Foundation is pleased to offer numerous scholarships through the generosity of our private donors to help students cover the cost of their tuition, fees, books and, in some cases, other educational expenses. The GPC Foundation offers merit-based, need-based and service-based scholarships for GPC students. All scholarship awards are contingent upon the availability of funds and are subject to revision. For more information about how to apply for, contribute to, or establish GPC Foundation scholarships, please visit the Foundation scholarship website at: <http://depts.gpc.edu/Foundation/scholarships.htm>.

## ACADEMIC AFFAIRS

<b><u>General Information</u></b> .....	<b>72</b>
<u>Academic Year</u> .....	72
<u>Summer Session</u> .....	72
<u>Half-Semester Class</u> .....	72
<u>Academic Credit Units</u> .....	72
<u>Classification</u> .....	72
<u>Catalog Editions</u> .....	72
<u>Full-time Status</u> .....	73
<u>Class Load/Working Students</u> .....	73
<u>Changes to Students' Records</u> .....	73
<b><u>Academic Placement</u></b> .....	<b>73</b>
<u>Placement Tests</u> .....	74
<u>Honors Program</u> .....	75
<u>Learning Support</u> .....	77
<u>English as a Second Language</u> .....	79
<b><u>Registration Procedure</u></b> .....	<b>81</b>
<b><u>Drop/Withdrawal Policies</u></b> .....	<b>82</b>
<b><u>Standards for Academic Honesty</u></b> .....	<b>84</b>
<b><u>Academic Records</u></b> .....	<b>85</b>
<u>Grades</u> .....	85
<u>Requests for Official GPC Transcript</u> .....	85
<u>Confidentiality of Student Records</u> .....	85
<u>Grading System</u> .....	85
<u>Auditing Courses</u> .....	86
<u>Academic Grade Point Average</u> .....	87
<u>Dean's List</u> .....	88
<u>Grade Appeal Policy</u> .....	88
<u>Grade Appeal Procedure</u> .....	88
<u>Repeating Courses</u> .....	90
<u>Grade Forgiveness</u> .....	90
<u>Academic Renewal</u> .....	91

<b><u>Academic Status</u></b> .....	<b>91</b>
<u>Academic Warning</u> .....	91
<u>Academic Probation</u> .....	92
<u>Academic Exclusion</u> .....	92
<u>Returning from Academic Exclusion</u> .....	92
<u>Academic Exclusion Appeal Policy and Procedures</u> .....	92
<u>Readmission for Health Sciences</u> .....	92
<b><u>Regents' Test</u></b> .....	<b>92</b>
<b><u>Request for Transient Permission</u></b> .....	<b>93</b>
<b><u>Graduation</u></b> .....	<b>94</b>
<u>Graduation Requirements</u> .....	95
<u>Second Degree</u> .....	95
<u>Graduation with Honors</u> .....	96
<u>Catalog Editions</u> .....	96
<b><u>Transfer Admission Guarantee</u></b> .....	<b>96</b>

2012 - 2014  
Archived Copy

## ACADEMIC AFFAIRS

### General Information

#### Academic Year

The academic year is divided into two semesters that are each approximately 15 weeks long. Accelerated class terms that last approximately half the semester are offered during the 15-week semester on some campuses. The academic calendar for 2012-2014 is available on the GPC website. Students who meet published application deadlines may be accepted to enter Georgia Perimeter College at the beginning of any semester or session.

#### Summer Session

The summer session operates on an accelerated calendar. Multiple sessions may be offered within the semester, and students may register for a combination of sessions.

#### Half-Semester Classes

Some departments offer accelerated classes that meet for seven weeks during the fall and spring semesters. These classes cover the same material that is covered in the regular full-term 15-week classes in the fall and spring semesters.

#### Academic Credit Units

The unit of credit is the semester hour. A semester hour represents one hour of class meeting per week for one semester or its equivalent in other forms of instruction. Two or more hours of laboratory work are considered the equivalent of one semester hour. In the course description section of this catalog, the number of credit hours is listed beside the title of the course.

#### Classification

Students at Georgia Perimeter College are classified as freshmen or sophomores. A student who has completed fewer than 30 hours of college-level credit is classified as a freshman. Students are classified as sophomores when they have completed 30 hours of academic work.

#### Catalog Editions

Students will normally satisfy the curricular degree requirements of the catalog in effect at the time they enter Georgia Perimeter College, although revisions to the requirements may be required to provide effective programs. The term "curricular degree requirements" refers to the courses and grades required to earn the degree. (Changes in academic regulations affect all students, regardless of catalog edition. Examples of possible changes include the student discipline policy, procedures for removing incomplete grades, and appeal procedures.)

There are several instances, however, when students will be required to change catalog editions. This means students will be required to satisfy the curricular degree requirements of the catalog in effect when/if they

- officially change majors or



- re-enter the college after a period of one year in which they have earned no academic credit at Georgia Perimeter College.

Students may choose to satisfy the curricular degree requirements of the current catalog rather than the catalog in effect at the time they entered GPC. If they choose to do this, they must meet all the requirements of the current catalog; the curricular degree requirements of more than one catalog edition cannot be combined. A degree will be awarded only to students who have satisfied all the academic and administrative requirements of Georgia Perimeter College.

### **Full-time Status**

Students who enroll in 12 or more hours are considered full-time students. Students who wish to take more than 18 hours and who have demonstrated exceptional academic achievement may apply to the campus Academic Dean for approval for an overload. This approval must be granted before the completion of the registration process.

### **Class Load/Working Students**

Students who find it necessary to work in order to attend college are reminded that carrying a normal academic load of 12 or more hours is a full-time job. Some students may be able to work part-time and still do satisfactory work. It is strongly recommended that no full-time student work more than 20 hours per week. Students who do find it necessary to work more than this should not try to carry a full load of academic work. Those students who need financial assistance should contact the Financial Aid office to inquire about the various opportunities for financial aid.

### **Changes to Students' Records**

Applicants or currently enrolled students who desire to change their program of study (major), address, phone number, email address or other information should complete and submit the appropriate Data Change Form available at any campus Enrollment and Registration Services office. Documentation to support changes to student's records may be required.

## **Academic Placement**

The college makes every effort to determine the appropriate level of beginning instruction for each student by requiring that students take appropriate placement examinations in English, reading and mathematics. Placement examinations are given throughout the semester on all campuses. Students who have submitted an application for admission to the college will be emailed testing invitations indicating when they are eligible to take the examinations. After the assessment of strengths and weaknesses in English, reading, and mathematical skills, students are placed in the proper sequence of courses. Since entering freshmen may not need the same series of courses, their level of academic placement may vary.

Non-native speakers of English should take the ESL Placement Tests in English and reading. They may take the mathematics section of the placement examinations during the same testing session as the ESL Placement Test.

Students with physical disabilities who need special testing assistance should call the Center for Disability Services to discuss their needs.

## Placement Tests

### *English and Reading*

All entering students must take the English and reading sections of the COMPASS placement examination, except for the categories of students listed below:

- Non-native speakers of English
- Students with national SAT Reasoning Test - Critical Reading (formerly SAT I Verbal) scores of 480 or above or national ACT English score of 20 or above or GHGST-ELA score taken May 2010 or later of 260 or above within the last 7 years and who do not have a College Preparatory Curriculum (CPC) deficiency in English
- Students who have exited Learning Support English and reading at another University System of Georgia institution
- Students who have exempted Learning Support English and reading at another University System of Georgia institution within the last year
- Students who have passed (grade of "D" or better) a transferable course equivalent to ENGL 1101 at any University System of Georgia institution and who do not have a CPC deficiency in English
- Students who have earned a "C" or better in a transferable course equivalent to English 1101 at a non-University System of Georgia institution and who do not have a CPC deficiency in English
- Students who have begun but not exited Learning Support English or reading at another University System of Georgia institution within the last year and are not on Learning Support suspension from any USG institution
- Students who attended a SACS-COC accredited DTAE college and passed ENG 191 after January 2002, who met the minimum test score requirement for exemption from Developmental Studies at that college, and who do not have a CPC deficiency in English
- Students who attended a SACS-COC accredited DTAE college and successfully completed Developmental Studies, who met the minimum test score requirements for exit from Developmental Studies English and reading beginning January 2002, and who do not have a CPC deficiency in English
- Students who took a COMPASS or ASSET placement test in English and reading at a SACS-COC accredited DTAE college, who attended that college within the last year, and have those placement scores recorded on their transcripts

Students who have begun but not exited Learning Support English and reading within the last year must see an advisor to determine placement.

Students must exit or exempt through placement testing both Learning Support English and reading to enroll in English 1101 or to satisfy a CPC deficiency in English.

### *Mathematics*

All entering students must take the mathematics portion of the COMPASS examination to determine placement in mathematics, except for the categories of students listed below:

- Students who have exited Learning Support mathematics at another University System of Georgia institution

- Students with national SAT Reasoning Test mathematics score of 440 or above or national ACT math score of 18 or above within the last 7 years and who do not have a CPC deficiency in mathematics
- Students who have exempted Learning Support mathematics at another University System of Georgia institution within the last year
- Students who have passed (grade of "D" or better) a transferable mathematics course at any University System of Georgia institution and who do not have a CPC deficiency in mathematics
- Students who have earned a "C" or better in a transferable mathematics course at a non-University System of Georgia institution and who do not have a CPC deficiency in mathematics
- Students who have begun but not exited Learning Support mathematics at another University System of Georgia institution within the last year and are not on Learning Support suspension from any USG institution
- Students who attended a SACS-COC accredited DTAE college and passed MAT 190, 191, or 194 after January 2002, who met the minimum test score requirement for exemption from Developmental Studies mathematics at that college, and who do not have a CPC deficiency in mathematics
- Students who attended a SACS-COC accredited DTAE college and successfully completed Developmental Studies mathematics, who met the minimum test score requirements for exit from Developmental Studies mathematics beginning January 2002, and who do not have a CPC deficiency in mathematics;
- Students who took a COMPASS or ASSET placement test in mathematics at a SACS-COC accredited DTAE college, who attended that college within the last year, and have those placement scores recorded on their transcripts

Students who have begun but not exited Learning Support mathematics within the last year must see an advisor to determine placement.

### **Honors Program**

The Honors Program is an academic and student services program for students in all programs of study who have demonstrated outstanding achievement and motivation. The program offers intellectually challenging courses taught by dedicated faculty, interaction with other students, and opportunities for recognition and service. The purpose of the program is to encourage students to achieve excellence in all areas of their experience at Georgia Perimeter College. The Honors Program fosters in its students a lifelong commitment to intellectual inquiry through their engagement with the academic community and society at large. The Honors Program seeks to promote the academic and personal growth of outstanding students at Georgia Perimeter College, helping to prepare them for leadership roles in careers of their choice.

As members of this unique learning community, students will engage in a stimulating Honors curriculum focusing on interdisciplinary investigation and independent research, further enhanced by the emphasis on small classes and seminars. Outside the classroom, Honors students benefit from a wide variety of Honors activities and programs.

### ***Eligibility***

Students with a demonstrated history of excelling academically are encouraged to participate in

the Honors Program. Students who do not meet the criteria below may become eligible based on the quality of their work done at Georgia Perimeter College. Entering freshmen with a high school GPA of 3.50 or a composite national SAT score of 1800, a verbal score of 650, or a math score of 620 are invited to participate in the program. A national ACT composite score of 26, a national ACT English score of 29, or a national ACT mathematics score of 27 also qualifies a student for the Honors Program.

Others who are eligible include: National Merit semi-finalists, students who have earned an International Baccalaureate diploma, students eligible for Phi Theta Kappa, transfer students who have earned a minimum of nine credit hours with a GPA of 3.50, and students recommended by Georgia Perimeter College faculty and who have been approved by the Honors Program Campus Coordinators.

- Students at GPC who are not eligible to participate in the Honors Program when they first enroll may become eligible by earning a minimum of nine (9) credit hours with a GPA of 3.50.
- Students who transfer to GPC and have met the criteria listed above are eligible to apply to the Honors Program. Transfer students who have earned a minimum of nine (9) credit hours with a GPA of 3.50 are welcome to apply to the Honors Program.

Students in the Honors Program who receive an academic warning will be excluded from the program. Written permission from the Honors Program Coordinator will be necessary for such students to re-enter the program.

To earn an Honors Program Certificate, the student must have completed at least 45 semester hours of college credit work with a cumulative GPA of 3.30. Of these 45 semester hours, 15 must have been earned in Honors courses in which the student received a grade of "B" or higher.

To earn an Honors Program Diploma (an Associate of Arts degree or Associate of Science degree from the Honors Program of GPC), students must have completed all the requirements for the program of study with a cumulative GPA of 3.50. Of these required semester hours, 30 must have been earned in Honors courses in which the student received a grade of "B" or higher, and the cumulative GPA for these Honors courses must be 3.30 or higher. As part of their Honors curriculum, students must complete Honors courses in the following areas:

- 2 courses in English
- 1 course in Fine Arts/Humanities
- 2 courses in the Social Sciences
- 1 course in Mathematics, Science, or Economics\*

Students in some disciplines may also earn Honors Program distinction in their major or Departmental Honors. This opportunity exists in many areas, including Business, Psychology, History and English. To earn this special recognition, students must fulfill all of the requirements for an Honors Program diploma and must complete as part of their course work a minimum of 9 credit hours in Honors courses that satisfy their major requirements in Area F. The cumulative GPA for these Area F Honors courses must be a 3.50 or higher.\*\*

- \* Students majoring in mathematics or science may fulfill this option by taking two calculus courses or by completing a two-course science sequence required for earning a degree in that major.
- \*\* Two classes (6-8 credit hours) taken abroad may substitute for one Honors course required for the Honors Program diploma or certificate. Only one such substitution will be allowed for the Honors Program certificate. Two courses required for the Honors Program diploma may be replaced by four courses taken abroad (12-16 credit hours).

Honors courses are offered in the following subject areas:

Accounting	English Composition	Music
Anthropology	Film	Philosophy
Art	Geography	Political Science
Astronomy	Geology	Psychology
Business	History	Religion
Communication	Literature	Sociology
Economics	Mathematics	Theatre

The Honors Program has a number of Articulation Agreements with private and public four-year institutions to provide guaranteed transfer scholarships and admission to their Honors Programs for students who graduate from GPC and have earned an Honors Program certificate. Information about these Articulation Agreements, as well as other benefits, can be found on the Honors Program website or in the campus offices of the Honors Program.

### **Learning Support**

Students who need a wide variety of Learning Support courses may be admitted to the college, provided they meet the minimum criteria for admissions based on placement test scores as established by the University System of Georgia. Though many students qualify to enroll in credit courses along with Learning Support courses, others need a broad spectrum of Learning Support instruction and counseling to prepare them before they enroll in regular college-level course work.

#### ***Advisement***

The Learning Support 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 counseling are provided to speed the students' progress toward enrollment in college credit courses.

#### ***Registration***

During each semester of enrollment, a Learning Support student must first register for all required Learning Support courses before being allowed to register for other classes. This requirement applies to full-time and part-time students.

#### ***Prerequisites for College-Level Classes***

Students must exit or exempt Learning Support reading as a prerequisite for social, natural, and physical science courses; students must exit or exempt Learning Support English and reading as

prerequisites for college-level English. Students must exit or exempt Learning Support mathematics as a prerequisite for physics and chemistry. Any science course with a prerequisite of college-level mathematics would also require exit or exemption from Learning Support mathematics. For specific course prerequisites, check the course descriptions.

### ***30-Hour Rule***

Students must be enrolled in required Learning Support courses before being allowed to take college-level coursework, and students may not accumulate more than 30 GPA hours of college-level credit before completing all Learning Support requirements.

Transfer students may earn up to 30 additional GPA hours of college-level credit beyond college credit transferred to GPC before being required to take Learning Support courses only.

### ***Withdrawal from Learning Support Courses***

Students with Learning Support requirements who are enrolled in both Learning Support courses and college-level credit courses may not withdraw from the required Learning Support courses with a "W" unless they also withdraw from all college-level credit courses.

### ***Exiting Learning Support***

To exit Learning Support, students must exempt or earn a "C" or better in ENGL 0099, READ 0098, and MATH 0098 and pass all appropriate exit criteria for these courses. Any Learning Support student who does not earn a "C" or better in a required Learning Support course or who does not pass all appropriate exit criteria must repeat that course.

### ***Attempts***

Students may take a maximum of three semesters in mathematics, two semesters in English and two semesters in reading. The only grade that does not count as an attempt in a Learning Support course is "W."

### ***Learning Support Suspension***

Students who do not complete a Learning Support area (English, reading, or mathematics) in the maximum number attempts allowed in that area will be suspended from Georgia Perimeter College and all University System institutions for one year. Attempts are cumulative within the Regents System.

### ***Readmission from Learning Support Suspension***

Students admitted to GPC after completing a one-year suspension from any University System of Georgia institution will be retested for placement in any unsatisfied Learning Support area and placed without a Learning Support requirement if they meet the institutional criteria for exemption. Students who do not exempt on the retest may be admitted to GPC for up to three additional attempts in mathematics, two in English, and two in reading. Students admitted under this provision are subject to the 30-hour limit on college-level coursework and may not take credit work if they have earned 30 credit hours during their previous period(s) of enrollment.

Students who are suspended from the institution and who attend a SACS-COC TCSG institution may be readmitted and satisfied of their Learning Support requirement based on exiting or

exempting Learning Support at the technical school they attended. This can be done prior to the end of the one year suspension.

Students suspended from the institution without completing Learning Support requirements who do not attend a SACS-COC TCSG institution may be exempted from their Learning Support requirements through transfer of course credit if they are eligible for transfer admission under the institution's regular transfer admission policies with college credit in the area(s) of suspension. (Note: Transfer students must have 30 hours of college-level transfer credit.) Students are eligible to be readmitted prior to the end of the one-year suspension with transfer credit of a "C" or better in ENGL 1101 or equivalent for English and reading or a college level mathematics course dependent on the area(s) of suspension. However, students admitted without 30 hours of total college-level transfer credit must take the placement test again.

### **English as a Second Language**

Students whose native language is not English must show proficiency in English before being admitted to the college as instructed by the Office of International Student Admissions and Advising. 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 Perimeter College will be given the ESL Placement Test before advisement and registration. The score on this test will be used to determine appropriate placement into ENSL or English courses.

#### ***Criteria for Determining ESL Placement***

All entering students who are non-native speakers of English must take the ESL sections of the Compass placement examination and the ESL placement writing sample, except for the categories of students listed below:

- Students with national SAT I verbal scores of 480 or above or national ACT English score of 20 or above or GHGST-ELA score taken May 2010 or later of 260 or above and who do not have a College Preparatory Curriculum (CPC) deficiency in English
- Students who have a TOEFL score of 550 paper or 79 iBT or better who are not CPC deficient in English
- Students who have passed (grade of "D" or better) a transferable course equivalent to ENGL 110 at any University System of Georgia institution and who do not have a CPC deficiency in English
- Students who have earned a "C" or better in a transferable course equivalent to English 1101 at a non-University System of Georgia institution and who do not have a CPC deficiency in English

#### ***English as a Second Language (ESL) Program***

The English as a Second Language program provides instruction 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 Perimeter College. ESL courses are available on the Clarkston and Dunwoody campuses. The following is a list of the courses that are offered in the ESL program:

ENSL 0071

Applied Grammar I

3 hours

ENSL 0072	Academic Communication Skills I	3 hours
ENSL 0073	Academic Reading I	3 hours
ENSL 0081	Applied Grammar II	3 hours
ENSL 0082	Academic Communication Skills II	3 hours
ENSL 0083	Academic Reading II	3 hours
ENSL 0091	Applied Grammar III	3 hours
ENSL 0093	Academic Reading III	3 hours

### ***Prerequisites for College-Level Classes***

Students who are enrolled in ENSL courses are restricted as to which other courses they may take while taking ENSL courses. Students should consult this catalog to determine course prerequisites. Students who take courses that violate the prerequisite requirements can be withdrawn from those courses at anytime in the semester with loss of their tuition and credit hours. This may adversely affect their full-time status. In addition, students are subject to the student disciplinary procedures as described in the Student Handbook for knowingly violating course prerequisites.

### ***Registration***

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

### ***30-Hour Rule***

Students in the ESL program may not accumulate more than 30 hours of college-level credit before completing all ESL and Learning Support mathematics requirements. Any ESL student who accumulates 30 hours of college-level credit and has not successfully completed all ESL and Learning Support mathematics requirements is permitted to enroll only in ESL courses or only in Learning Support mathematics courses until the student has completed all requirements.

### ***Transfer***

Any ESL student who transfers credit hours to Georgia Perimeter College and who is required to take ESL courses or Learning Support mathematics courses may earn up to 30 additional hours of college-level credit. After earning 30 additional hours at Georgia Perimeter College without meeting ESL program requirements and Learning Support mathematics requirements, the student may enroll only in ESL courses or in Learning Support mathematics courses.

### ***Withdrawal from ESL Courses***

Any ESL student who is enrolled only in ESL or Learning Support mathematics courses may withdraw from one or more of these courses. Students with F-1 visas, however, are required to take at least 12 credit hours per semester and must see the International Student Adviser before withdrawing from any course. Any ESL student who is enrolled in both ESL/Learning Support mathematics and college-level courses and withdraws or is withdrawn from any ESL or Learning Support course before mid-term will also be withdrawn from all college-level courses. A student should consult the Office of Financial Aid prior to any student initiated withdrawal to understand the financial outcomes.



### ***Academic Progress and Readmission***

Any ESL student who does not earn a grade of "C" or higher in an individual ESL course (ENSL 0071, 0072, 0073, 0081, 0082, 0083, 0091, or 0093) in a maximum of three attempts in the same course is suspended from Georgia Perimeter College for one year and is not permitted to take any courses. After three failed attempts to pass the same course, a student will be excluded from the institution and will have one of two options below for readmission.

#### **Option I**

Readmission with Placement Testing: ESL students excluded from GPC may be readmitted after completing one full year of exclusion. Students must re-test on the ESL placement test and may be required to repeat courses or take lower level courses than those they were taking before the exclusion.

#### **Option II**

Readmission without Placement Testing: ESL students excluded from GPC may be readmitted without placement testing and without a designated time frame if they have all of the following:

- Transfer credit for English 1101 from a regionally accredited college or university, including SACS-COC (Commission on Colleges) accredited technical institutions. and
- 30 semester hours (or quarter hours equivalent) of acceptable college level credit from a regionally accredited college or university, including SACS-COC accredited technical institutions.

### ***Exiting from ESL***

To exit the ESL program, students must be exempt from or have earned a "C" or better in all required ENSL courses. Any ESL student who does not earn a "C" or better in a required ENSL course must repeat that course.

## **Registration Procedure**

Registration for classes is held prior to the beginning of each semester or term. Registration dates, times, procedures, and deadlines for fee payment are published on the college website. Students are not officially registered for classes until all fees are paid. Prior to registration, continuing/returning students are encouraged to contact an academic advisor for assistance in selection of coursework that will lead to completion of their chosen degree. After advisement, students will register using the online Web registration system. Any student who registers for a course section for which he/she is ineligible will be dropped from the course unless the student has received special permission to take the course.

### **Course Schedule Changes**

Students may make changes in class schedules during registration periods published on the college website. Students who do not need an advisor's assistance may make changes using the online Web registration system. Students who need an academic advisor's assistance should see the advisor prior to making any changes.

## Attendance

Students are responsible for regular and punctual attendance at all classes, laboratories and examinations as scheduled and in accordance with the class attendance policy of the instructor. Students who do not plan to attend a class that they register for are responsible to make these changes to their registration during published registration times. All class attendance policies are on file with the appropriate department chair and are part of the course syllabus.

## Drop/Withdrawal Policies

### Course Drops

- **Schedule Adjustment**  
After final registration, students may make changes to their schedules during the schedule adjustment period. Students may add classes to or drop classes from their registration. Tuition and fees are not assessed and final grades are not given for dropped classes. Students may view the schedule adjustment dates on the Academic Calendar.
- **Drop for Non-Attendance (No Show)**  
Students shall be reported for non-attendance, also referred to as "No Show," when they never attend an on-campus class or never log-in for an online class during the first full week of classes. Students who do not drop a class during the schedule adjustment period and are reported for non-attendance will be automatically dropped from that course. Neither the course(s) nor any grade(s) will appear on the student's permanent record. Students reported for non-attendance in a required Learning Support or English as a Second Language course will be withdrawn from all collegiate level (1000 or 2000-level) courses in which that student is concurrently enrolled (except HEDS 1011 and activity PE classes) and the grades will be recorded as a "W." Students who fail to attend a science class (BIOL, CHEM, PHYS) with a corresponding co-requisite class will be withdrawn from the co-requisite class with a grade of "W." There will be no reinstatements for students who do not attend class during the "No Show" period.

### Course Withdrawals

Georgia Perimeter College encourages students to complete all courses in which they enroll in order to achieve their educational goals. If a student is contemplating withdrawal from one or all courses in a given semester, the first action should always be to talk to a faculty member, department head, or advisor. Alternative solutions may be found in order to avoid the unfortunate decision to withdraw.

If all other options have been exhausted, withdrawal is available as a last resort. Two types of withdrawal processes are described below. The first is for students who are withdrawing from individual courses. The second is for students who are withdrawing from the college as a whole.

Students who reduce their course load may be jeopardizing their financial aid status and must always consult with the Financial Aid office before making any withdrawal decisions. Due to the federal withdrawal calculation, a student could owe money to the Department of Education, Georgia Perimeter College, or to a lending agency/guarantor.

Students enrolled in required Learning Support, (courses numbered below 1000) or English as a Second Language (those beginning with ENSL prefix) courses have additional considerations described below that may be affected by withdrawal decisions.

### **Student Initiated Withdrawals**

***The responsibility for withdrawal from courses rests with the student.*** Instructors will not withdraw students except as outlined under the Automatic Withdrawal section of the policy. Students who stop attending a course without formally requesting to withdraw are subject to their instructors' published attendance policies as stated in the course syllabus. In most cases, this will result in receiving an "F" for the course. In order to avoid grade reductions or failures, students must follow the procedures specified below:

- Consult the official Academic Calendar for the current year to determine whether the withdrawal date is before or after the midpoint of the course.
- Confer with an Academic and Financial Aid Advisor to help determine if a withdrawal is appropriate.
- If a decision to withdraw is made, the student should log into the Student Information System (SIS) to begin the official request for a Withdrawal.
- Students are required to read and accept the Advising, Counseling and Retention Services (ACRS) Agreement explaining their rights, responsibilities and consequences of submitting a Withdrawal request.
- Students are required to read and accept the Financial Aid Agreement explaining their rights, responsibilities and consequences of submitting a Withdrawal request.

#### ***Prior to midpoint of course***

- Students who officially withdraw from collegiate level (1000 or 2000-level) courses receive a grade of "W."
- Students taking only Learning Support or English as a Second Language courses who officially withdraw receive a grade of "W."
- Students taking a mixture of both required Learning Support or English as a Second Language courses and collegiate-level courses will not be allowed to withdraw from any Learning Support or English as a Second Language course unless they also withdraw from all collegiate level courses.

#### ***After midpoint of course***

Students who withdraw after the mid-point have until seven days prior to the end of the semester to submit a Withdrawal Request via the Student Information System (SIS) to earn a grade of "WF." During the last seven days, no withdrawal requests will be accepted for processing. There are circumstances whereby a student can petition for a hardship withdrawal.

### **Withdrawal from All Courses**

Students withdrawing from all courses for which they are registered are considered to be withdrawn from the college for that semester. Students' records remain active for three consecutive semesters until their status is considered "inactive." Students considering withdrawing from the college should confer with an advisor. If a decision to withdraw is made, a Withdrawal Request must be completed in the Student Information System (SIS). Course withdrawal policies are also applicable to college withdrawals.

## Instructor Initiated Withdrawals

GPC no longer recognizes the practice formerly known as “Instructor-Initiated Withdrawals,” except for automatic withdrawals resulting from co- and pre-requisite violations in Learning Support, English as a Second Language courses, and Drops for Non-Attendance (No Show).

## Automatic Withdrawals

- Learning Support courses
- English as a Second Language courses
- Science co-requisites (withdrawal from either lecture or lab will necessitate automatic withdrawal from the co-requisite in BIOL, CHEM, PHYS.)

Students enrolled in both required Learning Support courses (those numbered below 1000) or English as a Second Language courses (those beginning with ENSL prefix) AND collegiate level (1000 or 2000-level) courses must adhere to published attendance policies for Learning Support and/or English as a Second Language courses in order to remain enrolled in their collegiate level courses. Any student who violates the published attendance policy of a required Learning Support course in English or reading or English as a Second Language course before midterm will be automatically withdrawn with a grade of “W” from that course, along with all collegiate level (1000 or 2000-level) courses in which that student is concurrently enrolled.

## Students Attending on Student Visas

A student attending GPC on an F-1 (student) Visa Status may not withdraw from any class unless (a) the student will still remain registered full-time (12 credit hours) for courses following the withdrawal, or (b) the student receives permission from an advisor in the International Student Admissions and Advising office.

## Military Withdrawals

Students who are called to active military duty during a term may be withdrawn from all courses with a 100% refund. Students in this situation must submit a copy of their orders indicating activation along with the Withdrawal request in the Student Information System (SIS). These students may return to the college with no penalty.

## Standards for Academic Honesty

In accordance with policies and procedures regarding Academic Honesty, cheating and plagiarism are unacceptable in attempting to fulfill academic assignments. (See the Student Guidebook for definitions and examples, procedures followed as a consequence of cheating or plagiarism, and possible disciplinary actions.) The college has established this policy to ensure due process in such cases.

State and federal laws involving computer fraud, software piracy, etc., as well as institutional policy, govern the use of the college’s computer systems. (See the Student Guidebook for a full explanation of these standards.) Special regulations are listed in the Student Handbook as these relate to usage of the Internet other than in support of research and educational objectives.

## Academic Records

### Grades

At the close of the semester, students are responsible for viewing their final grades online through the Student Information and Registration System on the college website.

### Request for Official Georgia Perimeter College Transcript

Upon written request, an official Georgia Perimeter College transcript is available to the student as required by the Family Education Rights and Privacy Act (FERPA) regulations. Instructions are available on the GPC transcript page or in the Enrollment and Registration Services office.

### Confidentiality of Student Records

See Family Education Rights and Privacy Act (FERPA) in the Student Affairs section of this Catalog.

### Grading System

The grading system used at Georgia Perimeter College is as follows:

<b>A</b>	90-100	Excellent
<b>B</b>	80-89	Good
<b>C</b>	70-79	Average
	A grade of "C" is the minimum grade required for certain courses, as specified in the programs of study and Course Descriptions section of this catalog.	
<b>D</b>	60-69	Poor
	A grade of "D," while giving hours credit, will not apply toward the degree in courses requiring a "C" or better.	
<b>F</b>	Below 60	Failure
<b>WF</b>	Withdrawal/Failing	
	"WF" indicates that the student withdrew from the course while doing unsatisfactory work. (See Course Withdrawal in this section of the Catalog.) No credit toward graduation is given for a course in which a grade of "F" or "WF" is received.	

**Special Note:** All grades issued to Dual Enrollment students will be recorded as letter grades based on the college grading system. College instructors will not issue numerical grades. For the grading system for Nursing and for Dental Hygiene, please refer to the departments.

The following symbols are used in the cases indicated, but will not be included in the determination of the cumulative grade point average:

<b>W</b>	Withdrawal
	This symbol indicates that a student was permitted to withdraw from the course without penalty.

- WM** Military Withdrawal - No grade
- IP** In Progress  
This symbol applies to Learning Support and under certain circumstances is assigned in lieu of grades below "C."
- I** Incomplete  
This symbol indicates the student has satisfactorily completed a substantial portion of the course work, but for non-academic reasons beyond the student's control, the student has not been able to complete some specific part or amount of the work required (for example, the final examination). An "I" not satisfactorily removed by the end of the following semester will automatically be changed to an "F." The time allowed for completing work may be extended to a maximum of 12 months when circumstances prevent the student from completing the work during the following semester. To obtain an "I," the student and his or her instructor must complete the Petition for "I," which will include a description of the work to be completed and the completion date. Copies of the Petition for "I" will be filed with the instructor and the appropriate department chair. Learning Support students may not receive an "I" in any required Learning Support course.
- S** Satisfactory
- U** Unsatisfactory  
These symbols ("S" and "U") are not used except for certain courses in the technical programs and other special credits where a grade point average is not computed, such as credits by examination.
- K** This symbol indicates credit granted by examination.
- NR** No Grade  
This symbol is used when no grade is submitted.
- A** Audit  
No credit is given to a student who audits a course. (See Auditing Courses.)
- RGTR and RGTE courses only:**
- S** Pass Regents' Test
- U** Unsatisfactory

### Auditing Courses

College-level students may choose to register for a class for an audit grade. Audit is a grade status selected at the time of course registration. An auditor of a course must meet all admissions requirements and be officially accepted to the college. A student's placement must be college-level to audit a Learning Support course. By registering as an auditor and paying fees and non-resident fees (if applicable), a student is permitted to audit a course and attend classes without meeting all requirements of the course and without receiving credit. Exceptions to this policy are

clinical courses, certain laboratory courses, and supervised work experience. A student is not permitted to change from audit to credit or from credit to audit after the add/drop period. (Note: Students auditing Learning Support courses may be withdrawn for excessive absences. When college-level students audit a Learning Support course, the course is counted as an attempt in that Learning Support area.)

### Academic Grade Point Average

Determinations of scholastic standing are generally based upon a cumulative academic grade point average (GPA), which appears on each student's permanent record. This average is computed by multiplying the credit hours assigned a course by the grade points earned. The sum of grade points divided by the total number of credit hours attempted at Georgia Perimeter College produces the cumulative academic grade point average. Credits earned in Learning Support and ESL courses, credits earned at other institutions, credit by examination and other courses where symbols such as "S" or "K" are assigned are not used in calculating the cumulative academic GPA. However, these credits are used to determine Financial Aid and HOPE eligibility.

#### How to calculate term GPA

Use the following steps to calculate a term GPA:

1. Multiply the number of credit hours for the course by the number of grade points for the corresponding letter grade to get the number of quality points for the course.

(Credit hours  $\times$  Grade Points = Quality Points)

Repeat this for each course in the term.

Grade	Grade Points
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
WF (Withdrawal Fail)	0.0

**Note:** Courses with any other letter grade (W, V, etc.) or grades followed by % (Learning Support, ESL, Regents Prep), \$ (Transfer Credit), and # (Academic Renewal) are not used in the GPA calculation.

2. Total the credit hours for each course used in the GPA calculation.
3. Total the quality points for each course used in the GPA calculation.
4. Divide the total quality points by the total credit hours to obtain the GPA.  
(Term Quality Points  $\div$  Term Credit Hours = Term GPA)

**EXAMPLE**

Course	Letter Grade	Credit Hours	Grade Points	Term Quality Points
ENGL 1101	B	3	× 3	= 9
MATH 0098	C%	0	× 0	= 0 (not used)
PSYC 1501	C	3	× 2	= 6
COMM 1201	A	3	× 4	= 12
PHED 1063	W	0	× 0	= 0 (not used)
Totals		9		27
<b>GPA <math>27 \div 9 = 3.00</math></b>				

**How to calculate cumulative GPA**

To calculate a cumulative GPA, divide the total number of quality points earned by the total number of credit hours using the guidelines in item #1 above.  
 (Total Quality Points ÷ Total Credit Hours = Cumulative GPA)

**Dean's List**

At the end of each semester, students who have achieved a grade point average of 3.5 or better while carrying an academic load of nine semester credit hours or more of courses numbered 1000 or higher will be placed on the Dean's List.

**Grade Appeal Policy**

Georgia Perimeter College shall provide students with a timely process of appealing grades that they believe were incorrectly determined. In cases where a student is appealing a grade on the basis of alleged discrimination, the student must elect between the College Grade Appeal procedure and the Student Discrimination Grievance Procedures, but cannot use both for the same grade appeal. (See *Student Discrimination Grievance, Georgia Perimeter College Policy Manual, Section 401.02* )

**Grade Appeal Procedure**

The Grade Appeal Procedure is the method by which a student may challenge a grade issued by an instructor at Georgia Perimeter College. The following procedure is required:

1. The student must contact the instructor after the grade is issued to discuss a change in the grade. This contact should occur as soon as possible, but no later than the second week of the term following receipt of the disputed grade. If a student is unable to contact the instructor, the appropriate department chair should be asked for assistance. Under extenuating circumstances and with supporting documentation, exceptions may be made by the Academic Dean.
2. If the student disputes the instructor's decision, the student may then initiate the appeal process by obtaining a Student Grade Appeal Statement Form from the appropriate department chair. The student must complete this form according to the directions and provide the necessary documentation and pertinent information. The student should return the complete packet to the department chair within one week.



3. Upon receipt of the student's request for a Grade Appeal Form, the department chair will have the instructor complete the Instructor Grade Appeal Statement Form. This form must be returned to the department chair within one week of notification.
4. The department chair will render a decision regarding the grade appeal. Prior to making a decision, the department chair may schedule a meeting with the student and/or the instructor. After making a decision, the department chair will notify in writing both the instructor and the student.
5. Either the instructor or the student may appeal the decision of the department chair. This appeal must be made in writing, directed to the Academic Dean and delivered within five working days from the receipt of the department chair's decision.
6. The Academic Dean will determine the validity of the grade appeal. If the Academic Dean rules that the issue is not a valid grade appeal issue, the appeal goes no further. If the Academic Dean rules that the issue is valid, then the grade appeal procedure will continue according to the following steps. The decision of the Academic Dean regarding continuation of the grade appeal procedure is final.
7. The Academic Dean shall appoint a Grade Appeal Committee comprised of:
 

*Voting Members (five members)*

  - A committee chairperson appointed by the Academic Dean.
  - The Campus Dean of Student Services or his/her designee.
  - A faculty member appointed by the department chair to represent the department/discipline involved in the appeal.
  - A faculty member appointed by the Academic Dean. This person should be from an academic division/discipline other than the division/discipline in which the appeal is made. The selection will be from a pool of faculty, each member elected by and representing a department on campus.
  - A student representative from the Campus Student Government Association. (Note: If the appealing party holds an SGA office, then the committee member will be from a campus other than the one on which the appealing party holds office.)

*Non-Voting Members (two members)*

  - The student making or involved in the appeal may choose someone (faculty/staff) from the college to represent him or her on the Grade Appeal Committee.
  - The faculty making or involved in the appeal may choose someone (faculty/staff) from the college to represent him or her on the Grade Appeal Committee.
8. Recognizing that the Grade Appeal Committee is an in-house procedure, and not a court of law, no legal counsel or any other person may be present besides the student, the instructor, and appointed members of the committee. Exceptions to this would be granted by the Academic Dean and only for the following reasons: (1) students with disabilities requiring some highly extraordinary assistance that could not be routinely provided by the chair or another member of the committee and (2) a student whose first language is not English and whose English is not sufficiently fluent so as to allow him/her to represent himself/herself adequately at a committee hearing. In these cases, the appointment will be left to the discretion of the Academic Dean.
9. After receiving the student's or the instructor's written appeal, the Academic Dean will schedule a meeting of the Grade Appeal Committee. It is the intent of the college to process all grade appeals in a timely manner. Grade appeals will be processed no later than the end of the term in which the appeal was filed.

- The committee examines written materials presented by both the student and the instructor. The voting committee members will also discuss the case with both the instructor and the student. During this discussion, the non-voting committee members will advise and consult with the individual they represent. The committee may call other witnesses. The student and instructor have the right to be present at all meetings where evidence is presented. The committee chair will be responsible for recording the session.
  - The voting committee members will meet privately to confer and arrive at a decision. Every effort should be made to reach a consensus finding. If not, then a private ballot shall be taken with the chair of the committee voting only in the event of a tie vote. This decision is reported to the Academic Dean who presents the findings and the decision to the student, instructor and department chair. The Academic Dean will implement the decision of the Grade Appeal Committee unless one of the parties wishes to appeal the grade appeal procedure.
  - The committee maintains and forwards informal minutes of all proceedings to the Academic Dean. These shall be available to the Academic Discipline Dean, the Vice President for Academic Affairs and the President.
10. If the parties are not satisfied with the procedure followed by the Grade Appeal Committee, they may appeal, in writing, within 5 working days to the Vice President for Academic Affairs. The Vice President for Academic Affairs will determine if the grade appeal procedure was followed appropriately. The Vice President for Academic Affairs may at his/her discretion return the grade appeal to the committee for further consideration. The decision of the Vice President is final.

### **Repeating Courses**

If a student repeats a course, both grades count toward the GPA and both appear on the transcript, even though the course can be counted for credit only once. The grade received on the final attempt will be used for the purpose of graduation requirements.

### **Grade Forgiveness Policy**

Students who have retaken courses and earned a higher grade may request to have the first recorded grade excluded from their institutional grade point average (GPA). Excluded grades will still appear on the official transcript.

This policy does not supersede financial aid policies for Satisfactory Academic Progress or other GPA requirements set by federal or state laws or regulations or transfer institutions. Such policies and laws use a different GPA calculation which is unaffected by this policy.

This policy applies to courses where the retaken course was attempted in the Fall Semester 2011 or thereafter. Students who have repeated courses prior to this term will not be allowed to exclude earlier attempts.

Students requesting to have a grade excluded from their Georgia Perimeter College (GPC) GPA must submit a Grade Forgiveness Request available in the campus Enrollment & Registration Services office. Approval of the request is subject to the following conditions:

- A student must have retaken the same course (or the renumbered substitute for that course) at Georgia Perimeter College (GPC) and earned a higher grade.

- No more than a total of four course grades (from four different courses) may be forgiven and excluded from the student's GPA.
- Requests must be submitted prior to the first day of the term of graduation.
- Once a request has been approved the request will not be revoked or reversed.
- A student may only exclude the first grade earned in a course. For example, if a student takes a course three times, the student may use the second or third grade to exclude the first grade. The student may not use the third grade to exclude the second grade.
- Only grades that are included in a student's GPA calculation may be replaced. For example, grades of W, S, and U cannot be replaced.
- The original grade was not assigned as a result of a violation of the Academic Honesty policy.

Students requesting grade forgiveness must be pursuing a degree at GPC. This policy does not apply to transient students, special students, or dual enrollment students. (See Policy 121 Grade Forgiveness in the college Policy Manual.)

### **Academic Renewal**

University System of Georgia policy (USG Academic Affairs Handbook, Section 2.5.4) allows degree-seeking students who have experienced academic difficulty to make a fresh start and have one final opportunity to earn an associate degree at Georgia Perimeter College after an absence of five calendar years.

The granting of academic renewal does not supersede financial aid policies regarding Satisfactory Academic Progress nor does it supersede the admissions requirements of certain programs, for example, Dental Hygiene and Nursing, which require a specific minimum grade point average based upon all coursework.

Students seeking Academic Renewal should contact their Campus Registrar for additional information.

### **Academic Status**

Students attending Georgia Perimeter College are expected to meet certain academic standards. These standards stress the importance of successful performance by students to maintain an academic status of good standing at the college. Students are considered to be in good standing if they are not on academic warning, academic probation or academic exclusion. Students who hold office in any college club or organization or who participate in athletics must be in good academic standing. Students can check their academic status through the Student Information & Registration System at the end of each semester.

### **Academic Warning**

Students who have failed to achieve a term grade point average of 2.0 or better shall be given an academic warning and alerted that further deterioration in academic performance may lead to probation. Students should see an advisor to implement a plan for improvement.

### **Academic Probation**

Students are placed on academic probation if (1) they are on academic warning and their cumulative grade point average is less than 1.75 or (2) if they pass no collegiate-level course work and have one or more "F" or "WF" during a term and their cumulative grade point average is less than 1.75. Students on academic probation should see an advisor to plan for improvement and should take a reduced academic load. Students remain on probation until they earn a cumulative grade point average of 1.75 or better.

### **Academic Exclusion**

Students on probation shall be excluded if the cumulative grade point average is less than 1.75 and the term grade average is less than 2.0. Students on academic exclusion for the first and second time can appeal the exclusion.

### **Returning from Academic Exclusion**

For the first exclusion, students will be eligible to request to return after one semester. After the second exclusion, students will be eligible to return after one calendar year and reapplication to the college will be required.

### **Academic Exclusion Appeals**

Students on academic exclusion for the first and second time may appeal the exclusion as follows:

- Upon notification of the exclusion to their GPC student email account at the end of the term: ON-CAMPUS Students: Visit a campus Advising, Counseling, and Retention Services (ACRS) office to complete and submit an Academic Exclusion Appeal form. ONLINE ONLY Students: Access the 'Request for Assistance' web form at [www.gpc.edu/online/assistanceform.htm](http://www.gpc.edu/online/assistanceform.htm) to begin the appeal process. Complete the form (including your GPC student email address) and indicate that you are requesting an Academic Exclusion Appeal.
- Students will receive additional information at the time they submit their appeal regarding the Appeal Committee process.

### **Readmission for Health Sciences**

Students should see the Program of Study section of this Catalog for information on readmission to the Dental Hygiene and Nursing programs.

### **Regents' Test**

Once a student has passed ENGL 1101 and ENGL 1102, he or she will be considered exempt from taking the Regents' Test.

### **Other Exemptions**

Students will be considered to have fulfilled the reading comprehension requirement of the Regents' Test if they have:

- SAT-I Verbal scores of at least 510

- ACT Reading scores of at least 23  
(Scores must be from a national administration of these tests.)

Students will be considered as having fulfilled the essay requirement of the Regents' Test if they have:

- AP English scores of at least 3
- IB higher level English scores of at least 4
- SAT-II English Writing scores of at least 650
- SAT I Writing scores of at least 560
- SAT Reasoning, Writing Section Test: 500 for students who also have at least 510 on the SAT Reasoning, Critical Reading Section.
- ACT Combined English/Writing test: 22 for students who also have at least 23 on the ACT Reading Test.

(Scores must be from a national administration of these tests.)

## Requests for Transient Permission

Students currently enrolled in classes at Georgia Perimeter College who have a cumulative grade point average on record may request permission to take courses at another institution. Students can pick up a Request for Transient Permission form from the Enrollment and Registration Services office at each location. All requests must be approved by the campus Registrar.

Students need to understand that grades obtained in the courses taken at another institution will not be calculated into the cumulative grade point average (GPA) at Georgia Perimeter College that is used toward graduation.

Transient permission to another institution will only be granted for one semester/term. Subsequent semesters/terms must be requested separately with a new Request for Transient Permission form.

Any student who has signed a TAG agreement is not eligible to be a transient student within their last 30 credit hours of transfer to their TAG institution.

In order to receive transient permission, the GPC student:

- Must be degree seeking at Georgia Perimeter College
- Must be in good academic standing
- Must have completed all Learning Support and/or English as a Second Language requirements
- Must have completed all College Preparatory Curriculum (CPC) requirements or required high school curriculum requirements.
- Must make sure that the program of study listed with the college matches the program of study listed on the Request for Transient Permission form. If they do not match, the student must submit a Change of Major form to the Enrollment and Registration Services office
- Must enroll in courses appropriate to his/her major, at the proper level, and in the proper sequence in accordance with GPC prerequisites

- Must register for courses at the transient institution that are of equivalent nature to those offered at GPC. Reference the Transfer Equivalency Web page for transfer equivalency information
- Must see a Financial Aid counselor after submitting a request form for transfer of aid if financial aid is given
- Must see an International Advisor after submitting a request form if the student holds an F-1 visa
- Must complete an application and meet the admissions requirements and deadlines at the institution that he/she plans to attend as a transient student
- Must satisfy all financial obligations to Georgia Perimeter College prior to submitting the request form

In order to receive credit for the course(s) taken at another institution, the GPC student:

- Must have the course approved by submitting a Request for Transient Permission form. Courses for which approval was not received may not be accepted back as transfer credit by Georgia Perimeter College
- Must complete the courses with a grade of "C" or better
- Must submit an official transcript to GPC at the end of the transient term. A transcript will not be automatically sent from the transient institution. Student must follow the procedure to request an official transcript from the transient institution.

If a student completes a prerequisite course at the transient institution, this may impact his/her eligibility to take the next sequential course until the grade is posted at GPC. It is recommended that students are aware of the start and end dates of the semester/term at the transient institution.

A student completing a course at the transient institution in the semester of his/her graduation must allow time for processing of the credit at GPC. Depending on the end of term at the transient institution, this may delay graduation.

## Graduation

Students are encouraged to fulfill all requirements for graduation to earn an associate degree in arts, science, or applied science. Students who earn associate degrees enhance their chances of being accepted into the senior institution of their choice. Students with associate degrees also enhance their employment opportunities after they graduate.

Students who are within a few hours of earning an associate degree but transfer to a four-year institution before completion may, in many cases, transfer the necessary hours back to Georgia Perimeter College from the four-year institution and earn the associate degree. Students should consult the campus Enrollment and Registration Services Office to explore this option.

The annual formal commencement ceremonies are held in December and May of each year. Students completing degree requirements at the end of the summer or fall semesters may participate in the December commencement. Students completing degree requirements at the end of spring semester may participate in the May commencement ceremony.

## Graduation Requirements

Associate of Arts, Associate of Science, and Associate of Applied Science degrees and certificates are awarded each semester to those students who meet all graduation requirements. All students who have earned 30 semester hours are eligible for a graduation evaluation. Students should complete a graduation application form, available in the campus Enrollment and Registration Services office or by downloading the form from the Student Forms page of the GPC website. A separate application must be submitted for each program of study in which a degree audit is sought and a \$25 (non-refundable) graduation application fee is required per application. Students should apply for graduation by the following graduation deadlines:

Fall Semester	July 1
Spring Semester	November 1
Summer Session	March 1

To graduate, students must do the following:

- Successfully complete an approved program of academic work, including the basic physical education requirement
- Earn an overall grade point average of "C" or better in courses presented for graduation
- Pass all courses on Area A (Essential Skills) with "C" or better
- File an application for graduation with the campus Enrollment and Registration Services Office by the appropriate deadline
- Complete at least 18 semester hours for an associate's degree or 36 semester hours for a bachelor's degree at Georgia Perimeter College and be enrolled during the semester of graduation
  - Students who transfer their final nine semester credit hours for approved courses back to Georgia Perimeter College to complete their associate degree requirements can be exempt from the enrollment requirement.
  - Transfer students must take 18 hours of courses from Areas A through F in the Core Curriculum of the associate's degree they are seeking.
  - Transfer students must take 36 semester hours of courses that apply to the bachelor's degree they are seeking; a minimum of 18 semester hours must be in major courses.
- Demonstrate a satisfactory knowledge of United States and Georgia history and Constitutions (These requirements can be met by successfully completing Area E in the program of study.)
- Settle all financial obligations to the college before a degree, certificate, or transcript will be issued

**Note:** Students seeking a degree will not be credited with the completion of the requirements for graduation while on probation. To be eligible for graduation in Nursing or Dental Hygiene, a student must make a minimum grade of "C" in all professional courses and in all basic science courses required by the program.

## Second Degree

Graduates seeking a second degree from Georgia Perimeter College must complete all degree requirements for the second degree to include a minimum of 18 semester hours above the hours submitted for the first degree.

- Hours must be taken in Areas B through F in the Core Curriculum for the second degree.
- Courses already taken may not be repeated for credit in the second degree.
- No third degrees will be awarded unless they are a combination of two associate transfer degrees and a degree or certificate in a Career program offered by Georgia Perimeter College.

### **Graduation with Honors**

Students who graduate from Georgia Perimeter College and excel in their academic work shall be recognized at graduation. The following grade point averages will be used in the selection of students who receive honors recognition:

3.50 - 3.69	Graduation with honors
3.70 - 3.89	Graduation with high honors
3.90 - 4.00	Graduation with highest honors

Computation will be based on all academic work completed at Georgia Perimeter College. At least 27 semester hours must be earned at Georgia Perimeter College to receive consideration for honors.

### **Catalog Editions**

Students will normally satisfy the curricular degree requirements of the catalog in effect at the time they enter Georgia Perimeter College, although it must be recognized that revisions to the requirements may be required to provide effective programs. The term "curricular degree requirements" refers to the courses and grades required to earn the degree. (Changes in "academic regulations" affect all students, regardless of catalog edition. Examples of possible changes include the student discipline policy, procedures for removing incomplete grades, and appeal procedures.) There are several instances, however, when students will be required to "change catalog editions." This means students will be required to satisfy the curricular degree requirements of the catalog in effect when/if they officially change majors or re-enter the college after a period of one year in which they have earned no academic credit at Georgia Perimeter College. Students may choose to satisfy the curricular degree requirements of the current catalog, but if they choose to do this, they must meet all the requirements of the current catalog; the curricular degree requirements of more than one catalog edition cannot be combined. A degree will be awarded only to students who have satisfied all the academic and administrative requirements of Georgia Perimeter College.

### **Transfer Admission Guarantees (TAG)**

Georgia Perimeter College has transfer admission guarantees with numerous four year public and private institutions within Georgia as well as in other states. See the GPC TAG website ([www.gpc.edu/tag](http://www.gpc.edu/tag)) for a list of institutions and their criteria. Students who wish to transfer to one of these institutions must meet with a TAG advisor in Advising, Counseling, and Retention Services as soon as possible and complete the necessary forms.



## STUDENT AFFAIRS

<a href="#"><u>Statement of Nondiscrimination</u></a> .....	98
<a href="#"><u>Student Discrimination Grievance</u></a> .....	98
<a href="#"><u>Policy</u></a> .....	98
<a href="#"><u>Procedure</u></a> .....	98
<a href="#"><u>Family Educational Rights and Privacy Act (FERPA)</u></a> .....	101
<a href="#"><u>Annual Notice of Directory Information Contents</u></a> .....	102
<a href="#"><u>Information Security</u></a> .....	102
<a href="#"><u>Crime Awareness and Campus Security Act</u></a> .....	103
<a href="#"><u>The Clery Act</u></a> .....	103
<a href="#"><u>Annual Report Requirements</u></a> .....	104
<a href="#"><u>Crime Statistics</u></a> .....	104

2012 - 2014  
Archived Copy

## STUDENT AFFAIRS

### Statement of Nondiscrimination

Georgia Perimeter College supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, sexual orientation, national origin, disability or veteran status, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college.

Any individual with a grievance related to the enforcement of any of the above provisions should contact the Director of Human Resources for Compliance and Affirmative Action (DHRCAA).

### Student Discrimination Grievance

#### Policy

Discrimination as prohibited by law is a matter of particular concern to Georgia Perimeter College. The college's policies and procedures for dealing with discrimination have been designed to protect all individuals while ensuring academic freedom to teach, learn and work. Students at Georgia Perimeter College have the right to free expression in the classroom and the right to express political ideology and other personal beliefs of intellectual diversity. The policy is in accordance with the University System of Georgia Board of Regents Policy 401.02 and the law. The policy has the support of the college's President and administration.

Discrimination means to treat a person adversely because of race, color, gender, sexual orientation, religion, creed, national origin, age, disability or veteran status or to implement policies or practices that intentionally or unintentionally adversely impact a person on the basis of race, color, gender, religion, creed, national origin, age, sexual orientation, disability or veteran status.

Confidentiality will be maintained insofar as it does not interfere with the college's legal obligation or ability to investigate allegations of misconduct when brought to its attention and to take corrective action when it is found that misconduct has occurred.

Throughout the process, every effort will be made to protect the complainant from reprisals and to protect the accused from irresponsible complaints.

The Student Discrimination Grievance procedure encourages and provides guidelines for informal resolution of disputes by communication between the parties involved.

#### Procedure

This procedure provides a means by which students who are aggrieved by actions taken by college personnel (faculty, staff or administration) that they feel are discriminatory, including

assignment of grades so long as the basis of the grade appeal is alleged discrimination, can voice their grievances and be heard in a meaningful manner. This procedure is in no way intended to discourage or supplant the informal resolution of disputes by communication between the parties involved, and in fact, no written grievance will be considered and no hearing will be granted by the Grievance Committee unless an aggrieved party can show that he or she has made genuine efforts to resolve the dispute informally, by means specified herein. Neither is this procedure intended to supplant Georgia Perimeter College procedure section 304.50 entitled "Student Appeal Regarding Grades" in cases where a student is appealing an assigned grade on grounds other than alleged discrimination by a faculty member.

In cases where a student is appealing a grade on the basis of alleged discrimination, the student must elect between the College Grade Appeal procedure at Section 304.50 of the Georgia Perimeter College Policy Manual and the Student Discrimination Grievance Procedure, but cannot use both for the same grade appeal. (See Student Appeal Regarding Grades, Georgia Perimeter College Policy Manual, Section 304.50)

All proceedings pursuant to this procedure will be conducted as confidentially as is practical. All time limitations are not to exceed the specified number of days. All references to days are to working days.

- **Campus Dean of Student Services' Role**  
An aggrieved student shall meet with the campus dean of Student Services at the earliest opportunity after the most recent incident that is the subject of the grievance. The student should be prepared to explain to the campus dean of Student Services all relevant facts and circumstances surrounding the grievance. The dean will determine the appropriate action necessary, perform an investigation, and assist the student in the filing of a formal grievance. This procedure will be followed if an informal resolution cannot be reached through intervention.
- **Filing of written grievance**  
Any written grievance shall be filed by the student and any other party in interest with the Director of Human Resources for Compliance and Affirmative Action (DHRCAA) within ten working days after the aggrieved student's meeting with the campus dean of Student Services. Such grievance must contain specific factual allegations of the discriminatory practice(s) or incident(s), and a statement of the alleged basis or bases of the discrimination, which must be one or more of the following: race, color, sex, religion, age, sexual orientation, disability, national origin or veteran's status.
- **Appointment of Grievance Committee**  
An Ad Hoc Grievance Committee will be appointed by the DHRCAA no later than ten working days after the filing of a written grievance and will consist of five members: a student, a faculty member, and a student affairs professional, plus two other individuals, either staff, administrative or faculty, corresponding to the position of the individual against whom the grievance is brought. All Committee members will be from the campus on which the grievance originated.  
The DHRCAA will name one of the five members as chair of the Committee.
- **Duties of Grievance Committee**
  1. **Notice of Hearing**  
Within ten working days of the appointment of the committee, the chair shall issue a written notice to the student and any other party in interest. The notice shall set forth

the date, time, and place of the hearing, the issue(s) as they are understood by the committee, and a statement that the parties are responsible for the attendance of their own witnesses and the presentation of any documentary evidence they wish to make part of the record, including the sworn statements of any witnesses who are unable to attend the scheduled hearing. The date of the hearing shall be within ten working days of the notice.

## 2. Hearing Procedure

The parties will not be permitted representation by attorneys at the hearing, but they will be permitted to be accompanied by an advisor from the college with whom they may confer during the course of the hearing. The burden of proof of the allegations raised in the written grievance shall rest with the aggrieved student. The student shall have the first opportunity to present his or her case by narrative, testimony of witnesses and presentation of documentary evidence. The party against whom the grievance has been brought will then have an opportunity to present his or her case, in the same manner. All testimony shall be taken under oath administered by the chair of the Grievance Committee. Both parties shall have the right to cross-examine adverse witnesses. The committee shall not be bound by legal rules of evidence, but shall hear all relevant evidence presented. The chair of the committee will rule on any challenge raised to the admissibility of evidence, as well as any other objections made during the course of the hearing.

## 3. Determination of Committee

Within five working days of the hearing, the committee, through its chair, shall present to the DHRCAA a written determination for disposition of the grievance. The determination shall include specific findings of fact based on evidence presented at the hearing and a course of optional courses of action for the institution. The determination may include a dissenting opinion or opinions if the committee members are unable to reach consensus. The DHRCAA will then report the results of the hearing to the parties involved in writing or in person. The DHRCAA will advise the parties at that time of their right to appeal the determination of the committee to the Vice President of Student Affairs within five working days of the issuance of the determination.

- Appeal to the Vice President of Student Affairs

Within five working days of the receipt of an appeal, the vice president of Student Affairs shall issue a decision based on review of the record. This decision shall be in writing, and may incorporate, by reference, all or part of the determination of the Committee.

- Appeal to the President

A party in interest who is aggrieved by the decision of the vice president of Student Affairs may appeal the decision to the President within five working days of the date of the vice president of Student Affairs' decision. Such appeal must be in writing, dated, and set forth the specific grounds of appeal. The college attorney will assist the president with the final appeal process.

- Final decision

The president shall issue a final decision on the appeal within a reasonable amount of time. The decision shall apprise the appealing party of the right to further appeal to the Board of Regents of the University System of Georgia pursuant to Paragraph IX of the Bylaws of the Board of Regents or any other applicable provision of the Policies of the Board of Regents.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. These rights are listed here.

- The right to inspect and review the student's education records within 45 days of the day the college receives a request for access.
  - Students should submit to the college registrar a written request that identifies the record(s) they wish to inspect. The college registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
  - Students may ask the college to amend a record that they believe is inaccurate or misleading. They should write the college registrar, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading. If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is 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 or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the college discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Georgia Perimeter College to comply with the requirements of FERPA.
  - The name and address of the office that administers FERPA is:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

## Annual Notice of Directory Information Contents

Directory information is information not generally considered harmful or an invasion of privacy if disclosed. Georgia Perimeter College considers the following information to be directory information:

- Name, address, and telephone listing
- Major field of study
- Dates of attendance
- Degrees and awards received
- Full or part-time status

Directory information cannot include student identification numbers or social security numbers.

The college may disclose any of these items without prior written consent, unless the student has submitted a written request to the college not to release directory information pertaining to him or her. Students who do not wish to have directory information released by the college should complete a Request to Prevent Disclosure of Directory Information Form at the Campus Enrollment and Registration Services office

Additional information regarding FERPA is available on the U.S. Department of Education website.

### Information Security

Georgia Perimeter College's information is an important asset that is critical to providing an effective and comprehensive learning environment, openly communicating ideas, providing outstanding community service, and supporting the college's operations. This information includes sensitive and personal student, faculty, and staff data as well as the college's operational data. To maintain effectiveness and protect individuals, the college's information assets must be protected from misuse, unavailability, destruction, and unauthorized disclosure or modification.

The executive leadership of Georgia Perimeter College is committed to protecting the value of the college's information assets. The Information Security Office is charged with establishing and maintaining a program that preserves the confidentiality, integrity, and availability of information and information systems. This responsibility is addressed by:

- Continually assessing risks and defining appropriate protection strategies
- Balancing potential risks with cost and impact of associated protection measures, and enabling informed operational decisions regarding risk
- Complying with applicable legal and regulatory requirements
- Protecting the reputation, image and competitive advantage of the college
- Supporting Georgia Perimeter College's strategic mission and goals
- Maintaining partnership with administrative units, faculty, and staff to ensure a collaborative approach to information security

The Information Security Office deals with numerous threats and challenges including data loss or theft, malicious software (e.g., viruses, worms, Trojan horses), identity theft, social engineering, phishing scams, and risks associated with new technologies. Security measures also must be implemented to comply with several laws and regulations that address student information (FERPA), financial information, individuals' privacy data and individuals' health information.

The Information Security Office offers a wide range of products and services to address information security risks and requirements. These offerings are designed to balance strategic, tactical, and operational needs, and they include the following specific products and services:

- Security policies, procedures, standards, and methodologies
- Security awareness and training
- Risk assessments, security reviews, and security evaluations
- Legal and regulatory compliance
- Security strategy, architecture, and technologies (including technologies to protect against malicious software)
- Technical system configurations and vulnerability management
- Response to information security incidents or breaches
- Security requirements for software development and acquisition
- Disaster recovery and continuity planning

Policies and procedures provide the foundation of an effective information security program and define minimum requirements for protection of information. The Information Security Office of Georgia Perimeter College has developed and implemented policies that specify appropriate controls and conduct. These policies have been approved by the college's senior executives, are applicable to all faculty, staff, and students, and they are required to be followed. They are available for review in the Georgia Perimeter College Policy Manual on the GPC website.

Any suspected information security breach or issue should be reported immediately to the OIT Service Desk.

## **Crime Awareness and Campus Security Act of 1990**

### **The Clery Act**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified at 20 USC 1092 (f) as a part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to disclose certain timely and annual information about campus crime and security policies. All public and private institutions of postsecondary education participating in federal student aid programs are subject to the act. Violators can be "fined" up to \$27,500 by the U.S. Department of Education, the agency charged with enforcement of the Act and where complaints of alleged violations should be made, or face other enforcement action.

The Clery Act, originally enacted by the U.S. Congress and signed into law by President George Bush in 1990 as the Crime Awareness and Campus Security Act of 1990, was championed by

Howard & Connie Clery after their daughter Jeanne was murdered at Lehigh University in 1986. They also founded the non-profit Security On Campus, Inc. in 1987. Amendments to the Act in 1998 renamed it in memory of Jeanne Clery.

### **Annual Report Requirement**

Georgia Perimeter College publishes an annual report every year by October 1 that contains three years worth of campus crime statistics and certain security policy statements including sexual assault policies that assure basic victims' rights, the law enforcement authority of campus police and where students should go to report crimes. The report is made available automatically to all current students and employees while prospective students and employees are notified of its existence and afforded an opportunity to request a copy. A copy of the Campus Crime Report may be obtained in person at Public Safety Headquarters, or by accessing the electronic version at <http://www.gpc.edu/gpcpd/>. Campus crime data and disclosures are also provided to the U.S. Department of Education as required by law.

### **Crime Statistics**

Georgia Perimeter College must disclose crime statistics for the campus, unobstructed public areas immediately adjacent to or running through the campus, and certain non-campus facilities including Greek housing and remote classrooms. The statistics must be gathered from campus police or security, local law enforcement, and other school officials who have "significant responsibility for student and campus activities," such as student judicial affairs directors. Professional mental health and religious counselors are exempt from reporting obligations but may refer patients to a confidential reporting system, which the school has to indicate whether or not it has. Campus crime logs containing student right to know data are updated each business day and are located at <http://www.gpc.edu/gpcpd/>.

2012-2014  
Archived Copy



## ACADEMIC SUPPORT SERVICES

<a href="#"><u>Academic Computer Labs and Classrooms</u></a> .....	107
<a href="#"><u>First-Year Seminar (GPCS 1010)</u></a> .....	107
<a href="#"><u>Learning and Tutoring Centers (LTC)</u></a> .....	107
<a href="#"><u>Learning Communities</u></a> .....	108
<a href="#"><u>Libraries</u></a> .....	108
<a href="#"><u>Testing Services</u></a> .....	108
<a href="#"><u>College Level Examination Program (CLEP)</u></a> .....	108
<a href="#"><u>Placement Testing</u></a> .....	108
<a href="#"><u>Exit Testing</u></a> .....	109
<a href="#"><u>National Testing Programs</u></a> .....	109
<a href="#"><u>Student Support Services</u></a> .....	109
<a href="#"><u>Advising, Counseling, and Retention Services (ACRS)</u></a> .....	109
<a href="#"><u>Disability Services</u></a> .....	109
<a href="#"><u>Distance Learning/Online</u></a> .....	109
<a href="#"><u>Health, Wellness and Recreation</u></a> .....	110
<a href="#"><u>International Student Admissions and Advising</u></a> .....	110
<a href="#"><u>Orientation</u></a> .....	110
<a href="#"><u>Personal Counseling Services</u></a> .....	111
<a href="#"><u>Special Programs</u></a> .....	111
<a href="#"><u>Adult Learning Initiatives</u></a> .....	111
<a href="#"><u>DeKalb Early College Academy</u></a> .....	111
<a href="#"><u>Dual Enrollment</u></a> .....	112
<a href="#"><u>ENLISTEM</u></a> .....	112
<a href="#"><u>Gateway to College Academy</u></a> .....	112
<a href="#"><u>Honors Program</u></a> .....	113
<a href="#"><u>International Certificate</u></a> .....	113
<a href="#"><u>Leadership Academy</u></a> .....	114
<a href="#"><u>MESA</u></a> .....	115
<a href="#"><u>Office of STEM Initiatives</u></a> .....	115
<a href="#"><u>Peach State Louis Stokes Alliance for Minority Participation (PSLSAMP)</u></a> .....	115
<a href="#"><u>STEP</u></a> .....	115



[Study Abroad](#) .....116  
[TRIO Programs](#) .....116

**2012 - 2014  
Archived Copy**

## ACADEMIC SUPPORT SERVICES

Georgia Perimeter College places a high priority on offering services that will support the academic success of our students. Therefore, the college offers a variety of services to students designed to enhance classroom learning and to provide a technologically advanced learning environment.

### Academic Computer Labs and Classrooms

The Office of Information Technology (OIT) operates open computer labs and computer classrooms on each campus in support of academic programs. OIT offers services using the latest technologies within its reach. The college encourages students to become competent in the use of computers for analyzing and solving problems and for increasing productivity. Additional information can be found at [www.gpc.edu/oit/classrooms\\_and\\_labs](http://www.gpc.edu/oit/classrooms_and_labs).

### First-Year Seminar (GPCS 1010)

Georgia Perimeter College offers sections of GPCS 110 to assist students in adjusting to college. With classes conducted in a seminar format, GPCS 1010 assists students' adjustment to college, increases their understanding of the learning process, and helps develop academic skills that are crucial for success in higher education. Though primarily designed to enhance the academic and social integration of first year and returning students, GPCS 1010 can be beneficial for all students.

### Learning and Tutoring Centers (LTC)

The Learning and Tutoring Centers on each campus are certified by the College Reading & Learning Association (CRLA) and offer academic support to Georgia Perimeter College students. The LTCs assist students to develop their own writing, math, and scientific skills that may be required in any college course. The LTCs' welcoming environment and free tutorial services support the college curriculum and respond to diverse learning styles. One-to-one tutoring or small group sessions with experienced tutors are available on a drop-in basis. The LTCs also offer Internet access, computer-assisted instruction for skill building and test preparation, and a variety of workshops. Online tutoring is available through the OWL (Online Writing Lab) and the MOL (Math Online Lab). Additional resources are available on the LTC website.

## Learning Communities

Learning Communities (LCs) are interdisciplinary clusters of courses that explore a particular theme or shared academic interest. LC courses emphasize the relevance of studies to the "big picture." Students see connections among different courses and how they relate to important topics in life. They also have a unique opportunity to become a member of a supportive learning environment. The Learning Community program is designed to help students succeed in college by providing a formative, integrated academic experience that builds strength, perspective, and commitment. Students in LCs typically have an easier time developing study groups and other peer support systems. Students in a learning community take several classes together, get to know each other, and find support for their goals in college, while teachers work together to create a dynamic learning environment for their students. For further information and for a schedule of Learning Communities, go to the Learning Communities page of the GPC website.

## Libraries

Library faculty and staff provide reference and instruction services at each campus library, as well as in classrooms, by phone, email, text, online chat, and Facebook. The GPC libraries' website links to our online library catalog (GIL), research guides and multi-format tutorials created by GPC librarians, and to library hours, contact information, and "how to" sections. The libraries' website also links to GALILEO databases, containing thousands of full-text articles, online books, and videos. Off-campus access to library databases is available to current GPC students, faculty, and staff. GPC library materials are delivered from one GPC campus to another usually within two business days. GPC students and faculty may use any of the other 34 University of Georgia (USG) libraries in person or borrow books from these libraries using GIL Express.

## Testing Services

Georgia Perimeter College offers its students a full range of testing services at each campus. Testing Centers are located on the Clarkston, Decatur, Dunwoody and Newton Campuses and at the Alpharetta Center.

### College Level Examination Program (CLEP)

This testing program permits students to test and receive college credit by examination. Students should check with their local testing center about times and availability.

### Placement Testing

Placement testing allows the college to determine the appropriate level of beginning instruction for newly admitted students. Students will take either the computerized Computer-Adaptive Assessment and Support System (COMPASS) or the computerized Computer-Adaptive Assessment and Support System/ESL (COMPASS/ESL), if the students are non-native English speakers. For all students, placement is determined by COMPASS unless the student meets the

criteria to exempt placement testing. (See section on Academic Procedures/Academic Placement.)

### **Exit Testing**

Students who test into Learning Support will have to take an exit test as part of satisfying their Learning Support requirement; Testing Services provides this testing program for students who are exiting Learning Support classes.

### **National Testing Programs**

Georgia Perimeter College serves as a national testing site for the national SAT (Scholastic Assessment Test) and the national ACT (American College Testing program).

## **Student Support Services**

### **Advising, Counseling, and Retention Services (ACRS)**

The Department of Advising, Counseling, and Retention Services (ACRS) provides supportive curricular and co-curricular guidance to students to support their educational, career and life goals. The ACRS staff offers individual and group academic and transfer advisement, career development assessments, personal counseling, program of study evaluations, educational support programs and workshops. It is the goal of the Department of Advising, Counseling, and Retention Services to promote and cultivate retention, persistence, and students' academic and personal success.

### **Disability Services**

Disability Services coordinates accommodations for students who self-identify with a disability. This includes students with learning disabilities; students who are deaf or hard of hearing; and students with mental, visual, mobility and other disabilities. Each campus has a disability coordinator who provides accommodations and compensatory strategies that are individualized, flexible, confidential, and based on the nature of the disability and the educational environment.

#### ***Specialized Deaf and Hard of Hearing Services***

The college provides appropriate classroom accommodations for students who are deaf or hard of hearing, such as sign language interpreting, real-time captioning and notetaking services. Disability Services also provides enhanced services through a coordinator specializing in deaf and hard of hearing services who is fluent in American Sign Language, nationally certified staff interpreters and a staff captionist.

#### ***Disability Services as a Resource***

Disability Services staff are available to provide orientation and in-service training to faculty and staff working with students with disabilities. Additional information on Disability Services can be found at the GPC website ([www.gpc.edu/cds](http://www.gpc.edu/cds)) or by calling 678-891-3385.

### **Distance Learning/Online**

Fully online students in need of advising and counseling services may contact the GPC Online Student Success Team at [www.gpc.edu/online](http://www.gpc.edu/online).

## Health, Wellness & Recreation

The Health, Wellness & Recreation Department is committed to providing the very best in facilities, equipment, programs and events that inspire and motivate students to remain on the path to better health. Each GPC campus offers students the opportunity to participate in a variety of fun, challenging and entertaining activities, such as Zumba, yoga, Pilates and fitness boot camp. For the sports minded student, there are opportunities to participate in intramural activities like flag football, basketball, soccer, golf and tennis. Outdoor adventure programs include white water rafting, high ropes/zip line courses, horseback riding, dragon boat rowing and paint ball.

The Health Wellness & Recreation Department provides numerous activities throughout the academic year to educate students on the importance of obtaining and maintaining good health. Students can participate in a variety of health fairs and receive free health screenings! These important screening tools provide students with valuable health assessment of vision, vaccinations, blood pressure, total cholesterol, blood glucose, STD and HIV status.

The Health, Wellness & Recreation Department works collaboratively with other GPC departments and community non-profit organizations to provide students with services and information to assist them in making positive lifestyle choices that have an impact on their lives well after leaving GPC. Health, Wellness & Recreation provides students the opportunity to reduce stress, laugh and socialize with other students in a relaxed but supervised environment.

## International Student Admissions and Advising

International Student Admissions and Advising (ISAA) provides assistance and support to Georgia Perimeter College's international students. Services include admissions counseling, admissions document processing, transfer credit evaluation, tuition classification, orientation for students in F-1 status, immigration advisement, cultural programming, and educational workshops. The staff is also available to assist students in obtaining social security numbers and driver's licenses. Other services include assisting students with the mandatory international student insurance plan and with non-resident tax compliance. Supportive counseling is available to students who need assistance making the cultural transition to the United States. International Student Admissions and Advising offices are located on the Clarkston and Dunwoody Campuses, but cultural programs are offered on all Georgia Perimeter College campuses.

## Orientation

All new freshmen students are required to participate in an orientation session prior to registering for classes. Orientation for other students (such as transfer students with 30 or more transferrable credits, special students, transients & Prime Timers) is not required but students are invited to participate. There are online and on campus portions of new student orientations. The online portion provides accessible information regarding academics, student services, financial aid, technology, and college policy. The on campus portion primarily provides advisement and registration counseling. Students may attend the on campus portion of orientation on any campus, but online sign up is required. New Student Orientation encourages and benefits students by welcoming them to the college and their primary campus, introducing them to available services, and helping them begin a successful career at Georgia Perimeter College. During orientation, students learn about academic requirements, receive advisement and

registration assistance, learn about financial aid opportunities, gain tips for success in college, and meet other new students. Students taking online classes only may bypass the on campus portion of orientation.

To assist in the successful transition of new and transfer students to Georgia Perimeter College, peer student orientation leaders (Presidential Ambassadors) are actively involved at each campus. The Presidential Ambassadors are selected annually by the Admission Counselor on each campus. Selection is based on academic achievement, interpersonal skills, co-curricular involvement, and leadership potential. Presidential Ambassadors receive extensive training and gain skills for lifelong success. Interested students are encouraged to contact the GPC admission counselor on their campus.

### **Personal Counseling Services**

The Office of Counseling Services offers confidential personal counseling to assist students with personal, developmental, or psychological concerns related to their academic progress and personal growth. The services provided include:

- Individual Counseling
- Group Counseling
- Referrals to campus and community resources
- Faculty and Staff Training Workshops

Personal Counseling Services help students identify, understand, and develop skills to resolve their individual concerns, as well as provide an opportunity for students to learn how to resolve personal problems, learn new skills and look at their situation in a different way.

### **Special Programs**

#### **Adult Learning Initiatives**

Adult Learning Initiatives was created to serve the special academic needs for adult and military students. Key initiatives include the Prior Learning Assessment Program and new professional and workplace academic program development. The Prior Learning Assessment Program is designed to expand the pathways to credit awards. Options include standardized assessments including CLEP, AP, IB and DSST examinations, American Council on Education transcript evaluation and credit by portfolio. Credit by portfolio requires completion of the Prior Learning Assessment Seminar (PLAS 2000) and successful evaluation by a faculty assessor.

#### **DeKalb Early College Academy**

The DeKalb Early College Academy (DECA) is a DeKalb County high school created in partnership with Georgia Perimeter College. Designed to target students who are underrepresented in higher education, DECA serves 9<sup>th</sup> through 12<sup>th</sup> grade students who are eligible to attend a DeKalb County High School. Students are enrolled in DECA as rising 9<sup>th</sup> graders each fall on a space available basis through DeKalb County School District's enrollment processes. DECA is located in a complex on Mountain Industrial Boulevard near GPC's Clarkston Campus.

DECA students enroll in college classes on the Clarkston Campus of Georgia Perimeter College as early as 11<sup>th</sup> grade, depending on college placement test scores. Students earn transferable college credits and high school credits while completing their high school diplomas. Some students are able to complete enough college credits to earn an associate degree by the time they graduate from high school. For more information about the school, contact the GPC DECA program representative on Clarkston Campus or access <http://schools.dekalb.k12.ga.us/earlycollege>.

### **Dual Enrollment**

The Dual Enrollment program offers high school students the opportunity to earn both high school credits and transferrable college credits upon successful completion of college courses. The program is open to juniors and seniors who meet the Dual Enrollment admission standards. Funding is available from the state of Georgia for students who meet the eligibility requirements. Details about admission requirements, admission documents, and funding are available at the Dual Enrollment website: [www.gpc.edu/dualenrollment](http://www.gpc.edu/dualenrollment).

**Special Note:** All grades issued to Dual Enrollment students will be recorded as letter grades based on the college grading system. College instructors will not issue numerical grades.

### **Education and Nurture Leadership in Science, Technology, Engineering and Mathematics Scholarship (ENLISTEM)**

The Georgia Perimeter College Education and Nurture Leadership in Science, Technology, Engineering and Mathematics Scholarship (ENLISTEM) program provides scholarships to educate students and nurture leadership in science, technology, engineering and mathematics (STEM) fields. The program, funded by the National Science Foundation, awards scholarships to academically talented students who demonstrate financial need and who are enrolled in a course of study leading to an associate degree in a STEM discipline. In addition to receiving a scholarship, ENLISTEM Scholars benefit from faculty mentoring; participation in STEM Learning Clusters, industry tours, and STEM field trips; and, attendance at STEM seminars and academic excellence workshops. For more information about ENLISTEM and eligibility requirements, please visit the GPC ENLISTEM website.

### **Gateway to College Academy**

The Gateway to College Academy is a DeKalb County charter school located on the Clarkston Campus of Georgia Perimeter College. It is a joint partnership between Georgia Perimeter College and the DeKalb County School District, designed to target students who have not been successful in a traditional high school environment. The Gateway to College Academy serves DeKalb County students ages 16 through 20 years old in grades 10 through 12.

A Gateway to College Academy student completes a high school diploma while simultaneously accumulating college credits toward an associate degree or certificate. After the first semester, students are enrolled in the same classes as other GPC students (based upon college placement scores and other academic requirements), earning dual credits until completion of the high school diploma.



Students are admitted to the Gateway to College Academy every fall and spring semester on a space available basis. A student admitted to the Gateway to College Academy is also admitted to GPC in a special dual enrollment status until the student leaves the Academy for any reason. For more information about the school or admission to the Gateway to College Academy, contact the Gateway to College office or [www.gpc.edu/gateway](http://www.gpc.edu/gateway).

## Honors Program

The Honors Program is an academic and student services program for students in all programs of study who have demonstrated outstanding achievement and motivation. The program offers intellectually challenging courses taught by dedicated faculty, interaction with other students, and opportunities for recognition and service. The purpose of the program is to encourage students to achieve excellence in all areas of their experience at Georgia Perimeter College. The Honors Program fosters in its students a lifelong commitment to intellectual inquiry through their engagement with the academic community and society at large. The Honors Program seeks to promote the academic and personal growth of outstanding students at Georgia Perimeter College, helping to prepare them for leadership roles in careers of their choice.

As members of this unique learning community, students will engage in a stimulating Honors curriculum focusing on interdisciplinary investigation and independent research, further enhanced by the emphasis on small classes and seminars. Outside the classroom, Honors students benefit from a wide variety of Honors activities and programs.

## International Certificate

This certificate represents a concentration of courses from the core curriculum that prepares GPC students to better understand and take part in an increasingly connected global community. The certificate's goals are also to prepare students for transfer to four-year programs in majors with an international focus (International Business, International or Comparative Politics, Foreign Language, Area Studies, Geography, Anthropology, etc.) Students have to make a "C" or better in each class they apply to the certificate.

Students who are completing an Associate of Arts or Associate of Science degree in any major are eligible to earn an International Certificate from GPC, which will also be noted on their degree and transcripts. With the help of an advisor, students can select from the following courses:

Choose from 3 to 6 hours of Humanities courses below:

ENGL 2111*	World Literature I	3 hours
ENGL 2112*	World Literature II	3 hours
ENGL 2121*	British Literature I	3 hours
ENGL 2122*	British Literature II	3 hours
COMM 2900	Intercultural Communication	3 hours
PRSP 1010	Any with international focus	3 hours

Choose 3 hours of Arts/Humanities courses below:

ARTS 1301	Art Appreciation	3 hours
ARTS 1694	Arts of Africa, Oceania & the Americas	3 hours
HUMN 1303	Aesthetic Expressions of Western Culture I	3 hours

HUMN 1305	Aesthetic Expressions of Western Culture II	3 hours
MUSC 1301	Music Appreciation	3 hours
RELI 1301*	World Religions	3 hours

Choose 3 or 4 hours of Science courses below:

ENVS 1401 & 1401L	Environmental Science & Lab	4 hours
GEOL 1121 & 1121L	Physical Geology & Lab	4 hours
GEOL 1122 & 1122L	Historical Geology & Lab	4 hours

Choose 3 hours of History courses below:

HIST 1111*	Survey of World History to Early Modern Times	3 hours
HIST 1112*	Survey of World History from Early Modern Times	3 hours

Choose 3 to 6 hours of Social Science courses below:

ANTH 1102*	Introduction to Anthropology	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
GEOG 1101*	Introduction to Geography	3 hours
HIST 1200	Introduction to the Middle East	3 hours
POLS 2401	Global Issues	3 hours
EURO 1101	Introduction to the European Union	3 hours

Total		18 hours
-------	--	----------

Choose 2 of <b>any</b> foreign language at the 1002* level or higher (a)		6 hours
--	--	---------

Total minimum coursework hours to complete the certificate		24 hours
--	--	----------

### Special Project Requirement

Students also must complete one of the following projects in consultation with an International Certificate advisor (contact the Center for International Education for an advisor convenient to you).

- A study abroad experience or ...
- A service learning project in the local international community or ...
- Participation in Model U.N., African Union, Arab League or European Union or ...
- Hold an office in an international student club

### Notes:

\* Or Honors version

- (a) Students whose native language is not English may petition for a waiver of this requirement with approval from the department chair of Foreign Languages.

### Leadership Academy

Located on the Clarkston Campus, this program is designed to improve retention and graduation rates among underserved student groups. The Leadership Academy provides academic support, personal support and development, opportunities to earn scholarships and other experiences

shown to help support the success of African American males in college. Students interested in learning more about this program should contact the Leadership Academy staff at 678-891-3737.

### **Mathematics, Engineering, Science Achievement (MESA)**

One of the country's most innovative and successful programs, Mathematics, Engineering, Science Achievement (MESA) provides support for educationally disadvantaged students so they excel in math and science and graduate with baccalaureate degrees in science, engineering, computer science, and other math-based fields. The GPC MESA program, supported by the USG STEM Initiative, is housed on the Clarkston Campus. GPC MESA students benefit from academic excellence workshops; academic advising/counseling; assistance with the transfer process to a 4-year institution; career advising; summer research/internship opportunities; and, linkages with student and professional organizations. For more information about GPC MESA and eligibility requirements, contact the MESA Office at 678-891-3710 or visit the GPC website.

### **The Office of Science, Technology, Engineering, and Mathematics (STEM) Initiatives**

In 2011, Georgia Perimeter College created the Office of Science, Technology, Engineering, and Mathematics (STEM) Initiatives, with a goal to provide college-wide leadership for STEM activities. The mission of the GPC STEM Initiatives Office is to promote student access and to improve student success in the STEM disciplines by providing educational opportunities and support for students choosing STEM disciplines as a major; deepening student and faculty engagement in college-wide STEM activities; strengthening collaborations to advance STEM preparation for P-20 students and faculty; and, developing and supporting exemplary practices and policies in STEM education at the 2-year college level. The GPC Office of STEM Initiatives supports the following grants and programs: the USG STEM Initiative; the Mathematics, Engineering, Science Achievement (MESA) Program; the Education and Nurture Leadership in Science, Technology, Engineering and Mathematics Scholarship (ENSLITEM) Program; the Peach State Louis Stokes Alliance for Minority Participation (PSLSAMP) Program; and, the Science, Technology, Engineering and Mathematics Talent Expansion (STEP) Program. For more information, contact the Office of STEM Initiatives at 678-891-2895 or visit the GPC STEM website.

### **Peach State Louis Stokes Alliance for Minority Participation (PSLSAMP)**

The Peach State Alliance is a National Science Foundation funded collaborative effort sustained by several higher education institutions: Georgia Institute of Technology, Georgia Perimeter College, Fort Valley State University, Kennesaw State University, Savannah State University, Southern Polytechnic University, and the University of Georgia (Lead Institution). The goal of the alliance is to increase the number of underrepresented minority students statewide who complete undergraduate degrees in science, technology, engineering, and mathematics (STEM) fields. For information, please visit the GPC Peach State LSAMP website.

### **Science, Technology, Engineering and Mathematics Talent Expansion (STEP) Program**

The Georgia Perimeter College Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP), is a grant funded by the National Science Foundation. STEP seeks to increase the number of students (U.S. citizens or permanent residents) receiving associate or baccalaureate degrees in established or emerging fields within science, technology, engineering and mathematics (STEM). Specific aims of STEP and highlighted activities include achieving college readiness through the summer bridge program and COMPASS prep; deepening STEM understanding through supplemental instruction, college

visits, and STEM learning communities; and, building the STEM resume in which students participate in research/internship opportunities, career workshop seminars, and industry visits. For more information about STEP and eligibility requirements, please visit the GPC STEP website.

## **Study Abroad**

Studying abroad allows students to combine academic coursework with an overseas experience, making their education even more globally relevant. GPC students can find an array of study abroad opportunities. For eligible students, financial aid can be applied towards the costs, and scholarships and stipends are available for approved programs. Students should plan at least six months in advance and work closely with a study abroad advisor or program director throughout the process.

To be eligible to study abroad, students should have completed all required Learning Support/ESL coursework, have a minimum current 2.0 grade point average, and be in good academic standing. Eligibility requirements for non-GPC programs vary.

For additional information about current programs, visit the GPC website ([www.gpc.edu/gpcglobe](http://www.gpc.edu/gpcglobe)).

## **TRIO Programs**

TRIO programs were established in 1964 to help low-income Americans enter college, graduate and move on to participate more fully in America's economic and social life. While student financial aid programs help students overcome financial barriers, TRIO programs overcome class, social and cultural barriers to higher education. TRIO programs are funded by the Department of Education to enrich the academic and social experience of students in the nation. There are seven TRIO programs: Upward Bound, Student Support Services, Talent Search, Upward Bound Math-Science, Veterans Upward Bound, Educational Opportunity Centers, and Ronald E. McNair Post-Baccalaureate Achievement. Georgia Perimeter College currently hosts two of the federal TRIO programs: Student Support Services (SSS) and Upward Bound (UB).

### ***TRIO Student Support Services (TRIO SSS)***

Located on the Clarkston and Decatur Campuses, the TRIO SSS program helps low-income, disabled and/or first generation college students to remain in college until they earn their associate degree and transfer to a four-year institution. GPC's TRIO SSS programs provide eligible participants with academic advising, personal counseling, tutoring, transfer counseling, cultural exposure activities, student development workshops, supplemental grant aid and access to technological equipment in order to empower them toward success.

### ***TRIO Upward Bound (TRIO UB)***

The Upward Bound program provides college preparatory services to low-income and first-generation college students. The goals of Upward Bound are to ensure that participants successfully complete high school and are prepared to enter and successfully complete a post-secondary educational program. Upward Bound participants receive an array of services, such as Saturday Academic Sessions, individual and group tutoring, cultural enrichment activities, academic advisement, personal counseling, a summer campus experience, college tours and career exploration. Ultimately, participants are provided the opportunity to increase their academic proficiency and experience college before enrolling.

Georgia Perimeter College hosts Upward Bound on both Clarkston and Newton Campuses. High school students are selected from seven target schools: Cross Keys, Druid Hills, Stone Mountain, Monroe Area, Newton, Rockdale or Social Circle. For more information about the program, please contact 678-891-3515 for the Clarkston Campus or 770-278-1456 for the Newton Campus. You may also visit the GPC Upward Bound website.

TRIO programs at Georgia Perimeter College are committed to assisting students as they progress through their educational journey. For more information, please visit the GPC TRIO website.

**2012 - 2014  
Archived Copy**

## COLLEGE LIFE

<a href="#"><u>Office of Student Life</u></a> .....	119
<a href="#"><u>Student Government Association (SGA)</u></a> .....	119
<a href="#"><u>Orientation Leaders</u></a> .....	119
<a href="#"><u>Campus Registered Clubs and Organizations</u></a> .....	119
<a href="#"><u>Co-Curricular Programs</u></a> .....	120
<a href="#"><u>Intercollegiate Athletics</u></a> .....	120
<a href="#"><u>Fine Arts Performing Organizations</u></a> .....	120
<a href="#"><u>Theatrical Performances</u></a> .....	120
<a href="#"><u>Musical Performing Organizations</u></a> .....	121
<a href="#"><u>Publications</u></a> .....	121
<a href="#"><u>The Collegian</u></a> .....	121
<a href="#"><u>Creative License</u></a> .....	122
<a href="#"><u>Copia</u></a> .....	122
<a href="#"><u>The Polishing Cloth</u></a> .....	122

2012 - 2014  
 Archived Copy

## COLLEGE LIFE

### Office of Student Life

The Office of Student Life strives to create a college community of engaged learners by providing intellectual, cultural, civic, social, and recreational programs. Student Life coordinates student activities, leadership development, student organizations, community service, and advises the Student Government Association. Students are encouraged to contact the Office of Student Life to obtain information about activities taking place on their campus, leadership opportunities, and to get information on organizing new student clubs.

### Student Government Association

The Student Government Association is the official voice of the student body and works with faculty, staff, and administration to serve and represent the students of Georgia Perimeter College. The Student Government Association has the authority and responsibility consistent with the SGA Constitution, policies of the college and the laws of the State of Georgia, to participate in the recommendation of Student Activity Fees allocations, to appoint student representatives to college committees to maintain self-governance, and to work to resolve institutional student issues and concerns. Each campus unit of Georgia Perimeter College is authorized to elect an individual campus Student Government Association as indicated in the Constitution. The SGA board consists of the following branches: Executive, Legislative, Judicial and Programming Board (Jaguar Activity Group). Additionally, a Student-At-Large position serves as a non SGA voice on many committees. Copies of the Constitution are available in the *Student Guidebook* and on the Student Government Association website.

### Orientation Leaders

STAR Leaders (Student Team for Advising and Registration) are students selected to assist in the successful transition of new and transfer students to Georgia Perimeter College. STAR Leaders are chosen on each campus to help facilitate the orientation process for students. The STAR Orientation Leaders are selected annually on each campus through the Admissions Office. Selection is based on academic achievement, interpersonal skills, co-curricular involvement, and leadership potential. STAR Leaders receive extensive training and acquire skills for lifelong success. Interested students are encouraged to contact the Admissions Office on their campus.

### Campus Registered Clubs and Organizations

Georgia Perimeter College is committed to meeting the educational and developmental needs of students. It recognizes that students benefit from a balanced program of involvement in clubs

and organizations along with campus activities.

Active membership to registered clubs/organizations on any campus is available to all students. These organizations include over 100 special interest, departmental, service, and honors clubs and organizations. Students interested in becoming more involved at Georgia Perimeter College should contact the Offices of Student Life located on each campus. Additional information on clubs and organizations is found in the *Student Guidebook* and on the college website.

## Co-Curricular Programs

The Office of Student Life develops and implements programs related to holistic student development. Our curricular and co-curricular activities are collaborative efforts between Academic Affairs and Student Affairs that promote leadership development, community service, experiential learning, and personal and professional growth.

## Intercollegiate Athletics

Athletics provides an opportunity to develop the whole person to maximize intellectual development through the realization of athletic potential.

Georgia Perimeter College is proud of its athletic tradition and has over the years successfully competed at the state, regional, and national levels. The college fields teams in men's baseball, men's and women's basketball, men's and women's soccer, women's fast-pitch softball, and men's and women's tennis. Georgia Perimeter College is a member of the National Junior College Athletic Association (NJCAA) and the Georgia Junior College Athletic Association (GJCAA).

## Fine Arts Performing Organizations

A wide variety of dramatic arts and musical organizations sponsored by the college are open to participation by all students, faculty, and staff from any campus as well as from the community. Students who participate in these organizations can receive college course credit. Please contact the Arts and Humanities department at any campus for information concerning events, auditions, credit classes, or meeting times. For additional information about Fine Arts, visit [www.gpc.edu/finearts](http://www.gpc.edu/finearts) or call: 678-891-3556, Clarkston campus; 678-891-2385, Decatur campus; 770-278-1235, Newton campus; or 770-274-5470, Dunwoody/Alpharetta camps.

### Theatrical Performances

Major dramatic and musical theatre productions are presented throughout the year at various campuses. Students, faculty, staff and community residents are invited to audition for any production. They may also participate in a technical capacity for these productions. One hour of college credit in THEA 1701 or THEA 1702, Theatre Practicum, is available to registered students.



### **Musical Performing Organizations**

The *Chorale* at Georgia Perimeter College is open to any student, staff, faculty, or resident of the community who is interested in singing. Several concerts of varied styles of choral literature are presented each year, both on and off campus. No audition is required, but the basic ability to sing is expected. One hour of college credit is available for students enrolled in MUSC 1652, Chorus. Please contact the Arts and Humanities department at Clarkston campus for more information.

The *Jazz Ensemble* at Georgia Perimeter College performs works in a wide variety of jazz and jazz derived styles. Any student, faculty, staff, or resident of the community is eligible to audition for the Jazz Ensemble in the fall term or as vacancies occur. One hour of college credit is available for students enrolled in MUSC 1756, Jazz Ensemble. Please contact the Arts and Humanities department at Dunwoody campus for more information.

The *Wind Ensemble* at Georgia Perimeter College is open to any student, staff, faculty, or resident of the community by audition. In addition to formal concerts of traditional Wind Ensemble literature on campus, the Ensemble performs for professional meetings and many other off-campus events. One hour of college credit is available for students enrolled in MUSC 1654, Wind Ensemble. Please contact the Arts and Humanities department at Clarkston campus for more information.

The *DeKalb Symphony Orchestra* is open to students, staff, faculty, or residents of the community by audition only. The orchestra performs two to three times a term on and off campus. This regionally recognized orchestra performs a standard orchestral repertoire often with soloists of a national reputation. One hour of college credit is available for students who have auditioned and are enrolled in MUSC 1656, Orchestra. Contact the DeKalb Symphony office at the Clarkston campus (678) 891-3565 for audition information.

### **Publications**

Student publications offer students the opportunity to showcase their writing and artistic talents and to gain knowledge of journalism and the publication process. Students also gain valuable writing, computer, and office experience.

#### **The Collegian**

Georgia Perimeter College's student newspaper is published by students from each campus. Students write, edit, take photographs and contribute artwork. Editors learn to use page design software to construct pages and to maintain *The Collegian's* online products. Students also participate in advertising sales and distribute the newspaper. All students are eligible to contribute to *The Collegian*, regardless of program of study. Certain editors receive small stipends. Students interested in serving on *The Collegian* should contact the coordinator of Student Publications in CB1110 or by calling 678-891-3381.

**Creative License**

This annual literary magazine is written and edited by students. Both written and graphic submissions are encouraged from currently enrolled students. Faculty advisors on each campus may be contacted for further information.

**Copia: a Collage of Fact, Fiction and Fantasy**

This publication is a compilation of award-winning poems, short stories and essays written by high school students for submission to the Annual High School Literary Arts Competition sponsored by the college.

**The Polishing Cloth**

*The Polishing Cloth* is a collection of the best student essays written at GPC. It is used to provide good accessible prose models for the composition classes at GPC. For over 25 years, *The Polishing Cloth* has used good student writing to inspire more good student writing and is a unique and vital part of composition instruction at GPC.

The college also publishes *The Chattahoochee Review*, *The Chronicle*, *In The Loop* Faculty and Staff Newsletter, and the *College Annual Report*.

2012 - 2014  
Archived Copy

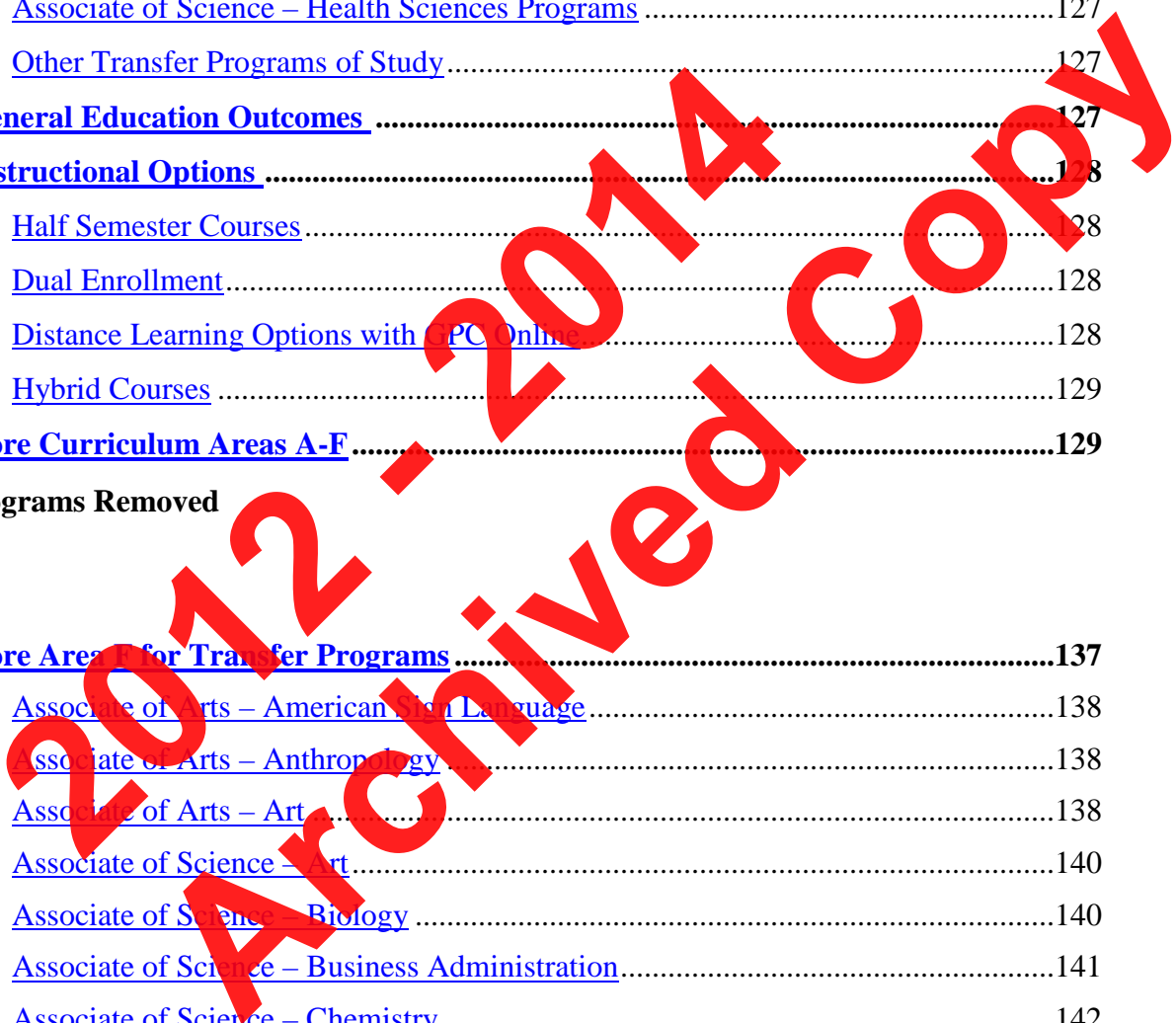
## PROGRAMS OF STUDY

### Programs Removed

<b><u>Transfer Programs</u></b> .....	<b>126</b>
<u>Associate of Arts</u> .....	126
<u>Associate of Science</u> .....	127
<u>Associate of Science – Health Sciences Programs</u> .....	127
<u>Other Transfer Programs of Study</u> .....	127
<b><u>General Education Outcomes</u></b> .....	<b>127</b>
<b><u>Instructional Options</u></b> .....	<b>128</b>
<u>Half Semester Courses</u> .....	128
<u>Dual Enrollment</u> .....	128
<u>Distance Learning Options with GPC Online</u> .....	128
<u>Hybrid Courses</u> .....	129
<b><u>Core Curriculum Areas A-F</u></b> .....	<b>129</b>

### Programs Removed

<b><u>Core Areas for Transfer Programs</u></b> .....	<b>137</b>
<u>Associate of Arts – American Sign Language</u> .....	138
<u>Associate of Arts – Anthropology</u> .....	138
<u>Associate of Arts – Art</u> .....	138
<u>Associate of Science – Art</u> .....	140
<u>Associate of Science – Biology</u> .....	140
<u>Associate of Science – Business Administration</u> .....	141
<u>Associate of Science – Chemistry</u> .....	142
<u>Associate of Arts – Communication</u> .....	142
<u>Associate of Science – Computer Science</u> .....	143
<u>Associate of Science – Criminal Justice</u> .....	144
<u>Associate of Science – Education (Early Childhood)</u> .....	144



<a href="#"><u>Associate of Science – Education (Middle Grades/Special/Health/PE)</u></a> .....	145
<a href="#"><u>Associate of Science – Education (Secondary)</u></a> .....	146
<a href="#"><u>Associate of Science – Engineering</u></a> .....	147
<a href="#"><u>Associate of Arts – English</u></a> .....	148
<a href="#"><u>Associate of Arts – Film</u></a> .....	149
<a href="#"><u>Associate of Arts – Foreign Language</u></a> .....	150
<a href="#"><u>Associate of Arts – Foreign Language with a Concentration in Business</u></a> .....	151
<a href="#"><u>Associate of Science – General Studies</u></a> .....	152
<a href="#"><u>Associate of Science – Geology</u></a> .....	152
<a href="#"><u>Associate of Science – Health and Physical Education (non-teaching)</u></a> .....	153
Associate of Science – Health Sciences	
<a href="#"><u>with a Concentration in Health Information Administration</u></a> .....	153
<a href="#"><u>with a Concentration in Medical Technology</u></a> .....	154
<a href="#"><u>with a Concentration in Radiologic Sciences</u></a> .....	155
<a href="#"><u>with a Concentration in Respiratory Therapy</u></a> .....	156
<a href="#"><u>Associate of Arts – History</u></a> .....	156
<a href="#"><u>Associate of Arts – Homeland Security and Emergency Management</u></a> .....	157
<a href="#"><u>Associate of Arts – Journalism/Professional Writing</u></a> .....	158
<a href="#"><u>Associate of Arts – Mathematics</u></a> .....	159
<a href="#"><u>Associate of Science – Music</u></a> .....	160
<a href="#"><u>Associate of Science – Personal Training</u></a> .....	161
<a href="#"><u>Associate of Arts – Philosophy</u></a> .....	161
<a href="#"><u>Associate of Science – Physics</u></a> .....	162
<a href="#"><u>Associate of Arts – Political Science</u></a> .....	163
<a href="#"><u>Associate of Science – Psychology</u></a> .....	164
<a href="#"><u>Associate of Science – Social Work</u></a> .....	165
<a href="#"><u>Associate of Arts – Sociology</u></a> .....	165
<a href="#"><u>Associate of Science – Sport Management</u></a> .....	166
<a href="#"><u>Associate of Arts – Theatre</u></a> .....	167
<b><a href="#"><u>Career Programs</u></a></b> .....	<b>168</b>
<a href="#"><u>Associate of Science – Dental Hygiene</u></a> .....	169
<a href="#"><u>Associate of Science – Nursing</u></a> .....	171
<a href="#"><u>Associate of Science – Radiologic Technology with DeKalb Medical</u></a> .....	173

[Associate of Applied Science – Library and Information Science Technology](#) .....175  
[Associate of Applied Science – Sign Language Interpreting](#) .....177  
**Certificates**.....  
[Library and Information Science Technology](#).....179  
[Sign Language Interpreting](#).....179

**2012 - 2014  
Archived Copy**

## PROGRAMS OF STUDY

The college currently offers transfer programs, career programs and certificates. Depending on program objectives and the number of semesters required, a degree or certificate is awarded upon the successful completion of all required courses. Although many of the programs of study are available on all campuses, each campus has programs not offered on other campuses. In addition, a program may not be available because of insufficient enrollment. Students should inquire about particular program offerings before enrolling.

### Programs Removed

### Transfer Programs

Transfer programs are designed for students who plan to transfer to four-year colleges or universities upon the completion of two years of academic work at Georgia Perimeter College. In addition to variations in general education requirements, senior colleges and universities vary in the nature and number of professional courses that should be taken during the freshman and sophomore years. When planning a program with an advisor, students who have determined which profession or occupation they plan to enter should study the catalog of the institution to which they plan to transfer. Students who change their major upon transfer to a University System of Georgia college or university may have to complete additional hours of coursework beyond those required for completion of the baccalaureate degree program. Students who complete a transfer program are eligible for an Associate of Arts degree or an Associate of Science degree.

### Associate of Arts

The Associate of Arts degree represents freshman and sophomore requirements for baccalaureate degrees granted in four-year institutions. The college urges students to confer with the four-year institution to which they plan to transfer and to take the required foreign language and mathematics courses here. The Associate of Arts degree is offered in the following areas:

American Sign Language  
Anthropology

History  
Homeland Security and Emergency Management

Art	Journalism/Professional Writing
Communication	Mathematics
English	Philosophy
Film	Political Science
Foreign Language	Sociology
Foreign Language with a Concentration in Business	Theatre

### **Associate of Science**

The Associate of Science degree represents freshman and sophomore requirements for baccalaureate degrees granted by four-year institutions. These degrees generally have no foreign language requirement. The Associate of Science degree is offered in the following areas:

Art	Engineering
Biology	General Studies
Business Administration	Geology
Chemistry	Health & Physical Education (non teaching track)
Computer Science	Personal Training
Criminal Justice	Physics
Education (Early Childhood Education [Pre-K -5th Grade])	Psychology
Education (Middle School/Special Education/Health & PE)	Music
Education (Secondary Education)	Social Work
	Sport Management

### **Associate of Science – Health Science Programs**

These programs of study constitute the first two years of a four-year Allied Health degree that must be completed at Georgia Health Sciences University:

Health Sciences with a Concentration in Health Information Administration  
 Health Sciences with a Concentration in Medical Technology  
 Health Sciences with a Concentration in Radiologic Sciences  
 Health Sciences with a Concentration in Respiratory Therapy

### **Other Transfer Programs of Study**

Although Georgia Perimeter College does not offer associate degree programs in other transfer areas, students may complete a portion of the requirements for other programs offered at four-year colleges and universities while attending GPC. Students should consult with advisors in Advising, Counseling, and Retention Services regarding coursework, which may be taken at Georgia Perimeter College to be applied toward these programs.

## **General Education Outcomes**

Students who complete the core curriculum at GPC will be able to do the following:

- Produce well-organized communication that exhibits logical thinking and organization, uses appropriate style for audience and meets conventional standards of usage.
- Demonstrate the ability to interpret and analyze quantitative information; to apply mathematical principles and techniques; and to use mathematical models to solve applied problems.
- Demonstrate effective problem-solving and critical thinking skills through interpreting, presenting or evaluating ideas.
- Effectively explain the importance of literature, languages, philosophy, religion, or fine arts in the human experience.
- Apply scientific reasoning and methods of inquiry to explain natural phenomena.
- Effectively analyze global economic, political, historical, cultural or geographic forces.
- Demonstrate understanding of the United States' political, historical and social developments.

## Instructional Options

In addition to full semester campus-based courses, Georgia Perimeter College's academic courses are offered in a variety of modes:

- Half-Semester courses
- Dual Enrollment
- Online courses
- Hybrid courses that combine online and on-campus instruction

### Half-Semester Courses

Some departments offer accelerated classes that meet for seven weeks during the fall and spring semesters. These classes cover the same material that is covered in the regular full-term 15-week classes in the fall and spring semesters.

### Dual Enrollment

Qualified high school juniors and seniors may get a head-start on college by taking core classes to fulfill college requirements while still in high school. More information on dual enrollment can be found in this catalog in the section entitled Dual Enrollment Students.

### Distance Learning Options with GPC Online

For students who are limited by work schedules and/or family obligations but who wish to complete college coursework, Georgia Perimeter College offers online classes as well as fully online degrees. Students may take some or all of their college classes online. Georgia Perimeter College's distance learning courses make learning any time, any place a reality.

Students receiving instruction solely via a medium that does not require physical attendance on a campus or an approved off-campus site may be exempted from providing proof of immunization. This exemption will become void if the student registers to attend classes on a campus or an approved off-campus site. Consequently, students enrolling ONLY in off-campus distance learning courses are exempt from the immunization requirements. However, if a student later



chooses to register for courses offered on campus, the exemption becomes void with the student required to provide proof of immunization. It is recommended that distance learning students who choose to come to campus, for example, to use the library, also submit the required immunization information.

Online courses are offered over the Internet. Consequently, basic computer skills requiring a web browser and word processor and regular online participation are essential for success. Using a computer and Internet access, students can access course materials, discussions, assignments, and assessments using iCollege, the learning management system. These may be supplemented with DVDs and online resources. Students can also interact with the instructor and classmates electronically using a combination of communication tools. Instructors maintain online office hours to converse directly with individual students via text or voice.

Additional information and details about GPC's online course offerings can be found at the GPC online website ([www.gpc.edu/online/](http://www.gpc.edu/online/)) or by calling GPC Online at 678-891-2805.

### Hybrid Courses

Hybrid courses are courses in which many of the learning activities are online with on-campus classroom time reduced but not eliminated. The goal of the hybrid course is to combine the best features of in-class teaching with the best features of online learning. Using computer-based technologies, instructors use the hybrid model to redesign lecture or lab content into new online learning activities, such as case studies, tutorials, self-testing exercises, and online group collaborations.

## Core Curriculum Areas A-F

Common to all baccalaureate and transfer program degrees is a core curriculum in

**Area A:** Communication and Quantitative Skills

**Area B:** Institutional Foundations

**Area C:** Humanities, Fine Arts, and Foreign Languages

**Area D:** Science, Mathematics, and Technology

**Area E:** Social Sciences

**Area F:** Courses Appropriate to the Program of Study

These courses are the prescribed freshman and sophomore requirements for the University System of Georgia baccalaureate (four-year) degrees. Some minor variations in the choice of acceptable courses exist from one senior institution to the next, depending upon major. Students are advised to obtain a catalog from the senior institution to which they plan to transfer and carefully select courses acceptable to that institution.

Students may not use any course to fulfill requirements in more than one core Area (A - F). If the

same course is listed in more than one core curriculum area, the student completing the course to meet the requirements in one core area must take another course in the second core area to meet the requirements of the second core area. In other words, no course may be used more than one time in any program of study.

The following are the general Core requirements. Students should consult the Program Advisement Form for their particular program of study for the specific courses that they should complete.

### Area A1: Communication Skills (6 hours)

**Required:**

ENGL 1101	English Composition I	3 hours
ENGL 1101	English Composition II	3 hours

### Area A2: Quantitative Skills (3 hours)

**Choose one course from the following (a, b)**

MATH 1001	Quantitative Skills and Reasoning	3 hours
MATH 1111	College Algebra	3 hours
MATH 1113	Pre-Calculus (b)	3 hours
MATH 2431	Calculus I	4 hours

- (a) Students majoring in Biology, Chemistry, Computer Science, Geology, Mathematics, Physics, Secondary Math or Science Education, or Allied Health with a concentration in Medical Technology, Respiratory Therapy, or Radiological Sciences must take MATH 1113 or MATH 2431. Students majoring in Engineering must take MATH 2431.
- (b) Students majoring in Biology, Chemistry, Geology, Physics, Secondary Science Education, or Health Sciences with a concentration in Medical Technology, Respiratory Therapy, or Radiological Sciences who select MATH 1113 in Area A must take 6 hours in Area B.

### Area B: Institutional Foundations (4-6 hours)

**Required:**

COMM 1201	Public Speaking (a)	3 hours
-----------	---------------------	---------

**Choose 1-3 hours from the following:**

PRSP 1010	Perspectives on Critical Issues	3 hours
RSCH 1201	Research Strategies and Technology	1 hour
Foreign Language 1002 or higher		3 hours

- (a) The University System of Georgia requires all students to demonstrate competence in critical thinking. Students satisfy these requirements by earning a passing grade in COMM 1201.

**Area C: Humanities, Fine Arts and Foreign Languages (6 hours)****Choose one class from Literature:**

ENGL 2111	World Literature I	3 hours
ENGL 2112	World Literature II	3 hours
ENGL 2121	British Literature I	3 hours
ENGL 2122	British Literature II	3 hours
ENGL 2131	American Literature I	3 hours
ENGL 2132	American Literature II	3 hours

**Choose one class from Humanities, Fine Arts or Foreign Languages*****Humanities***

FILM 1010	Introduction to Film	3 hours
HUMN 1301	Humanities through the Arts	3 hours
HUMN 1303	Aesthetic Expressions of Western Culture 1	3 hours
HUMN 1305	Aesthetic Expressions of Western Culture II	3 hours
PHIL 2010	Survey of Philosophical Thought	3 hours
PHIL 2020	Logic and Critical Thinking (a)	3 hours
PHIL 2030	Introduction to Ethics	3 hours
PHIL 2040	Philosophy of Art	3 hours
RELI 1301	World Religions	3 hours
THEA 1301	Theater Appreciation	3 hours

***Fine Arts***

ARTS 1301	Art Appreciation	3 hours
ARTS 1690	Art History: Prehistory-Renaissance	3 hours
ARTS 1692	Art History: Baroque to 20th Century	3 hours
ARTS 1694	Art History: Arts of Africa, Oceania and the Americas	3 hours
MUSC 1301	Music Appreciation	3 hours
MUSC 1303	Understanding Jazz	3 hours

***Foreign Languages***

ARAB 1002	Elementary Arabic II	3 hours
ARAB 2001	Intermediate Arabic I	3 hours
ARAB 2002	Intermediate Arabic II	3 hours
CHIN 1002	Elementary Chinese II	3 hours
CHIN 2001	Intermediate Chinese I	3 hours
CHIN 2002	Intermediate Chinese II	3 hours
FREN 1002	Elementary French II	3 hours
FREN 2001	Intermediate French I	3 hours
FREN 2002	Intermediate French II	3 hours
FREN 2610	French Composition and Conversation	3 hours
ITAL 1002	Elementary Italian II	3 hours
ITAL 2001	Intermediate Italian I	3 hours
ITAL 2002	Intermediate Italian II	3 hours
GRMN 1002	Elementary German II	3 hours
GRMN 2001	Intermediate German I	3 hours
GRMN 2002	Intermediate German II	3 hours
GRMN 2610	German Composition and Conversation	3 hours

JAPN 1002	Elementary Japanese II	3 hours
JAPN 2001	Intermediate Japanese I	3 hours
JAPN 2002	Intermediate Japanese II	3 hours
KREN 1002	Elementary Korean II	3 hours
KREN 2001	Intermediate Korean I	3 hours
KREN 2002	Intermediate Korean II	3 hours
PORT 1002	Elementary Portuguese II	3 hours
PORT 2001	Intermediate Portuguese I	3 hours
PORT 2002	Intermediate Portuguese II	3 hours
RUSS 1002	Elementary Russian II	3 hours
RUSS 2001	Intermediate Russian I	3 hours
RUSS 2002	Intermediate Russian II	3 hours
SPAN 1002	Elementary Spanish II	3 hours
SPAN 2001	Intermediate Spanish I	3 hours
SPAN 2002	Intermediate Spanish II	3 hours
SPAN 2610	Spanish Composition and Conversation	3 hours
SWAH 1002	Elementary Swahili II	3 hours
SWAH 2001	Intermediate Swahili I	3 hours
SWAH 2002	Intermediate Swahili II	3 hours

- (a) The University System of Georgia requires all students to demonstrate competence in critical thinking. Students satisfy these requirements by earning a passing grade in COMM 1201.

#### **Area D: Science, Mathematics and Technology (9-11 hours)**

##### *Science*

**Choose two lecture and lab courses from the following:**

ASTR 1010 & 1010L	Astronomy of the Solar System and Lab	4 hours
ASTR 1020 & 1020L	Stellar and Galactic Astronomy and Lab	4 hours
BIOL 1402 & 1402L	Cell Biology and Genetics and Lab	4 hours
BIOL 1403 & 1403L	Diversity in the Living World and Lab	4 hours
BIOL 1407 & 1407L	Plants, People and the Environment and Lab	4 hours
CHEM 1151 & 1151L	Survey of Chemistry I and Lab	4 hours
CHEM 1152 & 1152L	Survey of Chemistry II and Lab	4 hours
CHEM 1211 & 1211L	Principles of Chemistry I and Lab (a)	4 hours
CHEM 1212 & 1212L	Principles of Chemistry II and Lab	4 hours
ENVS 1401 & 1401L	Environmental Science and Lab	4 hours
GEOL 1121 & 1121L	Physical Geology and Lab	4 hours
GEOL 1122 & 1122L	Historical Geology and Lab	4 hours
PHYS 1111 & 1111L	Introductory Physics and Lab	4 hours
PHYS 1112 & 1112L	Introductory Physics and Lab	4 hours
PHYS 2211 & 2211L	Principles of Physics I and Lab	4 hours
PHYS 2212 & 2212L	Principles of Physics II and Lab	4 hours

##### *Mathematics and Computer Science*

**Choose one course from the following (b):**

CSCI 1100	Introduction to Computing	3 hours
MATH 1113	Pre-Calculus	3 hours
MATH 1431	Introduction to Statistics	3 hours
MATH 1433	Applied Calculus	3 hours
MATH 2431	Calculus I (c)	4 hours
MATH 2432	Calculus II (c)	4 hours
Any science course with lab from the list above		4 hours

(a) Students majoring in Biology, Chemistry, Geology, Physics, Secondary Science Education, or Health Sciences with a concentration in Medical Technology, Respiratory Therapy, or Radiological Sciences should take CHEM 1211 and CHEM 1211L and CHEM 1212 and CHEM 1212L in Area D in order to complete Area F requirements in a timely manner.

(b) Students are strongly advised to consult an advisor and/or the program into which they intend to transfer before selecting a math course.

(c) Students majoring in Physics, Chemistry, or Geology should take Math 2431 or 2432 in order to complete Area F requirements in a timely manner.

### Area E: Social Sciences (12 hours)

#### *United States Politics and History (6 hours)*

**Required:**

POLS 1101	American Government (a)	3 hours
-----------	-------------------------	---------

**Select one:**

HIST 2111	United States History I (a)	3 hours
HIST 2112	United States History II (a)	3 hours

#### *World History (3 hours)*

**Select one:**

HIST 1111	A Survey of World History to Early Modern Times (b)	3 hours
HIST 1112	A Survey of World History from Early Modern Times (b)	3 hours

#### *Social Science Foundations (3 hours)*

**Select one:**

ANTH 1102	Introduction to Anthropology	3 hours
CRJU 1100	Introduction to Criminal Justice	3 hours
ECON 2100	Global Economics	3 hours
ECON 2105	Principles of Macroeconomics	3 hours
ECON 2106	Principles of Microeconomics	3 hours
GEOG 1101	Introduction to Human Geography	3 hours
POLS 2401	Global Issues	3 hours
PSYC 1101	Introduction to General Psychology	3 hours
SOCI 1101	Introductory Sociology	3 hours

- (a) The University System of Georgia requires all students to demonstrate basic knowledge of the United States. Students satisfy these requirements by earning a passing grade in POLS 1101 and HIST 2111 or 2112.
- (b) The University System of Georgia requires all students to demonstrate basic knowledge of the global issues. Students satisfy these requirements by earning a passing grade in HIST 1111 or HIST 1112.

**Additional requirements for all students in transfer programs**

**2-4 hours**

**Required course:**

PHED 1101

Choices for Life

1 hour

**Choose one course from the following:**

PHED 2006

First Aid, Safety, and CPR

3 hours

PHED 2022

Personal and Community Health

3 hours

PHED\_\_\_\_

Activity Course

1 hour

**Critical Thinking Requirement**

The University System of Georgia requires all students to demonstrate competence in critical thinking. Students satisfy this requirement by earning a passing grade in COMM 1201, a required course in Area B.

**U.S. Perspectives Requirement**

The University System of Georgia requires all students to demonstrate basic knowledge of the United States. Students satisfy this requirement by earning a passing grade in POLS 1101 and HIST 2111 or HIST 2112, required courses in Area E.

**Global Perspectives Requirement**

The University System of Georgia requires all students to demonstrate basic knowledge of the global issues. Students satisfy this requirement by earning a passing grade HIST 1111 or HIST 1112, one of which is required in Area E.

**Programs Removed**

**Programs Removed**

**2012 - 2014  
Archived Copy**

**Programs Removed**

**2012 - 2014  
Archived Copy**



**Programs Removed**

2012 - 2014  
Archived Copy

**Core Area F Requirements for Transfer Programs**

Area F requirements represent a concentration of courses appropriate to certain majors at the baccalaureate level. There are no "majors" as such in the two-year college transfer curriculum. Completion of Areas A - E of the core curriculum, along with an Area F concentration, fulfills requirements for the associate degree. Students who earn one of the transfer associate degrees may transfer to a four-year institution in the University System with full junior status. Transfer associate degrees include the Associate of Arts and Associate of Science.

See the appropriate program of study below for course requirements.

### Associate of Arts – American Sign Language

<b>Areas A - E</b>	<b>Core Curriculum</b>	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
SLIP 2000	American Sign Language I	3 hours
SLIP 2010	American Sign Language II	3 hours
SLIP 2050	American Sign Language III	3 hours
<b>Choose 9 hours from the following courses:</b>		
ANTH 2020	Introduction to Cultural Anthropology	3 hours
COMM 2900	Intercultural Communication	3 hours
EDUC 2110	Investigating Issues in Education	3 hours
EDUC 2120	Exploring Socio-Cultural Perspectives	3 hours
EDUC 2130	Exploring Teaching and Learning	3 hours
PHIL 2020	Logic and Critical Thinking	3 hours
PHIL 2030*	Introduction to Ethics	3 hours
SLIP 3050	American Sign Language IV	3 hours
SOCI 1101*	Introduction to Sociology	3 hours
SOCI 1160	Introduction to Social Problems	3 hours
SOCW 2000	Introduction to Social Work	3 hours
THEA 2613	Theatre Workshop	3 hours
<b>Additional Physical Education Requirements</b>		<b>2-4 hours</b>

**Note:**

\* Or Honors version

### Associate of Arts – Anthropology

<b>Areas A - E</b>	<b>Core Curriculum</b>	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
ANTH 1101	Introduction to Anthropology * (a)	3 hours
A two-semester sequence in foreign language from 1002-2001-2002 (b)		6 hours
<b>Choose One:</b>		
ANTH 2010	Introduction to Biological Anthropology	3 hours
ANTH 2020	Introduction to Cultural Anthropology	3 hours

**Choose 6-12 hours from the following courses:**

ANTH 2010	Introduction to Biological Anthropology	3 hours
ANTH 2020	Introduction to Cultural Anthropology	3 hours
CSCI 1300 (c)	Introduction to Computer Science	3 hours
GEOG 1101*	Introduction to Human Geography	3 hours
GEOL 1122* (d)	Historical Geology and GEOL 1122L	4 hours
HIST 1111*	A Survey of World History to Early Modern Times (1500)	3 hours
HIST 1112*	A Survey of World History from Early Modern Times (1500)	3 hours
MATH 1431* (c)	Introduction to Statistics	3 hours
PHIL 2010*	Survey of Philosophical Thought	3 hours
POLS 2101	Introduction to Political Science	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
SOCI 1101*	Introduction to Sociology	3 hours

**Additional Physical Education Requirements** **2-4 hours**

**Notes:**

\* Or Honors version

- (a) ANTH 1102 or ANTH 1102H must be taken in Area F.
- (b) One section of foreign language (1002\*, 2001, and 2002) may be taken in Area B and another in Area C allowing the student to take more classes from Area F. However, a total of 6 hours of foreign language at the 1002 level or higher is required for the degree.
- (c) MATH 1431\* or CSCI 1100 is recommended for Area D.
- (d) GEOL 1122 or GEOL 1122H and lab are recommended for Area D.

**Associate of Arts - Art**

<b>Areas A - E</b>	<b>Core Curriculum</b>	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	<b>Courses appropriate to the program of study</b>	<b>18 hours</b>
<b>Required courses:</b>		
ARTS 1610	Basic Drawing	3 hours
ARTS 1611	Drawing II	3 hours
ARTS 1620	Two-Dimensional Design and Color	3 hours
ARTS 1641	Three-Dimensional Design	3 hours
A two-semester sequence in foreign language from 1002-2001-2002		6 hours

**Additional Physical Education Requirements** **2-4 hours**

**Special Note:** Students must present a complete portfolio to the transferring institution in order to transfer as a third year student. This may require additional Studio Art courses to prepare a portfolio during the sophomore year. Students should see an advisor for more information.

## Associate of Science - Art

		<b>Credit Hours</b>
<b>Areas A - E</b>	Core Curriculum	<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
	<b>Required courses:</b>	
ARTS 1610	Basic Drawing	3 hours
ARTS 1611	Drawing II	3 hours
ARTS 1620	Two-Dimensional Design & Color	3 hours
ARTS 1641	Three-Dimensional Design	3 hours
	<b>Choose 6 hours from the following courses: (a)</b>	
ARTS 1690	Art History: Pre-History - Renaissance	3 hours
ARTS 1692	Art History: Baroque - 20th Century	3 hours
ARTS 1694	Art History: Arts of Africa, Oceania, and the Americas	2 hours
ARTS 2400	Sculpture Fundamentals	3 hours
ARTS 2613	Figure Drawing	3 hours
ARTS 2615	Ceramic Design: Hand Building	3 hours
ARTS 2617	Ceramic Design: Wheel	3 hours
ARTS 2618	Special Topics in Ceramics	3 hours
ARTS 2619	Painting	3 hours
ARTS 2621	Watercolor	3 hours
ARTS 2624	Photography I	3 hours
ARTS 2625	Photography II	3 hours
ARTS 2630	Computer Imagery I	3 hours
ARTS 2631	Computer Imagery II	3 hours
ARTS 2640	Portfolio	3 hours
	<b>Additional Physical Education Requirements</b>	<b>2-4 hours</b>

**Note:**

- (a) Many courses listed in Area F are taught only once a year. Students are advised to meet with a Fine Arts advisor on Clarkston Campus prior to the sophomore year to plan an appropriate schedule.

**Special Note:** Students must present a complete portfolio to the transferring institution in order to transfer as a third year student.

## Associate of Science - Biology

		<b>Credit Hours</b>
<b>Areas A - E</b>	Core Curriculum (a)	<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
	<b>Required courses:</b>	

Carry over from MATH course in Area A and/or Lab courses in Area D (a, b)		2 hours
BIOL 2107 and BIOL 2107L (c)	Principles of Biology I	4 hours
BIOL 2108 and BIOL 2108L (c)	Principles of Biology II	4 hours

**Choose 8 hours from the following courses:**

CHEM 2641 and CHEM 2641L	Fundamental Organic Chemistry I	4 hours
CHEM 2642 and CHEM 2642L	Fundamental Organic Chemistry II	4 hours
MATH 2431	Calculus I	4 hours
MATH 2432	Calculus II	4 hours
MATH 2633	Calculus III	4 hours
PHYS 1111 and PHYS 1111L	Introductory Physics I	4 hours
PHYS 1112 and PHYS 1112L	Introductory Physics II	4 hours
or		
PHYS 2211 and PHYS 2211L	Principles of Physics I	4 hours
PHYS 2212 and PHYS 2212L	Principles of Physics II	4 hours

**Additional Physical Education Requirements** 2-4 hours**Notes:**

- (a) Students who take MATH 2431 in Area A and MATH 2432 in Area D will carry over 1 hour from Area A and 1 hour from Area D to Area F and may take 4 hours in Area B. Students who take MATH 1113 in Area A must take 6 hours in Area B and will carry over 2 hours from Area D to Area F.
- (b) MATH 1113 or MATH 2431 should be taken in Area A. MATH 2431 should be taken in Area D, if not taken in Area A.
- (c) CHEM 1211, CHEM 211L, CHEM 1212 and CHEM 1212L should be taken in Area D as they are prerequisites for BIOL 2107 and BIOL 2107L.

**Special Note:** Students who wish to pursue professional degrees in dentistry or medicine should follow the biology program of study.

**Associate of Science - Business Administration**

<b>Areas A - E</b>	Core Curriculum	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
ACCT 2101*	Principles of Accounting I	3 hours
ACCT 2102*	Principles of Accounting II	3 hours
BISM 2601*	Business Information Systems	3 hours
BUSA 2106*	The Environment of Business	3 hours
ECON 2105* (a)	Principles of Macroeconomics	3 hours
ECON 2106*	Principles of Microeconomics	3 hours

**Additional Physical Education Requirements** 2-4 hours

**Notes:**

\* Or Honors version

- (a) ECON 2105 or ECON 2105H cannot be taken in Area E for Business Administration majors. This course is a requirement in Area F.

**Associate of Science - Chemistry**

<b>Areas A - E</b>	Core Curriculum (a)	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
	Carry over from MATH course in Area A and/or Lab courses from Area D (a)	2 hours
	CHEM 2641 & CHEM 2641L (b) Fundamentals Organic Chemistry I	4 hours
	CHEM 2642 & CHEM 2642L (b) Fundamentals Organic Chemistry II	4 hours
<b>Choose 8 hours from the following courses:</b>		
	BIOL 2107 and BIOL 2107L Principles of Biology I	4 hours
	BIOL 2108 and BIOL 2108L Principles of Biology II	4 hours
	or	
	PHYS 2211 and PHYS 2211L Principles of Physics I	4 hours
	PHYS 2212 and PHYS 2212L Principles of Physics II	4 hours
	MATH 2431 Calculus I	4 hours
	MATH 2432 Calculus II	4 hours
	MATH 2633 Calculus III	4 hours
	<b>Additional Physical Education Requirements</b>	<b>2-4 hours</b>

**Notes:**

- (a) Students who take MATH 2431 in Area A and MATH 2432 in Area D will carry over 1 hour from Area A and 1 hour from Area D to Area F and may take 4 hours in Area B. Students who take MATH 1113 in Area A must take 6 hours in Area B and will carry over 2 hours from Area D to Area F.
- (b) CHEM 1211 & 1211L and CHEM 1212 & 1212L must be taken in Area D.

**Special Note:** Students who wish to pursue a professional degree in pharmacy should follow the chemistry program of study.

**Associate of Arts – Communication**

<b>Areas A - E</b>	Core Curriculum	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
	COMM 1100 Human Communication	3 hours
	COMM 2105 Interpersonal Communication	3 hours

Foreign Language Sequence 2001 - 2002 6 hours

**Choose 6 hours from the following:**

COMM 2300	Business and Professional Communication	3 hours
COMM 2900	Intercultural Communication	3 hours
PHIL 2020	Logic and Critical Thinking	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
or		
SOCI 1101*	Introduction to Sociology	3 hours
Foreign Language 1002		3 hours

**Additional Physical Education Requirements 2-4 hours**

**Note:**

\* Or Honors version

**Associate of Science - Computer Science**

**Areas A - E** Core Curriculum **Credit Hours 42-44 hours**

**Area F** Courses appropriate to the program of study **18 hours**

**Required courses:**

Carry over from MATH courses in Area A and D (a)		0-2 hours
CSCI 1300	Introduction to Computer Science	3 hours
CSCI 1301	Principles of Computer Science I	4 hours
CSCI 1302	Principles of Computer Science II	4 hours
MATH 2431	Calculus I (b)	4 hours

**Choose 3-6 hours from the following courses:**

CSCI 2800	Capstone Project	1-3 hours
CSCI 2900	Special Topics	3 hours
MATH 1431*	Introduction to Statistics	3 hours
MATH 2420	Discrete Mathematics	3 hours
MATH 2432	Calculus II	4 hours
MATH 2633	Calculus III	4 hours
MATH 2641	Linear Algebra	3 hours

**Additional Physical Education Requirements 2-4 hours**

**Notes:**

\* Or Honors version

- Students who take MATH 2431 in Area A or Area D may carry over the extra hour to Area F. Students who take MATH 2432 in Area D may carry over the extra hour to Area F.
- If not taken in Area A or Area D. Students are advised to take MATH 2431 in either Area A or Area D.

## Associate of Science - Criminal Justice

	<b>Credit Hours</b>
<b>Areas A - E</b> Core Curriculum	<b>42-44 hours</b>
<b>Area F</b> Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>	
CRJU 1100 Introduction to Criminal Justice	3 hours
CRJU 2410 Criminology	3 hours
<b>Choose 12 hours from the following courses:</b>	
ANTH 1102* Introduction to Anthropology	3 hours
BISM 2601* Business Information Systems	3 hours
CRJU 2110 American Police System	3 hours
CRJU 2310 Corrections	3 hours
CRJU 2700 Judicial System	3 hours
ECON 2105* Principles of Macroeconomics	3 hours
FRSC 2100 Introduction to Forensic Science	3 hours
HIST 1111* A Survey of World History to Early Modern Times (1500)	3 hours
or	
HIST 1112* A Survey of World History from Early Modern Times (1500)	3 hours
HIST 2111* United States History I	3 hours
or	
HIST 2112* United States History II	3 hours
MATH 1431* Introduction to Statistics	3 hours
PHIL 2010* Survey of Philosophical Thought	3 hours
POLS 2101 Introduction to Political Science	3 hours
or	
POLS 2601 Introduction to Public Administration	3 hours
PSYC 1101* Introduction to General Psychology	3 hours
PSYC 2621* Abnormal Psychology	3 hours
SOCI 1101* Introduction to Sociology	3 hours
<b>Additional Physical Education Requirements</b>	<b>2-4 hours</b>

**Note:**

\* Or Honors version

## Associate of Science – Education (Early Childhood Education [Pre-K - 5th Grade])

	<b>Credit Hours</b>
<b>Areas A - E</b> Core Curriculum (a, b, c)	<b>42-44 hours</b>
<b>Area F</b> Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>	



EDUC 2110 (d)	Investigating Critical and Contemporary Issues in Education	3 hours
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3 hours
EDUC 2130	Exploring Teaching and Learning	3 hours
ISCI 2001	Life /Earth Science	3 hours
ISCI 2002	Physical Science	3 hours
MATH 2008	Foundations of Numbers and Operations	3 hours

**Additional Physical Education Requirements** **2-4 hours**

**Notes:**

- (a) ARTS 1301 or MUSC 1301 is recommended for Area C.
- (b) MATH 1431\* is recommended for Area D.
- (c) PSYC 1101\* is recommended for Area E.
- (d) Georgia high school graduates who earn the Secondary Certificate in Education and Teaching may be awarded credit for EDUC 2110.

**Special admission requirements for education programs at four-year institutions**

To be admitted into an undergraduate educator preparation program within the University System of Georgia:

- (1) Students must earn a minimum cumulative GPA of 2.5 on all attempted hours in the System core curriculum in Areas A-F.
- (2) Students must have passed or exempted the Regents' Test.
- (3) Students must have passed GACE.
- (4) Receiving institutions may establish higher admission requirements.

**Associate of Science – Education**  
**(Middle Grades, Special Education, Health and Physical Education)**

<b>Areas A - E</b> Core Curriculum (a, b)	<b>Credit Hours</b> <b>42-44 hours</b>
<b>Area F</b> Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>	
EDUC 2110 (c)	Investigating Critical and Contemporary Issues in Education 3 hours
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity 3 hours
EDUC 2130	Exploring Teaching and Learning 3 hours

**Additional Physical Education Requirements** **2-4 hours**

**Middle Grades**

Choose 9 hours from your **two** intended areas of concentration: English, Mathematics, Science, or Social Sciences.

**Special Education**

**Choose 9 hours from the following courses:**

ANTH 1102*	Introduction to Anthropology	3 hours
------------	------------------------------	---------

ECON 2105*	Prin. of Macroeconomics	3 hours
Elective from Area C (b)		3 hours
GEOG 1101*	Introduction to Human Geography	3 hours
MATH 2008	Foundations of Numbers and Operations	3 hours
SOCI 1101*	Introduction to Sociology	3 hours

### Physical Education

#### Required courses:

BIOL 1611 & BIOL 1611L (d)	Human Anatomy & Physiology I	4 hours
BIOL 1612 & BIOL 1612L	Human Anatomy & Physiology II	4 hours
PHED _____	Activity Physical Education course	1 hour

#### Notes:

- \* Or Honors version
- (a) MATH 1431 is recommended for Area D.
- (b) ARTS 1301\* is recommended for Area C and MUSC 1301\* is recommended as the Area C elective in Area F.
- (c) Georgia high school graduates who earn the Secondary Certificate in Education and Teaching may be awarded credit for EDUC 2110.
- (d) CHEM 1151 and CHEM 1151L should be taken in Area D.

#### Special admission requirements for education programs at four-year institutions

To be admitted into an undergraduate educator preparation program within the University System of Georgia:

- (1) Students must earn a minimum cumulative GPA of 2.5 on all attempted hours in the System core curriculum in Areas A-F.
- (2) Students must have passed or exempted the Regents' Test.
- (3) Students must have passed GACE I.
- (4) Receiving institutions may establish higher admission requirements.

### Associate of Science – Education (Secondary Education)

		<b>Credit Hours</b>
<b>Areas A - E</b>	Students are required to complete the Core Curriculum for the program of study of the concentration (subject to be taught) in which they intend to pursue certification. Use the program of study advising sheet for your chosen area of certification (subject to be taught) for Areas A - E.	<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study Students are required to complete Area F requirements for the program of study of the concentration (subject to be taught) in which they intend to pursue certification. Use the program of study advising sheet for your chosen area of certification (subject	<b>18 hours</b>

to be taught) for Area F.

Note that the three (3) additional courses listed below this chart are required of all Education majors.

Concentrations offered at GPC:

Art	Health & Physical Education	Social Sciences
English	Mathematics	Anthropology
Foreign Language	Music	History
French	Science	Political Science
German	Biology	Psychology
Spanish	Chemistry	Sociology
	Physics	

**Required courses for all Education majors:**

EDUC 2110 (a)	Investigating Critical and Contemporary Issues in Education	3 hours
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3 hours
EDUC 2130	Exploring Teaching and Learning	3 hours

**Additional Physical Education Requirements** **2-4 hours**

**Notes:**

- \* Or Honors version
- (a) Georgia high school graduates who earn the Secondary Certificate in Education and Teaching may be awarded credit for EDUC 2110

**Special admission requirements for education programs at four-Year institutions**

To be admitted into an undergraduate educator preparation program within the University System of Georgia:

- (1) Students must earn a minimum cumulative GPA of 2.5 on all attempted hours in the System core curriculum in areas A-F
- (2) Students must have passed or exempted the Regents' Test.
- (3) Students must have passed GACE I.
- (4) Receiving institutions may establish higher admission requirements.

**Associate of Science – Engineering**

<b>Areas A - E</b>	Core Curriculum	<b>Credit Hours</b> <b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
	Carry over from MATH course in Area A (a)	1 hour

Carry over from MATH course in Area D (a)		1 hour
ENGR1603	Introduction to Engineering	3 hours
ENGR 1211	Engineering Graphic Design I	3hours
ENGR 1212	Engineering Graphic Design II	3 hours
ENGR 2605	Statics	3 hours

**Choose 4 hours from the following courses:**

CHEM 1211 and CHEM 1211L (b)	Principles of Chemistry I	4 hours
CSCI 1301	Principles of Computer Science I	4 hours
ENGR 1671	Computing Fundamentals for Engineers	3 hours
ENGR 2040	Electric Circuit Analysis	3 hours
ENGR 2606	Dynamics	3 hours
MATH 2633	Calculus III	4 hours
MATH 2641	Linear Algebra	3 hours
MATH 2652	Ordinary Differential Equations	4 hours
PHYS 2211 and PHYS 2211L (b)	Principles of Physics I	4 hours
PHYS 2212 and PHYS 2212L (b)	Principles of Physics II	4 hours

**Additional Physical Education Requirements** 2-4 hours**Notes:**

- (a) MATH 2431 is required in Area A and MATH 2432 in Area F. Since Area A requires only 9 hours and Area D requires only 11 hours, the extra hour from MATH 2431 in Area A and the extra hour from MATH 2432 in Area D are carried over and counted in Area F.
- (b) PHYS 2211 & 2211L, PHYS 2212 & 2212L, and CHEM 1211 & 1211L are strongly recommended in Area D or Area F.

**Associate of Arts – English**

**Areas A - E** Core Curriculum **Credit Hours**  
**42-44 hours**

**Area F** Courses appropriate to the program of study **18 hours**

**Required courses:**

ENGL 2111*	World Literature I	3 hours
or		
ENGL 2112*	World Literature II	3 hours
Foreign Language Sequence 2001 - 2002		6 hours

**Choose one course from the following:**

ENGL 2111*	World Literature I	3 hours
ENGL 2112*	World Literature II	3 hours
ENGL 2121*	British Literature I	3 hours
ENGL 2122*	British Literature II	3 hours
ENGL 2131*	American Literature I	3 hours
ENGL 2132*	American Literature II	3 hours

ENGL 2600 Creative Writing 3 hours

**Choose one course from the following:**

ARTS 1301*	Art Appreciation	3 hours
FILM 1010*	Introduction to Film	3 hours
HUMN 1301	Humanities Through the Arts	3 hours
HUMN 1303	Aesthetic Expressions of Western Culture I	3 hours
HUMN 1305	Aesthetic Expressions of Western Culture II	3 hours
JOUR 1611	Introduction to Mass Communication	3 hours
JOUR 1613	Basic News Writing	3 hours
MUSC 1301*	Music Appreciation	3 hours
PHIL 2010*	Survey of Philosophical Thought	3 hours
RELI 1301*	World Religions	3 hours
THEA 1301*	Theatre Appreciation	3 hours

**Choose one course from the following:**

ANTH 1102*	Introduction to Anthropology	3 hours
Foreign Language 1002	or higher	3 hours
GEOG 1101*	Introduction to Human Geography	3 hours
HIST 1111*	A Survey of World History to Early Modern Times (1500)	3 hours
HIST 1112*	A Survey of World History from Early Modern Times (1500)	3 hours
HIST 2111*	United States History I	3 hours
HIST 2112*	United States History II	3 hours
POLS 2101	Introduction to Political Science	3 hours
POLS 2201	State and Local Government	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
PSYC 2103*	Introduction to Human Development	3 hours
PSYC 2621*	Abnormal Psychology	3 hours
SOCI 1101*	Introduction to Sociology	3 hours
SOCI 1160*	Introduction to Social Problems	3 hours
SOCI 2293*	Introduction to Marriage & Family	3 hours

**Additional Physical Education Requirements 2-4 hours**

**Note:**

\* Or Honors version

**Associate of Arts – Film**

**Areas A - E** Core Curriculum

**Credit Hours  
42-44 hours**

**Area F** Courses appropriate to the program of study

**18 hours**

**Required courses:**

FILM 1010*	Introduction to Film	3 hours
FILM 2700*	Film History	3 hours

**Choose 12 hours from the following:**

ENGL 2600	Creative Writing	3 hours
FILM 2900	Film Genres	3 hours
HUMN 1303	Aesthetic Expressions of Western Culture I	3 hours
HUMN 1305	Aesthetic Expressions of Western Culture II	3 hours
THEA 1301*	Theatre Appreciation	3 hours
THEA 1603	Acting I	3 hours

**Additional Physical Education Requirements****2-4 hours****Note:**

\* Or Honors version

**Associate of Arts - Foreign Language****Areas A - E** Core Curriculum**Credit Hours**  
**42-44 hours****Area F** Courses appropriate to the program of study**18 hours****Required Courses:**

Choose 6 hours in your foreign language major at the 2001 level or higher 6 hours

**Choose 12 hours from the following:** (a, b)

Additional language courses		3-6 hours
A second language		3-6 hours
ANTH 1102*	Introduction to Anthropology	3 hours
ARTS 1301*	Art Appreciation	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
ECON 2106*	Principles of Microeconomics	3 hours
ENGL 2111*	World Literature I	3 hours
ENGL 2112*	World Literature II	3 hours
ENGL 2121*	British Literature I	3 hours
ENGL 2122*	British Literature II	3 hours
ENGL 2131*	American Literature I	3 hours
ENGL 2132*	American Literature II	3 hours
GEOG 1101*	Introduction to Human Geography	3 hours
HIST 1111*	A Survey of World History to Early Modern Times (1500)	3 hours
or		
HIST 1112*	A Survey of World History from Early Modern Times (1500)	3 hours
MUSC 1301*	Music Appreciation	3 hours
PHIL 2010*	Survey of Philosophical Thought	3 hours
THEA 1301*	Theatre Appreciation	3 hours

**Additional Physical Education Requirements****2-4 hours**

**Notes:**

\* Or Honors version

- (a) A student may not receive credit for Foreign Language 1001 if the student has had two years of that language in high school.
- (b) The Foreign Language Department strongly urges students who plan to pursue a career in teaching foreign language to select a second language.

### Associate of Arts - Foreign Language with a Concentration in Business

	<b>Credit Hours</b>
<b>Areas A - E</b> Core Curriculum	<b>42-44 hours</b>
<b>Area F</b> Courses appropriate to the program of study	<b>18 hours</b>
<b>Required Courses:</b>	
Choose 6 hours in your foreign language major at the 2001 level or higher (a, b)	6 hours
<b>Choose 12 hours from the following:</b>	
Additional language courses (a, b, c)	3-6 hours
A second language (a, b, c)	3-6 hours
ACCT 2101*(a, b)    Principles of Accounting I: Financial	3 hours
ACCT 2102*(a, b)    Principles of Accounting II: Managerial	3 hours
BUSA 2106*(b)        The Environment of Business	3 hours
ECON 2105*(a)        Principles of Macroeconomics	3 hours
ECON 2106* (a, b)    Principles of Microeconomics	3 hours
<b>Additional Physical Education Requirements</b>	<b>2-4 hours</b>

**Notes:**

\* Or Honors version

- (a) The following courses are recommended for students transferring to **Georgia State's** B.A. in Foreign Languages/Master of International Business Joint Degree program:
- MATH 1111 in Area A
  - FREN, GRMN or SPAN in Area B and F
  - FREN, GRMN, SPAN, or PHIL 2020 in Area C
  - Two 4-hour laboratory science sequence courses in Area D
  - MATH 1431 in Area D
  - ECON 2105\* in Area E or F
  - ACCT 2101\* and ACCT 2102\* and ECON 2106\* in Area F
- (b) The following courses are recommended for students transferring to Kennesaw's B.A. in Modern Language and Culture with a concentration in Applied Business program:
- FREN or SPAN in Area B, C, and F
  - ACCT 2101\*, BUSA 2106\*, and ECON 2106\* in Area F
- (c) A student may not receive credit for Foreign Language 1001 if the student has had two years of that language in high school.

## Associate of Science - General Studies

	<b>Credit Hours</b>
<b>Areas A - E</b> Core Curriculum	<b>42-44 hours</b>
<b>Area F</b> Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>	
Select electives from Core Area C	3-9 hours
Select electives from Core Area D	3-9 hours
Select electives from Core Area E	3-9 hours
<b>Additional Physical Education Requirements</b>	<b>2-4 hours</b>

## Associate of Science - Geology

	<b>Credit Hours</b>
<b>Areas A - E</b> Core Curriculum (a, b)	<b>42-44 hours</b>
<b>Area F</b> Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>	
Carry over from MATH course in Area A and/or Lab courses in Area D (b)	2 hours
GEOL1121* and GEOL 1121L*    Physical Geology	4 hours
GEOL 1122* and GEOL 1122L*    Historical Geology	4 hours
<b>Choose 8 hours from the following courses:</b>	
BIOL 2107 and BIOL 2107L    Principles of Biology I	4 hours
BIOL 2108 and BIOL 2108L    Principles of Biology II	4 hours
CHEM 1211 and CHEM 1211L (c)    Principles of Chemistry I	4 hours
CHEM 1212 and CHEM 1212L (c)    Principles of Chemistry II	4 hours
CHEM 2641 and CHEM 2641L    Fundamental Organic Chemistry I	4 hours
CHEM 2642 and CHEM 2642L    Fundamental Organic Chemistry II	4 hours
MATH 2431(a)    Calculus I	4 hours
MATH 2432    Calculus II	4 hours
MATH 2633    Calculus III	4 hours
PHYS 1111 and PHYS 1111L    Introductory Physics I	4 hours
PHYS 1112 and PHYS 1112L    Introductory Physics II	4 hours
or	
PHYS 2211 and PHYS 2211L    Principles of Physics I	4 hours
PHYS 2212 and PHYS 2212L    Principles of Physics II	4 hours
<b>Additional Physical Education Requirements</b>	<b>2-4 hours</b>

**Notes:**

- (a) MATH 2431 should be taken in Area D if not taken in Area A.
- (b) Students who take MATH 2431 in Area A and MATH 2432 in Area D will carry over 1 hour from Area A and 1 hour from Area D to Area F and may take 4 hours in Area B.



Students who take MATH 1113 in Area A must take 6 hours in Area B and will carry over 2 hours from Area D to Area F.

- (c) CHEM 1211 & 1211L and CHEM 1212 & 1212L must be taken in Area D or Area F.

### Associate of Science - Health & Physical Education

*This is a non-teaching option. Students who wish to teach Health and Physical Education should refer to the Education program of study.*

<b>Areas A - E</b>	Core Curriculum (a, b)	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
BIOL 1611 and BIOL 1611L (b)	Human Anatomy & Physiology I	4 hours
BIOL 1612 and BIOL 1612L (b)	Human Anatomy & Physiology II	4 hours
PHED 2006	First Aid, Safety and CPR	3 hours
or		
PHED 2022	Personal and Community Health	3 hours
PHED 2020	Fitness for Living	2 hours
PHED 2670	Introduction to Physical Education	3 hours
PHED____ (2 classes, 1 hour each)	Activity Course	2 hours
<b>Additional Physical Education Requirements</b>		<b>2-4 hours</b>

**Notes:**

- (a) PSYC 1101 or PSYC 1101H should be taken in Area E.  
 (b) CHEM 1151 and CHEM 1151L should be taken in Area D.

### Associate of Science - Health Sciences with a Concentration in Health Information Administration

(This program is the first two years of a four-year allied health degree that must be completed at a four-year institution. One cannot work in this field without completing a four-year degree. This degree articulates with Georgia Health Sciences University.)

<b>Areas A - E</b>	Core Curriculum	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
ACCT 2101*	Principles of Accounting I: Financial	3 hours
BIOL 1611 and BIOL 1611L (a)	Human Anatomy and Physiology I and Lab	4 hours
BIOL 1612 and BIOL 1612L	Human Anatomy and Physiology II and Lab	4 hours

BISM 2601\* Business Information Systems 3 hours

**Choose 4 hours from the following courses:**

ACCT 2102*	Principles of Accounting II: Managerial	3 hours
BUSA 2106	The Environment of Business	3 hours
CSCI 1300	Introduction to Computer Science	3 hours
Any Biological Science and Lab not already used		4 hours
Any course listed in Area E not already used		3 hours

**Additional Physical Education Requirements 2-4 hours**

**Notes:**

\* or Honors equivalent

- (a) CHEM 1151 and 1151L must be taken in Area D since chemistry is a prerequisite for BIOL 1611 and BIOL 1611L in Area F.

**Associate of Science - Health Sciences  
with a Concentration in Medical Technology**

(This program is the first two years of a four-year allied health degree that must be completed at a senior institution. One cannot work in this field without completing a four-year degree. This degree articulates with Georgia Health Sciences University's Clinical Laboratory Science Major.)

	<b>Credit Hours</b>
<b>Areas A - E</b> Core Curriculum (a)	<b>42-44 hours</b>
<b>Area F</b> Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>	
Carry over from MATH course in Area A and/or Lab courses in Area D (a, b)	1 hour
BIOL 1913 and BIOL 1913L (c) Microbiology and Lab	4 hours
BIOL 2107 and BIOL 2107L (d) Principles of Biology I and Lab	4 hours
CHEM 2641 and CHEM 2641L (d) Fundamental Organic Chemistry I and Lab	4 hours
BIOL 1611 and BIOL 1611L Human Anatomy and Physiology I and Lab	4 hours
<b>Additional Physical Education Requirements</b>	<b>2-4 hours</b>

**Notes:**

- (a) Students who take MATH 2431 in Area A and MATH 2432 in Area D will carry over 1 hour from Area A and 1 hour from Area D to Area F and may take 4 hours in Area B. Students who take MATH 1113 in Area A must take 6 hours in Area B and will carry over 2 hours from Area D to Area F.
- (b) MATH 2431 should be taken in Area D, if not taken in Area A.
- (c) BIOL 2107 & BIOL 2107L are required before taking BIOL 1913 & BIOL 1913L.
- (d) CHEM 1211 & 1211L and CHEM 1212 & CHEM 1212L must be taken in Area D since CHEM 1211 & 1211L and CHEM 1212 & CHEM 1212L are prerequisites for BIOL 1611 & BIOL 1611L and CHEM 2641 & CHEM 2641L and since CHEM 1211 & CHEM 1211L

are prerequisites for BIOL 2107 & BIOL 2107L in Area F.

**Associate of Science - Health Sciences  
with a Concentration in Radiologic Sciences  
(Nuclear Medicine or Radiation Therapy)**

(This program is the first two years of a four-year allied health degree that must be completed at a senior institution. One cannot work in this field without completing a four-year degree. This degree articulates with Georgia Health Sciences University.)

<b>Areas A - E</b>	<b>Core Curriculum (a)</b>	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
	Carry over from MATH course in Area A and/or Lab courses in Area D (a, b)	2 hours
	BIOL 1611 and BIOL 1611L (c) Human Anatomy and Physiology I and Lab	4 hours
	BIOL 1612 and BIOL 1612L Human Anatomy and Physiology II and Lab	4 hours
<b>Choose 8 hours from the following courses:</b>		
	PHYS 1111 and PHYS 1111L (d) Introductory Physics I and Lab	4 hours
	PHYS 1112 and PHYS 1112L Introductory Physics II and Lab	4 hours
	or	
	CHEM 1211 and CHEM 1211L Principles of Chemistry I and Lab	4 hours
	CHEM 1212 and CHEM 1212L Principles of Chemistry II and Lab	4 hours
	<b>Additional Physical Education Requirements</b>	<b>2-4 hours</b>

**Notes:**

- (a) Students who take MATH 2431 in Area A and MATH 2432 in Area D will carry over 1 hour from Area A and 1 hour from Area D to Area F and may take 4 hours in Area B. Students who take MATH 1113 in Area A must take 6 hours in Area B and will carry over 2 hours from Area D to Area F.
- (b) MATH 2431 should be taken in Area D, if not taken in Area A.
- (c) CHEM 1211 & 1211L and CHEM 1212 & CHEM 1212L should be taken in Area D since CHEM 1211 & 1211L and CHEM 1212 & CHEM 1212L are prerequisites for BIOL 1611 & BIOL 1611L in Area F.
- (d) Physics and chemistry are required. If the physics is taken in Area D, the calculus based physics is required. If the physics is taken in Area F, the algebra/trig based physics may be taken.

**Special Note:** Math 1431\* and CSCI 1301 are courses that are helpful to students when they transfer to GHSU. If students have time to take these courses at GPC, they should do so.

## with a Concentration in Respiratory Therapy

(This program is the first two years of a four-year allied health degree that must be completed at a senior institution. One cannot work in this field without completing a four-year degree. This degree articulates with Georgia Health Sciences University.)

**Areas A - E** Core Curriculum (a) **Credit Hours**  
**42-44 hours**

**Area F** Courses appropriate to the program of study **18 hours**

**Required courses:**

Carry over from MATH course in Area A and/or Lab courses in Area D (a, b)	1 hour
BIOL 1611 and BIOL 1611L (c) Human Anatomy and Physiology I and Lab	4 hours
BIOL 1612 and BIOL 1612L Human Anatomy and Physiology II and Lab	4 hours
BIOL 1913 and BIOL 1913L Microbiology and Lab	4 hours

**Choose 4 hours from the following courses:**

BIOL 2107 and BIOL 2107L Principles of Biology I and Lab	4 hours
CHEM 1211 and CHEM 1211L Principles of Chemistry I and Lab	4 hours
MATH 1431 * Introduction to Statistics	3 hours
PHYS 1111 and PHYS 1111L Introductory Physics I	4 hours
PSYC 2103 * (d) Introduction to Human Development	3 hours
Any Science and Lab listed in Area D not already used	4 hours

**Additional Physical Education Requirements** **2-4 hours**

**Notes:**

- \* or Honors equivalent
- (a) Students who take MATH 2431 in Area A and MATH 2432 in Area D will carry over 1 hour from Area A and 1 hour from Area D to Area F and may take 4 hours in Area B. Students who take MATH 1113 in Area A must take 6 hours in Area B and will carry over 2 hours from Area D to Area F.
  - (b) MATH 2431 should be taken in Area D, if not taken in Area A.
  - (c) CHEM 1211 & 1211L and CHEM 1212 & CHEM 1212L should be taken in Area D since CHEM 1211 & 1211L and CHEM 1212 & CHEM 1212L are prerequisites for BIOL 1611 & BIOL 1611L in Area F.
  - (d) PSYC 1101\* should be taken in Area D if you choose to take PSYC 2103\* in Area F.

## Associate of Arts - History

**Areas A - E** Core Curriculum **Credit Hours**  
**42-44 hours**

**Area F** Courses appropriate to the program of study **18 hours**

**Required courses:**

HIST 1111* A Survey of World History to Early Modern Times (1500)	3 hours
---	---------

or		
HIST 1112*	A Survey of World History from Early Modern Times (1500)	3 hours
HIST 2111*	United States History I	3 hours
or		
HIST 2112*	United States History II	3 hours
Foreign Language 2001-2002 (a)		6 hours

**Choose 6-12 hours from the following courses:**

ANTH 1102*	Introduction to Anthropology	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
ECON 2106*	Principles of Microeconomics	3 hours
Foreign Language 1002 (a)		3 hours
GEOG 1101*	Introduction to Human Geography	3 hours
HIST 1200	Introduction to the Middle East, 1800 to the Present	3 hours
HIST 2200*	Women in American History	3 hours
MATH 1431* (b)	Introduction to Statistics	3 hours
PHIL 2010*	Survey of Philosophical Thought	3 hours
POLS 2101	Introduction to Political Science	3 hours
RELI 1301*	World Religions	3 hours
SOCI 1101*	Introduction to Sociology	3 hours

**Additional Physical Education Requirements** **2-4 hours**

**Notes:**

- \* Or Honors version
- (a) One foreign language course (1002, 2001, 2002) may be taken in Area B and another in Area C allowing the student to take more classes from Area F. However, a total of 6 hours of foreign language credit at the 1002 level or higher, including a course at the 2002 level, is required for this degree.
- (b) MATH 1431\* is recommended for Area D.

**Associate of Arts - Homeland Security & Emergency Management**

<b>Areas A-E</b>	Core Curriculum	<b>Credit Hours</b> <b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses (9-15 hours):</b>		
HSEM 1101	Introduction to Homeland Security & Emergency Management	3 hours
GEOG 1101* (a)	Introduction to Human Geography	3 hours
A three-semester sequence in Foreign Language from 1002-2001-2002 (b)		3-9 hours

**Choose 3 - 9 hours from the following courses:**

ANTH 1102*	Introduction to Anthropology	3 hours
CRJU 1100	Introduction to Criminal Justice	3 hours
CRJU 2110	American Police System	3 hours

CRJU 2410	Criminology	3 hours
CSCI 1300 (c)	Introduction to Computer Science	3 hours
CSCI 1301	Principles of Computer Science I	3 hours
CSCI 1302	Principles of Computer Science II	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
ECON 2106*	Principles of Microeconomics	3 hours
ENVS 1401	Environmental Science	3 hours
EURO 1101	Introduction to the European Union	3 hours
FIRE 1916	Emergency Rescue Operations	3 hours
FIRE 1961	Fire Service Safety and Loss Control	3 hours
FIRE 2907	Incident Command	3 hours
FRSC 2100	Introduction to Forensic Science	3 hours
HIST 1200	Introduction to the Middle East (1800 to the Present)	3 hours
HSEM 2125	Intelligence Analysis and Security Management	3 hours
HSEM 2136	Transportation and Border Security	3 hours
MATH 1431* (c)	Introduction to Statistics	3 hours
PHIL2010*	Survey of Philosophical Thought	3 hours
PHIL 2030 *	Introduction to Ethics	3 hours
POLS 2101	Introduction to Political Science	3 hours
POLS 2601	Introduction to Public Administration	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
PSYC 2621*	Abnormal Psychology	3 hours
RELI 1301*	World Religion	3 hours
SOCI 1101*	Introduction to Sociology	3 hours
SOCI 1160*	Introduction to Social Problems	3 hours

**Additional Physical Education Requirements****2-4 hours****Notes:**

\* Or Honors version

- (a) GEOL 1101 is a required course in this program of study. It should be taken in Area F.
- (b) One foreign language course (1002, 2001, 2002) may be taken in Area B and another in Area C allowing the student to take more classes from Area F. However, a total of 9 hours of foreign language credit at the 1002 level or higher is required for this degree.
- (c) MATH 1431 is recommended for Area D.

**Associate of Arts - Journalism/Professional Writing**

<b>Areas A - E</b>	Core Curriculum	<b>Credit Hours</b> <b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
ENGL 2600	Creative Writing	3 hours
JOUR 1611	Introduction to Mass Communication	3 hours

JOUR 1613	Basic News Writing	3 hours
JOUR 2601 or ENGL 2601	Features Writing	3 hours

**Choose 6 hours from the following courses: (a, b)**

COMM 1100	Human Communication	3 hours
COMM 2300	Business and Professional Communication	3 hours
ENGL 2111*	World Literature I	3 hours
ENGL 2112*	World Literature II	3 hours
ENGL 2121*	British Literature I	3 hours
ENGL 2122*	British Literature II	3 hours
ENGL 2131*	American Literature I	3 hours
ENGL 2132*	American Literature II	3 hours
Foreign Language 1002 or higher		3 hours

**Additional Physical Education Requirements** 2-4 hours**Notes:**

\* Or Honors version

- (a) Students choosing a literature course for Area F should choose an area of study (World, British, or American) that differs from their literature area of study in Area C.
- (b) Before completing Area F, transferring students should consult the transferring institution's catalog. It is recommended that professional Writing students interested in a Journalism track choose at least one COMM course from the above list. Students interested in a Creative Writing track should choose at least one ENGL class from the above list.

**Associate of Arts – Mathematics**

Areas A - E	Core Curriculum	Credit Hours
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
	Carry over from MATH courses in Area A and Area D (a)	0-2 hours
MATH 2431 (b)	Calculus I	4 hours
MATH 2432 (c)	Calculus II	4 hours
MATH 2633	Calculus III	4 hours
<b>Choose 6 - 12 hours from the following courses:</b>		
CSCI 1300	Introduction to Computer Science	3 hours
CSCI 1301	Principles of Computer Science I	4 hours
CSCI 1302	Principles of Computer Science II	4 hours
ENGR 1211	Engineering Graphics and Design I	3 hours
ENGR 1212	Engineering Graphics and Design II	3 hours
ENGR 1603	Introduction to Engineering	3 hours
ENGR 1607	Computing Fundamentals for Engineers	3 hours
ENGR 2605	Statistics	3 hours

ENGR 2606	Dynamics	3 hours
Foreign Language 1002		3 hours
Foreign Language 2001		3 hours
Foreign Language 2002		3 hours
MATH 1431*	Introduction to Statistics	3 hours
MATH 2420	Discrete Structures	3 hours
MATH 2641	Linear Algebra	3 hours
MATH 2652	Ordinary Differential Equations	3 hours
PHYS 2211 & PHYS 2211L (d)	Principles of Physics I	4 hours
PHYS 2212 & PHYS 2212L (d)	Principles of Physics II	4 hours

**Additional Physical Education Requirements****2-4 hours****Notes:**

\* Or Honors version.

- (a) Students who take MATH 2431 in Area A or Area D may carry over the extra hour to Area F. Students who take MATH 2432 in Area D may carry over the extra hour to Area F.
- (b) If not taken in Area A or Area D. Students are advised to take MATH 2431 in either Area A or D.
- (c) If not taken in Area D.
- (d) PHYS 2211 & 2211L and PHYS 2212 & 2212L are recommended for Area D.

**Associate of Science – Music**

Areas A - E	Core Curriculum	Credit Hours
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
MUSC 1611	Music Theory I	2 hours
MUSC 1612	Music Theory II	2 hours
MUSC 1621	Ear Training I	1 hour
MUSC 1622	Ear Training II	1 hour
MUSC 2613	Music Theory III	2 hours
MUSC 2614	Music Theory IV	2 hours
MUSC 2623	Ear Training III	1 hour
MUSC 2624	Ear Training IV	1 hour
MUSA 26__	To be selected from the Principal or Major Applied Courses at the 2600 level	4 hours
<b>Choose 2 hours from the following major performance ensembles:</b>		
MUSC 1652	Chorus	1 hour
MUSC 1654	Wind Ensemble	1 hour
MUSC 1656	Orchestra	1 hour
MUSC 1758	Chamber Ensembles	1 hour



- A – Brass Ensemble
- B – Chamber Singers
- C – Keyboard Ensemble
- D – Percussion Ensemble
- E – Recorder Ensemble
- F – String Ensemble
- G – Woodwind Ensemble
- O – Opera Theatre Ensemble

**Additional Physical Education Requirements** **2-4 hours**

### Associate of Science – Personal Training

		<b>Credit Hours</b>
<b>Areas A - E</b>	Core Curriculum	<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
BIOL 1611 & 1611L	Human Anatomy and Physiology I and Lab	4 hours
BIOL 1612 & 1612L	Human Anatomy and Physiology II and Lab	4 hours
PHED 1065	Weight Training	1 hour
PHED 2006	First Aid, Safety and CPR	3 hours
PHED 2101	Personal Trainer I	3 hours
PHED 2102	Personal Trainer II	3 hours

**Additional Physical Education Requirements** **2-4 hours**

### Associate of Arts – Philosophy

		<b>Credit Hours</b>
<b>Areas A - E</b>	Core Curriculum	<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
PHIL 2020	Logic and Critical Thinking	3 hours
PHIL 2030*	Introduction to Ethics	3 hours
<b>Choose 12 hours from the following courses:</b>		
ANTH 1102*	Introduction to Anthropology	3 hours
CSCI 1300	Introduction to Computer Science	3 hours
or		
CSCI 1301	Principles of Computer Science I	4 hours
ENGL 2111*	World Literature I	3 hours
or		
ENGL 2112*	World Literature II	3 hours

ENGL 2121*	British Literature I	3 hours
or		
ENGL 2122*	British Literature II	3 hours
ENGL 2131*	American Literature I	3 hours
or		
ENGL 2132*	American Literature II	3 hours
HUMN 1301	Humanities Through the Arts	3 hours
HUMN 1303	Aesthetic Expressions of Western Culture I	3 hours
HUMN 1305	Aesthetic Expressions of Western Culture II	3 hours
PHIL 2010* (a)	Survey of Philosophical Thought	3 hours
PHIL 2040	Philosophy of Art	3 hours
RELI 1301*	World Religions	3 hours
A two-semester sequence in Foreign Language from 1002 - 2001 - 2002		6 hours

**Additional Physical Education Requirements** **2-4 hours**

**Notes:**

\* Or Honors version.

- (a) PHIL 2010\* must be taken in Area C or Area F. If it is taken in Area C, the student may choose an additional elective in Area F. In all cases, a total of 18 hours must be taken in Area F.

**Associate of Science – Physics**

Areas A - E	Core Curriculum (a)	Credit Hours
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
	Carry over from MATH course in Area A and/or Lab courses in Area D (a)	2 hours
	CHEM 1211 and CHEM 1211L (b) Principles of Chemistry I	4 hours
	and	
	CHEM 1212 and CHEM 1212L (b) Principles of Chemistry II	4 hours
	or	
	PHYS 2211 and PHYS 2211L (b) Principles of Physics I	4 hours
	and	
	PHYS 2212 and PHYS 2212L (b) Principles of Physics II	4 hours
<b>Choose 8 hours from the following courses:</b>		
	CSCI 1301 Principles of Computer Science I	4 hours
	CSCI 1302 Principles of Computer Science II	4 hours
	MATH 2431 Calculus I	4 hours
	MATH 2432 (c) Calculus II	4 hours
	MATH 2633 Calculus III	4 hours

**Additional Physical Education Requirements** **2-4 hours**

**Notes:**

- (a) Students who take MATH 2431 in Area A and MATH 2432 in Area D will carry over 1 hour from Area A and 1 hour from Area D to Area F and may take 4 hours in Area B. Students who take MATH 1113 in Area A must take 6 hours in Area B and will carry over 2 hours from Area D to Area F.
- (b) CHEM 1211 & 1211L, CHEM 1212 & 1212L, PHYS 2211 & 2211L, and PHYS 2212 & 2212L must be taken in Area D or Area F.
- (c) MATH 2432 must be taken in Area F if not taken in Area D.

**Associate of Arts - Political Science**

<b>Areas A - E</b>	<b>Core Curriculum</b>	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
POLS 2101	Introduction to Political Science	3 hours
or		
POLS 2401	Global Issues	3 hours
or		
POLS 2601	Introduction to Public Administration	3 hours
A two-semester sequence in Foreign Language from 1002-2001-2002 (a)		6 hours
<b>Choose 9 - 15 hours from the following courses:</b>		
ANTH 1102*	Introduction to Anthropology	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
ECON 2106*	Principles of Microeconomics	3 hours
EURO 1101	Introduction to the European Union	3 hours
GEOG 1101*	Introduction to Human Geography	3 hours
HIST 1111*	A Survey of World History to Early Modern Times (1500)	3 hours
or		
HIST 1112*	A Survey of World History from Early Modern Times (1500)	3 hours
HIST 2111*	United States History I	3 hours
or		
HIST 2112*	United States History II	3 hours
MATH 1431*	Introduction to Statistics (b)	3 hours
POLS 2101	Introduction to Political Science	3 hours
or		
POLS 2401	Global Issues	3 hours
or		
POLS 2601	Introduction to Public Administration	3 hours
SOCI 1101*	Introduction to Sociology	3 hours
<b>Additional Physical Education Requirements</b>		<b>2-4 hours</b>

**Notes:**

- \* Or Honors version
- (a) One foreign language course (1002, 2001, 2002) may be taken in Area B and another in Area C allowing the student to take more classes from Area F. However, a total of 6 hours of foreign language credit at the 1002 level or higher is required for this degree.
- (b) MATH 1431\* is recommended for Area D.

**Associate of Science - Psychology**

<b>Areas A - E</b>	<b>Core Curriculum</b>	<b>Credit Hours</b>
		<b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required Course:</b>		
PSYC 1101* (a)	Introduction to General Psychology	3 hours
<b>Choose 9 hours from the following courses:</b>		
PSYC 2101	Introduction to Psychology of Adjustment	3 hours
PSYC 2103*	Introduction to Human Development	3 hours
PSYC 2107	Introduction to Social Psychology	3 hours
PSYC 2210	Careers and Professional Issues in Psychology	3 hours
PSYC 2618*	Psychology of Women	3 hours
PSYC 2621*	Abnormal Psychology	3 hours
PSYC 2900*	Special Topics in Psychology	1-3 hours
<b>Choose 6 hours from the following courses:</b>		
ANTH 1102*	Introduction to Anthropology	3 hours
BIOL 1402 & 1402L (b)	Cell Biology and Genetics	4 hours
CSCI 1300 (b)	Introduction to Computer Science	3 hours
Foreign Language	From 1002* - 2001 - 2002 (c)	6 hours
MATH 1431* (b)	Introduction to Statistics	3 hours
PHIL 2010*	Survey of Philosophical Thought	3 hours
PHIL 2020	Logic and Critical Thinking	3 hours
RELI 1301*	World Religions	3 hours
SOCW 2000	Introduction to Social Work	3 hours
SOCI 1101*	Introduction to Sociology	3 hours
SOCI 1160*	Introduction to Social Problems	3 hours
SOCI 2293*	Introduction to Marriage and Family	3 hours
<b>Additional Physical Education Requirements</b>		<b>2-4 hours</b>

**Notes:**

- \* Or Honors version
- (a) PSYC 1101\* must be taken in Area F.
- (b) BIOL 1402 and 1402L and MATH 1431 or CSCI 1100 are recommended for Area D.
- (c) One foreign language course may be taken in Area B and another in Area C, allowing

students to take other classes in Area F.

### Associate of Science - Social Work

<b>Areas A - E</b>	Core Curriculum	<b>Credit Hours</b> <b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
MATH 1431* (a)	Introduction to Statistics	3 hours
SOCI 1101* (b)	Introduction to Sociology	3 hours
SOCW 2000	Introduction to Social Work	3 hours
<b>Choose 6-9 hours from the following courses: (c)</b>		
ANTH 1102*	Introduction to Anthropology	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
<b>Choose 3-6 hours from the following courses:</b>		
CRJU 2410	Criminology	3 hours
PSYC 2101	Introduction to Psychology of Adjustment	3 hours
PSYC 2103*	Introduction to Human Development	3 hours
PSYC 2618*	Psychology of Women	3 hours
PSYC 2621*	Abnormal Psychology	3 hours
SOCI 1160*	Introduction to Social Problems	3 hours
SOCI 2293*	Introduction to Marriage and Family	3 hours
<b>Additional Physical Education Requirements</b>		<b>2-4 hours</b>

**Notes:**

- \* Or Honors version
- (a) MATH 1431\* must be taken in Area D or in Area F.
- (b) SOCI 1101\* must be taken in Area F.
- (c) All three of these courses must be taken in Area E or Area F. Students who elect to take GEOL 1101 in Area F must take ANTH 1102\*, ECON 2105\*, and PSYC 1101\* in Area F, which may result in extra credit hours in Area F that will not transfer to a USG institution and may not be used in any other Core area.

### Associate of Arts - Sociology

<b>Areas A - E</b>	Core Curriculum	<b>Credit Hours</b> <b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		

SOCI 1101* (a)	Introduction to Sociology	3 hours
SOCI 1160*	Introduction to Social Problems	3 hours
or		
SOCI 2293*	Introduction to Marriage and Family	3 hours
A two-semester sequence in Foreign Language from 1002*-2001-2002 (b)		6 hours

**Choose 6-12 hours from the following courses:**

ANTH 1102*	Introduction to Anthropology	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
GEOG 1101*	Introduction to Human Geography	3 hours
HIST 1111*	A Survey of World History to Early Modern Times (1500)	3 hours
or		
HIST 1112*	A Survey of World History from Early Modern Times (1500)	3 hours
HIST 2111*	United States History I	3 hours
or		
HIST 2112*	United States History II*	3 hours
MATH 1431* (c)	Introduction to Statistics	3 hours
PHIL 2010*	Survey of Philosophical Thought	3 hours
PHIL 2020	Logic and Critical Thinking	3 hours
POLS 2101	Introduction to Political Science	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
SOCI 1160*	Introduction to Social Problems	3 hours
or		
SOCI 2293*	Introduction to Marriage and Family	3 hours

**Additional Physical Education Requirements** **2-4 hours**

**Notes:**

- \* Or Honors version
- (a) SOCI 1101 or SOCI 1101H must be taken in Area F.
- (b) One foreign language course (1002\*, 2001, 2002) may be taken in Area B and another in Area C allowing the student to take more classes from Area F. However, a total of 6 hours of foreign language credit at the 1002 level or higher is required for this degree.
- (c) MATH 1431\* is recommended for Area D.

**Associate of Science – Sport Management**

<b>Areas A - E</b>	Core Curriculum	<b>Credit Hours</b> <b>42-44 hours</b>
<b>Area F</b>	Courses appropriate to the program of study	<b>18 hours</b>
<b>Required courses:</b>		
PHED 2200	Introduction to Sport Management	3 hours
PHED 2220	Sociology of Sports	3 hours
PHED 2022	Personal and Community Health	3 hours

ACCT 2101	Principles of Accounting I	3 hours
BISM 2601	Business Information Systems	3 hours
ECON 2106	Principles of Microeconomics	3 hours

**Additional Physical Education Requirements** **2-4 hours**

### Associate of Arts - Theatre

**Areas A - E** Core Curriculum (a) **Credit Hours**  
**42-44 hours**

**Area F** Courses appropriate to the program of study (b, c) **18 hours**

**Required courses:** (b, c)

THEA 1603	Acting I	3 hours
THEA 1607	Stagecraft	3 hours
THEA 1611	Play Analysis for Production	3 hours
THEA 1701(d)	Theatre Practicum	1 hour
or		
THEA 1702 (d)	Technical Theatre Practicum	1 hour

**Choose 8 hours from the following tracks:** (b, c)

**Music Theatre Track**

THEA 1550	Dance Technique for the Performer	3 hours
THEA 1551	Tap Dance I	1 hour
THEA 1552	Tap Dance II	1 hour
THEA 1553	Jazz Dance I	1 hour
THEA 1554	Jazz Dance II	1 hour
THEA 1556	Social Dance I	1 hour
THEA 1604	Acting II	3 hours
THEA 1758A	Music Theatre Ensemble	1 hour
THEA 2345	Audition Portfolio	1 hour
Other recommended Music courses not included in degree hours:		
MUSC 1708	Music Fundamentals	3 hours
MUSA 1705	Non-Major Applied	2 hours

**Performance Track**

THEA 1550	Dance Technique for the Performer	3 hours
THEA 1604	Acting II	3 hours
THEA 1610	Improving Voice and Articulation	3 hours
THEA 1660	Makeup for Stage	3 hours
THEA 2345	Audition Portfolio	1 hour
THEA 2607	Children's Theatre Production	3 hours
THEA 2611	Directing I	3 hours
THEA 2613	Theatre Workshop	3 hours

**Technical Theatre Track**

THEA 1650	Design Skills for Theatre	3 hours
THEA 1660	Makeup for Stage	3 hours
THEA 2401	Scenery Skills for the Theatre	3 hours
THEA 2402	Costume Skills for the Theatre	3 hours
THEA 2403	Lighting and Sound Skills for the Theatre	3 hours
THEA 2450	Stage and Theatre Management	3 hours
THEA 1702 (d)	Technical Theatre Practicum	1 hour

**Additional Physical Education Requirements****2-4 hours****Notes:**

- (a) THEA 1301 is recommended for Area C.
- (b) All courses in Area F for the Theatre program of study must be completed with a “C” or better.
- (c) Many courses in Area F are taught once a year. Some courses are only taught on the Clarkston campus. Students are advised to meet with a Theatre faculty advisor immediately upon acceptance to the college to plan an appropriate schedule.
- (d) THEA 1701 and THEA 1702 may each be taken two (2) times for credit or once each if both courses are taken for credit.

**Career Programs**

Career programs are specifically designed for students who wish to prepare for a career through a short, intensive program of specialized study and general education. While the emphasis in career education is on specialized offerings, each degree program includes a selection of courses from an approved core of general education. A minimum of 60 hours is required for these degrees although some programs require additional hours. Students who complete a career program or course will be eligible for an Associate of Science degree, an Associate of Applied Science degree, or a certificate. Except as noted, these programs are not designed to transfer to a four-year college or university.

**Associate of Science Degrees**

Georgia Perimeter College offers programs leading to the Associate of Science degree in the following areas:

Dental Hygiene

Nursing

Radiologic Technology in Cooperation with the DeKalb Medical Center's School of Radiologic Technology

**Associate of Applied Science Degrees & Certificate Programs**

Georgia Perimeter College offers programs leading to the Associate of Applied Science degree or a Certificate of Completion in the following areas:



**Associate of Applied Science Degrees:**

Library & Information Science Technology  
Sign Language Interpreting

**Certificate Programs:**

Library and Information Science Technology  
Sign Language Interpreting

**Associate of Science - Dental Hygiene**

Dental hygienists are licensed to provide educational, therapeutic, and preventive services to children and adults in a variety of treatment settings. This program is designed to prepare students to provide delegated services consisting of scaling and polishing natural and restored teeth; exposing, processing, and mounting dental radiographs; providing preventive services and planning educational experiences for individuals and groups. The program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approved without reporting requirements," which includes both the general educational and professional dental hygiene courses. Satisfactorily completing all program requirements qualifies students to apply for the Dental Hygiene National Board Examination and individual State Board Exams for licensure.

Although the dental hygiene courses are sequential and begin only during the fall semester, students may begin and complete the required general education courses during any semester. The professional curriculum runs five consecutive semesters, including one summer session.

This program of study requires special admission as explained below. Contact the Dental Hygiene Department on Dunwoody Campus for additional information and an application. All professional courses are only offered during the day.

**Admission to the Dental Hygiene Program**

*This program requires special admission.* The Dental Hygiene sequence of professional courses (DHYG) starts only in the fall semester, and enrollment is limited. Official notification of acceptance to the program is confirmed by the Department of Dental Hygiene. Admission requirements include the following:

- Acceptance to Georgia Perimeter College
- Satisfaction of all Learning Support requirements
- Additional requirements as defined by the Department of Dental Hygiene

Applicants should contact the Dental Hygiene office at 770-274-5130 for additional information.

**Special Note:** The grading scale for all Dental Hygiene courses is:

- A 92 - 100
- B 82 - 91
- C 75 - 81
- D 0 - 74

All Dental Hygiene courses must be completed with a grade of 75 or above to continue in the Dental Hygiene curriculum.

### Readmission for Dental Hygiene

Only students who leave the Dental Hygiene program for non-academic reasons may be considered for re-admission/re-entry into the program. The student must initiate a request for re-entry by submitting a letter to the department chair for Dental Hygiene within one year of his or her exit from the program. Contact the Dental Hygiene department chair for additional information.

## General Education and Professional Curriculum

<b>General Education for Dental Hygiene</b>		<b>37 hours</b>
BIOL 1611 & BIOL 1611L (a, b, c)	Human Anatomy and Physiology I	4 hours
BIOL 1612 & BIOL 1612L (a, b)	Human Anatomy and Physiology II	4 hours
BIOL 1913 & BIOL 1913L (d)	Microbiology	4 hours
CHEM 1152 & CHEM 1152L (e)	Survey of Chemistry II	4 hours
COMM 1201*	Public Speaking	3 hours
ENGL 1101*	English Composition I	3 hours
HIST 2111*	United States History I	3 hours
or		
HIST 2112*	United States History II	3 hours
POLS 1101*	American Government	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
SOCI 1101*	Introduction to Sociology	3 hours
Elective from Core Area C (Humanities/Fine Arts) (f)		3 hours

### Notes:

- \* Or Honors version
- (a) These courses must be completed before acceptance into the program.
- (b) These biology courses cannot be used in Area D for any program of study. (However, they are required courses in Area F for AS Health & Physical Education.)
- (c) Prerequisites for BIOL 1611: CHEM 1151 and CHEM 1151L, or CHEM 1211, CHEM 1211L, CHEM 1212 and CHEM 1212L, each with a "C" or better; or satisfactory performance on a departmental placement exam, which is not equivalent to getting credit for CHEM 1151.
- (d) BIOL 1913 and BIOL 1913L can be used for Nursing, Dental Hygiene and other Health Science programs. These courses cannot be used in Area D or Area F for any other program of study.

- (e) Prerequisites for CHEM 1152: CHEM 1151 and CHEM 1151L or CHEM 1212 and CHEM 1212L, each with a “C” or better.
- (f) The Core Area C elective must be a literature, humanities, or fine arts course. A foreign language course may *NOT* be used to fulfill this requirement.

**Professional Curriculum for Dental Hygiene (a) 40 hours**

**Required courses by term:**

**Fall**

DHYG 1901	Dental Hygiene I	3 hours
DHYG 1911	Clinical Dental Hygiene I	2 hours
DHYG 1921K	Dental Tissues	4 hours
DHYG 1923K	Dental Radiology	2 hours

**Spring**

DHYG 1904	Process of Care and Medical Emergencies	1 hour
DHYG 1905	Dental Hygiene II	2 hours
DHYG 1914	Periodontics for the Dental Hygienist	2 hours
DHYG 1915	Clinical Dental Hygiene II	2 hours
DHYG 1916	Oral Pathology	2 hours
DHYG 1929	Dental Pharmacology & Anesthesiology	2 hours

**Summer**

DHYG 1906	Dental Hygiene III	1 hour
DHYG 1917	Clinical Dental Hygiene III	1 hours
DHYG 1928K	Dental Materials	2 hour

**Fall**

DHYG 2907	Dental Hygiene IV	2 hours
DHYG 2909	Clinical Dental Hygiene IV	4 hours
DHYG 2924	Public Health I	2 hours

**Spring**

DHYG 2908	Dental Hygiene V	1 hour
DHYG 2912	Clinical Dental Hygiene V	4 hours
DHYG 2925	Public Health II	1 hour

**Notes:**

- (a) Students are advised that if they are accepted into Dental Hygiene, the required curriculum in several of the semesters does not contain enough hours to meet requirements for financial aid or health insurance, so they should plan accordingly.

**Associate of Science - Nursing**

The Nursing program leads to an Associate of Science Degree in Nursing. The program is approved by the Georgia Board of Nursing and is accredited by the National League for Nursing

Accrediting Commission (NLNAC). Graduates of this program are eligible to take the NCLEX examination for registered nurses. The curriculum is designed as a career program. Students who desire to continue their education may transfer credits to a number of institutions of higher learning.

For information concerning admission to the Nursing program go to the Nursing Department website: <http://depts.gpc.edu/~gpcnurs/>.

## General Education and Professional Curriculum

### General Education for Nursing

**35 hours**

#### Required courses:

RSCH 1203	Research Strategies and Technology	1 hour
BIOL 1611 & BIOL 1611L (a, b)	Human Anatomy & Physiology I	4 hours
BIOL 1612 & BIOL 1612L (b)	Human Anatomy & Physiology II	4 hours
BIOL 1913 & BIOL 1913L (c)	Microbiology	4 hours
COMM 1201*	Public Speaking	3 hours
ENGL 1101*	English Composition I	3 hours
HIST 2111*	United States History I	3 hours
or		
HIST 2112*	United States History II	3 hours
MATH 1001 (d)	Quantitative Skills and Reasoning	3 hours
PHED 1101	Choices for Life	1 hour
POLS 1101*	American Government	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
Elective course from Core Area C (e)	Humanities/Fine Arts	3 hours

#### NOTES:

- \* Or Honors version
- (a) The prerequisites for BIOL 1611 and BIOL 1611L must be met in one of the following ways: CHEM 1151 and CHEM 1151L, or CHEM 1211, CHEM 1211L, CHEM 1212 and CHEM 1212L, each with a "C" or better; or satisfactory performance on a departmental placement exam, which is not equivalent to getting credit for CHEM 1151. These biology courses cannot be used in Area D for any program of study. (However, they are required courses in Area F for AS Health & Physical Education.)
- (b) BIOL 1913 and BIOL 1913L can be used for Nursing, Dental Hygiene, and other Health Sciences programs. These courses cannot be used in Area D or Area F for any other program of study.
- (c) All college-level mathematics courses (except Liberal Arts Mathematics) may be substituted.
- (d) The Core Area C elective must be a literature, humanities, or fine arts course. A foreign language course may *NOT* be used to fulfill this requirement.

### Professional Curriculum for Nursing

#### Required courses by year:

**36 hours**

**First-year courses:** (a)

NURS 1921(a, b)	Fundamental Concepts of Nursing	8 hours
NURS 1930 (a, b)	Intermediate Concepts of Nursing	9 hours

**Second-Year courses:** (a, b)

NURS 2922	Childbearing Family Concepts of Nursing (Obstetric Nursing Concepts)	3 hours
NURS 2924	Psychiatric/Mental Health Concepts of Nursing	3 hours
NURS 2927	Childrearing Family Concepts of Nursing (Pediatric Nursing Concepts)	4 hours
NURS 2928	Advanced Concepts of Nursing	9 hours

**Notes:**

- (a) The passing of standardized nursing exams is required for successful progression from course to course and from First Year to Second Year.
- (b) Advanced placement students (for example, Licensed Practical Nurses who meet specific requirements and who complete NURS 1925, a special accelerated course, with a "C" or better) may exempt NURS 1921 and NURS 1930. Call the Office of Enrollment and Registration Services; Advising, Counseling, and Retention Services for the Nursing Department for further information.

**Associate of Science - Radiologic Technology Program  
(In Cooperation with the DeKalb Medical Center's School  
of Radiologic Technology)**

Students must be admitted to both Georgia Perimeter College and DeKalb Medical School of Radiologic Technology. Students must receive credit for all required technical courses through DeKalb Medical School of Radiologic Technology and must also receive credit for all required general education courses through Georgia Perimeter College to earn an Associate of Science in Radiologic Technology. Transfer students should be aware of the GPC residency requirement. Twenty-five of the 31 hours of general education requirements must be earned at GPC.

Georgia Perimeter College is accredited by the Southern Association of Colleges and Schools' Commission on Colleges to award associate degrees. The DeKalb Medical School of Radiologic Technology is not accredited by the Commission on Colleges and the accreditation of Georgia Perimeter College does not extend to or include the DeKalb Medical School of Radiologic Technology or its students. Although Georgia Perimeter College accepts certain course work in transfer toward a credential from the DeKalb Medical School of Radiologic Technology or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from Georgia Perimeter College. This decision is made by the institution subsequently considering the possibility of accepting such credits.

## General Education and Professional Curriculum

### General Education 31 hours

#### Required Courses:

ENGL 1101*	English Composition I	3 hours
MATH 1001 or higher	Quantitative Skills and Reasoning	3 hours
COMM 1201*	Introduction to Communication	3 hours
RSCH 1203	Research Strategies and Technology	1 hour
Elective from Core Area C (a)		3 hours
CHEM 1151 and 1151L	Survey of Chemistry I and Lab	4 hours
BIOL 1611 and 1611L	Human Anatomy and Physiology I and Lab	4 hours
BIOL 1612 and 1612L	Human Anatomy and Physiology II and Lab	4 hours
HIST 2111*	United States History I	3 hours
or		
HIST 2112*	United States History II	3 hours
POLS 1101*	American Government	3 hours

#### Notes:

\* Or Honors version

(a) The Core Area C elective must be a literature, humanities, or fine arts course. A foreign language course may *NOT* be used to fulfill this requirement.

### Professional Curriculum to be completed at DeKalb Medical School of Radiologic Technology 66 hours

#### Required Courses:

##### First Semester

RAD 1100	Introduction to Radiology and Patient Care	2 hours
RAD1101	Radiographic Procedures I	3 hours
RAD1101L	Radiographic Procedures Clinical Lab I	1 hour
RAD 1102	Principles of Radiographic Imaging and Exposure	3 hours
RAD 1103	Introduction to Clinical Radiography	3 hours

##### Second Semester

RAD 2100	Patient Care II	2 hours
RAD 2101	Radiographic Procedures II	3 hours
RAD 2101L	Radiographic Procedures Clinical Lab II	1 hour
RAD 2102	Principles of Radiographic Imaging and Exposure II	3 hours
RAD 2103	Clinical Radiography II	3 hours

##### Third Semester

RAD 3100	Patient Care III	2 hours
RAD 3101	Radiographic Procedures III	3 hours
RAD 3101L	Radiographic Procedures Clinical Lab III	1 hour

RAD 3102	Equipment and Maintenance I	3 hours
RAD 3103	Clinical Radiography III	3 hours
<b>Fourth Semester</b>		
RAD 4100	Equipment and Maintenance II	3 hours
RAD 4101	Radiation Protection I	2 hours
RAD 4102	Radiographic Procedures IV	3 hours
RAD 4102L	Radiographic Procedures Clinical Lab IV	1 hour
RAD 4103	Clinical Radiography IV	3 hours
<b>Fifth Semester</b>		
RAD 5100	Radiation Protection II	2 hours
RAD 5101	Radiographic Procedures V	3 hours
RAD 5101L	Radiographic Procedures Clinical Lab V	1 hour
RAD 5102	Clinical Radiography V	4 hours
RAD 5103	Professional Development and Independent Study	2 hours
<b>Sixth Semester</b>		
RAD 6000	Radiologic Technology Review	3 hours
RAD 6001	Clinical Radiography VI	3 hours

### **Associate of Applied Science - Library & Information Science Technology**

The Associate of Applied Science in Library & Information Science Technology has the primary objective of providing an educated workforce for the libraries and information centers of today's changing information society and vigorous preparation for those who choose to explore career options in libraries and information centers as paraprofessionals. Many students seek training and lifelong learning skills to work in library and information centers without undertaking the rigors and expenses of the full graduate-degree programs required of librarians. This AAS program meets the increased needs of Georgia for a trained and educated workforce ready to serve both the metropolitan and rural libraries and information centers of the state.

The curriculum combines the University System of Georgia core curriculum and a broad-based blend of technology and business offerings. The design of the LIST curriculum conforms to the Criteria for Programs to Prepare Library Technical Assistants (1998), a document that was accepted by the Committee on Education of the American Library Association. Special characteristics of the curriculum include internships with local libraries, which will serve to develop practical skill applications in a work environment.

### **General Education and Professional Curriculum**

**General Education for Library & Information Science Technology** **22 hours**

#### **Required Courses:**

ENGL 1101\* English Composition I 3 hours

ENGL 1102*	English Composition II	3 hours
HIST 2111*	United States History I	3 hours
or		
HIST 2112*	United States History II	3 hours
MATH 1001	Quantitative Skills and Reasoning	3 hours
or		
MATH 1111	College Algebra	3 hours
POLS 1101*	American Government	3 hours
RSCH 1203	Research Strategies and Technology	1 hour
PSYC 1101*	Introduction to General Psychology	3 hours
Elective from Core Area C (a)		3 hours

**Notes:**

\* Or Honors version

(a) Students should select one of the following electives from Core Area C: ENGL 2111\*, ENGL 2112\*, ENGL 2121\*, ENGL 2122\*, ENGL 2131\*, ENGL 2132\*, or FILM 1010\*.

**Professional Curriculum**

**for Library & Information Science Technology 41-42 hours**

**Required Courses:**

BISM 2601*	Business Information Systems	3 hours
COMM 1201*	Public Speaking	3 hours
Foreign Language 1002*	or higher	3 hours
LIST 1101	Introduction to Libraries & Information Science	3 hours
LIST 1103	Acquisitions and Technical Processing	3 hours
LIST 1105	Public Services in Libraries & Information Centers	3 hours
LIST 2009	Internship	3 hours
PHED 2006	First Aid, Safety, and CPR	3 hours
PSYC 2103*	Introduction to Human Development	3 hours

**Select 14-15 hours from the following courses:**

(Select at least 3 LIST courses. The remaining courses may be selected from electives chosen from Areas C, D, or E or from the other LIST courses.)

LIST 2002	Services for Children and Youth	3 hours
LIST 2003	School Libraries and Media Centers	3 hours
LIST 2004	Public Libraries	3 hour
LIST 2005	Computers in Libraries	3 hours
LIST 2006	College and University Libraries	3 hours
LIST 2010	Principles of Cataloging and Indexing	3 hours
LIST 2014	Information Services in Special Libraries	2 hours
LIST 2015	Topics in Library and Information Science Technology	2 hours
Elective from Core Area C		3 hours
Elective from Core Area D		3-4 hours
Elective from Core Area E		3 hours



## Associate of Applied Science - Sign Language Interpreting Program

### Admissions to the Sign Language Interpreting Program

This program of study requires special admission as explained below. Contact the Sign Language Interpreting program office at 678-891-3600 or visit the GPC website for more information.

The Sign Language Interpreting program sequence of professional courses (SLIP) begins only in the fall semester, and enrollment is limited. The Department of Sign Language Interpreting confirms official notification of acceptance to the program. Admission requirements include the following:

- Acceptance to Georgia Perimeter College.
- Attendance at a program orientation.
- Academic credit for ENGL 1101 or ENGL 1101H and ENGL 1102 or ENGL 1102H, each with a grade of "C" or better.
- Completion of Sign Language Interpreting program application, which is available in the department.
- Successful completion of an entrance interview demonstrating intermediate conversational proficiency in American Sign Language.
- Demonstration of spoken English fluency.

The College Preparatory Curriculum (CPC) does not apply to this career program. However, an applicant who is admitted to the college under this program and subsequently changes to a transfer program will be subject to CPC requirements.

### General Education and Professional Curriculum

<b>Prerequisites for Sign Language Interpreting</b>		<b>12 hours</b>
SLIP 1904 (a)	American Sign Lang I	3 hours
SLIP 1905 (a)	American Sign Lang II	3 hours
SLIP 1906 (a)	American Sign Lang III	3 hours
SLIP 1907 (a)	American Sign Lang IV	3 hours
or demonstrated equivalent intermediate conversational American Sign Language skills		

#### Notes:

(a) These courses do not apply toward graduation requirements.

### General Education for Sign Language Interpreting 28-30 hours

ENGL 1101 and ENGL 1102 must be completed prior to admission to this program. The remaining courses in this list may be taken while taking the American Sign Language prerequisites and the SLIP professional curriculum courses.

#### Required Courses:

ATEC 1201	Computer Concepts	1 hour
RSCH 1203	Research Strategies and Technology	1 hour
COMM 1201*	Public Speaking	3 hours
ENGL 1101*	English Composition I	3 hours
ENGL 1102*	English Composition II	3 hours

HIST 2111*	United States History I	3 hours
or		
HIST 2112*	United States History II	3 hours
MATH 1001	Quantitative Skills and Reasoning	3 hours
PHED	Physical Education Electives	2-4 hours
POLS 1101*	American Government	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
Elective from Core Area C (Humanities/Fine Arts) (a)		3 hours

**Notes:**

\* Or Honors version

(a) The Core Area C elective must be a literature, humanities, or fine arts course. A foreign language course may *NOT* be used to fulfill this requirement.

**Professional Curriculum for Sign Language Interpreting** **39 hours**

SLIP 1924	Fingerspelling and Numbers	1 hour
SLIP 1925	Classifiers in ASL	1 hour

These two courses may be taken at any time prior to or during enrollment in the professional program.

**First-year courses:**

SLIP 1911	American Sign Language Narrative and Discourse	6 hours
SLIP 1911L	Interpreting Lab 1	1 hour
SLIP 1915	Deaf History and Culture	3 hours
SLIP 1923	Consecutive ASL to English	3 hours
SLIP 1931	English to ASL Interpreting	3 hours
SLIP 1931L	Interpreting Lab 2	1 hour
SLIP 1941	Introduction to Interpreting	3 hours

**Second-year courses:**

SLIP 2901	Interpreting in Specialized Settings	3 hours
SLIP 2901L	Interpreting Lab 3	1 hour
SLIP 2912	Simultaneous ASL to English	3 hours
SLIP 2912L	Interpreting Lab 4	1 hour
SLIP 2932	English to American Sign Language II	3 hours
SLIP 2951(a)	Practicum	6 hours

**Note:**

(a) A comprehensive exam, 200 hours of service and student portfolio are required to exit the program.

## Certificate - Library & Information Science Technology

**Professional Curriculum** **18 hours**

### Required Courses

LIST 1101	Introduction to Libraries and Information Science	3 hours
LIST 1103	Acquisitions and Technical Processing	3 hours
LIST 1105	Public Services in Libraries & Information Centers	3 hours
LIST 2009	Internship	3 hours

### Choose 6 hours from the following:

LIST 2002	Services to Children and Youth	3 hours
LIST 2003	School Libraries and Media Centers	3 hours
LIST 2004	Public Libraries	3 hours
LIST 2005	Computers in Libraries	3 hours
LIST 2006	College and University Libraries	3 hours
LIST 2010	Principles of Cataloging and Indexing	3 hours
LIST 2014	Information Services in Special Libraries	2 hours
LIST 2015	Topics in Library and Information Science Technology	2 hours

**Total Hours** **18 hours**

**Note:** With permission of the program coordinator, program participants with more than five years experience in a library or information center may substitute an elective course from the second list above for either LIST 1103 or LIST 1105.

## Certificate - Sign Language Interpreting

The certificate program is recommended for students who already hold a bachelor's degree or higher. It consists of courses in the major field of study. This program of study requires special admission. Contact the Sign Language Interpreting program office at 678-891-3600 or visit the GPC website for more information. Prospective students must meet a program standard of conversational fluency in American Sign Language and must have completed ENGL 1101 and 1102 prior to entry.

International students holding an F-1 Visa may not enroll in certificate or dual degree programs.

**Prerequisites for Sign Language Interpreting Certificate** **18 hours**

SLIP 1904 (a)	American Sign Lang I	3 hours
SLIP 1905 (a)	American Sign Lang II	3 hours
SLIP 1906 (a)	American Sign Lang III	3 hours
SLIP 1907 (a)	American Sign Lang IV	3 hours

or demonstrated equivalent intermediate conversational American Sign Language skills

**General Education Required Courses:** **6 hours**

ENGL 1101* (b)	English Composition I	3 hours
ENGL 1102* (b)	English Composition II	3 hours

**Notes:**

- (a) These courses do not apply toward graduation requirements.
- (b) These courses constitute the general education segment of the curriculum and must be completed prior to enrolling in the professional curriculum.

**Professional Curriculum for Sign Language Interpreting 39 hours**

SLIP 1924	Fingerspelling and Numbers	1 hour
SLIP 1925	Classifiers in ASL	1 hour

These two courses may be taken at any time prior to or during enrollment in the professional program.

**First-year courses:**

SLIP 1911	American Sign Language Narrative and Discourse	6 hours
SLIP 1911L	Interpreting Lab 1	1 hour
SLIP 1915	Deaf History and Culture	3 hours
SLIP 1923	Consecutive ASL to English	3 hours
SLIP 1931	English to ASL Interpreting	3 hours
SLIP 1931L	Interpreting Lab 2	1 hour
SLIP 1941	Introduction to Interpreting	3 hours

**Second-year courses:**

SLIP 2901	Interpreting in Specialized Settings	3 hours
SLIP 2901L	Interpreting Lab 3	1 hour
SLIP 2912	Simultaneous ASL to English	3 hours
SLIP 2912L	Interpreting Lab 4	1 hour
SLIP 2932	English to American Sign Language II	3 hours
SLIP 2951(a)	Practicum	6 hours

**Notes:**

- (a) A comprehensive exam and student portfolio are required to exit the program.

## COURSE DESCRIPTIONS

<a href="#"><u>Course Abbreviations</u></a> .....	183
<a href="#"><u>Accounting</u></a> .....	184
<a href="#"><u>Anthropology</u></a> .....	185
<a href="#"><u>Applied Technology</u></a> .....	186
<a href="#"><u>Arabic</u></a> .....	186
<a href="#"><u>Art</u></a> .....	187
<a href="#"><u>Astronomy</u></a> .....	190
<a href="#"><u>Biology</u></a> .....	191
<a href="#"><u>Business Administration</u></a> .....	194
<a href="#"><u>Chemistry</u></a> .....	194
<a href="#"><u>Chinese</u></a> .....	196
<a href="#"><u>Communication</u></a> .....	197
<a href="#"><u>Computer Science</u></a> .....	198
<a href="#"><u>Criminal Justice</u></a> .....	199
<a href="#"><u>Dental Hygiene</u></a> .....	201
<a href="#"><u>Economics</u></a> .....	203
<a href="#"><u>Education</u></a> .....	204
<a href="#"><u>Engineering</u></a> .....	205
<a href="#"><u>English</u></a> .....	206
<a href="#"><u>English as a Second Language</u></a> .....	209
<a href="#"><u>Environmental Science</u></a> .....	210
<a href="#"><u>European Union</u></a> .....	210
<a href="#"><u>Film</u></a> .....	211
<a href="#"><u>Fire Management</u></a> .....	211
<a href="#"><u>First-Year Seminar</u></a> .....	212
<a href="#"><u>Forensic Science</u></a> .....	212
<a href="#"><u>French</u></a> .....	212
<a href="#"><u>Geography</u></a> .....	213
<a href="#"><u>Geology</u></a> .....	214
<a href="#"><u>German</u></a> .....	215
<a href="#"><u>History</u></a> .....	216

<a href="#"><u>Homeland Security and Emergency Management</u></a> .....	218
<a href="#"><u>Humanities</u></a> .....	218
<a href="#"><u>Integrated Science</u></a> .....	219
<a href="#"><u>International Studies</u></a> .....	219
<a href="#"><u>Italian</u></a> .....	220
<a href="#"><u>Japanese</u></a> .....	221
<a href="#"><u>Journalism</u></a> .....	222
<a href="#"><u>Korean</u></a> .....	222
<a href="#"><u>Library &amp; Information Science Technology</u></a> .....	223
<a href="#"><u>Mathematics</u></a> .....	225
<a href="#"><u>Music</u></a> .....	227
<a href="#"><u>Music, Applied</u></a> .....	233
<a href="#"><u>Nursing</u></a> .....	237
<a href="#"><u>Perspectives on Critical Issues</u></a> .....	241
<a href="#"><u>Philosophy</u></a> .....	241
<a href="#"><u>Physical Education</u></a> .....	242
<a href="#"><u>Physical Science</u></a> .....	247
<a href="#"><u>Physics</u></a> .....	247
<a href="#"><u>Political Science</u></a> .....	248
<a href="#"><u>Portuguese</u></a> .....	249
<a href="#"><u>Prior Learning Assessment Seminar</u></a> .....	250
<a href="#"><u>Psychology</u></a> .....	250
<a href="#"><u>Reading</u></a> .....	252
<a href="#"><u>Religion</u></a> .....	252
<a href="#"><u>Research Strategies and Technology</u></a> .....	253
<a href="#"><u>Russian</u></a> .....	253
<a href="#"><u>Sign Language Interpreting</u></a> .....	254
<a href="#"><u>Social Work</u></a> .....	261
<a href="#"><u>Sociology</u></a> .....	261
<a href="#"><u>Spanish</u></a> .....	262
<a href="#"><u>Survey of the Business Enterprise</u></a> .....	263
<a href="#"><u>Swahili</u></a> .....	263
<a href="#"><u>Theatre</u></a> .....	264

## COURSE DESCRIPTIONS

The college offers two types of courses for credit: courses designed for transfer credit and courses designed specifically for students in career programs. Although credit in some of the latter courses may be transferable to four-year colleges, they are not designed for this specific purpose; nor is this primarily the basis for developing course objectives.

Some courses are not offered every semester. For each semester's offerings, refer to the class schedule published prior to each registration period.

The college reserves the right to discontinue a section of a course because of insufficient enrollment as well as to change instructor and room assignments. A refund for a deleted section or course will be made only if another section of this course is not available at the same class period.

### Course Abbreviations

Accounting	ACCT
Anthropology	ANTH
Applied Technology	ATEC
Arabic	ARAB
Art	ARTS
Astronomy	ASTR
Biology	BIOL
Business, Environment of	BUSA
Business Information Systems	BISM
Chemistry	CHEM
Chinese	CHIN
Communication	COMM
Computer Science	CSCI
Criminal Justice	CRJU
Dental Hygiene	DHYG
Economics	ECON
Education	EDUC
Engineering	ENGR
English	ENGL
English as a Second Language	ENSL
Environmental Science	ENVS
European Union	EURO
Film	FILM
Fire Management	FIRE
First-Year Seminar	GPCS
Forensic Science	FRSC
French	FREN

Geography	GEOG
Geology	GEOL
German	GRMN
History	HIST
Homeland Security and Emergency Management	HSEM
Humanities	HUMN
Integrated Science	ISCI
International Studies	INST
Italian	ITAL
Japanese	JAPN
Journalism	JOUR
Korean	KREN
Library & Information Science Technology	LIST
Mathematics	MATH
Music	MUSC
Music, Applied Music	MUSA
Nursing	NURS
Perspectives on Critical Issues	PRSP
Philosophy	PHIL
Physical Education	PHED
Physical Science	PHSC
Physics	PHYS
Political Science	POLS
Portuguese	PORT
Prior Learning Assessment Seminar	PLAS
Psychology	PSYC
Reading	READ
Religion	REL
Research Strategies and Technology	RSCH
Russian	RUSS
Sign Language Interpreting	SLIP
Social Work	SOCW
Sociology	SOCI
Spanish	SPAN
Survey of the Business Enterprise	SURB
Swahili	SWAH
Theatre	THEA

## Accounting (ACCT)

### ACCT 2101 - Principles of Accounting I: Financial (3)

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements

This course is a study of the underlying theory and application of financial accounting concepts. It is an introduction to the fundamental principles and practices of accounting as a device for reporting business activity. It provides the student with an understanding of the underlying



theory and principles of accounting. The construction, understanding, and analysis of financial statements as they evolve from business transactions and records are emphasized. The rational synthesis of raw data into useful summary form in financial statements underlies all aspects of this course. Mathematical skills, critical thinking, computer use, and effective communication are important parts of student participation.

**ACCT 2101H - Principles of Accounting I: Financial (Honors) (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements and acceptance into the Honors Program

This course is ACCT 2101 for Honors students.

**ACCT 2102 - Principles of Accounting II: Managerial (3)**

**Prerequisites:** ACCT 2101 with a "C" or better

This course is a study of the underlying theory and application of managerial accounting concepts. It emphasizes application and utilization of accounting principles in business entities. The areas of costs, business management, budgeting, cost reporting and control, as well as specialized internal reports, are covered.

**ACCT 2102H - Principles of Accounting II: Managerial (Honors) (3)**

**Prerequisites:** ACCT 2101 or ACCT 2101H with a "C" or better and acceptance into the Honors Program

This course is ACCT 2102 for Honors students.

## Anthropology (ANTH)

**ANTH 1102 - Introduction to Anthropology (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course provides a holistic study of mankind including basic biological, cultural, historical, and societal aspects of humanity.

**ANTH 1102H - Introduction to Anthropology (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is ANTH 1102 for Honors students.

**ANTH 2010 - Introduction to Biological Anthropology (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course provides an introduction to the origins, evolution and present diversity of the human species.

**ANTH 2020 - Introduction to Cultural Anthropology (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course provides an introduction to the comparative study of human cultures; examines cultural diversity, and the concepts and methods cultural anthropologists use to study culture.

## Applied Technology (ATEC)

### ATEC 1201 - Computer Concepts (1)

This course is a brief introduction to basic computer concepts and fundamentals. It covers the following topics: microcomputer system components; categories of computers; general microcomputer software applications; guidelines for purchasing a microcomputer system; the basic communication system components; how computers process data and execute programs; and legal, ethical, and privacy issues facing computer users. Students passing a locally administered test will receive credit for the course in Area B, Institutional Requirements.

## Arabic (ARAB)

### ARAB 1001 - Elementary Arabic I (3)

This course is the first in a two-course sequence at the elementary level of Arabic. The course consists of the study of the fundamentals of the language, using Arabic as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of the Arabic-speaking world presented using interactive activities, discussion, and readings. This course is not open to native speakers, which includes anyone who used the language as his or her principal language of education.

### ARAB 1002 - Elementary Arabic II (3)

**Prerequisites:** Successful completion of Arabic1001 with a "C" or higher, or placement into 1002

This course is the second in a two-course sequence at the elementary level of Arabic. The course consists of the study of the fundamentals of the language, using Arabic as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of the Arabic-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### ARAB 2001 - Intermediate Arabic I (3)

**Prerequisites:** Successful completion of Arabic1002 with a "C" or higher, or placement into 2001

This course is the first in a two-course sequence at the intermediate level of Arabic. The course consists of the study of the fundamentals of the language, using Arabic as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of the Middle East and the Arabic-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### ARAB 2002 - Intermediate Arabic II (3)

**Prerequisites:** Successful completion of Arabic 2002 with a “C” or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of Arabic. The course consists of the study of the fundamentals of the language, using Arabic as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of the Middle-East and the Arabic-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

## Art (ARTS)

**Art Majors Advisement Alert:** Art majors need to start their major Area F courses in their first semester (ARTS 1610 Drawing I and either ARTS 1620 2D Design, or ARTS 1641 3D Design) in order to complete the two-year sequence. Because of the sequential nature of many art courses, students must meet with one of the full-time art faculty at any of the campuses to plan their course of study during their first semester.

The Arts program is designed as a foundational experience for students wishing to transfer or pursue a career in the visual arts. Students who complete the recommended transfer art curriculum will be prepared to meet the lower-division requirements for art majors in most four-year state institutions. Additionally, elective courses not required in Area F for the associate degree may be taken in order to build a strong portfolio of work, as many four-year institutions require a portfolio review before the student will be admitted into the art program.

### ARTS 1301 - Art Appreciation (3)

This course is a survey of world art from prehistory to the present. It explores the relationship of art and artists to past cultures as well as the relevance of the visual arts in our time.

### ARTS 1301H - Art Appreciation (Honors) (3)

**Prerequisites:** Acceptance into the Honors Program

This course is ARTS 1301 for Honors students.

### ARTS 1610 - Drawing I (3)

This course teaches strategies in seeing and translating what is seen by a variety of drawing methods which include contour drawing, gesture drawing, the use of negative space, the exploration of shading techniques as well as the study of proportion, perspective, and composition. A variety of media will be used. The course may include use of the Fine Arts Computer Laboratory.

### ARTS 1611 - Drawing II (3)

**Prerequisites:** ARTS 1610 or permission of the department chair

This course explores drawing problems in a variety of media. The drawing process and the use of pictorial space will be explored. The course may include some use of the Fine Arts Computer Laboratory.

### ARTS 1620 - Two-Dimensional Design & Color Theory (3)

This course is an exploration of the visual elements (line, shape, space, color, texture, time, and motion) and the organization of these elements on a two-dimensional plane. It deals with the development of perceptual awareness, technical skills, and innovative solutions to problems related to composition and color. The course may include some use of a computer laboratory or digital media.

**ARTS 1641 - Three-Dimensional Design (3)**

This course explores the visual elements and the principles of design in three dimensions. A variety of materials and processes will be explored in a series of projects.

**ARTS 1690 – Art History: Prehistory - Renaissance (3)**

This course is a survey of the visual arts (painting, sculpture, and architecture) from prehistory through the Renaissance.

**ARTS 1692 – Art History: Baroque - 20th Century (3)**

This course is a survey of the visual arts (painting, sculpture, and architecture) from the Baroque Age through the 20th century in Western Europe and the United States.

**ARTS 1694 – Art History: Africa, Oceania, & Americas (3)**

This course is a survey of the indigenous arts of Africa, Oceania, and the Americas.

**ARTS 2400 - Sculpture Fundamentals (3)**

**Prerequisites:** ARTS 1620 and ARTS 1641 or permission of the department chair

This course introduces the art student to spatial organization of forms ranging from small, intimate objects to large freestanding sculpture. Sculpture Fundamentals introduces the student to a variety of sculptural materials and processes. The course expands the student's knowledge of three-dimensional spatial organization as well as developing the student's skills in the use of tools and equipment to produce sculpture.

**ARTS 2613 - Figure Drawing (3)**

**Prerequisites:** ARTS 1610 or permission of the department chair

This course explores drawing of the human form. Students will draw from a live model to become familiar with the structural, anatomical design, and expressive elements of the human figure. A variety of media and techniques will be used.

**ARTS 2615 - Ceramic Design: Hand Building (3)**

This course offers an exploration of three-dimensional forms in clay. Projects include various hand-building techniques. Basic technology in preparing, firing, and glazing is presented.

**ARTS 2617 - Ceramic Design: Wheel (3)**

This course offers a solid foundation for "throwing" or forming clay on the potter's wheel. A variety of issues in ceramic design, history, decorative techniques, and expressive potential are explored.

**ARTS 2618 - Special Topics/Ceramic Design (3)**

**Prerequisites:** ARTS 2615 or ARTS 2617, with "C" or better, or permission of department chair

This course offers an exploration of clay, building on the design fundamentals, skills, and techniques learned in ARTS 2615 or ARTS 2617, thus expanding the student's knowledge of ceramic design, firing, and glazing.

**ARTS 2619 - Painting (3)**

**Prerequisites:** ARTS 1610 and ARTS 1620, or permission of the department chair

This course is an introduction to painting which explores composition, color, and technique. Media used in the course may include acrylic or oil paint.

**ARTS 2621 - Watercolor (3)**

**Prerequisites:** ARTS 1610 and ARTS 1620, or permission of the department chair.

This course explores the medium of watercolor. Emphasis is placed on the skillful handling of the medium, color, and composition.

**ARTS 2624 - Photography I (3)**

This course is an introduction to the use of the camera as a creative tool. Students are instructed in the theoretical principles of the photographic process. The course includes the following topics: methods of camera usage, photographic terminology, identification of the camera's parts, film processing, darkroom procedures, contact printing, use of the enlarger, and photographic composition.

**ARTS 2625 - Photography II (3)**

**Prerequisites:** ARTS 2624 or permission of the department chair

This course takes photography as a creative tool to the next level. Students refine camera and darkroom skills as well as explore new photographic and darkroom techniques. Traditional and alternative photographic processes will be introduced. The development of individual vision expressed in a body of work will be emphasized.

**ARTS 2630 - Computer Imagery I (3)**

**Prerequisites:** ARTS 1610 and ARTS 1620

This course is an introduction to drawing, design, and color that uses the computer as a creative medium.

**ARTS 2631 - Computer Imagery II (3)**

**Prerequisites:** ARTS 2630

This course builds on the foundation of Computer Imagery I by introducing concepts and practices in motion and interactive computer graphics. Students explore computer-based motion and interactive graphics through readings and projects solving a variety of design problems that have artistic as well as commercial applications.

**ARTS 2640 - Portfolio (3)**

**Prerequisites:** ARTS 1610, ARTS, 1611, ARTS 1620, and ARTS 1641

This course introduces the art student to the indispensable tools and techniques for presenting one's work in a professional manner to the world at large.

## Astronomy (ASTR)

### **ASTR 1010 - Astronomy of the Solar System (3)**

**Prerequisites:** Exit or exemption from Learning Support mathematics and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

**Co-requisites:** ASTR 1010L (Applies to students entering Fall 2011 or after)

This course presents astronomy from the early ideas of the cosmos to modern observational techniques. The solar system planets, satellites and minor bodies are studied. The origin and evolution of the solar system are studied.

### **ASTR 1010H - Astronomy of the Solar System (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support mathematics and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

**Co-requisites:** ASTR 1010R (Applies to students entering Fall 2011 or after)

This course is ASTR 1010 for Honors students.

### **ASTR 1010L - Astronomy of the Solar System Laboratory (1)**

**Prerequisites:** Exit or exemption from Learning Support mathematics and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

**Prerequisite or Co-requisites:** ASTR 1010

This is the laboratory to accompany ASTR 1010.

### **ASTR 1010R - Astronomy/Solar System Laboratory (Honors) (1)**

**Prerequisites:** Exit or exemption from Learning Support mathematics and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance in the Honors Program

**Co-requisites:** ASTR 1010H

This course is ASTR 1010L for Honors students and is the laboratory to accompany ASTR 1010H.

### **ASTR 1020 - Stellar and Galactic Astronomy (3)**

**Prerequisites:** Exit or exemption from Learning Support mathematics and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

**Co-requisites:** ASTR 1020L (Applies to students entering Fall 2011 or after)

The study of the Sun and stars, their physical properties and evolution, interstellar matter, star clusters, our galaxy and other galaxies, and the origin of the Universe.

### **ASTR 1020H - Stellar/Galactic Astronomy (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support mathematics and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program.

**Co-requisites:** ASTR 1020R (Applies to students entering Fall 2011 or after)

This course is ASTR 1020 for Honors students.

### **ASTR 1020L - Stellar and Galactic Astronomy Laboratory (1)**

**Prerequisites:** Exit or exemption from Learning Support mathematics and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

**Prerequisite or Co-requisites:** ASTR 1020

This is the laboratory to accompany ASTR 1020.

### **ASTR 1020R - Stellar/Galactic Astronomy Laboratory (Honors) (1)**

**Prerequisites:** Exit or exemption from Learning Support mathematics and exit or exemption from reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

**Co-requisites:** ASTR 1020H

This course is ASTR 1020L for Honors students and is the laboratory to accompany ASTR 1020H.

## **Biology (BIOL)**

### **BIOL 1402 - Cell Biology and Genetics (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

**Co-requisites:** BIOL 1402L

Students investigate principles and applications of cell biology. Topics include the scientific method, cell structure and function, basic chemistry of life, gene structure and function, cell division, and genetics. This course is designed for non-science majors.

### **BIOL 1402L - Cell Biology and Genetics Laboratory (1)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

**Co-requisites:** BIOL 1402

This laboratory investigates principles and applications of cell biology. Topics include laboratory exercises in the scientific method, cell structure and function, cell division, gene structure and function, and genetics. This course is designed for non-science majors.

### **BIOL 1403 - Diversity in the Living World (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

**Co-requisites:** BIOL 1403L

This course introduces the student to the variety of living organisms, including animals, plants, fungi, protozoa, algae, and bacteria, and the biological principles that unite them. Attention is given to the evolution of these forms and their ecological interactions with each other and with humanity. This course is designed for non-science majors.

### **BIOL 1403L - Diversity in Living World Laboratory (1)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

**Co-requisites:** BIOL 1403

This course provides the student with hands-on experience with a variety of living and preserved organisms, including animals, plants, fungi, protozoa, algae, and bacteria, and the principles of evolution and ecology that unite them. This course is designed for non-science majors.

**BIOL 1407 - Plants, People, and the Environment (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

**Co-requisites:** BIOL 1407L

This course discusses the uses of plants including cultivation and history of plants, plant populations and diversity, evolution, plant anatomy and physiology, and plant diseases. This course is designed for non-science majors.

**BIOL 1407L - Plants, People, and the Environment Laboratory (1)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

**Co-requisites:** BIOL 1407

This course uses hands-on laboratory experiences to support topics covered in BIOL 1407. Emphasis is placed on use of the scientific method and use of investigative techniques to explore plant physiology, anatomy, and ecology. This course is designed for non-science majors.

**BIOL 1611 - Human Anatomy and Physiology I (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements and one of the following: CHEM 1151 and CHEM 1151L or CHEM 1211, CHEM 1211L, CHEM 1212 and CHEM 1212L, each with a "C" or better or satisfactory performance on a departmental placement exam, which is not equivalent to getting credit for CHEM 1151

**Co-requisites:** BIOL 1611L

This is the first of a two-course sequence in human anatomy and physiology designed to meet the requirements for nursing, dental hygiene, physical education, and other health science majors. Topics covered include animal cell structure and function, cell chemistry, cell division, metabolism, tissues, integumentary system, skeletal system, muscle system and nervous system.

**BIOL 1611L - Human Anatomy and Physiology I Laboratory (1)**

**Co-requisites:** BIOL 1611

This is a laboratory covering microscopic survey of animal cells and tissues, skeletal system, muscular system (animal dissection and muscle identification using human models), nervous system with emphasis on the brain and sense organs.

**BIOL 1612 - Human Anatomy and Physiology II (3)**

**Prerequisites:** BIOL 1611 and BIOL 1611L, each with a "C" or better

**Co-requisites:** BIOL 1612L

This course is a continuation of BIOL 1611 and covers the concepts of human anatomy and physiology that were not considered in BIOL 1611. Topics include metabolism and the digestive, cardiovascular, respiratory, urinary, endocrine, and reproductive systems.

**BIOL 1612L - Human Anatomy and Physiology II Laboratory (1)**

**Co-requisites:** BIOL 1612

This is a laboratory covering blood and the cardiovascular, respiratory, digestive, urinary, endocrine, and reproductive systems.



**BIOL 1913 - Microbiology (3)**

**Prerequisites:** BIOL 1612 and BIOL 1612L, each with a “C” or better

**Co-requisites:** BIOL 1913L

This is a study of fundamental principles including basic culture and staining techniques, cellular metabolism, sterilization, disinfection, basic principles of immunology, and etiology of some infectious diseases. The course is designed primarily for students who intend to enter one of the health professions.

**BIOL 1913L - Microbiology Laboratory (1)**

**Co-requisites:** BIOL 1913

This is a laboratory with experiments in microbial culture and staining techniques, cell metabolism, disinfection, and sterilization. Isolation of some normal flora and a survey of parasites are included.

**BIOL 2107 - Principles of Biology I (3)**

**Prerequisites:** CHEM 1211 and CHEM 1211L, each with a “C” or better

**Co-requisites:** BIOL 2107L

Students investigate the principles and applications of biology. Topics include the scientific method, cell structure and function, basic chemistry of life, cellular reproduction, classical and molecular genetics, and a survey of selected organisms (bacteria, fungi, protists and plants). This course is designed for students whose program of study is science.

**BIOL 2107L - Principles of Biology I Laboratory (1)**

**Co-requisites:** BIOL 2107

This is an in-depth laboratory which applies the scientific method to studying cell structure and function, classical and molecular genetics, and the diversity and unifying characteristics of organisms, including bacteria, protists, fungi, and plants. This course is designed for students whose program of study is science.

**BIOL 2108 - Principles of Biology II (3)**

**Prerequisites:** BIOL 2107 and BIOL 2107L, each with a “C” or better

**Co-requisites:** BIOL 2108L

This course includes a survey of the animal kingdom with emphasis on diversity and evolutionary theory, mechanisms, and relationships; selected topics in vertebrate anatomy and physiology with emphasis on the human; and an introduction to ecology. This course is designed for students whose program of study is science.

**BIOL 2108L - Principles of Biology II Laboratory (1)**

**Co-requisites:** BIOL 2108

This is an in-depth laboratory which involves the study of population genetics, diversity and unifying characteristics of animals, organ system structure and function, and ecology. This course is designed for students whose program of study is science.

**BIOL 2650K - Life Science for Middle School Teachers (4)**

**Prerequisites:** Exit or exemption from Learning Support and ESL requirements and EDUC 2110, or students with degrees

The primary topics of the life science course will include the cell, genetics, diversity and adaptations of organisms, and ecology. There will be laboratory work in a local school lab, Internet-based projects, and lab exercises conducted in the home. This course does not meet program of study requirements for the associate's degree in education.

## **Business Administration (BISM, BUSA)**

### **BISM 2601 - Business Information Systems (3)**

**Prerequisites:** Exit or exemption from all Learning Support and all ESL requirements except ENSL 0091

This course illustrates the various roles and uses of information in a business environment, both locally and globally. Technology that supports the collection, use, distribution, and analysis of an organization's information assets are explained, demonstrated, and discovered through real business examples, short problem sets, and other methodologies. In addition, students are challenged with typical problems associated with managing and developing information systems, securing information, aligning systems with business processes, and determining competitive strategies to create a competitive advantage.

### **BISM 2601H - Business Information Systems (Honors) (3)**

**Prerequisites:** Exit or exemption from all Learning Support and all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is BISM 2601 for Honors students.

### **BUSA 2106 - The Environment of Business (3)**

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

### **BUSA 2106H - The Environment of Business (Honors) (3)**

**Prerequisites:** Acceptance into the Honors Program

This course is BUSA 2106 for Honors students.

## **Chemistry (CHEM)**

### **CHEM 1151 - Survey of Chemistry I (3)**

**Prerequisites:** Exit or exemption from Learning Support mathematics and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

**Co-requisites:** CHEM 1151L

This course is intended for students in physical education, business, humanities, social sciences, and allied health (Nursing or Dental Hygiene) planning to pursue baccalaureate degrees. The primary topics covered are measurements, nomenclature, atomic bonding, states of matter, solutions, equilibria, acids, bases, and pH. This course lays the foundation for understanding of biochemical processes.

**CHEM 1151L - Survey of Chemistry I Laboratory (1)****Co-requisites:** CHEM 1151

This is a laboratory to accompany CHEM 1151. A minimum of three hours a week is scheduled.

**CHEM 1152 - Survey of Chemistry II (3)****Prerequisites:** CHEM 1151 and CHEM 1151L or CHEM 1212 and CHEM 1212L, each with a "C" or better**Co-requisites:** CHEM 1152L

This is the second in a two-semester sequence of introductory chemistry. Nursing and dental hygiene students planning to pursue a baccalaureate degree may need to enroll in CHEM 1152. The primary topics are basic functional groups and reactions of organic molecules. Additionally, carbohydrates, lipids, proteins, and enzymes are introduced.

**CHEM 1152L - Survey of Chemistry II Laboratory (1)****Prerequisites:** CHEM 1151L with a "C" or better**Co-requisites:** CHEM 1152

Laboratory exercises supplement the lecture material of CHEM 1152.

**CHEM 1211 - Principles of Chemistry I (3)****Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091**Prerequisite or Co-requisite:** MATH 1113 with a "C" or better**Co-requisites:** CHEM 1211L

This is the first course in a two-semester sequence covering the fundamental principles and applications of chemistry for science majors. Topics to be covered include composition of matter, chemical reactions, stoichiometry, periodic relations, nomenclature, thermochemistry, electronic structure, chemical bonding, molecular geometry, and properties of gases.

**CHEM 1211L - Principles of Chemistry I Laboratory (1)****Co-requisites:** CHEM 1211

This course includes laboratory exercises to supplement the lecture material of CHEM 1211. Students gain hands-on experience in the safe and proper use of materials and equipment common to a laboratory setting. Synthesis, titration, and spectrophotometric analysis are included in the course.

**CHEM 1212 - Principles of Chemistry II (3)****Prerequisites:** CHEM 1211, CHEM 1211L, and MATH 1113, each with a "C" or better**Co-requisites:** CHEM 1212L

This is the second course in a two-semester sequence covering the fundamental principles and applications of chemistry for science majors. Topics to be covered include properties of solids and liquids, solutions, chemical kinetics, acid/base reactions, oxidation/reduction reactions, chemical equilibrium, thermodynamics, and electrochemistry.

**CHEM 1212L - Principles of Chemistry II Laboratory (1)****Co-requisites:** CHEM 1212

This course includes laboratory exercises to supplement the lecture material for CHEM 1212. It is a practical course in which students use knowledge from CHEM 1211L and extend their

experience in safe and proper laboratory technique. Graphical analysis, pH titration, equilibrium reactions, and kinetics analysis are included in the course.

**CHEM 2641 - Fundamental Organic Chemistry I (3)**

**Prerequisites:** CHEM 1212 and CHEM 1212L, each with a “C” or better

**Co-requisites:** CHEM 2641L

This is the first of a two-semester sequence of organic chemistry. It includes an introduction to structure, stereochemistry, mechanism, reactivity, functional groups, and synthesis. This course is intended for students majoring in science, engineering, pre-medicine, pre-dentistry, and pre-pharmacy.

**CHEM 2641L – Fundamental Organic Chemistry I Laboratory (1)**

**Co-requisites:** CHEM 2641

This is a first semester organic chemistry laboratory to accompany CHEM 2641. There is emphasis on methods for the preparation, isolation, purification, and characterization of organic compounds. A minimum of three hours per week is scheduled.

**CHEM 2642 - Fundamental Organic Chemistry II (3)**

**Prerequisites:** CHEM 2641 and CHEM 2641L, each with a “C” or better

**Co-requisites:** CHEM 2642L

This is the second in a two-semester sequence of organic chemistry. Topics include an in-depth study of reaction mechanisms, functional group transformations, and the synthesis of moderately complex molecules by multi-step strategies. The study of molecular spectroscopy is included.

**CHEM 2642L – Fundamental Organic Chemistry II Laboratory (1)**

**Co-requisites:** CHEM 2642

This is a second semester organic chemistry laboratory to accompany CHEM 2642. There is emphasis on organic synthesis and product analysis. A minimum of three hours per week is scheduled.

**Chinese (CHIN)****CHIN 1001 - Elementary Chinese I (3)**

This course is the first in a two-course sequence at the elementary level of Chinese. The course consists of the study of the fundamentals of the language, using Mandarin Chinese as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of China and Chinese-speaking communities world-wide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

**CHIN 1002 - Elementary Chinese II (3)**

**Prerequisites:** Successful completion of CHIN 1001 with a “C” or higher, or placement into 1002

This course is the second in a two-course sequence at the elementary level of Chinese. The course consists of the study of the fundamentals of the language, using Mandarin Chinese as the

language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of China and Chinese-speaking communities world-wide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### **CHIN 2001 - Intermediate Chinese I (3)**

**Prerequisites:** Successful completion of CHIN 1002 with a “C” or higher, or placement into 2001

This course is the first in a two-course sequence at the intermediate level of Chinese. The course consists of the study of the fundamentals of the language, using Chinese as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of China presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### **CHIN 2002 - Intermediate Chinese II (3)**

**Prerequisites:** Successful completion of CHIN 2001 with a “C” or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of Chinese. The course consists of the study of the fundamentals of the language, using Chinese as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of China presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

## **Communication (COMM)**

### **COMM 1100 - Human Communication (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This course provides a broad approach to oral communication skills including intrapersonal, interpersonal, small group, public speaking and mass communication.

### **COMM 1201 - Public Speaking (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This is an introductory course in oral communication, stressing the fundamental principles. Special attention is given to critical thinking, global issues, the selection and organization of materials, and the presentation of individual speeches and group deliberations.

### **COMM 1201H - Public Speaking (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements and acceptance into the Honors Program

This course is COMM 1201 for Honors students.

**COMM 2105 - Interpersonal Communication (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This course focuses on the opportunity for students to learn and understand the principles, theories and some of the practical applications of effective interpersonal communication and to become sensitive to the relational development of these ideas in various contexts, particularly those involving relationships within families and among co-workers and friends.

**COMM 2300 - Business and Professional Communication (3)**

**Prerequisites:** COMM 1201

This is an advanced course focusing on the principles and skills to effectively manage communication in a variety of organizational contexts. Emphasis is on oral communication and the delivery of business presentations while topics such as interviewing, managing business meetings, and developing technological visual aids are explored.

**COMM 2900 – Intercultural Communication (3)**

**Prerequisites:** COMM 1201

Intercultural Communication is an advanced course focusing on the patterns, dynamics, and worldviews that influence the processes involved in communication within and across different cultural groups. Topics covered will address intercultural communication competence from a national and international perspective, and will include the role of identity, verbal and nonverbal patterns of communication, as well as an exploration of the skills that can aid in overcoming perceived obstacles to intercultural communication.

**Computer Science (CSCI)****CSCI 1100 – Introduction to Computing (3)**

**Prerequisites:** Exit or Exemption from all Learning Support and ESL requirements

This course is intended for non-computer science majors. It provides an overview of selected major areas of current computing technology, organization and use. Topics surveyed include the history of computing, data representation and storage, hardware and software organization, communications, networking, and Internet technologies, ethical and social issues, and fundamental problem-solving and programming skills. Hands-on projects enhance and reinforce the ideas presented in class. Students may NOT receive credit for both CSCI 1100 and CSCI 1300.

**CSCI 1300 - Introduction to Computer Science (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements and MATH 1111 with a “C” or better

This course provides an overview of selected major areas of current computing technology, organization and use. Topics surveyed include the history of computing, data representation and storage, hardware and software organization, communication technologies, ethical and social issues, and fundamental problem-solving and programming skills. Hands-on projects enhance and reinforce the ideas presented in class. This course is intended for computer science majors, as well as mathematics and science-based majors. Students may NOT receive credit for both CSCI 1100 and CSCI 1300.

**CSCI 1301 - Principles of Computer Science I (4)****Prerequisites:** CSCI 1300 with a “C” or better

This course is an introduction to the fundamental principles of computer science. It emphasizes structured, top-down development and testing of computer programs. The course includes an overview of computers and programming; problem solving and algorithm development; simple data types; arithmetic and logic operators; selection structures; repetition structures; text files; arrays (one and two dimensional); procedural abstraction and software design; modular programming (including subprograms or the equivalent).

**CSCI 1302 - Principles of Computer Science II (4)****Prerequisites:** CSCI 1301 with a “C” or better

The course continues the introduction of the fundamental principles of computer science from CSCI 1301. It includes an overview of abstract data types (ADTs); arrays (multi-dimensional) and records; sets and strings; binary files; searching and sorting; introductory algorithm analysis (including Big-O); recursion; pointers and linked lists; software engineering concepts; dynamic data structures (stacks, queues, trees).

**CSCI 2800 - Capstone Project (1-3)****Prerequisites:** Sophomore standing, completion of two sequential programming courses with a “C” or better, and approval of project proposal by department chair

This is a sophomore-level capstone project applying the theories, tools, and techniques of computer science designed to provide the skills needed to find employment. A full-time faculty project advisor must approve the project proposal. The project will address three areas: analysis of an actual industry problem, proposed solution for the problem, and implementation of the solution. Collaboration with industry is required. Credit hours will be determined as follows: one hour for problem analysis, two hours for problem analysis and problem solution, and three hours for completion of all three areas of the project. A written technical report and oral presentation to faculty and students are required to complete the course.

**CSCI 2900 - Selected Topics (3)****Prerequisites:** Sophomore standing and CSCI 1301 with a “C” or better, or permission of the Instructor and department chair

Special Topics allows courses on specific topics of timely interest to the computer science profession to be selected by the department and offered on a demand basis. Students interested in this course should contact the Computer Science Department for detailed information on upcoming offerings.

**Criminal Justice (CRJU)****CRJU 1100 - Introduction to Criminal Justice (3)****Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is designed to expose students to a general overview of the criminal justice system in the United States. The major components of the criminal justice system (law and courts, law enforcement, and corrections) are examined along with the social and political institutions, which

contribute to the criminal justice process as a whole.

**CRJU 2110 - American Police System (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course provides an introductory overview of the history, role, organization, and problems inherent in public law enforcement in the United States. Special emphasis will be directed to specific issues such as police operations, police discretion, police misconduct, and police ethics in twenty-first century America. Attention will be devoted to the contributions made by women and minorities and to the special problems encountered by nontraditional groups in their quest to become a valued part of the law enforcement profession.

**CRJU 2310 - Corrections (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course will examine the adult correctional system in the United States. It examines the historical development of the correctional system with focus on how various punishment and treatment goals and philosophies shaped its development. Most of the course will be devoted to various aspects of the current correctional process, including the structure and operation of jails and state and federal correctional institutions, inmate organization and institutional management, and alternatives to incarceration. Special emphasis will be given to such topics as the privatization of prisons, prison overcrowding, the death penalty as a general deterrent, the effectiveness of boot camps, and the problems of reintegration into family and community life.

**CRJU 2410 - Criminology (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is designed to introduce students to the field of Criminology. The concepts of "crime" and "criminality" will be explored, with an emphasis on criminological theory. Various explanations of criminal behavior will be explored and critically assessed by students. Particular attention will be based on the historical contexts from which different crimes and explanations of crime come into being. Students will learn to identify, articulate, and defend different theoretical positions and viewpoints. The goal of this course is not to present one unified criminological theory but rather to expose students to a variety of thought concerning crime, criminality, and the criminal justice system.

**CRJU 2700 - The Judicial System (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course provides an introduction to courts, their legal basis, structure, jurisdiction, and operation. It also provides a basic understanding of each stage of criminal procedure as viewed from the perspective of courts, with special emphasis upon constitutional limitations.



## Dental Hygiene (DHYG)

### **DHYG 1901 - Dental Hygiene I (3)**

**Prerequisites:** BIOL 1612 and BIOL 1612L, each with a “C” or better

**Co-requisites:** DHYG 1911

This course is an introduction to the dental hygienist’s role and responsibilities within the profession to include prevention of disease transmission and the dental hygiene process of care with focus on assessment and prevention techniques.

### **DHYG 1904- The Dental Hygiene Process of Care and Medical Emergencies (1)**

**Prerequisites:** DHYG 1901 and DHYG 1911, each with a “C” or better

**Co-requisites:** DHYG 1915

This course is a continuation of the roles and responsibilities of the dental hygienist within the dental hygiene process of care including medical emergencies in the health care setting.

### **DHYG 1905 – Dental Hygiene II: Special Needs Patient Care (2)**

**Prerequisites:** DHYG 1901 and DHYG 1911, each with a “C” or better

**Co-requisites:** DHYG 1915

This course is a continuation of the roles and responsibilities of the dental hygienist with focus on special needs populations.

### **DHYG 1906 – Dental Hygiene III: Nutrition for the Dental Hygienist (1)**

**Prerequisites:** DHYG 1904, DHYG 1905, and DHYG 1915, each with a “C” or better

**Co-requisites:** DHYG 1917

This course is a continuation of the roles and responsibilities of the dental hygienist with focus on nutrition and its relationship to general and oral health, and with an emphasis on oral preventive measures.

### **DHYG 1911 - Clinical Dental Hygiene I (2)**

**Prerequisites:** BIOL 1612 and BIOL 1612L, each with a “C” or better

**Co-requisites:** DHYG 1901

This course is a laboratory/clinical introduction to the application of infection and disease prevention methods, the dental hygiene process of care, and clinical instrumentation and assessment techniques.

### **DHYG 1914 – Periodontics for the Dental Hygienist (2)**

**Prerequisites:** DHYG 1901, DHYG 1911, BIOL 1913, and BIOL 1913L, each with a “C” or better

This course is designed to provide the dental hygienist with knowledge of periodontal disease in the overall health of patients with special emphasis on the inflammatory response as it relates to periodontal disease; the histopathogenesis, etiologies, classification and treatment of the disease; the role of chemotherapeutics and pain management techniques in the treatment of periodontal disease and the role of the dental hygienist in early detection and recognition of the disease process and its relationship to overall health.

### **DHYG 1915 - Clinical Dental Hygiene II (2)**

**Prerequisites:** DHYG 1901 and DHYG 1911, each with a “C” or better

**Co-Requisites:** DHYG 1904 and DHYG 1905

This course provides the application of ethical and professional reasoning while delivering the dental hygiene process of care to patients in a clinical setting.

**DHYG 1916 – Oral Pathology (2)**

**Prerequisites:** BIOL 1913 and BIOL 1913L, each with a “C” or better

This course is a study of the principles of general and oral pathology in relationship to the manifestation of diseases in the oral cavity, to include the teeth, soft tissues, and supporting structures with emphasis on the role of the dental hygienist and early detection.

**DHYG 1917 Clinical Dental Hygiene III (1)**

**Prerequisites:** DHYG 1904, DHYG 1905, and DHYG 1915, each with a “C” or better

**Co-requisites:** DHYG 1906

This course involves the application of ethical and professional reasoning while delivering the dental hygiene process of care to include supplemental patient services in a clinical setting.

**DHYG 1921K - Dental Tissues (4)**

This course is a study of the embryological and histological development of the face, oral cavity, and the primary and permanent dentitions. The anatomy and functions of the primary and permanent dentitions and their supporting structures and the anatomy of the head and neck will be included. Instructional topics are enhanced through laboratory experiences.

**DHYG 1923K - Dental Radiology (2)**

This course is a study of the principles of ionizing radiation, the principles and techniques of intraoral and extra oral radiography, interpretation of dental radiographs, and environmental safety measures. Instructional topics are enhanced through laboratory experiences.

**DHYG 1928K - Dental Materials (2)**

This course is designed to provide the dental hygiene student with the opportunity to gain an understanding of the materials/procedures utilized to deliver supplemental patient services to patients.

**DHYG 1929 - Dental Pharmacology and Anesthesiology (2)**

**Prerequisites:** DHYG 1901, DHYG 1911, CHEM 1152, and CHEM 1152L, each with a “C” or better.

**Co-requisites:** BIOL 1913 and BIOL 1913L

This course is a study of the properties, dosage, and effects of therapeutic drugs, analgesics, and anesthetics with emphasis placed on pharmacological agents used in dentistry and office emergencies.

**DHYG 2907 – Dental Hygiene IV: Advanced Concepts in Dental Hygiene Practice I (2)**

**Prerequisites:** DHYG 1906 and DHYG 1917, each with a “C” or better

**Co-requisites:** DHYG 2909

This course is designed to continue the development of the dental hygiene student in the roles and responsibilities of the dental hygienist with focus on advanced assessment, planning, and instrumentation skills required for the periodontal patient; focus on the study of the behavioral

foundations of communication and learning theory skills related to the dental hygiene process of care, and promotion of continued development of critical thinking skills.

**DHYG 2908 – Dental Hygiene V: Advanced Concepts in Dental Hygiene Practice II (1)**

**Prerequisites:** DHYG 2907 and DHYG 2909, each with a “C” or better

**Co-requisites:** DHYG 2912

This course is designed to continue the development of the dental hygiene student in advanced instrumentation and critical thinking skills utilized during comprehensive care of the periodontal and special needs patients. Ethical and legal aspects of the dental hygiene profession, employability skills and the concept of lifelong learning are reinforced as students prepare to enter the profession.

**DHYG 2909 - Clinical Dental Hygiene IV (4)**

**Prerequisites:** DHYG 1906 and DHYG 1917, each with a “C” or better

**Co-requisites:** DHYG 2907

This course focuses on the clinical application of ethical and professional reasoning while delivering the dental hygiene process of care to periodontally involved patients in various clinical settings and sites.

**DHYG 2912 - Clinical Dental Hygiene V (4)**

**Prerequisites:** DHYG 2909 with a “C” or better

**Co-requisites:** DHYG 2908

This course provides an advanced application of comprehensive ethical and professional reasoning while delivering the dental hygiene process of care with limited instructor involvement and increased emphasis on time management.

**DHYG 2924 - Public Health I (2)**

This course is a survey of the methods of epidemiology used to determine the dental health of a community and an explanation of program planning to promote dental health through prevention and education. Critical review of dental research includes basic statistical methods.

**DHYG 2925 - Public Health II (1)**

**Prerequisites:** DHYG 2924 with a “C” or better

This course requires the student to implement a child and adult dental health education program utilizing the knowledge, skills, and criteria acquired in DHYG 2924. In addition, students will apply basic research principles for assessment of a clinical research project.

## **Economics (ECON)**

**ECON 2100 – Global Economics (3)**

**Prerequisites:** Exit or exemption from all Learning Support requirements and all ESL requirements except ENSL 0091

This course provides an analysis of economic decision making in a global setting. It examines the fundamental questions of economics as they relate to individuals, firms, and governments operating in an open economy. Topics covered include basic economic principles, economic systems and how they work, market and government failure, the basis for international trade, the

dynamics of the global monetary system, and economic systems in transition as well as prominent economic systems around the world. This course is for non-business majors.

**ECON 2105 - Principles of Macroeconomics (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements

This is an introductory course in macroeconomics. It introduces students to concepts that will enable them to understand and analyze economic aggregate and evaluate economic policies. The areas of fiscal policy, monetary policy, social goals, monetary systems, national income, employment, inflation, and economic growth are included.

**ECON 2105H - Principles of Macroeconomics (Honors) (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements and acceptance into the Honors Program

This course is ECON 2105 for Honors students.

**ECON 2106 - Principles of Microeconomics (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements

This is an introductory course in microeconomics. It introduces students to concepts that will enable them to understand and analyze structure and performance of the market economy. The areas of price elasticity, market structures, product and factor pricing, less-developed countries, and comparative economic systems are included.

**ECON 2106H - Principles of Microeconomics (Honors) (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements and acceptance into the Honors Program

This course is ECON 2106 for Honors students.

**Education (EDUC)**

**EDUC 2110 - Investigating Issues in Education (3)**

**Prerequisites:** Exit or exemption from Learning Support Reading or all ESL requirements except ENSL 0091

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

**EDUC 2120 - Exploring Socio-Cultural Perspectives (3)**

**Prerequisites:** EDUC 2110 with a "C" or better

Given the rapidly changing demographics in our state and country, this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3)

definitions and implications of diversity; and 4) the influences of culture on learning, development, and pedagogy.

### **EDUC 2130 - Exploring Teaching and Learning (3)**

**Prerequisites:** EDUC 2110 with a “C” or better

This course explores key aspects of teaching and learning through an examination of students' learning processes and those of others. Students will apply self knowledge gained through course work to the learning of all students in a variety of educational settings and contexts. In addition, students will engage in a field project assignment incorporating course content with observation/interviews of learners/teachers/administrators in schools today.

## **Engineering (ENGR)**

### **ENGR 1211 – Engineering Graphics and Design I (3)**

**Prerequisites:** Exit or exemption from all Learning Support or ESL requirements except ENSL 0091 and Math 1111 with a grade of “C” or better

An introduction to engineering graphics and design, this is the first of a two-course sequence, offering hands-on instruction in the use of an industry-leading computer-aided design software system to produce two-dimensional drawings. Topics include the fundamentals of engineering graphics and design, geometric construction, the engineering design process, and drawing composition with emphasis on industry practice.

### **ENGR 1212 – Engineering Graphics and Design II (3)**

**Prerequisites:** ENGR 1211 and MATH 1113, each with a “C” or better

A continuation of ENGR 1211, this course introduces the principles of computer-assisted graphics and engineering design, with emphasis on the fundamentals of the design process. Integrates the creation of multiview and orthographic drawings with freehand sketching and two- and three-dimensional modeling techniques, using industry standard computer-assisted graphics and design software. Orthographic and isometric projections, auxiliary and section views, dimensioning and tolerancing practices, holes, gears and threaded fasteners are presented, focusing on engineering models and manufacturing processes.

### **ENGR 1603 - Introduction to Engineering (3)**

**Prerequisites:** MATH 1113 with a “C” or better

This course provides students with an overview of various engineering disciplines to assist them in making well-informed career choices in the profession. Key topics include exploring the nature of the field and career opportunities in civil, chemical, electrical, mechanical, and other major disciplines; tools of technical communication; recording and analyzing data; dimensional analysis; computational techniques of approximate solutions; and basic statistical tools for quality control.

### **ENGR 1671 - Computing Fundamentals for Engineers (3)**

**Prerequisites:** CSCI 1300 or higher and PHYS 2211, each with a “C” or better

This course introduces computing principles and programming practices with an emphasis on the design, construction, analysis, and implementation of algorithms in engineering problem-solving

using a high level programming language appropriate to engineering.

**ENGR 2040 – Electric Circuit Analysis (3)**

**Prerequisites:** PHYS 2212

**Prerequisite or Co-requisite:** MATH 2652

This course is an introduction to the analysis of electrical circuits and networks. Topics include resistive circuits, network topology, network analysis, capacitive and inductive circuits, AC circuits, AC power, time- and frequency-domain analysis, mutual inductance, and one- and two-port networks.

**ENGR 2605 - Statics (3)**

**Prerequisites:** PHYS 2211 and PHYS 2211L

**Prerequisite or Co-requisite:** MATH 2432

The principles of statics in two and three dimensions are covered. Other topics are internal forces in trusses, frames, machines, and continuous beams, dry friction, and centroids or centers of mass of curves, areas, and volumes.

**ENGR 2606 - Dynamics (3)**

**Prerequisites:** ENGR 2605 and MATH 2432

Topics of study include kinematics and kinetics of rigid bodies in plane motion.

**English (ENGL)**

**ENGL 0099 - Pre-college Composition (4)**

**Prerequisites:** Placement by the University System Placement Examination

Pre-college Composition is a course in essay writing with particular attention given to generating ideas, developing paragraphs, organizing ideas, and using transitional devices. Grammar, punctuation, usage, and spelling are emphasized.

ESL Note: Students whose native language is not English should see an ESL advisor immediately.

**ENGL 1101 - English Composition I (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This course focuses 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. Some sections of this course are taught with computer assistance in classrooms equipped with personal computers. Keyboarding experience will be useful but is not required.

**ENGL 1101E - English Composition I (ESL) (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This course focuses 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. Some sections of this course are taught with computer assistance in classrooms equipped with personal computers. Keyboarding experience will be useful but is not required.

**ENGL 1101H - English Composition I (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements and acceptance into the Honors Program  
This course is ENGL 1101 for Honors students.

**ENGL 1102 - English Composition II (3)**

**Prerequisites:** ENGL 1101 or ENGL 1101H with a “C” or better  
This course develops writing skills beyond the levels of proficiency required by ENGL 1101, emphasizes interpretation and evaluation, and incorporates more advanced research methods. A research paper is required. Some sections of this course are taught with computer assistance in classrooms equipped with personal computers. Keyboarding experience will be useful but is not required.

**ENGL 1102H - English Composition II (Honors) (3)**

**Prerequisites:** ENGL 1101 or ENGL 1101H with a “C” or better and acceptance into the Honors Program  
This course is ENGL 1102 for Honors students.

**ENGL 2111 - World Literature I (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better  
This course offers a survey of important works of world literature from ancient times through the mid-seventeenth century.

**ENGL 2111H - World Literature I (Honors) (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better and acceptance into the Honors Program  
This course offers a survey of important works of world literature from ancient times through the mid-seventeenth century. This course is ENGL 2111 for Honors students.

**ENGL 2112 - World Literature II (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better  
This course offers a survey of important works of world literature from the mid-seventeenth century to the present.

**ENGL 2112H - World Literature II (Honors) (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better and acceptance into the Honors Program  
This course offers a survey of important works of world literature from the mid-seventeenth century to the present. This course is ENGL 2112 for Honors students.

**ENGL 2121 - British Literature I (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better  
Students are introduced to British literature from its beginnings through the eighteenth century.

**ENGL 2121H - British Literature I (Honors) (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better and acceptance into the Honors Program

Students are introduced to British literature from its beginnings through the eighteenth century.

This course is ENGL 2121 for Honors students.

**ENGL 2122 - British Literature II (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better

Students are introduced to British literature from the Romantic Era through the twenty-first century.

**ENGL 2122H - British Literature II (Honors) (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better and acceptance into the Honors Program

Students are introduced to British literature from the Romantic Era through the twenty-first century. This course is ENGL 2122 for Honors students

**ENGL 2131 - American Literature I (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better

Students consider the literature of the United States from its beginning to the late nineteenth century.

**ENGL 2131H - American Literature I (Honors) (3)**

**Prerequisites:** ENGL 1102 or 1102H with a “C” or better and acceptance into the Honors Program.

This course is ENGL 2131 for Honors students.

**ENGL 2132 - American Literature II (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better

Students consider the literature of the United States from American Realism to the present.

**ENGL 2132H - American Literature II (Honors) (3)**

**Prerequisites:** ENGL 1102 or ENGL 1102H with a “C” or better and acceptance into the Honors Program

This course is ENGL 2132 for Honors students.

**ENGL 2600 - Creative Writing (3)**

**Prerequisites:** ENGL 1101 or ENGL 1101H with a “C” or better

Focusing on the writing of original fiction and poetry, this course may also consider drama, screenwriting, and creative nonfiction. Workshop sessions, contemporary performances, and representative readings in a variety of genres and publications are included.

**ENGL 2601 - Features Writing (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements and JOUR 1613 with a “C” or better



This is an advanced writing course which allows students to strengthen professional writing and reporting skills while exploring current models of creative applied nonfiction writing: journalism features writing, literary journalism, broadcast journalism, article writing for magazines, and writing for e-zines and other online or electronic endeavors.

## English as a Second Language (ENSL)

Non-native speakers of English must enroll in appropriate ENSL courses or test out of ENSL requirements before registering for their first semester at the college. Students are placed in ENSL courses according to their scores on the ENSL Placement Test. Students who need to take ENSL courses must register for all required ENSL courses before registering for other courses.

### ENSL 0071 - Applied Grammar I (3)

**Prerequisites:** Previous knowledge of English required as demonstrated by examination. Students develop grammar skills at the low-intermediate level in the context of their own writing and by analyzing reading passages. Parts of speech, verb tenses, subject-verb agreement, and basic sentence structure will be emphasized.

### ENSL 0072 - Academic Communication Skills I (3)

**Prerequisites:** Previous knowledge of English required as demonstrated by examination. Speaking and listening skills are developed at the low-intermediate level. Listening comprehension, pronunciation, and presentation skills are emphasized.

### ENSL 0073 – Academic Reading I (3)

**Prerequisites:** Previous knowledge of English required as demonstrated by examination. Students use intermediate-level ESL materials as they develop communication skills with an emphasis on reading and writing.

### ENSL 0081 - Applied Grammar II (3)

**Prerequisites:** ENSL 0071 with a “C” or better or appropriate placement. Intermediate-level students develop grammar skills in the context of writing compositions and analyzing reading passages. Punctuation, usage, and linguistic concerns of non-native English speakers are emphasized.

### ENSL 0082 – Academic Communication Skills II (3)

**Prerequisites:** ENSL 0072 with a “C” or better or appropriate placement. Speaking and listening skills are developed at the high-intermediate level. Listening comprehension, note-taking, pronunciation, and presentation skills are emphasized.

### ENSL 0083 – Academic Reading II (3)

**Prerequisites:** ENSL 0073 with a grade of “C” or better or appropriate placement. Students use pre-college level materials as they develop academic communication skills with an emphasis on reading and writing. They demonstrate understanding and respond critically to these materials in writing and speaking.

### ENSL 0091 - Applied Grammar III (3)

**Prerequisites:** ENSL 0081 with a “C” or better or appropriate placement  
Students review and refine organizational and editing skills and improve their application of grammar while writing essays.

### **ENSL 0093 – Academic Reading III (3)**

**Prerequisites:** ENSL 0083 with a “C” or better or appropriate placement  
Students use college-level materials as they develop the reading skills they will use in their academic work. They demonstrate understanding and respond critically to these materials in speech and writing, including reports, plot summaries and response to reading activities.

## **Environmental Science (ENVS)**

### **ENVS 1401 - Environmental Science (3)**

**Prerequisites:** Exit or exemption from Learning Support and ESL requirements

**Co-requisites:** ENVS 1401L (Applies to students entering Fall 2011 or after)

This is a science course designed to investigate the role of humans in their environment. Students develop a knowledge base about their biological and physical environment. This information leads to exploration of human dependence on, technological control over, and interactions with the environment. Emphasis is placed on sustaining resources and making informed choices concerning environmental issues.

### **ENVS 1401L - Environmental Science Laboratory (1)**

**Prerequisites:** Exit or exemption from Learning Support and ESL requirements

**Co-requisites:** ENVS 1401

This is a laboratory to accompany ENVS 1401. The laboratory investigates the scientific aspects of the impacts modern society has upon the natural environmental systems of Earth. The exercises will examine some of the problems associated with the future sustainability of critical components of Earth's hydrosphere, atmosphere, geosphere and biosphere. This course is designed for non-science majors.

## **European Union (EURO)**

### **EURO 1101 - Introduction to the European Union (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is an introductory course to the study of the European Union. It examines the political, economic, social, and cultural characteristics of an integrated Europe. The course also explores the evolving relationship between the US and the EU.

## Film (FILM)

### **FILM 1010 - Introduction to Film (3)**

This is a foundational course in film studies that will introduce students to the academic and critical study of film. From taking this course, students will gain an appreciation of film as an art form, a technology, and as a business. Students will be introduced to the major movements in film history, major filmmakers, the Classical Hollywood narrative structure, and also non-narrative modes of filmmaking such as documentary and experimental film. Students will also be able to identify stylistic components of film (cinematography, mise en scène, sound, and editing) and master the language of film style.

### **FILM 1010H - Introduction to Film (Honors) (3)**

**Prerequisites:** Acceptance into the Honors Program

This is a foundational course in film studies that will introduce students to the academic and critical study of film. From taking this course, students will gain an appreciation of film as an art form, a technology, and as a business. Students will be introduced to the major movements in film history, major filmmakers, the Classical Hollywood narrative structure, and also non-narrative modes of filmmaking such as documentary and experimental film. Students will also be able to identify stylistic components of film (cinematography, mise en scène, sound, and editing) and master the language of film style. This Film 1010 course is for Honors students.

### **FILM 2700 - Film History (3)**

This course is an introduction to film history and a critical survey of the evolution of motion pictures as an art form, technological form, communication medium, and industry. Notable directors, films, and film movements may be studied in depth as the focus of this course.

### **FILM 2900 - Film Genres (3)**

This course will provide the student with an understanding of genres and their conventions both broadly and more narrowly, as the histories of specific genres may be covered in depth. Industrial and cultural reasons for the production of genre films will be examined. Using the genre status of a film as an entry point, stylistic, historical, cultural, political, and ideological analyses of films will be performed.

## Fire Management (FIRE)

### **FIRE 1916 - Emergency Rescue Operations (3)**

This course explores the underlying basic science, recognizable conditions and symptoms, and emergency management of the sick and injured. It includes control of hemorrhage, cardiopulmonary resuscitation, fractures, burns, poisoning by drugs, chemicals, gases, snake and insect bites, childbirth, and transportation of the sick and injured.

### **FIRE 1961 - Safety and Loss Control (3)**

This course introduces students to fire service injury and loss prevention. Topics include a survey of fire deaths and injuries, physical fitness, training, station activities, emergency scene activities, post-incident activities, accident loss and analysis, safety officers, employee assistant

programs, protective clothing and equipment, insurance, and a review of applicable laws and standards including NFPA 1500.

### **FIRE 2907 - Incident Command (3)**

This course is designed to include efficient and effective utilization of command concepts. Course discussion includes blending task functions with command functions. Emphasis is placed on effective management systems for emergency incidents at all levels of command.

## **First-Year Seminar (GPCS)**

### **GPCS 1010 – First-Year Seminar (3)**

The goal of this course is to promote student success at Georgia Perimeter College and beyond. Students will be introduced to study at the college level through a seminar focused on a chosen theme and guided by a leader. Through exploration of the theme, students will become engaged with the college and the community, develop self-understanding, learn about strategies, behaviors, and college resources that will optimize their personal and academic success, build their information literacy skills, and plan for their future at the college and in their careers.

## **Forensic Science (FRSC)**

### **FRSC 2100 - Introduction to Forensic Science (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements

This course will familiarize students with the basic principles and uses of forensic science in the American system of justice. Forensic science is the study and application of science to the processes of law and involves the collection, examination, evaluation and interpretation of evidence. This field encompasses many scientific areas, which, if used properly, can make invaluable contributions to the resolution of social and legal disputes. The course will review the basic applications of the biological, physical, chemical, medical and behavioral sciences to questions of evidence and law. In doing so, students should gain a basic understanding of the capabilities and limitations of the forensic sciences as they are presently practiced.

## **French (FREN)**

### **FREN 1001 - Elementary French I (3)**

This course is the first in a two-course sequence at the elementary level of French. The course consists of the study of the fundamentals of the language, using French as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context and francophone culture presented using interactive activities, discussion, and readings. This course is not open to native speakers, which includes anyone who used the language as his or her principal language of education.

**FREN 1002 - Elementary French II (3)**

**Prerequisites:** Successful completion of FREN 1001 with a “C” or higher, or placement into 1002

This course is the second in a two-course sequence at the elementary level of French. The course continues the study of the fundamentals of the language, using French as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context. The culture of francophone countries will be presented using interactive activities, discussion, multimedia, and readings. This course is not open to native speakers, which includes anyone who used the language as his or her principal language of education.

**FREN 2001 - Intermediate French I (3)**

**Prerequisites:** Successful completion of FREN 1002 with a “C” or higher, or placement into 2001

This course is the first in a two-course sequence at the Intermediate level of French. The student continues to increase proficiency in the language, using French as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context. The culture of francophone countries will be presented using interactive activities, discussion, multimedia, and readings.

**FREN 2002 - Intermediate French II (3)**

**Prerequisites:** Successful completion of FREN 2001 with a “C” or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of French. The student continues to increase proficiency in the language, using French as the language of instruction. Emphasis is on enhanced knowledge of French culture, civilization and the arts, oral proficiency, and vocabulary expansion.

**FREN 2610 - Composition and Conversation (3)**

**Prerequisites:** Successful completion of FREN 2002 with a “C” or higher, or placement into 2610

This course completes the sequence of French courses at the College. The course involves increased emphasis on verbal communication and written expression through discussions, presentations, and compositions. Study of culture and language will be enhanced through the use of textbook, selected readings, film, as well as other media and authentic materials.

**Geography (GEOG)****GEOG 1101 – Introduction to Human Geography (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is 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 1101H - Introduction to Human Geography (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is GEOG 1101 for Honors students.

## Geology (GEOL)

**GEOL 1121 - Physical Geology (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements

**Co-requisites:** GEOL 1121L (Applies to students entering Fall 2011 or after)

This course is the study of the earth and the processes which shape it. The course offers an overview of plate tectonics, volcanism, earthquakes, mountain building, weathering, erosion, soil, origin of minerals and rocks, and water and energy resources. A field trip is optional.

**GEOL 1121H - Physical Geology (Honors) (3)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements and acceptance into the Honors Program

**Co-requisites:** GEOL 1121R (Applies to students entering Fall 2011 or after).

This course is GEOL 1121 for Honors students.

**GEOL 1121L - Physical Geology Laboratory (1)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements.

**Co-requisites:** GEOL 1121

This is a laboratory to accompany GEOL 1121. The laboratory provides practical experience in identifying common rocks and minerals, examining aerial photos and satellite images, and reading topographical and geologic maps.

**GEOL 1121R - Physical Geology Laboratory (Honors) (1)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements and acceptance into the Honors Program

**Co-requisites:** GEOL 1121 or GEOL 1121H.

This course is GEOL 1121L for Honors students and is the laboratory to accompany GEOL 1121 or GEOL 1121H.

**GEOL 1122 - Historical Geology (3)**

**Prerequisites:** GEOL 1121 or GEOL 1121H, and GEOL 1121L or GEOL 1121R

**Co-requisites:** GEOL 1122L (Applies to students entering Fall 2011 or after)

This course is the study of the history of earth and life through time. It provides an overview of evolution, fossils, dinosaurs, geologic time, radiometric dating, origin of the earth, environments, and the geologic history of North America. A field trip is optional.

**GEOL 1122H - Historical Geology (Honors) (3)**

**Prerequisites:** GEOL 1121 or GEOL 1121H, and GEOL 1121L or GEOL 1121R, and acceptance into the Honors Program

**Co-requisites:** GEOL 1122R (Applies to students entering Fall 2011 or after)

This course is GEOL 1122 for Honors students.

**GEOL 1122L - Historical Geology Laboratory (1)**

**Prerequisites:** GEOL 1121 or GEOL 1121H, and GEOL 1121L or GEOL 1121R

**Co-requisites:** GEOL 1122

This is a laboratory to accompany GEOL 1122. The laboratory provides practical experience in studying sedimentary rocks to interpret depositional processes and environments, examining fossils and their use in age determinations, correlating rock units, interpreting geologic history from maps, and examining the regional geology of North America.

**GEOL 1122R - Historical Geology Laboratory (Honors) (1)**

**Prerequisites:** GEOL 1121 or GEOL 1121H, and GEOL 1121L or GEOL 1121R, and acceptance into the Honors Program

**Co-requisites:** GEOL 1122 or GEOL 1122H

This course is GEOL 1122L for Honors students and is the laboratory to accompany GEOL 1122 or GEOL 1122H.

**GEOL 2650K - Earth and Space Science for Middle School Teachers (4)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements and EDUC 2110 or students with degrees

This course covers basic principles from the fields of Geology, Astronomy, Oceanography, and Meteorology including map interpretation, minerals and rocks, processes acting at the Earth's surface and within the Earth, plate tectonics, geologic time and dating, composition and motions of the Earth, the solar system, phases of the moon, origin and life cycles of stars, galaxies, water movements, ocean floor, weather and climate. Laboratory exercises supplement the lecture material. This course does not meet program of study requirements for the associate's degree in education.

**German (GRMN)**

**GRMN 1001 - Elementary German I (3)**

This course is the first in a two-course sequence at the elementary level of German. The course consists of the study of the fundamentals of the language, using German as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context and the culture of the German-speaking world presented using interactive activities, discussion, and readings. This course is not open to native speakers, which includes anyone who used the language as his or her principal language of education.

**GRMN 1002 - Elementary German II (3)**

**Prerequisites:** Successful completion of GRMN 1001 with a "C" or higher, or placement into 1002

This course is the second in a two-course sequence at the elementary level of German. The course consists of the study of the fundamentals of the language, using German as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context and the culture of the German-speaking world presented using interactive activities, discussion, and readings. This course is not open to native speakers, which includes anyone who used the language as his or her principal language of education.

**GRMN 2001 - Intermediate German I (3)**

**Prerequisites:** Successful completion of GRMN 1002 with a “C” or higher, or placement into 2001

This course is the first in a two-course sequence at the intermediate level of German. The course consists of the study of the fundamentals of the language, using German as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context and the culture of the German-speaking world presented using interactive activities, discussion, and readings. This course is not open to native speakers, which includes anyone who used the language as his or her principal language of education.

**GRMN 2002 - Intermediate German II (3)**

**Prerequisites:** Successful completion of GRMN 2001 with a “C” or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of German. The course consists of the study of the fundamentals of the language, using German as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context and the culture of the German-speaking world presented using interactive activities, discussion, and readings. This course is not open to native speakers, which includes anyone who used the language as his or her principal language of education.

**GRMN 2610 - Composition and Conversation (3)**

**Prerequisites:** Successful completion of GRMN 2002 with a “C” or higher, or placement into 2610

This course develops self-expression at the high intermediate level of German through the integration of language, literature and culture. Students are exposed to a wide range of topics including, but not limited to, current events, social issues, cultural practices and daily life as they increase fluency in the language and expand cultural competence.

**History (HIST)****HIST 1111 - Survey of World History to Early Modern Times (1500) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization from the prehistoric era to 1500 AD.

**HIST 1111H - Survey of World History to Early Modern Times (1500) (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is History 1111 (1501) for Honors students.

**HIST 1112 - Survey of World History from Early Modern Times (1500 to the Present) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course focuses on the key political, intellectual, scientific, social, economic, and cultural changes that occurred in world civilization from 1500 to the present.

**HIST 1112H - Survey World History from Early Modern Times (1500 to the Present) (Honors) (3)**



**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program  
This course is History 1112 (1503) for Honors students.

### **HIST 1200 - Introduction to the Middle East (1800 to the Present) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course focuses on the key political, cultural, social, religious changes that occurred in the Middle East 1800 CE to the present.

### **HIST 2111 - United States History I (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is a study of United States history from the Age of Discovery through the Civil War. In conjunction with POLS 1101, it satisfies state law requiring instruction in United States and Georgia history and United States and Georgia Constitutions.

### **HIST 2111H - United States History I (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is HIST 2111 for Honors students.

### **HIST 2112 - United States History II (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is a study of United States history from the Reconstruction Period is provided. Emphasis is placed on the rise of the United States to a position of world power. In conjunction with POLS 1101, this course satisfies state law requiring instruction in United States and Georgia history and United States and Georgia Constitutions.

### **HIST 2112H - United States History II (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is HIST 2112 for Honors students.

### **HIST 2200 - Women in American History (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course will examine the historical development of the United States of America from colonial times to the present with special reference to the contributions of women. The course will review changes in feminism, gender, and the Constitution of the United States, i.e., the 19th amendment, the Suffragettes, their relationship to abolition and other feminist campaigns. This course includes an analysis of the social and economic disparity between women and men, women's roles within state, local, and federal governments, their intellectual, cultural, and social interaction in the larger society. It explores the issues of women in major ethnic groups in the United States, and interaction of women within and outside each group. Topics include colonial women, frontier women, progressivism, unions, birth control, discrimination, sectional conflict

from the perspective of women, WWII, "Rosie the Riveter", Vietnam, the modern industrial complex, globalization, and urban demographic patterns as they relate to the lives of women.

### **HIST 2200H - Women in American History (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is HIST 2200 for Honors students.

## **Homeland Security and Emergency Management (HSEM)**

### **HSEM 1101 - Introduction to Homeland Security and Emergency Management (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course provides an introduction to the related fields of homeland security and emergency management. This is a survey course that provides a broad overview of these fields including the historical events, policies, and practices that have provided the impetus for the development of homeland security and emergency management as governmental functions and as professions.

### **HSEM 2125 – Intelligence Analysis and Security Management (3)**

**Prerequisites:** HSEM 1101 with a "C" or better

This course provides an introduction to intelligence analysis and security management, focused on management of terrorist attacks and other threats to national security. Students will learn about our national defense system, including the private sector, and will explore the vulnerabilities of these systems. Students will learn about the intelligence community and how it operates, and will discuss issues regarding intelligence support of Homeland Security measures.

### **HSEM 2136 – Transportation and Border Security (3)**

**Prerequisites:** HSEM 1101 with a "C" or better

This course provides an introduction to modern border and transportation security. Students in this course will consider specific issues related to security for seaports, ships, aircraft, trains, trucks, pipelines, buses, and more. This course will focus both on the technology needed to detect terrorists and their weapons and on discussion of the legal, economic, political and cultural issues related to border security.

## **Humanities (HUMN)**

### **HUMN 1301 - Humanities through the Arts (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This course approaches the humanities through a study of seven major art forms: film, drama, music, literature, painting, sculpture, and architecture. Each of these arts is considered from the perspective of historical development, the elements used in creating the art, meaning and form expressed, and criticism or critical evaluation.

**HUMN 1303 - Aesthetic Expressions of Western Culture I (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This course offers a comprehensive appreciation of the humanities-art, music, and literature-that attempts to give the four-year transfer student a structured, in-depth approach to the entire artistic heritage of the Western world. It covers cultural activities from the beginnings of civilization to the Renaissance. Visits to cultural centers in the community may be included.

**HUMN 1305 - Aesthetic Expressions of Western Culture II (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This course is similar to HUMN 1303, covering the period from the Renaissance through the twentieth century. Visits to cultural centers in the community may be included.

**Integrated Science (ISCI)****ISCI 2001 - Life/Earth Science (3)**

**Prerequisites:** EDUC 2110 with a "C" or better

This is an inquiry-based science content course based on the Kindergarten through grade 5 performance standards for Life Science and Earth Science. Topics include life/biosphere, diversity, heredity, cells, ecosystems, earth systems, lithosphere (rocks, soils, constructive and destructive forces), hydrosphere, solar system, stars, and weather. The course includes hands-on activities.

**ISCI 2002 – Physical Science (3)**

**Prerequisites:** EDUC 2110 with a "C" or better

This is an inquiry-based science content course based on the Kindergarten through grade 5 performance standards for Physical Science. Topics include the nature of matter, forms and transformations of energy, force, motion of objects, the concept of waves, sound, electromagnetic radiation, gravity, electricity, and magnetism. The course includes hands-on activities.

**International Studies (INST)****INST 1011 - International Study I (1-3)**

This course is for students studying abroad in credit study abroad programs. Department chair's or academic dean's approval is required before students may use this course as part of their degree program requirements.

**INST 1012 - International Study II (1-3)**

This course is for students studying abroad in credit study abroad programs. Department chair's or academic dean's approval is required before students may use this course as part of their degree program requirements.

**INST 2011 - International Study III (1-3)**

This course is for students studying abroad in credit study abroad programs. Department chair's or academic dean's approval is required before students may use this course as part of their degree program requirements.

**INST 2012 - International Study IV (1-3)**

This course is for students studying abroad in credit study abroad programs. Department chair's or academic dean's approval is required before students may use this course as part of their degree program requirements.

## Italian (ITAL)

**ITAL 1001 - Elementary Italian I (3)**

This course is the first in a two-course sequence at the elementary level of Italian. The course consists of the study of the fundamentals of the language using Italian as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Italy and Italian-speaking communities worldwide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

**ITAL 1002 - Elementary Italian II (3)**

**Prerequisites:** Successful completion of Italian 1001 with a "C" or higher, or placement into 1002

This course is the second in a two-course sequence at the elementary level of Italian. The course consists of the study of the fundamentals of the language, using Italian as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Italy and Italian-speaking communities worldwide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

**ITAL 2001 - Intermediate Italian I (3)**

**Prerequisites:** Successful completion of ITAL 1002 with a "C" or higher, or placement into 2001

This course is the first in a two-course sequence at the intermediate level of Italian. The course consists of the study of the fundamentals of the language, using Italian as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Italy and Italian-speaking communities worldwide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

**ITAL 2002 - Intermediate Italian II (3)**

**Prerequisites:** Successful completion of ITAL 2001 with a "C" or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of Italian. The course consists of the study of the fundamentals of the language, using Italian as the language of

instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Italy and the Italian-speaking communities worldwide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

## Japanese (JAPN)

### **JAPN 1001 - Elementary Japanese I (3)**

This course is the first in a two-course sequence at the elementary level of Japanese. The course consists of the study of the fundamentals of the language, emphasizing oral communication with grammar and vocabulary taught in context, as well as a familiarity with and knowledge of the Japanese culture. Course material is presented using interactive activities, discussion, multimedia, and readings. This course is not open to native speakers, which includes anyone who used the language as his/ her principal language of education.

### **JAPN 1002 - Elementary Japanese II (3)**

**Prerequisites:** Successful completion of JAPN 1001 with a “C” or higher, or placement into 1002

This is the second of two courses in First Year (Elementary) Japanese. The course consists of further study of the fundamentals of the language, emphasizing oral communication with grammar and vocabulary taught in context, as well as a familiarity with and knowledge of the Japanese culture. Course material is presented using interactive activities, discussion, multimedia, and readings. This course is not open to native speakers, which includes anyone who used the language as his/ her principal language of education.

### **JAPN 2001 - Intermediate Japanese I (3)**

**Prerequisites:** Successful completion of JAPN 1002 with a “C” or higher, or placement into 2001

This is the first of two courses in Second Year (Intermediate) Japanese. The course consists of further study of the fundamentals of the language, emphasizing oral communication with grammar and vocabulary taught in context, as well as a familiarity with and knowledge of the Japanese culture. Course material is presented using interactive activities, discussion, multimedia, and readings.

### **JAPN 2002 - Intermediate Japanese II (3)**

**Prerequisites:** Successful completion of JAPN 2001 with a “C” or higher, or placement into 2002

This is the second of two courses in Second Year (Intermediate) Japanese. The course consists of further study of the fundamentals of the language, emphasizing oral communication with grammar and vocabulary taught in context, as well as a familiarity with and knowledge of the Japanese culture. Course material is presented using interactive activities, discussion, multimedia, and readings.

## Journalism (JOUR)

### **JOUR 1611 - Introduction to Mass Communication (3)**

This course is a survey of contemporary mass media, emphasizing their philosophies, histories, contributions, and problems.

### **JOUR 1613 - Basic News Writing (3)**

**Prerequisites:** ENGL 1101 or ENGL 1101H with a "C" or better

This course is a study of basic news reporting, writing, and editing, with individualized assignments in the various media.

### **JOUR 2601 - Features Writing (3)**

**Prerequisites:** JOUR 1613 with a "C" or better

This is an advanced writing course which allows students to strengthen professional writing and reporting skills while exploring current models of creative applied nonfiction writing: journalism features writing, literary journalism, broadcast journalism, article writing for magazines, and writing for e-zines and other online or electronic endeavors.

## Korean (KREN)

### **KREN 1001 - Elementary Korean I (3)**

This course is the first in a two-course sequence at the elementary level of Korean. The course consists of the study of the fundamentals of the language, using Korean as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of the Korean-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### **KREN 1002 - Elementary Korean II (3)**

**Prerequisites:** Successful completion of KREN 1001 with a "C" or higher, or placement into 1002

This course is the second in a two-course sequence at the elementary level of Korean. The course consists of the study of the fundamentals of the language, using Korean as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of the Korean-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### **KREN 2001 - Intermediate Korean I (3)**

**Prerequisites:** Successful completion of KREN 1002 with a "C" or higher, or placement into 2001

This course is the first in a two-course sequence at the intermediate level of Korean. The course consists of the study of the fundamentals of the language, using Korean as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Korea and the Korean-speaking world presented using interactive activities,

discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### **KREN 2002 - Intermediate Korean II (3)**

**Prerequisites:** Successful completion of KREN 2001 with a "C" or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of Korean. The course consists of the study of the fundamentals of the language, using Korean as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Korea and the Korean-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

## **Library and Information Science Technology (LIST)**

### **LIST 1101 - Introduction to Libraries and Information Science (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is designed to provide both a historical background to the development of modern libraries and information services, and a sense of the scope of present activities in the field. Students are introduced to the various types of libraries, media centers, and learning resource centers, and will contrast them with the concept of the "Virtual Library." The course will include such topics as the role of the library technician in the delivery of services, basic library terminology, an explanation of the Library Bill of Rights and intellectual freedom, the role of library associations on the local, state, and national levels, and introduction to library journals and listservs (both professional and paraprofessional).

### **LIST 1103 - Acquisitions and Tech Processing (3)**

**Prerequisites:** LIST 1101

This course serves as an introduction to the techniques of ordering and receiving library materials in all formats for library and information center technicians. Training includes bibliographic verification, library bookkeeping, preparation of order lists and purchase orders, and communications with vendors. The course will address knowledge of basic finding tools, e.g. Books in Print, publishers' catalogs, online resources, acquisitions terminology, serials ordering, check-in, and claim procedures.

### **LIST 1105 - Public Services in Libraries (3)**

**Prerequisites:** LIST 1101

This course focuses on the paraprofessional's public service role in the changing environment of today's libraries and information centers. Topics will include basic informational and reference services; information literacy, library instruction; access services, including circulation systems; stack maintenance; supervision and scheduling; library and information center displays; security; and human relations issues.

**LIST 2002 - Services to Children and Youth (3)****Prerequisites:** LIST 1101 and LIST 1105

This course introduces students to library services for children and youth. Components include basic reference and information assistance; basic selection and use of books and electronic resources; audiovisual materials and equipment; the Internet; censorship issues; programming and outreach; and the skills necessary to serve children and youth in today's changing library environment.

**LIST 2003 - School Libraries/Media Centers (3)****Prerequisites:** LIST 1101 and LIST 1105

This course is an introduction to the field of school and media center services for the paraprofessional. Content will include the role of the paraprofessional in the school library or media center, public and private school libraries, helping students learn the process of finding what they need, print and online resources for schools and media services, audio-visual and media equipment, materials, preparation, technical support, programming, and community relations.

**LIST 2004 - Public Libraries (3)****Prerequisites:** LIST 1101

This course introduces students to the skills they will need to succeed as paraprofessionals in a public library environment. Components include reference, circulation, children's services, and other areas unique to public library settings, including outreach and literacy.

**LIST 2005 - Computers in Libraries (3)****Prerequisites:** LIST 1101, LIST 1103, and LIST 1105

This survey of computers in libraries will include discussions of the use of computer-based systems in libraries and information centers as well as "trouble-shooting" hardware and software access. Specific applications to be addressed include computer-based literature searching, indexing, and circulation from the perspective of computer applications.

**LIST 2006 - College and University Libraries (3)****Prerequisites:** LIST 1101

This course is an introduction to library services in academic libraries, from two-year institutions and community colleges, to four-year and university libraries, and the role of the paraprofessional within these various types of academic libraries. The course will include an overview of the history of academic libraries, academic library management, including serials management, and academic library services.

**LIST 2009 - Internship (3)**

**Prerequisites:** Completion of all LIST courses listed in the Professional Curriculum for the Library & Information Science Technology program and at least 6 hours of LIST electives  
Practical experience of 10 hours per week of productive work time spent in a working library situation. Prior to the internship term, the program coordinator will arrange the cooperation of participating institutions. Deviations from these institutions will only be made at the discretion of the program coordinator. Written assignments such as resume preparation and job descriptions will be reviewed during sessions with the course instructor.



**LIST 2010 - Principles of Cataloging and Indexing (3)****Prerequisites:** LIST 1101 and LIST 1103

This course will move beyond the introductory course on Acquisitions and Technical Processing, a prerequisite, to a more detailed examination of the cataloging and processing of all types of materials, both print and non-print. The course will emphasize online copy cataloging while also addressing cataloging of unique materials in small libraries and information centers, as well as indexing.

**LIST 2014 – Information Services in Special Libraries (2)****Prerequisites:** LIST 1101, LIST 1103, and LIST 1105

This course focuses on varied types of special libraries (law, health science, business, government, history, etc.) and the role they play in facilitating the work of different user groups within an organization. Research tools and reference books specific to these unique libraries are reviewed. Class field trips to local special libraries are included.

**LIST 2015 - Topics in Library and Information Science Technology (2)****Prerequisites:** LIST 1101, LIST 1103, LIST 1105 and permission of the LIST program coordinator

Topics or areas of interest relating to the practice of library and information science technology will be covered. Subjects vary depending upon demand and timeliness. This course is intended for practicing Library Technicians (or Assistants).

**Mathematics (MATH)****MATH 0098 – Pre-college Algebra (4)****Prerequisites:** Placement by examination

This course is designed to prepare students for college level mathematics. Topics will include: real-number concepts, selected geometry concepts, linear equations and inequalities in one variable, problem solving involving linear or factorable quadratic equations as models, operations on polynomials, factoring polynomials, integral exponents, graphing linear and quadratic equations in two variables, rational expressions, function notation, integral and rational exponents, solving absolute value and quadratic equations and inequalities, solving rational and radical equations, problem solving involving linear equations, rational equations, quadratic equations, and systems of equations in two variables, and writing equations of lines, operations with radicals and complex numbers, geometric concepts, and calculator usage.

**MATH 1001 – Quantitative Skills and Reasoning (3)****Prerequisites:** Exit or exemption from Learning Support mathematics

This course places quantitative skills and reasoning in the context of experiences that students will be likely to encounter. It emphasizes processing information in context from a variety of representations, understanding of both the information and the processing, and understanding which conclusions can be reasonably determined.

Note: This course is an alternative in Area A of the Core Curriculum and is not intended to supply sufficient algebraic background for students who intend to take Precalculus or the Calculus sequences for mathematics and science majors.

### **MATH 1111 - College Algebra (3)**

**Prerequisites:** Exit or exemption from Learning Support mathematics

This course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions, and their graphs, inequalities, and linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. Appropriate applications will be included.

### **MATH 1113 - Precalculus (3)**

**Prerequisites:** MATH 1111 with a “C” or better or appropriate placement

This course focuses on the study of trigonometry, including circular functions, triangle trigonometry, trigonometric equations and identities, inverse trigonometric functions, and vectors. Selected topics from algebra are reviewed and extended. This course is designed to prepare students for calculus, algebra-based physics, and related technical subjects.

### **MATH 1113H - Precalculus (Honors) (3)**

**Prerequisites:** MATH 1111 with an “A” or “B” or appropriate placement and acceptance into the Honors Program

This course focuses on the study of trigonometry, including circular functions, triangle trigonometry, trigonometric equations and identities, inverse trigonometric functions, and vectors. Selected topics from algebra are reviewed and extended. This course is designed to prepare students for calculus, algebra-based physics, and related technical subjects. This course is MATH 1113 for Honors students.

### **MATH 1431 - Introduction to Statistics (3)**

**Prerequisites:** Any collegiate level mathematics course with a “C” or better

This course is designed for students whose programs require a course in statistics as well as for those who wish to elect such a course. Topics to be covered include descriptive statistics, basic probability, discrete and continuous distributions, sample estimation of parameters, hypothesis testing, tests on means and proportions, chi-square tests, correlation, and linear regression.

### **MATH 1431H – Introduction to Statistics (Honors) (3)**

**Prerequisites:** Any collegiate level mathematics course with a “C” or better and acceptance into the Honors program

This course is MATH 1431 for Honors students.

### **MATH 1433 - Applied Calculus (3)**

**Prerequisites:** MATH 1111 with a “C” or better

This course provides a non-rigorous introduction to the basic ideas and techniques of differential and integral calculus, especially as they relate to applications in business, economics, life sciences, and social sciences.

**MATH 2008 – Foundation of Numbers and Operations (3)**

**Prerequisites:** Completion of any college level mathematics course and EDUC 2110, each with a “C” or better

This course is an Area F introductory mathematics course for early childhood education majors. The 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.

**MATH 2420 - Discrete Mathematics (3)**

**Prerequisites:** MATH 1113 or MATH 1433 with a “C” or better

This course introduces the ideas of finite mathematical structures. Topics include sets theory, logic, proof techniques, functions and relations, graphs, trees, and combinatorics.

**MATH 2431 - Calculus I (4)**

**Prerequisites:** MATH 1113 with a “C” or better or placement by examination

This course includes the study of the derivative and its applications, limits and continuity, antidifferentiation, the definite integral, and the Fundamental Theorem of Calculus. Algebraic, trigonometric, exponential, and logarithmic functions are studied.

**MATH 2432 - Calculus II (4)**

**Prerequisites:** MATH 2431 with a “C” or better

This course includes the study of techniques of integration, applications of the definite integral, an introduction to differential equations, polar graphs, and power series.

**MATH 2633 - Calculus III (4)**

**Prerequisites:** MATH 2432 with a “C” or better

This course includes the study of vectors, solid analytical geometry, partial derivatives, multiple integrals, line integrals, and applications.

**MATH 2641 - Linear Algebra (3)**

**Prerequisite or Co-requisite:** MATH 2432

This course is designed to introduce the student to the basic notions of linear algebra. Topics include matrices, systems of linear equations, vector spaces, inner products, bases, linear transformations, eigenvalues, and eigenvectors.

**MATH 2652 - Ordinary Differential Equations (4)**

**Prerequisite or Co-requisite:** MATH 2633

This course is an introduction to the basic ideas of ordinary differential equations. Topics include linear differential equations, series solutions, simple non-linear equations, Laplace transforms, systems of differential equations, numerical methods, and applications.

## Music (MUSC)

**Music Majors Advisement Alert:** Because of the sequential nature of many of the Fine Arts courses, students must meet during their first semester at Georgia Perimeter College with a Fine

Arts advisor on the Clarkston Campus to plan their course of study. Fine Arts majors need to start their major area course in their first semester in order to complete the two-year sequence.

The Music program of the college is designed to meet freshman and sophomore music requirements established by most schools for students wishing to make music a career. Students who complete the recommended transfer music curriculum will be prepared to enter as juniors and meet the lower-division requirements for music majors at most four-year institutions. In addition, the Music program strives to provide to all students of the college the opportunity to develop their musical knowledge and performance skills through a well-rounded program of course and performance ensemble offerings.

All courses listed below are open to any student who meets the prerequisites. In all sequential course offerings in the Music program, a student must make a grade of “C” or better in each course before registering for the next course in the sequence.

**Note:** Courses marked with \* next to their title indicate the course is not required for the associate degree at the college, but this course will be required in order to transfer to most four-year institutions at the junior level.

### **Music Theory Placement Examination**

Every student registering for MUSC 1611 for the first time who has not completed MUSC 1708 will be given the Music Theory Placement Examination to ensure that he or she begins in the course best suited to background and prior study. In addition, upon request by the student, the Music Theory Placement Examination may be given for the purpose of exempting specified music theory courses. Passing the examination allows the student to enroll in the next sequential course, but no credit is given for exempted courses.

### **Arrangement and Scheduling of Music Courses**

Students who desire to become professional musicians and are accepted as music majors must begin their musical studies the first semester they enroll. Because the music curriculum must continue throughout an entire four-year college program, it is necessary that general education courses be met over the four-year period instead of during the first two years, as is the usual procedure. Students whose program of study is music are strongly urged to consult a music advisor prior to each semester of registration to ensure they register for the necessary courses to complete the associate's degree program in two years.

### **Area of Concentration**

The first two years of musical study are basically the same for all areas of concentration. Therefore, by fulfilling these course requirements and recommendations, students will be prepared to enter any area of specialization beginning the junior year. Students planning to work toward a Bachelor of Music degree in applied music (performance) should contact the Fine Arts department chair for special advising and arrangement of a special entrance audition.

### **MUSC 1301 - Music Appreciation (3)**

This course is designed for students who wish to deepen their enjoyment of music through better understanding. A study of the evolution of musical style as revealed in the major compositions of representative composers of each major period is offered. No prior knowledge of music is

required. This course is not intended for music majors.

### **MUSC 1301H - Music Appreciation (Honors) (3)**

**Prerequisites:** Acceptance into the Honors Program

This course is MUSC 1301 for Honors students.

### **MUSC 1303 - Understanding Jazz (3)**

This course is designed for students who wish to broaden their knowledge of American Jazz music. It comprises a study of the evolution of Jazz music as revealed in the compositions and performances of representative musicians of the Jazz idiom. No prior knowledge of music or Jazz is required.

### **MUSC 1607 - Concert Attendance (0)**

Students registering for any of the Music Theory courses must concurrently register for MUSC 1607 until four semesters of MUSC 1607 have been satisfactorily completed. To complete the course satisfactorily, the student must attend ten approved concerts during the semester in which the course is taken; of these, six must be events sponsored by the college's Fine Arts Department, except in the instances that will present a severe hardship in which cases the department chair may approve suitable substitutes. Students may receive only one concert credit for a concert in which they are performing that semester.

### **MUSC 1611 - Music Theory I (2)**

**Prerequisites:** MUSC 1708 or successful performance on the Music Theory Placement Examination

**Co-requisites:** MUSC 1621 and MUSC 1607

This is the first of a four-semester sequence of courses intended to introduce the student to the principles of music through visual analysis and parallel keyboard harmony skills. Topics covered include rudiments of notation, intervals, basic elements of meter and rhythm, major and minor scales and key signatures, diatonic triads and seventh chords in major and minor keys, with the introduction to principles of voice leading, harmonic progression, figured bass, and cadences, with the analysis of simple piano works and chorale examples.

### **MUSC 1612 - Music Theory II (2)**

**Prerequisites:** MUSC 1611 with a "C" or better

**Co-requisites:** MUSC 1622 and MUSC 1607

This course is a continuation of MUSC 1611. Topics covered include non-chord tones, first and second inversion of triads, intermediate voice leading and harmonization using diatonic seventh chords and non-chord tones, with the introduction of basic formal (phrase and period structure) analysis of binary and ternary forms in simple piano works and chorale examples. Keyboard harmony skills parallel these topics.

### **MUSC 1621 - Ear Training I (1)**

**Prerequisites:** MUSC 1708 or successful performance on Music Theory Placement Examination

**Co-requisites:** MUSC 1611

Through the use of CAI and programmed audio tapes, this course develops aural skills in sight singing (scale degree numbers-movable DO), dictation, and error detection. Topics covered include major and minor scales, major and minor triads, melodic and harmonic intervals, simple

rhythmic patterns, single line melodic dictation, and dictation of root position major triads.

### **MUSC 1622 - Ear Training II (1)**

**Prerequisites:** MUSC 1621 with a "C" or better

**Co-requisites:** MUSC 1612

This course is a continuation of MUSC 1621. Through the use of CAI and programmed audio tapes, it continues to develop aural skills in sight singing (scale degree numbers-movable DO), dictation, and error detection. Topics include all intervals (melodic and harmonic), advanced rhythmic patterns, single line and intermediate melodic dictation, dictation of root position major and minor triads and root position seventh chords, intermediate sight singing, and dictation of elementary harmonic progressions.

### **MUSC 1708 - Music Fundamentals (3)**

This course is an introduction to the fundamental technical aspects of music. Topics covered include notation, intervals, scales, rhythm, and meter. Elementary ear training and basic keyboard harmony are also incorporated. This course is not intended for music majors, but may be taken in preparation for MUSC 1611 and MUSC 1621 by prospective majors needing preparatory strengthening in these areas and by non-majors starting applied music study.

### **MUSC 1741 - Survey of Music Literature (3)**

**Prerequisites:** MUSC 1611

**Co-requisites:** MUSC 1607

A survey of the major genres and composers from 1400 to the present is offered with emphasis on style features, form, and terminology.

### **MUSC 1780 – Diction for Singers I (1)**

This course is one of two courses which, through the use of the International Phonetic Alphabet, serve to introduce the principles of diction for singers. All aspects are approached from the perspective of the special problems encountered in singing in Italian and English.

### **MUSC 1782 – Diction for Singers II (1)**

This course is one of two courses which, through the use of the International Phonetic Alphabet, serve to introduce the principles of diction for singers. All aspects are approached from the perspective of the special problems encountered in singing in German and French.

### **MUSC 2613 - Music Theory III (2)**

**Prerequisites:** MUSC 1612 with a "C" or better

**Co-requisites:** MUSC 2623 and MUSC 1607

This course is a continuation of MUSC 1612. Topics covered include secondary functions, modulation to closely related keys, advanced voice leading, analysis of Bach chorales, modes, borrowed chords, Neapolitan chords, augmented sixth chords, altered dominants, and ninth, eleventh, and thirteenth chords. The sonata-allegro form will be introduced and its analysis in early works of Haydn, Mozart, and Beethoven. Additional form study includes the analysis of rondo, scherzo, minuet-trio, and simple song forms as well as the continuation of analysis of the Bach chorale style. Keyboard harmony skills parallel these topics.

### **MUSC 2614 - Music Theory IV (2)**

**Prerequisites:** MUSC 2613 with a “C” or better

**Co-requisites:** MUSC 2624 and MUSC 1607

This course is a continuation of MUSC 2613. Topics covered include the harmonic elements of the late romantic, impressionistic, and contemporary periods. Analysis includes works from the romantic period by Brahms, Chopin, Schumann, and from the contemporary period by Cowell, Cage, Crumb, Schoenberg, Bartok, Messiaen, Hanson, and Hindemith, as well as brief views of their theoretical and compositional techniques. Projects include analysis of full symphonic score examples from the classical period and the completion of a composition using techniques of the contemporary period. Keyboard harmony skills parallel these topics.

### **MUSC 2623 - Ear Training III (1)**

**Prerequisites:** MUSC 1622 with a “C” or better

**Co-requisites:** MUSC 2613

This course is a continuation of MUSC 1622. Through the use of CAI and programmed audio tapes, it continues to develop aural skills in sight singing (scale degree numbers-movable DO), dictation, and error detection. Topics include sight singing and dictation of examples with modulations and melodic skips, triads and seventh chords in first inversion, advanced rhythmic patterns including two against three, and error detection in melodic and harmonic examples.

### **MUSC 2624 - Ear Training IV (1)**

**Prerequisites:** MUSC 2623 with a “C” or better

**Co-requisites:** MUSC 2614

This course is a continuation of MUSC 2623. Through the use of CAI and programmed audio tapes, it continues to develop aural skills in sight singing (scale degree numbers-movable DO), with the introduction of four-part dictation with writing only soprano and bass lines, four-part dictation (all voices), and advanced error detection in melodic and harmonic examples. Sight singing and dictation also include some contemporary technique elements such as whole tone scales, atonal melodies, and complex rhythms.

### **MUSC 2739 - Composition (2)**

**Prerequisites:** MUSC 1621 with a “C” or better and permission of the department chair.

Composition may be elected upon presentation of adequate skills and knowledge to warrant admission into this course. Although the bulk of the student's work is devoted to original compositions for all media, analysis and consequent imitative studies are required. Consult the department chair to determine whether MUSC 2739 or MUSA 2739 is appropriate.

### **Performance Organizations and Ensembles**

All music performance organizations and ensembles are open to any student in the college subject to restrictions indicated in the course description. Satisfactory participation carries the number of hours of credit indicated for each semester; any of these courses may be repeated for a maximum of four semesters. Music majors will need four semesters of credit for performance organizations (with 1600 numbers) in order to transfer to a four-year institution at the junior level.

### **MUSC 1652 - Chorus (1)**

The Chorus provides the opportunity for students to participate in the performance of choral literature in concert. Standard literature and contemporary compositions constitute the Chorus

repertory. (It is open without audition to any student.)

### **MUSC 1654 - Wind Ensemble (1)**

The Wind Ensemble is a select group of students from the college and non-student residents of the community. Regular concerts are held on- and off-campus including a wide variety of standard and contemporary works for the medium. Advance audition and evening rehearsals are required.

### **MUSC 1656 - Orchestra (1)**

Any student in the college may audition for membership in the DeKalb Symphony Orchestra, a community orchestra based at the college. Regular concerts including subscription concerts with internationally known guest soloist are held on campus and in a variety of locations throughout the metropolitan area and state. Regular evening rehearsals and occasional out-of-town concerts are required.

### **MUSC 1701A - Piano Class (1)**

This course is designed for students who have had little or no prior individual instruction in piano. The class introduces the student to beginning piano technique in such areas as posture, hand position, fingering, rhythm, and note reading (bass and treble clef). The course also includes instruction in practicing and in how to start memorizing music for performance. Students are expected to play individually as well as with the group during class time and for the final exam. Any student who wishes to register for individual lessons in a subsequent term must pass this course with a B or better. Not intended for music majors. There is no additional music fee for this class.

### **MUSC 1701B - Voice Class (1)**

This course is designed for students who have had little or no prior individual instruction in voice. The class introduces the student to beginning vocal technique in such areas as posture, breathing, exercises, correct vowel formation, diction, rhythm, and pitch. The course also includes instruction in practicing and preparing songs to perform. Students are expected to sing individually as well as with the group during class time and for the final exam. Any student who wishes to register for individual lessons in a subsequent term must pass this course with a B or better. Not intended for music majors. There is no additional music fee for this class.

### **MUSC 1752 - Concert Band (1)**

The Concert Band exists to provide students, other than music majors, with the opportunity to participate in group performance of instrumental music. A wide variety of band literature is prepared and performed in a variety of settings. Membership does not require audition, but basic proficiency on an appropriate instrument is required, and a placement audition will be scheduled. Not active every semester.

### **MUSC 1754 - Jazz Lab Band (1)**

The Jazz Lab Band functions as an instructional laboratory providing coaching in the stylistic elements of jazz including improvisation. No advance audition is required, but students are expected to possess basic proficiency on an appropriate instrument. Not offered every semester.

### **MUSC 1756 - Jazz Ensemble (1)**



The ensemble is comprised of a group of students from the college and community residents, all selected through audition. Regular performances including the full range of jazz literature are held on- and off-campus. This course is not to be counted toward fulfillment of the Performance Organization requirement in area F for music majors. Evening rehearsals are required.

### **MUSC 1758 – Chamber Ensembles (1)**

The Chamber Ensembles are designed for students who wish to participate in small-group performance of like and mixed instrumental and vocal ensembles. Students are admitted by audition or with the permission of the instructor. This course is not to be counted toward fulfillment of the Performance Organization requirement in area F for music majors. Not every ensemble is offered every semester.

A = Brass Ensemble	E = Recorder Ensemble
B = Chamber Singers	F = String Ensemble
C = Keyboard Ensemble	G = Woodwind Ensemble
D = Percussion Ensemble	O = Opera Theatre Ensemble

## **Music, Applied (MUSA)**

### **Individual Instruction Special Information**

1. See Applied Music Fees under Fees and Expenses in this Catalog for special fees related to individual instruction.
2. A one-letter suffix is used with each of the applied music course numbers to indicate the performing medium being studied, as follows:
 

A = Piano	K = Saxophone
B = Voice	L = Trumpet
C = Violin	M = French Horn
D = Viola	N = Trombone
E = Cello	P = Euphonium
F = Double Bass	Q = Tuba
G = Flute	R = Percussion
H = Oboe	S = Organ
I = Clarinet	T = Classical Guitar
J = Bassoon	U = Harpsichord
3. A grade of “C” or better must be made in any individual applied music course before the student may advance to the next course. Advance permission from the instructor must be obtained to re-register for an applied music course in which a grade of less than “C” has been previously earned.
4. Although any student at the college may register for applied music, in instances where enrollment must be limited, preference is given to students taking at least five credit hours in other music courses.
5. Any student registering for any applied music course must pick up a copy of a special pamphlet on “Applied Music Procedures” and the “Student Schedule Form” from the Fine Arts office on the Clarkston Campus for further information.

### **Individual Practice and Practice Rooms**

All students enrolled in applied music courses must practice a prescribed amount of time daily. Basic practice time should be a minimum of one hour per day per credit hour enrolled. Some practice rooms are available on the Clarkston Campus Monday-Friday during normal class hours for the use of students enrolled in Applied Music courses.

### **Applied Music Audition**

Students planning to enroll in Principal Applied MUSA 1637 or Major Applied MUSA 1641 are required to audition on their principal instrument before the Music faculty. Students are expected to come prepared to play representative works from their repertoire. Auditions are usually held each semester on the first Friday of the first week of class and at the end of the term during the applied music juries. See the Fine Arts department chair for complete audition information. Transfer students should see the Fine Arts department chair for applied music placement information.

### **Applied Music Examinations and Recital Performances**

Students enrolled in principal- or major-level applied music will perform excerpts from their repertoire before a faculty jury at the end of each semester. A grade of "C" or better must be earned on this examination for the student to receive a course grade of "C" or better. Prior to completion of MUSA 1638 and MUSA 2638, the student must have performed as a soloist at least once in a general student recital.

### **MUSA 1637 - Principal Applied I (2)**

**Prerequisites:** Audition

Individual instruction in the fundamentals of musical performance through technical studies and standard literature is provided. This course is intended for music majors in their principal performing area. Audition is required. The course meets once a week for 50 minutes during the semester. A jury examination is given at the end of each semester.

### **MUSA 1638 - Principal Applied II (2)**

**Prerequisites:** MUSA 1637 with a "C" or better and jury recommendation

Individual instruction in the fundamentals of musical performance through technical studies and standard literature is provided. This course is intended for music majors in their principal performing area. Audition is required. The course meets once a week for 50 minutes during the semester. A jury examination is given at the end of each semester.

### **MUSA 1641 - Major Applied I (4)**

**Prerequisites:** Audition

Intensive study in the fundamentals of musical performance through technical studies and standard literature is provided. The course is intended for students planning to work toward a degree in applied music. Frequent participation in student recitals, accompanying, and the performance of at least one full public recital during the year are required. The course meets twice a week for 50 minutes during the semester. A special audition by the music faculty is required, and all examinations must be open to the entire music faculty.

### **MUSA 1642 - Major Applied II (4)**

**Prerequisites:** MUSA 1641 with a "C" or better and jury recommendation

Intensive study in the fundamentals of musical performance through technical studies and standard literature is provided. The course is intended for students planning to work toward a degree in applied music. Frequent participation in student recitals, accompanying, and the performance of at least one full public recital during the year are required. The course meets twice a week for 50 minutes during the semester. A special audition by the music faculty is required, and all examinations must be open to the entire music faculty.

**MUSA 1702 - Non-Major Applied (1)**

**Prerequisites:** MUSC 1701A or MUSC 1701B (for Piano and Voice students only), or audition, or permission of the department chair

Individual instruction is offered in the fundamentals of musical performance through technical studies and appropriate literature. This course is not intended for music majors. It meets once a week for 25 minutes during the semester. It may be repeated for four semesters.

**MUSA 1705 - Non-Major Applied (2)**

**Prerequisites:** MUSC 1701A or MUSC 1701B (for Piano and Voice students only), or audition, or permission of the department chair

Individual instruction is offered in the fundamentals of musical performance through technical studies and appropriate literature. This course is not intended for music majors. It meets once a week for 50 minutes during the semester. It may be repeated for four semesters.

**MUSA 1734 - Secondary Applied I (1)**

**Prerequisites:** Admission as a music major

Individual instruction in the fundamentals of musical performance through technical studies and appropriate literature is provided. This course is intended for secondary-level instruction for music majors. The course meets once a week for 25 minutes during the semester. A jury examination is given at the end of each semester.

**MUSA 1735 - Secondary Applied II (1)**

**Prerequisites:** MUSA 1734 with a "C" or better and jury recommendation

Individual instruction in the fundamentals of musical performance through technical studies and appropriate literature is provided. This is intended for secondary-level instruction for music majors. The course meets once a week for 25 minutes during the semester. A jury examination is given at the end of each semester.

**MUSA 2637 - Principal Applied III (2)**

**Prerequisites:** MUSA 1638 with a "C" or better and jury recommendation

Individual instruction in the fundamentals of musical performance through technical studies and standard literature is provided. This course is intended for music majors in their principal performing area. Audition is required. The course meets once a week for 50 minutes during the semester. A jury examination is given at the end of each semester.

**MUSA 2638 - Principal Applied IV (2)**

**Prerequisites:** MUSA 2637 with a "C" or better and jury recommendation

Individual instruction in the fundamentals of musical performance through technical studies and standard literature is provided. This course is intended for music majors in their principal

performing area. Audition is required. The course meets once a week for 50 minutes during the semester. A jury examination is given at the end of each semester.

**MUSA 2641 - Major Applied III (4)**

**Prerequisites:** MUSA 1642 with a "C" or better and jury recommendation

Intensive study in the fundamentals of musical performance through technical studies and standard literature is provided. The course is intended for students planning to work toward a degree in applied music. Frequent participation in student recitals, accompanying, and the performance of at least one full public recital during the year are required. The course meets twice a week for 50 minutes during the semester. A special audition by the music faculty is required, and all examinations must be open to the entire music faculty.

**MUSA 2642 - Major Applied IV (4)**

**Prerequisites:** MUSA 2641 with a "C" or better and jury recommendation

Intensive study in the fundamentals of musical performance through technical studies and standard literature is provided. The course is intended for students planning to work toward a degree in applied music. Frequent participation in student recitals, accompanying, and the performance of at least one full public recital during the year are required. The course meets twice a week for 50 minutes during the semester. A special audition by the music faculty is required, and all examinations must be open to the entire music faculty.

**MUSA 2644 - Principal Applied V (2)**

**Prerequisites:** MUSA 2638 with a "C" or better and jury recommendation

Individual instruction in the fundamentals of musical performance through technical studies and standard literature is provided. This course is intended for music majors in their principal performing area. Audition is required. The course meets once a week for 50 minutes during the semester. A jury examination is given at the end of each semester.

**MUSA 2645 - Principal Applied VI (2)**

**Prerequisites:** MUSA 2644 with a "C" or better and jury recommendation

Individual instruction in the fundamentals of musical performance through technical studies and standard literature is provided. This course is intended for music majors in their principal performing area. Audition is required. The course meets once a week for 50 minutes during the semester. A jury examination is given at the end of each semester.

**MUSA 2647 - Major Applied V (4)**

**Prerequisites:** MUSA 2642 with a "C" or better and jury recommendation

Intensive study in the fundamentals of musical performance through technical studies and standard literature is provided. The course is intended for students planning to work toward a degree in applied music. Frequent participation in student recitals, accompanying, and the performance of at least one full public recital during the year are required. The course meets twice a week for 50 minutes during the semester. A special audition by the music faculty is required, and all examinations must be open to the entire music faculty.

**MUSA 2648 - Major Applied VI (4)**

**Prerequisites:** MUSA 2647 with a "C" or better and jury recommendation

Intensive study in the fundamentals of musical performance through technical studies and standard literature is provided. The course is intended for students planning to work toward a degree in applied music. Frequent participation in student recitals, accompanying, and the performance of at least one full public recital during the year are required. The course meets twice a week for 50 minutes during the semester. A special audition by the music faculty is required, and all examinations must be open to the entire music faculty.

### **MUSA 2734 - Secondary Applied III (1)**

**Prerequisites:** MUSA 1735 with a “C” or better and jury recommendation

Individual instruction in the fundamentals of musical performance through technical studies and appropriate literature is provided. This course is intended for secondary-level instruction for music majors. The course meets once a week for 25 minutes during the semester. A jury examination is given at the end of each semester.

### **MUSA 2735 - Secondary Applied IV (1)**

**Prerequisites:** MUSA 2734 with a “C” or better and jury recommendation

Individual instruction in the fundamentals of musical performance through technical studies and appropriate literature is provided. This course is intended for secondary-level instruction for music majors. The course meets once a week for 25 minutes during the semester. A jury examination is given at the end of each semester.

### **MUSA 2739 - Composition (2)**

**Prerequisites:** MUSC 1621 and permission of the department chair

Composition may be elected upon presentation of adequate skills and knowledge to warrant admission into this course. Although the bulk of the student's work is devoted to original compositions for all media, analysis and consequent imitative studies are required. Consult the department chair to determine whether MUSC 2739 or MUSA 2739 is appropriate.

## **Nursing (NURS)**

### **NURS 0190 - Clinical Nursing: For Learning Support (2)**

**Prerequisites or Co-requisites:** NURS 1921 or a basic medical-surgical nursing course with a “C” or better and eligibility to return to a nursing program or eligibility to take a nursing clinical performance exam for an external degree nursing program. Permission of the department chair is required.

This course provides nursing clinical experience and skills laboratory practice for students currently enrolled in a nursing program or who are eligible to return to a nursing program. This course is designed for students who need clinical support, clinical remediation and/or socialization into the nursing profession. This course is NOT a part of the nursing curriculum. It will not substitute for a required nursing course and will not lead to a degree in nursing. This course is offered Summer and/or Fall semester.

### **NURS 0195 - LINK for Nursing (2)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements

This course is designed to provide pre-nursing students with major tools to foster the essential competencies necessary to be successful in both prerequisite nursing courses and the GPC

Nursing program. The competencies that a student acquires include, but are not limited to, reading health-related literature for comprehension, organizational strategies, stress and time management, study and test-taking skills, and the ability to use critical thinking skills in the sciences and in nursing courses. By attaining these competencies, students enhance their potential for academic development, socialization into the role of student nurse, and completion of the nursing program. The grade for this course is satisfactory/unsatisfactory only.

### **NURS 0199 - Nursing Dosage Calculations (2)**

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements and written permission of the department chair

This course utilizes critical thinking and pharmacological concepts to solve the many types of problems that may be encountered in the preparation of solutions and administration of medications. The course includes information that is essential to safe, accurate drug calculation in current clinical practice. Problems addressed will move from the simple to complex. With individualized instruction, students are encouraged to progress at their own rate and to master the skills involved in calculation of dosages. This course is required for nursing students who do not pass a Calculation of Dosages examination required for progression in the Nursing program.

### **NURS 1921 - Fundamental Concepts of Nursing (8)**

**Prerequisites:** BIOL 1611 and 1611L, PSYC 1101, and MATH 1001 or higher math, each with a grade of "C" or better

This course focuses on an introduction to the profession of nursing and the role of the nurse in the healthcare system. It introduces the framework for the program of study and provides a foundation for nursing practice in the promotion and maintenance of health, prevention of illness, and care of patients/clients experiencing alterations in meeting basic health needs. The nursing process and concepts of holistic care, transcultural nursing, critical thinking, basic human needs, psychosocial needs, growth and development, legal/ethical issues, pharmacological principles, therapeutic interventions, and communication skills are emphasized. Selected content, including pharmacology and mathematical calculations, is presented using Web modules. This course includes classroom, laboratory, and clinical practice in diverse healthcare settings, and online experiences. This course is offered in the first semester of the Nursing program.

### **NURS 1922 - Health Topics I (3)**

**Prerequisites:** Admission to the Nursing program and NURS 1921 with a "C" or better

This course will allow first-year nursing students to expand their knowledge of a topic presented during the first year of the program. Topics may include: Spanish for health professionals, literature review of a health care issue or disease, or further exploration of an aspect of the health care delivery system.

### **NURS 1926 - Bridge to Professional Nursing (9)**

**Prerequisites:** Math 1001 or higher math

**Prerequisites or Co-Requisites:** BIOL 1913 and 1913L, each with a grade of "C" or better

This course is designed specifically for advanced placement of students who have been selected by special criteria to exempt the first year of the nursing program. It introduces the advanced placement student to the framework of the program of study and provides the foundation for professional nursing practice in the promotion and maintenance of health, prevention of illness,

and care of patients/clients experiencing alterations in physiological and psychobiological health. The application of the nursing process and concepts of holistic care, transcultural nursing, critical thinking, basic human needs, psychosocial needs, growth and development, legal/ethical issues, pharmacological principles, therapeutic interventions, and communication skills are emphasized. The role of the professional nurse is introduced and expanded to include patient/family education and collaboration with patients, families, the interdisciplinary team, and community agencies. Selected content, including pharmacological principles and mathematical calculations, is presented. This course includes classroom, clinical practice, clinical lab simulations and skills lab experiences. This course is offered in the first semester of the bridge track.

### **NURS 1930 - Intermediate Concepts of Nursing (9)**

**Prerequisites:** NURS 1920 or 1921 with a grade of “C” or better

**Co-requisites:** BIOL 1612 and 1612L, each with a grade of “C” or better

This course focuses on the application of the nursing process in the promotion, maintenance, and restoration of health and prevention of illness for clients from diverse populations. The role of the nurse is expanded to include patient/family education and collaboration with patients, families, the interdisciplinary team, and community agencies. Emphasis is placed on the acquisition of knowledge related to pharmacological principles and pathophysiological alterations in health. Principles of critical thinking are applied to clients with physiological disorders. Concepts introduced during the prior nursing course are expanded and integrated. This course includes classroom, laboratory, clinical, and online experiences. This course is offered in the second semester of the Nursing program.

### **NURS 2022 - Health Topics II (3)**

**Prerequisites:** NURS 2022, NURS 2024, and NURS 2027, each with a "C" or better

This course will allow the second-year nursing student to analyze a topic presented during the second year of the program. Topics may include: the relationship of language and culture, an in-depth analysis of a health care issue or disease, or a further exploration of a community or clinical issue impacting the profession of nursing.

### **NURS 2022 - Obstetric Nursing Concepts (3)**

**Prerequisites:** BIOL 1913 and 1913L and NURS 1921 and NURS 1930 or NURS 1926 for LPNs, each with a grade of “C” or better

**Co-requisites:** NURS 2027 and NURS 2024

This course focuses on the application of the nursing process in the promotion of health and the prevention/management of illness in the child-bearing family. Emphasis is placed on the promotion of health and management of illness and complications during pregnancy, the birth process and the neonatal period. Students will have the opportunity to utilize the nursing process in a variety of family and maternal/newborn settings. Concepts introduced in prior nursing courses will be expanded and integrated with diverse populations. This course includes classroom, clinical and community experiences.

### **NURS 2024 - Psychiatric-Mental Health Nursing (3)**

**Prerequisites:** BIOL 1913 and 1913L and NURS 1926 or NURS 1930, each with a grade of “C” or better

This course expands the student's ability to apply the nursing process in the promotion, maintenance, and restoration of mental health for clients from diverse populations. The role of

the nurse is expanded to include collaboration with clients, families, the interdisciplinary team and community agencies as it relates to the mental health client. Emphasis is placed on the acquisition of knowledge related to alterations in mental health and pharmacological principles. Principles of critical thinking are applied to the client with psychological distress and mental illness. Psychosocial concepts introduced during the prior nursing courses are expanded. This course is taught mostly online but includes classroom, clinical, and seminar components. This course is offered in the third semester of the Nursing program.

### **NURS 2926 - Professional Development (3)**

**Prerequisites:** NURS 1930, member of NSNA/GaPCANS, 2.5 or higher GPA, and recommendation of nursing faculty

This course fosters development of essential competencies for successful socialization into the profession of nursing. The competencies that the students acquire include but are not limited to application of critical thinking for problem solving; cooperation and professional communication with peers, faculty, and the community; facilitation of group process; and acceptance of responsibility for decisions. By attaining these competencies, students enhance their own personal development as well as their socialization into the profession of nursing. Only members of the National Student Nurses' Association (NSNA) and therefore, Georgia Perimeter College Association of Nursing Students (GaPCANS), are eligible to take this elective service-learning course.

### **NURS 2927 - Pediatric Nursing Concepts (4)**

**Prerequisites:** BIOL 1913 and 1913V and NURS 1921 and NURS 1930 or NURS 1926 for LPNs, each with a grade of "C" or better

**Co-requisites:** NURS 2924 and NURS 2922

This course focuses on the application of the nursing process in the promotion of health and the prevention/management of illness in the child-rearing family. Emphasis is placed on the promotion of health and management of illness and complications during childhood. Students will have the opportunity to utilize the nursing process in a variety of family and pediatric settings. Concepts introduced in prior nursing courses will be expanded and integrated with diverse populations. This course includes classroom, clinical and community experiences.

### **NURS 2928 - Advanced Concepts of Nursing (9)**

**Prerequisites:** NURS 2922, NURS 2924, and NURS 2927, each with a grade of "C" or better

This capstone course enhances application of the nursing process in the management of nursing care, care to groups of patients/clients with multi-system problems, and enables role transition from student to professional nurse. Emphasis is placed on the promotion, maintenance and restoration of health and prevention of illness in groups of clients from diverse populations and settings. The management component focuses on critical analysis, independent judgment, and the application of the principles of leadership. Concepts introduced in prior nursing courses are expanded and integrated in classroom, seminar, clinical, laboratory, and online experiences. Students may be assigned preceptors for clinical experiences. This course is offered in the final semester of the Nursing program.



## Perspectives on Critical Issues (PRSP)

### PRSP 1010 – Perspectives on Critical Issues (3)

**Prerequisites:** Exit or exemption from Learning Support courses or all ESL requirements except ENSL 0091

Perspectives on Critical Issues is an issue-focused course that aims to engage students in an ongoing, informed study of a topic of importance to citizens in a global society. The course shows, from a variety of viewpoints, the questions and conflicts involved in defining and analyzing an issue, both historical and contemporary, from a global perspective. The course seeks to help students better understand the world in which they live, the broader implications of the core disciplines, and the complex social, ethical, and moral choices presented by modern culture, science, and technology. This is accomplished through the application of critical thinking skills. The course will also address literacy needs by developing skills in finding, evaluating, and drawing from a wide range of sources. While individual courses will vary in their focus on topics related to a discipline, class discussions and readings will cut across disciplinary lines and try to establish shared contexts for understanding contemporary issues.

## Philosophy (PHIL)

### PHIL 2010 - Survey of Philosophical Thought (3)

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

Students examine Western philosophical thought with a brief survey of its principal schools from early Greek to contemporary.

### PHIL 2010H – Survey of Philosophical Thought (Honors) (3)

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program  
This course is PHIL 2010 for Honors students.

### PHIL 2020 - Logic and Critical Thinking (3)

**Prerequisites:** Exit or exemption from all Learning Support and ESL requirements

This course provides development of practical, nonsymbolic logical skills, with emphasis on the composition of argumentative essays. Definitions, types of meanings, fallacious and deceptive arguments, and deductive and inductive reasoning are covered.

### PHIL 2030 - Introduction to Ethics (3)

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

Students examine philosophical thought in the area of ethics. The course provides a survey of major theories of ethics, from early Greek to contemporary. The course also addresses the application of ethical theory to contemporary social issues.

### PHIL 2030H - Introduction to Ethics (Honors) (3)

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements and acceptance into the Honors Program  
Students examine philosophical thought in the area of ethics. The course provides a survey of major theories of ethics, from early Greek to contemporary. The course also addresses the application of ethical theory to contemporary social issues. This course is PHIL 2030 for Honors students.

### **PHIL 2040 – Philosophy of Art (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This course is an introduction to the philosophy of art. The course will examine what role art plays in our lives by asking questions concerning the value of art, beauty, and by inquiring into the nature or essence of the work of art. In addition, the course will interrogate and discuss the work of art itself as a product of creativity, imagination, and understanding.

## **Physical Education (PHED)**

### **PHED 1003 - Basketball (1)**

This course is a coed team activity, which covers the basic fundamentals of basketball: rebounding, dribbling, pivoting, passing, shooting, taking, footwork, and defensive skills. Some strategy and team play are introduced.

### **PHED 1007 - Flag Football (1)**

This course is a team activity designed to teach students the basic skills of flag football: passing, punting, blocking, tackling, rules, scoring, and strategy.

### **PHED 1011 - Soccer (1)**

This course is a team activity designed to teach students basic individual and team skills. Students will learn the basic kicking, dribbling, and passing techniques, individual technique and small group tactics along with team tactics. Students will also learn the rules of the game, basic strategies of team soccer, and the history of soccer.

### **PHED 1013 - Volleyball (1)**

This course is a team activity designed to teach students the fundamental skills and rules of volleyball in order for them to become participants and spectators for this lifetime team activity. Specifically, the course covers the following skill areas: forearm passing, overhead passing, spiking, blocking, serving, serve reception, offensive systems, and defensive systems.

### **PHED 1017 - Archery (1)**

This course is designed to introduce students to the individual sport of archery. The major emphasis is target archery and includes the topics of equipment selection and care, shooting skills, scoring, safety, and other archery sports.

**PHED 1019 - Badminton (1)**

This course is designed to teach students the fundamental skills and rules of badminton in order for them to become participants in this lifetime individual activity. Specifically, the course covers the following badminton areas: rules, singles play, doubles play, fundamental skills and techniques, and badminton etiquette.

**PHED 1025 - Bowling (1)**

This course is designed to acquaint the students with the basic fundamentals and techniques of bowling. Proper selection, care, and use of equipment are taught. Terminology and scoring will also be included. Students learn the value of bowling as a recreational activity.

**PHED 1031 - Golf (1)**

This course is designed to teach students the fundamental skills and rules of golf in order for them to become participants and knowledgeable spectators for this lifetime individual activity. This course is also designed to allow the opportunity to exercise while participating in activity that is not only fun, but also very social and people-oriented. Specifically, the course covers the following skills: the grips, stance, set up, full-half-quarter swing (irons and woods), chipping, pitching, putting, and playing in the sand. Furthermore, the class will obtain a knowledge structure for golf etiquette and course safety.

**PHED 1033 - Handball and Racquetball (1)**

This course is designed to teach students the fundamental skills and rules of handball and racquetball in order to become participants and spectators for these lifetime individual activities. Specifically, the course covers the following skills: forehand shot, overhead shot, back wall shot, backhand shot, service, and kill shot.

**PHED 1035 - Snow Skiing (1)**

This course is designed to introduce the student to the basic skills of snow skiing. Basic instruction will be given at the college with practical experience taking place at one ski area in North Carolina or North Georgia.

**PHED 1037 - Snowboarding (1)**

This course is designed to introduce students to the basic skills of snowboarding. It is designed for beginners and uses a lecture, demonstration, and practice format. Basic instruction will be given at the college with practical experience taking place at one ski area in North Carolina.

**PHED 1038 - Tennis (1)**

This course is designed for the beginning tennis player. The goal is to help the beginner develop the basic skills of serving, receiving, forehand, backhand, and volley. Additionally the course will cover playing strategy, rules, and scoring.

**PHED 1042 - Modern Dance (1)**

This course is designed to enable the student to experience modern dance as an art form. This will be done through class participation and discussions on various elements of modern dance. The student will learn basic technique, elementary choreographic fundamentals, and an appreciation of dance.

**PHED 1045 - Fencing (1)**

This course is designed to introduce the student to foil fencing. Skills and topics covered include the salute, advance, retreat, basic attacks, basic defensive moves, scoring, terminology, the fencing strip, safety, history, conditioning, and etiquette.

**PHED 1049 - Riflery (1)**

This course is designed to introduce students to the sport of shooting and includes marksmanship with an air rifle (or .22 rifle), shotgun shooting sports, and home and hunting safety. Students will shoot in the prone, sitting, and kneeling positions for marksmanship scores.

**PHED 1051 - Beginning Swimming (1)**

This is a basic swimming course for the non-swimmer or the weak swimmer. Emphasis is placed on helping students learn how to swim and to sustain themselves in a survival position until assistance is available.

**PHED 1052 - Intermediate Swimming (1)**

This course is structured to provide the student the opportunity to develop the five basic swimming strokes, personal aquatic skills in survival techniques, and improve physical conditioning.

**PHED 1053 - Fitness Swimming (1)**

**Prerequisites:** Students must be able to swim with proper form a minimum of 50 yards. This course is designed to introduce the student to the knowledge and skills necessary to develop a fitness program through use of a vigorous swimming exercise program. Students must be able to swim since lap swimming will be an integral part of the course.

**PHED 1055 - Water Aerobics (1)**

This course is designed to provide students an opportunity to participate in a vigorous, aerobic activity while minimizing the chance of injury. Activities which promote cardiovascular endurance, muscular strength and endurance, and flexibility are emphasized and modified to be done in an aquatic setting.

**PHED 1061 - Fitness Walking (1)**

This course is designed to give the student a practical understanding of cardiovascular fitness produced by walking. Experiences are provided to help the student understand the benefits, organization, implementation, and evaluation of a balanced aerobic fitness program utilizing walking as the primary activity.

**PHED 1063 - Jogging (1)**

This course is designed to aid the student in the development and maintenance of cardio respiratory endurance through the use of walking/jogging. The use of these activities provides a safe and expedient mode of developing fitness and enhancing overall health.

**PHED 1065 - Weight Training (1)**

This course is designed to acquaint students with the proper fundamentals and techniques utilized in a weight training program. It also teaches proper care and utilization of equipment involved and the importance of safety. Students are given information regarding the use of

weight training in a well-rounded fitness program.

**PHED 1069 - Aerobic Fitness (1)**

This course is designed to determine a student's level of fitness and to improve flexibility, muscular strength, endurance, and cardiovascular and respiratory endurance. Also covered are the importance of diet and nutrition and their relationships to total wellness.

**PHED 1070 - Yoga/Pilates (1)**

This course is designed to improve muscular strength, endurance, flexibility, posture, balance, and relaxation techniques. Students will gain a beginner understanding of yoga postures, benefits associated with yoga, and mediation.

**PHED 1071 - English Riding (1)**

This course includes history, the tack room, hoofs, parts of the tack, tacking up, and mounting. Classes at the stables emphasize walking, trotting, balance, feel of horse rhythm, holding the reins, body position, leg position, 2-point length of stride, collection, and diagonal work.

**PHED 1075 - Fitness Biking (1)**

This course is designed to give the student a practical understanding of cardiovascular fitness produced by biking. Experiences are provided to help the student understand the benefits, organization, implementation, and evaluation of a balanced aerobic fitness program utilizing biking as the primary activity.

**PHED 1085 - Rock Climbing (1)**

This course is designed to introduce the student to the fundamental skills involved in rock climbing. The student has the opportunity to experience top-belayed climbs of various difficulties. Upon completion of this course, the student is not qualified to set up belay systems or climb without qualified guides.

**PHED 1087 - Survival Skills (1)**

This course is designed to teach and apply the basic concepts needed to prevent a survival scenario or survive one, including: water sources and purification, shelter building, fire building, map and compass use, emergency action principles, wild edibles, animal observation, outdoor equipment, minimum impact camping, and wilderness ethics.

**PHED 1090 - Ice Skating (1)**

This course introduces the student to the activity of ice skating as an enjoyable lifetime sport and as an activity for creative expression.

**PHED 1101 - Choices for Life (1)**

This course explores specific topics which promote healthy, proactive lifestyles. Each topic covered includes applied skills to make good lifestyle choices. Focus topics and skills are: exploring the various dimensions that affect healthy living, eliminating self-defeating behaviors, assessing the health-related components of physical fitness, and designing and implementing a personal fitness prescription.

**PHED 2006 - First Aid, Safety, and CPR (3)**

This course teaches the technical skills necessary to provide emergency first aid and CPR to the victims of accidents and sudden illnesses. Additionally, this course covers principles of safety and injury prevention. Students who successfully complete the requirements of the course and of The American Red Cross are eligible to receive certification in both First Aid and Community CPR.

**PHED 2020 - Fitness for Living (2)**

This course provides an introduction to the following areas of fitness living: physical exercise, nutrition, weight management, and stress. Students will learn about diseases related to sedentary living, improper nutrition, and bouts of mismanaged stress. The class will be taught in a lecture setting as well as an activity laboratory setting.

**PHED 2022 - Personal and Community Health (3)**

Current information is provided in the areas of personal health, nutrition, physical fitness (including wellness and exercise), mental health, disease, drugs, conception, contraception, and abortion as they apply to healthful living. In addition, current community and world problems in the area of community health are discussed.

**PHED 2101 – Personal Trainer I (3)**

**Prerequisites:** BIOL 1611, BIOL 1611L, BIOL 1612 and BIOL 1612L

This is the first of a two-course sequence in personal training. In this course students will obtain detailed knowledge of the essentials of exercise science in order to design appropriate, effective, and safe long-term exercise programs. Also, this course is designed to give students the knowledge and understanding necessary to prepare for the ACE Personal Trainer Certification Exam and to become effective personal trainers.

**PHED 2102 – Personal Trainer II (3)**

**Prerequisites:** BIOL 1611, BIOL 1611L, BIOL 1612, BIOL 1612L and PHED 2101

This is the second of a two-course sequence in personal training. The course is designed to give students the knowledge and understanding necessary to prepare for the ACE Personal Trainer Certification Exam and become effective personal trainers. This course presents the ACE Integrated Fitness Training™ (ACE IFT™) Model as a comprehensive system for designing individualized programs based on each client's unique health, fitness, and goals. The information covered by this course and the ACE IFT Model will help students learn how to facilitate rapport, adherence, self-efficacy and behavior change in clients, as well as design programs that help clients to improve posture, movement, flexibility, balance, core function, cardiorespiratory fitness, and muscular endurance and strength.

**PHED 2200 – Introduction to Sport Management (3)**

This course introduces students to the meaning of sport management in terms of its scope, foundations, issues, and future trends. It examines the job responsibilities and competencies required of sport managers in a variety of sports, or sport-related organizations. The course also provides the student with an overview of the different facets and career opportunities available in the field of sport management.

**PHED 2220 – Sociology of Sport (3)**

This course introduces students to the field of sport sociology. It examines the key concepts, methods, and theoretical approaches that define this sub-discipline. The course examines institutionalized sport from a sociological perspective and identifies the processes by which people are socialized into sport and sport roles, and the social processes by which sport functions as a vehicle for socialization. It analyzes in depth some of the controversies surrounding sport.

**PHED 2670 - Introduction to Physical Education (3)**

This course is designed to acquaint students with the field of physical education emphasizing teaching and non-teaching careers. Topics included are history of physical education, fundamentals of research, exercise physiology, bio-mechanics, motor learning, sociology of sport, sport psychology, sport management, sports medicine, teaching, coaching, and career development in the allied fields of health, recreation, and dance.

**Physical Science (PHSC)****PHSC 2650K - Physical Science for Middle School Teachers (4)**

Prerequisites: Exit or exemption from all Learning Support and ESL requirements and EDUC 2110, or students with degrees

This course is a survey of the important aspects of chemistry and physics. The goal of this course is to provide students with a solid background concerning basic topics in chemistry and physics. This course does not meet program or study requirements for the associate's degree in education.

**Physics (PHYS)****PHYS 1111 - Introductory Physics I (3)**

**Prerequisites:** MATH 1113 with a "C" or better and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

**Co-requisites:** PHYS 1111L

The introductory physics course, PHYS 1111, is the first in a two-course survey of the primary fields of physics. This course will cover mechanics, waves, simple harmonic motion and thermodynamics. Algebra and trigonometry will be used in the course.

**PHYS 1111L - Introductory Physics I Laboratory (1)**

**Co-requisites:** PHYS 1111

This is a laboratory to accompany PHYS 1111. Assignments are designed to reinforce lecture concepts.

**PHYS 1112 - Introductory Physics II (3)**

**Prerequisites:** PHYS 1111 with a "C" or better and PHYS 1111L

**Co-requisites:** PHYS 1112L

The introductory physics course, PHYS 1112, is the second in a two-course survey of the primary fields of physics. This course will cover electromagnetism, optics, and modern physics. Algebra and trigonometry will be used in the course.

**PHYS 1112L - Introductory Physics II Laboratory (1)****Co-requisites:** PHYS 1112

This is a laboratory to accompany PHYS 1112. Assignments are designed to reinforce lecture concepts.

**PHYS 2211 - Principles of Physics I (3)****Prerequisites:** MATH 2431 with a "C" or better and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091**Co-requisites:** PHYS 2211L

The principles of physics course, PHYS 2211, is the first in a calculus-based two-course survey of the primary fields of physics. This course will cover mechanics, waves, simple harmonic motion, and thermodynamics.

**PHYS 2211L - Principles of Physics I Laboratory (1)****Co-requisites:** PHYS 2211

This is a laboratory to accompany PHYS 2211. Assignments are designed to reinforce lecture concepts.

**PHYS 2212 - Principles of Physics II (3)****Prerequisites:** PHYS 2211 with a "C" or better and PHYS 2211L and MATH 2432 with a "C" or better**Co-requisites:** PHYS 2212L

The principles of physics course, PHYS 2212, is the second in a calculus-based two-course survey of the primary fields of physics. This course will cover electromagnetism, optics, and modern physics.

**PHYS 2212L - Principles of Physics II Laboratory (1)****Co-requisites:** PHYS 2212

This is a laboratory to accompany PHYS 2212. Assignments are designed to reinforce lecture concepts.

**Political Science (POLS)****POLS 1101 - American Government (3)****Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

Covering the essential facts of national government in the United States, with some attention given to state government, including the State of Georgia, this course satisfies state law, requiring examination on United States and Georgia Constitutions.

**POLS 1101H - American Government (Honors) (3)****Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is POLS 1101 for Honors students.



**POLS 2101 - Introduction to Political Science (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is an introduction to the Political Science fields of Political Theory, Comparative Politics, and International Politics.

**POLS 2401 - Global Issues (3)**

**Prerequisites:** Exit or exemption from Learning Support Reading or all ESL requirements except ENSL 0091

This course introduces students to contemporary issues in global affairs. It assumes no prior knowledge of international relations. The course examines problems facing the global community, as well as the prospects for governments, individuals, and international groups to address those problems. Issues include population and demographics, natural resources and the environment, the globalization of the economy, terrorism and threats to security, development and technology, global security, ethics, human rights, and the role of the United States and other regional powers in world affairs. Special attention will be paid to cross-national and international connections.

**POLS 2601 - Introduction to Public Administration (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

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.

**Portuguese (PORT)****PORT 1001 - Elementary Portuguese I (3)**

This course is the first in a two-course sequence at the elementary level of Portuguese. The course consists of the study of the fundamentals of the language, using Portuguese as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Brazil and the Portuguese-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone that used the language as his or her principal language of education.

**PORT 1002 - Elementary Portuguese II (3)**

**Prerequisites:** Successful completion of PORT 1001 with a "C" or higher, or placement into 1002

This course is the second in a two-course sequence at the elementary level of Portuguese. The course consists of the study of the fundamentals of the language, using Portuguese as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Brazil and the Portuguese-speaking world presented using

interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone that used the language as his or her principal language of education.

### **PORT 2001 - Intermediate Portuguese I (3)**

**Prerequisites:** Successful completion of PORT 1002 with a “C” or higher, or placement into 2001

This course is the first in a two-course sequence at the intermediate level of Portuguese. The course consists of the study of the fundamentals of the language, using Portuguese as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Brazil and the Portuguese-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone that used the language as his or her principal language of education.

### **PORT 2002 - Intermediate Portuguese II (3)**

**Prerequisites:** Successful completion of PORT 2001 with a “C” or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of Portuguese. The course consists of the study of the fundamentals of the language, using Portuguese as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Brazil and the Portuguese-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone that used the language as his or her principal language of education.

## **Prior Learning Assessment Seminar (PLAS)**

### **PLAS 2000 – Prior Learning Assessment Seminar (3)**

**Prerequisites:** Permission of the Director of Adult Learning Initiatives

This course is an interdisciplinary seminar designed to build techniques for the development of documentation for prior learning experiences based on standards and criteria established by academic and subject matter professionals. Students prepare and submit documentation, which provides a clear description of competencies obtained.

## **Psychology (PSYC)**

### **PSYC 1101 - Introduction to General Psychology (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is a broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality and abnormal psychology.

### **PSYC 1101H - Introduction to General Psychology (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is PSYC 1101 for Honors students.

**PSYC 2101 – Introduction to Psychology of Adjustment (3)****Prerequisites:** PSYC 1101 or PSYC 1101H

This course provides an introductory examination of the applied psychological theory and research concerning mental health and well being. Subjects including, but not limited to, stress and coping, identity, personal growth, communication, interpersonal relationships and career issues are studied.

**PSYC 2103 - Introduction to Human Development (3)****Prerequisites:** PSYC 1101 or PSYC 1101H

This course provides an introductory, non-laboratory based examination of human development across the life span with an emphasis on normal patterns of physical, cognitive and social development.

**PSYC 2103H - Introduction to Human Development (Honors) (3)****Prerequisites:** PSYC 1101 or PSYC 1101H and acceptance into the Honors Program

This course is PSYC 2103 for Honors students.

**PSYC 2107 – Introduction to Social Psychology (3)****Prerequisites:** PSYC 1101 or PSYC 1101H

This course provides an introductory non-laboratory based examination of the influences of social and cultural factors on individual behavior and psychological functioning. Among the topics covered in the course are social psychological research methods, the relationship between self-knowledge and social influence, social cognition, conformity, obedience, aggression, prejudice, interpersonal attraction, affiliation, persuasion, attitude formation and change, group processes, helping and altruism, and conflict and conflict resolution. The course will include an examination of cultural influences on individual behavior and psychological functioning.

**PSYC 2210 – Careers and Professional Issues in Psychology (3)****Prerequisites:** PSYC 1101 or PSYC 1101H

This course provides an introductory examination of careers in psychology and related fields for which the Bachelor's degree in psychology is an appropriate preparation. The course prepares students for further study in psychology by providing an introduction to the process of conducting bibliographic research in psychology, the major research methods in psychology, the application of APA style for writing in psychology, exploration of career options in and related to psychology and the academic preparation required for such careers, ethics in psychology and current issues in the field of psychology.

**PSYC 2618 - Psychology of Women (3)****Prerequisites:** PSYC 1101 or PSYC 1101H

This course is designed to examine the current status of theory and research on women's experiences and behavior. Emphasis is placed on the integration of findings from physiological, personality, developmental, socio-cultural, and abnormal psychology. Gender differences and the theories advanced to understand such differences are critically evaluated.

**PSYC 2618H - Psychology of Women (Honors) (3)****Prerequisites:** PSYC 1101 or 1101H and acceptance into the Honors Program

This course is PSYC 2618 for Honors students.

**PSYC 2621 - Abnormal Psychology (3)****Prerequisites:** PSYC 1101 or PSYC 1101H

This course is a survey of major theoretical perspectives on abnormal behavior, the DSM system, and major psychological disorders. A variety of major psychological disorders are covered including, but not limited to, anxiety disorders, mood disorders, schizophrenic disorders, personality disorders, and substance-related disorders.

**PSYC 2621H - Abnormal Psychology (Honors) (3)****Prerequisites:** PSYC 1101 or PSYC 1101H and acceptance into the Honors Program

This course is PSYC 2621 for Honors students.

**PSYC 2900 - Special Topics in Psychology (1-3)****Prerequisites:** PSYC 1101 or PSYC 1101H

This course is taught in response to student interest and demand. Some examples of topics covered are human relations, communication skills, stress management, parenting skills, and others. The transferability of this course depends on the evaluation of the receiving college or university.

**PSYC 2900H - Special Topics in Psychology (Honors) (3)****Prerequisites:** PSYC 1101 or PSYC 1101H and acceptance into the Honors Program

This course is PSYC 2900 for Honors students.

**Reading (READ)****READ 0098 - Advanced Reading Skills (4)****Prerequisites:** Placement by examination

This course emphasizes inferential, interpretive, and critical reading comprehension strategies. It also focuses on analysis, synthesis, and evaluation of text as well as efficient reading, study, and test-taking skills. Lecture and group participation methods are used in this course.

**Religion (RELI)****RELI 1301 - World Religions (3)**

Students examine the principal religions: Hinduism, Buddhism, Judaism, Christianity, and Islam and their impact on society.

**RELI 1301H - World Religions (Honors) (3)****Prerequisites:** Acceptance into the Honors Program

This course is RELI 1301 for Honors students.

## Research Strategies and Technology (RSCH)

### RSCH 1203 - Research Strategies and Technology (1)

Research Strategies and Technology is an introductory course developing the ability to find, evaluate and use relevant scholarly and professional literature in the humanities, physical, and social sciences effectively, efficiently, and ethically. The Research Strategies course involves developing the skills necessary to use specialized tools for finding digital information and developing the critical thinking skills needed in the digital information environment. Upon completion of this course, students are expected to have gained understanding of information searching techniques and evaluation skills.

## Russian (RUSS)

### RUSS 1001 - Elementary Russian I (3)

This course is the first in a two-course sequence at the elementary level of Russian. The course consists of the study of the fundamentals of the language, using Russian as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Russia and Russian-speaking communities world-wide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### RUSS 1002 - Elementary Russian II (3)

**Prerequisites:** Successful completion of RUSS 1001 with a “C” or higher, or placement into 1002

This course is the second in a two-course sequence at the elementary level of Russian. The course consists of the study of the fundamentals of the language, using Russian as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Russia and Russian-speaking communities world-wide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### RUSS 2001 - Intermediate Russian I (3)

**Prerequisites:** Successful completion of RUSS 1002 with a “C” or higher, or placement into 2001

This course is the first in a two-course sequence at the intermediate level of Russian. The course consists of the study of the fundamentals of the language, using Russian as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Russia and Russian-speaking communities world-wide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

### RUSS 2002 - Intermediate Russian II (3)

**Prerequisites:** Successful completion of RUSS 2001 with a “C” or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of Russian. The course consists of the study of the fundamentals of the language, using Russian as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of Russia and Russian-speaking communities world-wide presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone who used the language as his or her principal language of education.

## Sign Language Interpreting (SLIP)

### SLIP 1904 - American Sign Language I (3)

**Prerequisites:** Visual acuity to discriminate signs at a distance of up to 30 feet. Physical dexterity to accurately reproduce signs demonstrated.

This course focuses on everyday communication and interaction in American Sign Language (ASL). Topics include giving information, making requests, expressing likes and dislikes, and describing people and places. Grammar and vocabulary are presented in context using ASL as the language of instruction. Students participate in a variety of activities to build language skills and learn about Deaf culture.

### SLIP 1905 - American Sign Language II (3)

**Prerequisites:** SLIP 1904 with a "C" or better or appropriate placement

This course is a continuation of SLIP 1904, building upon grammatical structures and vocabulary acquired.

### SLIP 1906 - American Sign Language III (3)

**Prerequisites:** SLIP 1905 with a "C" or better or appropriate placement

This course continues to develop receptive and expressive ASL skills. Through class activities and outside assignments, vocabulary is expanded and more complex, finer points of grammar are introduced. Aspects of Deaf culture are also examined.

### SLIP 1907 - American Sign Language IV (3)

**Prerequisites:** SLIP 1906 with a "C" or better or appropriate placement

This course provides intensive training in narrative features within ASL conversation, using both expressive and receptive skills in American Sign Language. More aspects of Deaf culture are also examined.

### SLIP 1911 - ASL Narrative and Discourse (6)

**Prerequisites:** Acceptance into the Sign Language Interpreting program.

Co-requisites: SLIP 1911L

This course must be taken with SLIP 1911 even if it has previously been taken and passed. This course is an advanced study of expressive and receptive American Sign Language narratives and conversation. It is designed to provide a strong foundation for future interpreting courses. The primary focus is on more complex grammatical features, expanding vocabulary, and language fluency. This course is taught predominately in ASL without voice.

### SLIP 1911L - Interpreting Lab I (1)

**Prerequisites:** Acceptance into the Sign Language Interpreting program

Co-requisites: SLIP 1911

This is a skills laboratory to accompany SLIP 1911. Assignments are designed to reinforce classroom concepts. Field observation of working interpreters is also included.

### **SLIP 1915 - Deaf History and Culture (3)**

This course offers an overview of issues related to persons who are Deaf and Hard of Hearing. Topics include types of hearing loss, history and education, legislation, employment, related services and organizations, the relationship of language and community, audiological vs. cultural deafness, and the dynamics of deafness in the family. This course also studies the variety of cultures, experiences and perspectives among people who are deaf and hard of hearing. This course is often taught by an instructor who is Deaf. Knowledge of sign language may be necessary.

### **SLIP 1923 - ASL to English Interpretation I (3)**

**Prerequisites:** SLIP 1911, SLIP 1911L, and SLIP 1915, each with a "C" or better

**Co-requisites:** SLIP 1931 and SLIP 1931L. SLIP 1931L must be taken with this course even if it has previously been taken and passed.

This course begins work on source language ASL to target language English translations and consecutive sign to voice interpreting. It includes theories of the interpreting process, vocabulary and linguistic development, and text analysis. A variety of techniques and strategies address visual memory, equivalent message content, vocabulary and register choice, and cultural adaptations. The co-requisite SLIP 1931L must be taken with this course even if it has previously been taken and passed.

### **SLIP 1924 - Fingerspelling and Numbers (1)**

**Prerequisites:** SLIP 1904 and SLIP 1905, each with a "C" or better, or permission of program coordinator

This course focuses on the specific skills of understanding and producing fingerspelling and numbers in ASL.

### **SLIP 1925 - Classifiers in ASL (1)**

**Prerequisites:** SLIP 1904, SLIP 1905, and SLIP 1906, each with a "C" or better, or permission of the program coordinator

The course will provide an in-depth analysis of classifiers in ASL through observation, discussion and demonstration of the various categories of classifiers in ASL.

### **SLIP 1931 - English to ASL Interpretation I (3)**

**Prerequisites:** SLIP 1911, SLIP 1911L, and SLIP 1915, each a "C" or better.

**Co-requisites:** SLIP 1923 and SLIP 1931L. SLIP 1931L must be taken with this course even if the lab has previously been taken and passed

This course begins work on source language English to target language ASL translations and consecutive voice to sign interpreting. It includes theories of the interpreting process, vocabulary and linguistic development, and text analysis. The co-requisite SLIP 1931L must be taken with this course even if the lab has previously been taken and passed.

**SLIP 1931L - Interpreting Lab 2 (1)**

**Prerequisites:** SLIP 1911 and SLIP 1911L, each with a "C" or better, or placement by examination/interview

This is a skills laboratory to accompany SLIP 1931 and SLIP 1923. Assignments are designed to reinforce classroom concepts. Field observation of working interpreters is also included.

**SLIP 1941 - Introduction to Interpreting (3)**

**Prerequisites:** SLIP 1915 with a "C" or better

This course is designed to provide an introduction to the profession of interpreting. This course details the ethical and professional responsibilities of the interpreter, the mental process of interpreting, the history of the field, the laws related to interpreting, the credentials and education of interpreters, and presents terminology common to the profession.

**SLIP 2000 - American Sign Language I (3)**

**Prerequisites:** Visual acuity to discriminate signs at a distance of 30 feet. Physical dexterity to accurately reproduce signs demonstrated.

This course focuses on everyday communication and interaction in ASL. Topics include giving information, making requests, expressing likes and dislikes, and describing people and places. Grammar and vocabulary are presented in context, using ASL as the language of instruction. Students participate in a variety of activities to build language skills and learn about Deaf culture.

**SLIP 2010 - American Sign Language II (3)**

**Prerequisites:** SLIP 2000 with a "C" or better, or appropriate placement

This course is a continuation of SLIP 2000, building upon grammatical structures and vocabulary acquired. This course focuses on everyday communication and interaction in ASL. Topics include family, community and daily activities. Grammar and vocabulary are presented in context, using ASL as the language of instruction. Students participate in a variety of activities to build language skills and learn about Deaf culture.

**SLIP 2050 - American Sign Language III (3)**

**Prerequisites:** SLIP 2010 with a "C" or better, or appropriate placement

This course is a continuation of SLIP 2010, building upon grammatical structures and vocabulary acquired. This course continues to develop comprehension and expressive skill in American Sign Language. Topics include living arrangements, location, personal and family history, and events of the past. Grammar and vocabulary are presented in context, using ASL as the language of instruction. Students participate in a variety of activities to build language skills and learn about Deaf culture.

**SLIP 2051 - Fingerspelling and Numbers (1)**

**Prerequisites:** SLIP 2010 with a "C" or better, or departmental placement

This course focuses on the specific skills of understanding and producing fingerspelling and numbers in ASL.



**SLIP 2901 - Survey of Specialized Interpreting Settings (3)**

**Prerequisites:** SLIP 1911, SLIP 1911L, SLIP 1915, SLIP 1923, SLIP 1931, SLIP 1931L, and SLIP 1941, each with a "C" or better

**Co-requisites:** SLIP 2901L. SLIP 2901L must be taken with this course even if the lab has previously been taken and passed.

This course is designed to provide reinforcement of sign language skills and interpreting principles. The students receive training in specialized topics related to interpreting. These may include interpreting in the following settings: employment, medical, telephone/ video relay, legal, mental health, educational, religious, and oral transliterating. The co-requisite SLIP 2901L must be taken with this course even if the lab has previously been taken and passed.

**SLIP 2901L - Interpreting Lab 3 (1)**

**Prerequisites:** SLIP 1911, SLIP 1911L, SLIP 1915, SLIP 1923, SLIP 1931, SLIP 1931L, and SLIP 1941, each with a "C" or better

**Co-requisites:** SLIP 2901

This is a skills laboratory to accompany SLIP 2901. Assignments are designed to reinforce classroom concepts. Field observation of working interpreters is also included.

**SLIP 2912 - ASL to English Interpretation II (4)**

**Prerequisites:** SLIP 2901 and SLIP 2901L, each with a "C" or better

**Co-requisites:** SLIP 2932 and SLIP 2912L. SLIP 2912L must be taken with this course even if the lab has previously been taken and passed.

This course is a continuation of the skills developed in American Sign Language to English Interpretation I and focuses on simultaneous sign to voice interpretations. The co-requisite SLIP 2912L must be taken with this course even if the lab has previously been taken and passed.

**SLIP 2912L - Interpreting Lab 4 (1)**

**Prerequisites:** SLIP 2901 and SLIP 2901L, each with a "C" or better

**Co-requisites:** SLIP 2912 and SLIP 2932

This is a skills laboratory to accompany SLIP 2912 and SLIP 2932. Assignments are designed to reinforce classroom concepts. Field observation of working interpreters is also included.

**SLIP 2932 - English to ASL Interpreting II (3)**

**Prerequisites:** SLIP 2901 and SLIP 2901L, each with a "C" or better

**Co-requisites:** SLIP 2912 and SLIP 2912L. SLIP 2912L must be taken with this course even if the lab has previously been taken and passed.

This course begins work on source language English to target language ASL translations and consecutive voice to sign interpreting. It includes theories of the interpreting process, vocabulary and linguistic development, and text analysis. The co-requisite SLIP 2912L must be taken with this course even if the lab has previously been taken and passed.

**SLIP 2951 - Practicum (6)**

**Prerequisites:** Completion of all SLIP courses

This course is a combination of assigned interpreting experiences under the supervision of an interpreter in the field, discretionary hours interpreting in a variety of settings, simulated experiences in the lab, and a classroom seminar. The seminar includes discussion, role-playing and situational assessments based on student experiences in the field. Emphasis will be placed on

the Code of Professional Conduct and its application in real-life situations. Students must complete all assigned interpreting hours, submit an acceptable portfolio, and pass a comprehensive test on expressive and receptive interpreting skills. The test may also include the Code of Professional Conduct and situational interpreting.

Courses Removed

**2012 - 2014  
Archived Copy**

Courses Removed

**2012 - 2014  
Archived Copy**

Courses Removed

**2012 - 2014  
Archived Copy**

## Courses Removed

**Social Work (SOCW)****SOCW 2000 - Introduction to Social Work (3)**

**Prerequisites:** Exit or exemption from LS Reading or all ESL requirements except ENSL 0091  
This course is designed to provide an introduction to Social Work as a profession committed to planned social change and social justice. This course will provide a survey of the profession of social work from an historical and contemporary perspective and will examine the values, knowledge, and skills that characterize all social work practice with emphasis on the roles and functions of social work generalists. Emphasis is on major themes in the development of social work practice and social work education; critical examination of the roles and functions of undergraduate social workers; and the explication of the National Association of Social Workers (NASW) Code of Ethics for professional generalist practice.

**Sociology (SOCI)****SOCI 1101 - Introduction to Sociology (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

The study of organized social life. This course is an introduction to the sociological analysis of society, its origins, structure, change, and problems.

**SOCI 1101H - Introduction to Sociology (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is SOCI 1101 for Honors students.

**SOCI 1160 - Introduction to Social Problems (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is a study of specific problems of social change and conflicts that exist within our evolving society. Observation and analysis of these major social problems can provide insight into the distinctive nature of our society, its pattern of conformity, as well as deviation.

**SOCI 1160H - Introduction to Social Problems (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is SOCI 1160 for Honors students.

**SOCI 2293 - Introduction to Marriage and Family (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is the study of human relationships in dating, courtship, marriage, and family life.

**SOCI 2293H - Introduction to Marriage & Family (Honors) (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program

This course is SOCI 2293 for Honors students.

**Spanish (SPAN)****SPAN 1001 - Elementary Spanish I (3)**

This course is the first in a two-course sequence at the elementary level of Spanish. The course consists of the study of the fundamentals of the language using Spanish as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context and Hispanic culture presented using interactive activities, discussion, and readings. This course is not open to native speakers, which includes anyone who used the language as his or her principal language of education.

**SPAN 1002 - Elementary Spanish II (3)**

**Prerequisites:** Successful completion of SPAN 1001 with a "C" or higher, or placement into 1002

This course is the second in a two-course sequence at the elementary level of Spanish. The course consists of the study of the fundamentals of the language, using Spanish as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context and Hispanic culture presented using interactive activities, discussion, and readings. This course is not open to native speakers, which includes anyone who used the language as his or her principal language of education.

**SPAN 2001 - Intermediate Spanish I (3)**

**Prerequisites:** Successful completion of SPAN 1002 with a "C" or higher, or placement into 2001

This course is the first in a two-course sequence at the intermediate level of Spanish. The student continues to increase proficiency in the language, using Spanish as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context and Hispanic culture presented using interactive activities, discussion, multimedia and readings.

**SPAN 2002 - Intermediate Spanish II (3)**

**Prerequisites:** Successful completion of SPAN 2001 with a “C” or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of Spanish. The student continues to increase proficiency in the language, using Spanish as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context and Hispanic culture presented using interactive activities, discussion, multimedia and readings.

**SPAN 2610 - Composition and Conversation (3)**

**Prerequisites:** Successful completion of SPAN 2002 with a “C” or higher, or placement into 2610

This course develops self-expression at the high intermediate level of Spanish through the integration of language, literature and culture. Students are exposed to a wide range of topics including, but not limited to, current events, social issues, cultural practices and daily life as they increase fluency in the language and expand cultural competence.

**Survey of the Business Enterprise (SURB)****SURB 1105 - Survey of Business Enterprise (3)**

**Prerequisites:** Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091

This course is a survey of the business enterprise, its major functional components, and its role in our domestic economic system and the global community. The course examines examples of effective management and organizational behavior and looks at ethical behavior and the concept of social responsibility in business.

**Swahili (SWAH)****SWAH 1001 - Elementary Swahili I (3)**

This course is the first in a two-course sequence at the elementary level of Swahili. The course consists of the study of the fundamentals of the language, using Swahili as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of the Swahili-speaking world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone that used the language as his or her principal language of education.

**SWAH 1002 - Elementary Swahili II (3)**

**Prerequisites:** Successful completion of SWAH 1001 with a “C” or higher, or placement into 1002

This second is the first in a two-course sequence at the elementary level of Swahili. The course consists of the study of the fundamentals of the language, using Swahili as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of the Swahili-speaking world presented using interactive activities, discussion,

and readings. This course is not open to native-speakers, which includes anyone that used the language as his or her principal language of education.

### **SWAH 2001 - Intermediate Swahili I (3)**

**Prerequisites:** Successful completion of SWAH 1002 with a “C” or higher, or placement into 2001

This course is the first in a two-course sequence at the intermediate level of Swahili. The course consists of the study of the fundamentals of the language, using Swahili as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of East Africa and Swahili speaking parts of the world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone that used the language as his or her principal language of education.

### **SWAH 2002 - Intermediate Swahili II (3)**

**Prerequisites:** Successful completion of SWAH 2001 with a “C” or higher, or placement into 2002

This course is the second in a two-course sequence at the intermediate level of Swahili. The course consists of the study of the fundamentals of the language, using Swahili as the language of instruction. Emphasis is on oral communication with grammar and vocabulary taught in context, and the cultures of East Africa and Swahili speaking parts of the world presented using interactive activities, discussion, and readings. This course is not open to native-speakers, which includes anyone that used the language as his or her principal language of education.

## **Theatre (THEA)**

**Theatre Majors Advisement Alert:** Because of the sequential nature of many of the Fine Arts courses, students must meet during their first semester at Georgia Perimeter College with a Fine Arts advisor to plan their course of study. Fine Arts majors need to start their major area courses in their first semester in order to complete the two-year sequence.

The Theatre program at the college is designed for students wishing to pursue a career in theatre related professions by meeting the freshman and sophomore theatre requirements established by most four-year schools. Students who complete the recommended transfer theatre curriculum will be prepared to enter as juniors and meet the lower-division requirements for theatre majors at most institutions.

The college Theatre program offers its students the opportunity to put the skills they have learned in class to practical use, both as performers and as technicians, in a variety of theatrical productions, thereby gaining experience for artistic growth and resume building. It is widely recognized that theatre majors at the college are offered more theatrical experience at the freshman and sophomore levels than at most senior colleges or universities.

### **THEA 1301 - Theatre Appreciation (3)**

The course is a survey of theatre from fifth century B.C. Greece to contemporary theatre. The history, physical stage, playwrights, dramatic literature, and styles of the major periods of theatre



are included. Various aspects of play production and the importance of theatre as an art form and cultural force are treated.

**THEA 1301H - Theatre Appreciation (Honors) (3)**

Prerequisites: Acceptance into the Honors Program

This course is THEA 1301 for Honors students.

**THEA 1550 - Dance Technique for the Performer (3)**

This course introduces the art and practice of beginning dance techniques for the performer; includes technical practice, exploration of the elements of dance, the history of dance, and creative activities leading to the appreciation of dance performance and the development of a beginning technical vocabulary. This course is for students with no dance training or those who wish to develop beyond the beginning level.

**THEA 1551 – Tap Dance I (1)**

This course provides the basic technical skills of tap dancing and consists of two studio hours per week. It is intended for students with no previous training or basic tap skills.

**THEA 1552 – Tap Dance II (1)**

Prerequisites: THEA 1551

This course provides further foundation training necessary for the development of skilled proficiency in tap dance. It consists of two studio hours one day per week.

**THEA 1553 – Jazz Dance I (1)**

This course provides the foundation training necessary for the development of skilled proficiency in jazz dance. It consists of two studio hours one day per week.

**THEA 1554 – Jazz Dance II (1)**

Prerequisites: THEA 1553

This course provides practice of jazz technique at the intermediate level with emphasis on the varied styles of choreography used in theatre and concert productions. It consists of two studio hours one day per week.

**THEA 1556 – Social Dance I (1)**

This course introduces forms of different cultures. It covers international and American folk dances, social forms, and ballroom. The course consists of two studio hours one day per week.

**THEA 1603 - Acting I (3)**

The fundamentals of acting techniques are taught through improvisation, character development, monologue, and scene-work. This is a lecture/laboratory course.

**THEA 1604 - Acting II (3)**

Prerequisites: THEA 1603

This course is a continuation of THEA 1603 with emphasis on an actor's approach to a role, characterization, styles of acting, and vocal technique. Assignments include presentation of scenes from period and modern plays.

**THEA 1607 - Stagecraft (3)**

The fundamentals of scene design, set construction, painting, lighting, costuming, and backstage organization are emphasized. Practical work in the stage shop or in college theatre facilities is required.

**THEA 1610 - Improving Voice and Articulation (3)**

This is a laboratory-oriented class for the correction of deficiencies in voice or articulation. Careful analysis of each student's speech problems is made, followed by intensive directed exercises for their correction, based on an understanding of the speaking mechanism and of elementary phonetics. The course is not for treatment of foreign dialect or severe speech disorders requiring speech therapy.

**THEA 1611 - Play Analysis for Production (3)**

**Prerequisites:** Exit or exemption from Learning Support English and reading or all ESL requirements

This course includes a textual analysis of play scripts, with an emphasis on the perspective of the practitioner of Theatre for production purposes.

**THEA 1650 – Design Skills for Theatre (3)**

**Prerequisites:** THEA 1611 or consent of the instructor

This course introduces Theatre students to tools, methods and skills for theatre design. Students will learn to work as a designer and how to present themselves as such to the world at large.

**THEA 1660 – Makeup for the Stage (3)**

This course is a practical exposure for students to makeup design and application for the stage. In this course, students will learn techniques in 2-dimensional makeup, skin care for performers, hair and wig concerns as well as touching upon 3-dimensional makeup.

**THEA 1701 - Theatre Practicum (1)**

This course is participation as a performer in theatre productions (full length plays or musicals produced as part of the fine arts season). It may be repeated for a maximum of 2 credits. It may not be taken at the same time as THEA 1702.

**THEA 1702 - Technical Theatre Practicum (1)**

**Prerequisites:** Approval of Theatre program coordinator

This course offers students practical work on theatre productions (full length plays or musicals produced as part of the fine arts season) in the areas of technical production including: stage management, lighting, sound, backstage crew, costuming, props, and makeup/wigs/hair. It may be taken only once per production.

**THEA 1758A – Music Theatre Ensemble (1)**

**Prerequisites:** THEA 1603 or previous vocal study in Music Theatre genre and the permission of the instructor or the theatre coordinator

This course is a training ground for music theatre performers to learn to integrate the fundamental skills of singing, acting, and stage movement into their work. The semester culminates in a recital of musical theatre selections of ensemble, duo and solo works. As the course content varies from term to term, the course may be taken more than once.

**THEA 2345 - Audition Portfolio (1)****Prerequisites:** THEA 1603, THEA 1604, THEA 1610, THEA 1611, and THEA 1701

This course includes selection, preparation and presentation of material for theatre auditions. Students will have experience in preparing resumes and auditions, cold readings and call back interviews. Final performance of audition for theatre exit panel is required.

**THEA 2401 – Scenery Skills for the Theatre (3)****Prerequisites:** THEA 1607

This course expands on skills learned in the basic stagecraft course in the areas of scenery construction, scenic painting and properties. The approach is practical, emphasizing projects over lecture.

**THEA 2402 – Costume Skills for the Theatre (3)****Prerequisites:** THEA 1607

This course expands on skills learned in the basic stagecraft course in the areas of costume construction, fabric science, and crafts. The approach is practical, emphasizing projects over lecture.

**THEA 2403 – Lighting and Sound Skills for the Theatre (3)****Prerequisites:** THEA 1607

This course expands on skills learned in the basic stagecraft course in the areas of lighting and sound. It details technical skills and safety practices. The approach is practical, emphasizing projects over lecture.

**THEA 2450 – Stage and Theatre Management (3)****Prerequisites:** THEA 1607

This course exposes students to the full process of stage management for live theatre as well as the basic concepts, and procedures of other areas including production, audience, and business management.

**THEA 2607 - Children's Theatre Production (3)****Prerequisites:** Audition and approval of Theatre program coordinator

This course is designed to offer the student practical theatre experience in performing, presenting and writing children's theatre. Final play will be toured to local elementary schools, after school programs and GPC campuses.

**THEA 2611 - Directing (3)****Prerequisites:** THEA 1603 and THEA 1611

This course is the study of the role of the director in theatrical production, including practical application of theories in classroom exercises.

**THEA 2613 – Theatre Workshop (3)****Prerequisites:** Permission of the department chair

This course is designed to offer the student practical theatre experiences working with a major project. Individualized instruction is provided according to the student's area of specialization.

**THE UNIVERSITY SYSTEM OF GEORGIA**

[Board of Regents](#) .....269  
[Board of Regents Staff](#).....270  
[Institutions of the University System of Georgia](#) .....270

**2012 - 2014  
Archived Copy**

**THE UNIVERSITY SYSTEM OF GEORGIA**  
**270 Washington Street, S.W.**  
**Atlanta, GA 30334**

The Board of Regents of the University System of Georgia was created in 1931 as a part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The governor appoints members to the Board, who each serve seven years. Today the Board of Regents is composed of 18 members, five of whom are appointed from the state-at-large, and one from each of the 13 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System.

The Board oversees 35 colleges and universities: four research universities, two regional universities, 13 state universities, 14 state colleges, and two two-year colleges. These institutions enroll approximately 302,000 students and employ over 40,000 faculty and staff to provide teaching and related services to students and the communities in which they are located.

As part of the mission of the University System, public service and continuing education act as an interface between the 35 institutions and the communities which they serve. Such activities are an extension of the traditional on-campus learning process and have been established to improve the welfare of Georgia's citizens and serve business, industry, government, and professional organizations.

### Board of Regents

<b>Members of the Board of Regents</b>	<b>Term Expires</b>
C. Dean Alford, P.E.	2019
Kenneth R. Bernard Jr.	2014
Larry R. Ellis	2016
Rutledge A. Griffin, Jr.	2018
Robert F. Hatcher	2013
C. Thomas Hopkins, M.D.	2017
W. Mansfield Jennings, Jr.	2013
James R. Jolly	2015
Donald M. Leebern, Jr.	2019
William Nesmith, Jr., Vice Chair	2015
Doreen S. Poitevin	2018
Willis J. Potts, Jr.	2013
Neil L. Pruitt, Jr.	2017
Kessel Stelling Jr.	2015
Benjamin J. Tarbutton III, Chair	2013
Larry Walker	2016
Philip A. Wilheit, Sr.	2013

## Board of Regents Staff

Hank Huckaby, *Chancellor*  
 John E. Brown, *Vice Chancellor, Fiscal Affairs*  
 Dr. Curtis A. Carver, Jr. *Vice Chancellor and Chief Information Officer*  
 Bob Cernock, *Associate Vice Chancellor for Data Administration/Chief Data Officer*  
 Tom Daniel, *Senior Vice Chancellor, Office of External Affairs*  
 Linda M. Daniels, *Architect, Vice Chancellor, Facilities*  
 Terry Durden, *Assistant Vice Chancellor, Office of Economic Development*  
 John M. Fuchko, III, *Chief Audit Officer & Associate Vice Chancellor*  
 Christina Hobbs, *Business Development Manager*  
 Tonya Lam, *Associate Vice Chancellor, Student Affairs*  
 Dr. Susan Campbell Lounsbury, *Assistant Vice Chancellor, Research & Policy Analysis*  
 Dr. Virginia Michelich, *Assistant Vice Chancellor for Student Achievement*  
 Dr. Marci Middleton, *Assistant Vice Chancellor for Academic Programs*  
 John Millsaps, *Associate Vice Chancellor, Office of Media & Publications*  
 David Morgan, *Interim Executive Vice Chancellor & Chief Academic Officer*  
 J. Burns Newsome, *Vice Chancellor, Legal Affairs & Secretary to the Board*  
 Shelley C. Nickel, *Associate Vice Chancellor, Planning & Implementation*  
 Dr. Linda M. Noble, *Associate Vice Chancellor for Faculty Affairs*  
 Ben Robinson, *Executive Director*  
 Amanda D. Seals, *Executive Director, Government Relations*  
 Sabina Thompson, *Executive Assistant to the Chancellor*  
 Dr. Lamar Veatch, *Assistant Vice Chancellor, Georgia Public Library Service*  
 Dr. Lynne Weisenbach, *Vice Chancellor, Educational Access and Success*  
 Dr. Felita Williams, *Assistant Vice Chancellor for Academic Programs*  
 Steve Wrigley, *Executive Vice Chancellor of Administration*

### Institutions

#### Research Universities

Georgia Health Sciences University, Augusta  
 Georgia Institute of Technology, Atlanta  
 Georgia State University, Atlanta  
 University of Georgia, Athens

#### Regional Universities

Georgia Southern University, Statesboro  
 Valdosta State University, Valdosta

#### State Universities

Albany State University, Albany  
 Armstrong Atlantic State University, Savannah  
 Augusta State University, Augusta  
 Clayton State University, Morrow

Columbus State University, Columbus  
Fort Valley State University, Fort Valley  
Georgia College and State University, Milledgeville  
Georgia Southwestern State University, Americus  
Kennesaw State University, Kennesaw  
North Georgia College and State University, Dahlonega  
Savannah State University, Savannah  
Southern Polytechnic State University, Marietta  
University of West Georgia, Carrollton

**State Colleges**

Abraham Baldwin Agricultural College, Tifton  
Atlanta Metropolitan College, Atlanta  
College of Coastal Georgia, Brunswick  
Dalton State College, Dalton  
Darton College, Albany  
East Georgia College, Swainsboro  
Gainesville State College, Gainesville  
Georgia Gwinnett College, Lawrenceville  
Georgia Highlands College, Rome  
Georgia Perimeter College, Decatur  
Gordon College, Barnesville  
Macon State College, Macon  
Middle Georgia State College, Cochran  
South Georgia College, Douglas

**Two-Year Colleges**

Bainbridge College, Bainbridge  
Waycross College, Waycross

2012-2014  
Archived Copy

## PERSONNEL

<a href="#"><u>Executive Team</u></a> .....	273
<a href="#"><u>Academic Affairs</u></a> .....	273
<a href="#"><u>Financial and Administrative Affairs</u></a> .....	274
<a href="#"><u>Institutional Advancement</u></a> .....	274
<a href="#"><u>Office of the President</u></a> .....	274
<a href="#"><u>Student Affairs and Enrollment Services</u></a> .....	274
<a href="#"><u>Faculty</u></a> .....	276
<a href="#"><u>Faculty Emeriti</u></a> .....	299

2012 - 2014  
Archived Copy



## PERSONNEL

\*The date in parentheses indicates the year of initial appointment at Georgia Perimeter College.

### Executive Team

**Robert E. Watts (2012), Interim President, B.A., M.A., Florida State University; M.I.P.P. The Johns Hopkins University – Bologna Center**

Ronald B. Stark (2012), *Executive Vice President, Financial and Administrative Affairs*, B.S., Berry College; M.B.A., Wright State University

Philip A. Smith (1990), *Interim Vice President, Academic Affairs*, B.S., M.S., Indiana State University

Jeffrey H. Tarnowski (1999), *Vice President, Institutional Advancement*, B.A., M.B.A., Bradley University

Vincent G. June (2009), *Vice President, Student Affairs and Enrollment Services*, B.S., Florida A&M University; M.B.A., Ph.D., Washington State University

### Academic Affairs

**Philip A. Smith, M.S. (1990), Interim Vice President, Academic Affairs**

Tonya H. Andrews, M.S. (1995), *Director, Faculty Services*

Barbara L. Brown, Ph.D., Psy.D. (1989), *Interim Dean of Institutional Effectiveness and SACS Liaison*

Sean Brumfield, Ph.D. (2010), *Executive Director, Quality Enhancement Plan*

Susan Cody-Rydzewski, Ph.D. (2009), *Dean of Social Sciences*

Mary Cullen (2010), *Director, Library Services, Alpharetta Center and Distance Learning*

Margaret G. Ehrlich, Ph.D. (2003), *Dean of Mathematics/Computer Science/Engineering*

Ronald A. Key, Ph.D. (2011), *Dean of Arts and Humanities*

Pamela Meelenaar-Wirsiy, Ph.D. (1998) *Interim Executive Director, Center for Teaching and Learning & Early Colleges*

Stuart D. Noel, Ph.D. (2000), *Interim Dean of English*

Jeffrey A. Portnoy, Ph.D. (1992), *Director, Honors Program*

Laura Tartak, M.L.S. (2002), *Director, Library Services, Newton Campus*

Ingrid N. Thompson-Seller (2000), *Interim Dean of Business, Physical Education, and Sign Language Interpreting*

Julius E. Whitaker (1993), *Interim Executive Director of Library Services; Director, Library Services, Clarkson Campus*

Diane White, Ph.D. (2007), *Dean of Health Sciences*

Paulos Yohannes, Ph.D. (1992), *Dean of Science*

## Financial and Administrative Affairs

**Ron Stark (2012), Executive Vice President, Financial and Administrative Affairs**  
 Tracy Adkins (2002), *Director, Academic Technology*  
 Dexter Banks (1996), *Director, Technology Support Services*  
 Chris W. Burge (2008), *Chief Technology Officer*  
 B. Keith Chapman (1993), *Director, College Services*  
 J. Reid Christenberry (2009), *Assistant Vice President, Information Technology/CIO*  
 Jamie S. Fernandes (2012), *Interim Assistant Vice President, Budgets & Strategic Financial Planning*  
 Lewis C. Godwin (1991), *Director of Facilities-Planning and Projects*  
 Diane Hickey (2012), *Associate Vice-President, Financial and Administrative Affairs*  
 Van B. Hope (1985), *College Bursar*  
 Scott E. Hardy (1988), *Director of Facilities-Operations*  
 Nicholas T. Marinelli (2010), *Chief, Public Safety*  
 Patrice R. Masterson, (1994), *Director, Human Resources, Staff Development & Benefits*  
 Ken Quattlebaum (2010), *Director of Information Systems*  
 James Rasmus (2008), *Executive Director, Human Resources*  
 Amanda L. Reddick (2008), *Director, Human Resources, Compliance and Affirmative Action*  
 Deborah A. Robinson (2009), *Chief, Information Security Officer*  
 Karen Truesdale (1997), *Director, Employee Relations*

## Institutional Advancement

**Jeffrey H. Tarnowski (1999), Vice President, Institutional Advancement**  
 Ethel S. Brown (1997), *Director, Grants and Sponsored Programs*  
 Clelia Davis (2011), *Director, Community Relations and Engagement*  
 Collins Foster (2008), *Director, Alumni Relations*  
 Vicki Carew Johnson (2008), *Executive Director, Institutional Advancement, GPC Foundation*  
 Barbara Obrentz (2004), *Chief Public Relations Officer; Director, Marketing and Public Relations*

## Office of the President

Kwabena Boakye (2010), *Director, Internal Audits*  
 Frances N. Mohr (1999), *Director, Customer Service*

## Student Affairs & Enrollment Services

**Vincent G. June, Ph.D. (2008), Vice President, Student Affairs and Enrollment Services**  
 Mariam Adomakoh (2010), *Associate Director, Advising, Counseling and Retention Services, Clarkston Campus*  
 Me Shi Avery (2007), *Director, TRIO Student Support Services, Decatur Campus*

Angela Avery-Jones (2007), *Director, Student Life, Clarkston Campus*  
Veronique Barnes (1999), *Director, International Student Admissions and Advising*  
Alfred Barney (1992), *Director, Athletics*  
Richard Beaubien (2002), *Director, Recruitment and Admissions*  
Natasha Becket (2008), *Director, TRIO Upward Bound*  
Alfred Bates Canon (2010), *Associate Director, Advising, Counseling and Retention Services, Dunwoody Campus*  
Chad Bryant (2001), *Associate Director, Recruitment and Admissions*  
Coletta Carter (2000), *Assistant Vice President, Student Development and Special Programs*  
Keith Cobbs (2002), *Dean of Student Services, Newton Campus*  
Emily Cowdrick (1986), *Campus Registrar, GPC Online*  
Eric Cuevas (2011), *Project Director, GPC Educational Achievement Program*  
Trichele Davenport-Harris (2010), *Director, TRIO Student Support Services, Clarkston Campus*  
Felicia Harbach (2004), *Campus Registrar, Alpharetta Center*  
Mary Hickman-Brown (1993), *Dean of Student Services, Decatur Campus*  
Nathaniel Holmes, Ph.D. (2009), *Director, Advising, Counseling and Retention Services*  
Deborah Homer (1993), *Dean of Student Services, Clarkston Campus*  
Maleka Jackson (2012), *Associate Director, Career Services*  
Theodora Johnson (2005), *Director, Student Life, Dunwoody Campus*  
Bonita King (1999), *Associate Director, Student Financial Service, Campuses*  
Rufus Larkin, Ph.D. (2009) *Associate Director, Personal Counseling Services*  
Bonnie Martin (2003), *Director, Disability Services*  
Eileen Menefee (2005), *Campus Registrar, Decatur Campus*  
Stephan Moore (2010), *Director, Student Life, Newton Campus*  
Aleathia Muhammad (2009), *Associate Director, Advising, Counseling and Retention Services, Decatur Campus*  
India Myers (2009), *Director, Student Life, Alpharetta Center*  
Francis Nash (2003), *Dean of Student Services, Dunwoody Campus & Alpharetta Center*  
Judith Nichols (1989), *Campus Registrar, Dunwoody Campus*  
Rodney Pegues (1995), *Director, Health, Wellness and Recreation*  
Christopher Rednour (2007), *Director, Learning Support and Interim Director, Testing*  
Demetrix Rostick-Owens (2004), *Campus Registrar, Newton Campus*  
Douglas Ruch (1991), *College Registrar*  
Sheree Simpson (1986/1996), *Campus Registrar, Clarkston Campus*  
Phyllis Smith (1992), *Associate Director, Student Financial Services, Administration*  
Johnny P. Tooson (2008), *Director, Student Life, Decatur Campus*  
George Williams (2007), *Associate Director, Advising, Counseling and Retention Services, Newton Campus*  
Robin Winston (2009), *Director, Student Financial Services*  
Jaleen Washington (2004), *Interim-Associate Director, Recruitment and Admissions*

## Faculty

- Eugenia H. Abbey (2005), *Assistant Professor, Library Services*, A.B., M.Ln., Emory University.
- Emory Reginald Abbott (2002), *Associate Professor of English*, B.A., M.A., Georgia State University; Ph.D., Vanderbilt University.
- Teresa B. Adams (1991), *Associate Professor of Business Information Systems*, B.S., Bowling Green State University; M.B.A., Mercer University.
- Robert J. Alderson (2001), *Professor of History*, B.A., M.A., Ph.D., University of South Carolina.
- Lisa M. Alexander (2008), *Instructor of Nursing, Associate Department Chair*, B.S.N., Jacksonville State University; M.S.N., Georgia State University.
- John V. Aliff (1990), *Professor of Biology*, B.S., M.S., Marshall University; Ph.D., University of Kentucky.
- Deniz Z. Altin-Ballero (2003), *Assistant Professor of Geology/Biology/Environmental Science*, B.S., M.S., M.S., Montclair State University.
- Kinnari V. Amin (2010), *Assistant Professor of Mathematics*, B.S., M.S., Georgia State University; Ph.D., Emory University.
- Caroline M. Anderson (2008), *Instructor of English as a Second Language*, B.A., University of Birmingham, England; ED.M., State University of New York at Buffalo.
- John R. Anderson, Jr. (1992), *Professor of Geology, Geography and Environmental Science ; Department Chair of Life and Earth Sciences*, B.S., M.S., Bowling Green State University; M.A., Georgia State University; Ph.D., University of Pittsburgh.
- Thomas J. Anderson (2012), *Instructor of Film*, B.A., The University of North Carolina at Chapel Hill; M.A., Boston University.
- Jose T. Arancibia (1987), *Associate Professor of Spanish*, B.A., Universidad de Chile; M.A., Ohio University.
- Mohammad Aslam (1991), *Associate Professor of Mathematics*, B.S., Punjab University; M.S., University of Islamabad; M.Phil., Quad-I-Azam University.
- Maher M. O. Atteya (2000), *Professor of Chemistry*, B.S., M.S., Carl Schorlemmer Technische Hochschule; M.S., Kansas State University; Ph.D., Colorado School of Mines.
- Said Bagherieh (1992), *Associate Professor of Mathematics*, B.S., College of Telecommunications, Tehran, Iran; M.A., M.B.A., Marshall University.
- Greta L. Baldwin-Mason (2012), *Instructor of Nursing*, B.S.N., Clayton State College; M.S.N., Georgia Baptist College of Mercer University.
- Mark E. Banas (2012), *Assistant Professor of Religion*, B.S., North Central University; M.A., Wheaton College; M.A., Ph.D., Claremont Graduate University.
- Kyle T. Barbieri (2008), *Instructor of Political Science*, B.S., Florida Metropolitan University; M.A., The Catholic University of America.
- Ellen Barrow (1996), *Assistant Professor, Library Services*, B.A., University of South Dakota; M.L.S., Emporia State University.
- Amir H. Barzegar (2009), *Associate Professor of Mathematics*, B.S., M.S., University of Tehran; Ph.D., George Washington University.
- Barbara A. Bateman (2001), *Associate Professor of French*, B.A., University of Georgia; M.A., University of California at Santa Barbara.
- James F. Battey (2003), *Professor of Biology*, B.S., University of Michigan; Ph.D., University of Georgia.

- Na Keya H. Bazemore (2008), *Instructor of English*, B.A., M.A., North Carolina Agricultural and Technical State University.
- John D. Beatty (2008), *Instructor of Mathematics*, B.S., M.S., Clark Atlanta University.
- Elizabeth Frances Beckemeyer (2008), *Assistant Professor of Biology*, B.S., Georgia Southern College; M.S., University of Georgia; M.A., Duke University; Ph.D., The University of North Carolina-Chapel Hill.
- Betty J. Benardo (1989), *Associate Professor of Mathematics; Department Chair of Mathematics, Computer Science and Engineering*, B.A., Pfeiffer College; M.A., Wake Forest University.
- Kimberly N. Bennekin (2000), *Associate Professor of Mathematics*, B.S., Spelman College; M.A., University of South Florida; Ed. S., University of Georgia.
- Mario A. Bennekin (2000), *Assistant Professor of History; Department Chair of History and Political Science*, B.A., Morehouse College; M.A., Valdosta State University.
- Kim W. Bennett (1991), *Associate Professor of Mathematics; Department Chair of Mathematics and Computer Science*, B.M.E., Troy State University; M.A.M.S., University of Georgia.
- Valerie P. Bennett (2012), *Assistant Professor of Engineering*, B.E., Vanderbilt University; M.S., Ph.D., Georgia Institute of Technology.
- Julia E. Benson-Slaughter (1991), *Associate Professor of Computer Science*, B.S., University of Georgia; M.S., Case Western Reserve University.
- Matthew A. Bingley (2012), *Lecturer in Religion*, B.A., Miami University; M.A., University of Iowa.
- Tekesa M. Black (2012), *Instructor of Nursing*, A.S., South College; B.S., Medical University of South Carolina; M.S., Texas A&M University.
- Janna K. Blum (2012), *Assistant Professor of Chemistry*, B.S., M.S., Ph.D., Georgia Institute of Technology.
- Elizabeth Fleming Boatright (2008), *Instructor of Nursing*, B.S., Virginia Polytechnic Institute and State University; B.S.N., Johns Hopkins University; M.S.N., Walden University.
- Lisa V. Boisseau (2008), *Instructor of Nursing*, B.S.N., Keuka College; M.S., Bellevue University.
- Mary A. Boone (2010), *Instructor of English*, B.J.S., Mercer University; M.S., Troy University.
- Lynne L. Post (1991), *Associate Professor of English as a Second Language*, B.A., Pomona College; M.A.T., Georgetown University.
- Polly Bouker (2001), *Associate Professor of Geology*, B.S., Western Carolina University; M.S., University of Georgia.
- Joyce Bouknight Gant (2011), *Instructor of Nursing*, B.S.N., East Carolina University; M.S.N., University of Phoenix.
- Frederick W. Bounds (1989), *Associate Professor of Economics & Business Information Systems*, B.A., The Florida State University CCP; M.B.A., University of South Florida.
- Linda K. Bowen (2003), *Assistant Professor of Communication and Film*, A.A., DeKalb College; B.A., M.A., Georgia State University.
- Martha S. Bowles (2000), *Associate Professor of English*, A.A., Broward Community College, B.A., Florida Atlantic University; M.Ed., University of Georgia.
- Cynthia E. Box (2008), *Instructor of Mathematics*, B.S.Ed., University of Georgia; M.Ed., Georgia State University.
- Beryle Boyd (1988), *Associate Professor of Mathematics*, B.S.Ed., University of Georgia; M.A.T., Georgia State University.

- Damita Boyd (2009), *Instructor of Sign Language Interpreting; Department Chair of Sign Language Interpreting Program*, B.A., Florida State University; M.I.P., Northeastern University.
- Terry Bozeman, (2009), *Assistant Professor of English, Coordinator, Honors Program*, B.A., Albany State University; M.A., The University of Iowa; Ph.D., Georgia State University.
- Michael T. Bradley Jr, (2008), *Assistant Professor of Philosophy and Religion*, B.A., M.A., Indiana University; M.Div., Mennonite Biblical Seminary; M.Phil., Columbia University.
- Chandra French Breaux (2008), *Instructor of Mathematics*, B.S., Clark Atlanta University, M.A., University of Georgia.
- Timothy D. Brigham (2010), *Assistant Professor of Psychology*, B.A., University of West Florida; M.S., Ph.D., University of Georgia.
- Margee B. Bright-Ragland (1990), *Associate Professor of Art*, B.F.A., Auburn University; M.F.A., Georgia State University.
- Simone Brito (2011), *Instructor of Biology*, B.S., M.S., Universidade Estadual Paulista.
- Wendell S. Broadwell (2000), *Professor of Political Science*, B.A., M.G.A., Georgia State University, D.P.A., University of Georgia.
- Amber N. Brooks (2010), *Instructor of English*, B.A., M.F.A., Georgia State University.
- Timothy H. Brotherton (1990), *Associate Professor of English as a Second Language*, B.A., Davidson College; Ed.M., State University of New York at Buffalo.
- Donna Brouillette (1991), *Associate Professor of Mathematic; Department Chair of Mathematics, Computer Science and Engineering*, B.S., Georgia Institute of Technology; M.S., Creighton University.
- Barbara L. Brown (1989), *Professor of Psychology; Interim Dean of Institutional Effectiveness and SACS Liaison*, A.B., Brown University; Ph.D., Massachusetts Institute of Technology; Psy.D., Georgia School of Professional Psychology.
- Keisha M. Lanier Brown (2011), *Instructor of Mathematics*, B.S., Georgia Institute of Technology; M.Ed., Georgia State University.
- Louvincey D. Brown (1989), *Professor of Communication*, B.S., Fort Valley State College; M.A., University of Georgia, Ph.D., Union Institute & University.
- Timothy A. Brown (2011), *Assistant Professor of Mathematics; Department Chair of Mathematics*, B.S., Greensboro College; M.S., University of California Riverside.
- P. Shane Bruce (2012), *Assistant Professor of English*, B.A., Anderson College; M.A., Clemson University; Ph.D., The University of Georgia.
- Sean A. Brunfield (2010), *Assistant Professor of English; Executive Director Quality Enhancement Plan*, B.S., M.A., Kennesaw State University; Ed.D., The University of Georgia.
- Carmelita Chaille Brunson (2002), *Assistant Professor, Library Services*, B.A., University of Arizona; M.S., Florida State University.
- Elaine D. Bryan (2003), *Assistant Professor of Physical Education*, B.B.A., University of Georgia; M.S., Georgia Southern University.
- Susan Buchholz (1995), *Associate Professor of Nursing*, B.S.N., Graceland College; M.S.N., Georgia State University.
- Daniel E. Bulger (2012), *Instructor of Geology and Environmental Science*, B.S., Bradley University; M.S., Northeastern Illinois University.
- Otto B. Burianek, Jr. (2004), *Associate Professor of History; Department Chair of Social Sciences*, B.A., Davidson College; M.A., Ph.D., Emory University.

- Maureen F. Burkart (1996), *Professor of Chemistry*, B.S., University of Alabama at Birmingham; Ph.D., University of Florida.
- Amy E. Bursi (2002), *Assistant Professor, Library Services*, B.A., University of Georgia; M.L.S., University of Alabama.
- Peter A. Bursi (1998), *Associate Professor, Library Services*, A.A.S., State University of New York at Morrisville; B.S., State University of New York at Oneonta; M.L.S., State University of New York at Albany.
- Deborah N. Byrd (2008), *Instructor of English*, B.A., Milligan College; M.A., University of Chicago.
- Lynda W. Cain (2012), *Instructor of Mathematics*, B.S., Clemson University; M.S., University of South Carolina.
- Marla Calico (1995), *Associate Professor of Spanish; Department Chair of Foreign Languages*, B.A., M.A., Auburn University.
- Sarah J. Callaghan (2011), *Instructor of Physical Education*, B.S., Bowling Green State University; M.Ed., Wayne State University.
- Candice M. Campbell (2003), *Associate Professor of Chemistry*, B.S., Georgia State University; Ph.D., Georgia Institute of Technology.
- Teresa A. Canganelli (2011), *Lecturer in Spanish*, B.A., M.A., Ph.D., Indiana University.
- Joseph A. Cannon, Jr. (1991), *Associate Professor of Sociology*, B.A., LeMoyne College; M.A., Ph.D., Cornell University.
- Sarah L. Cantrell (2011), *Instructor of English*, B.A., University of Tennessee at Knoxville; M.A., Georgia State University.
- Bethany B. Cardon (1991), *Associate Professor of Spanish*, B.A., Sanford University; M.H.S., Auburn University.
- Kariba D. Carter (2011), *Instructor of Nursing*, A.S., Horry Georgetown Technical College; B.S., Lander University; M.S.N., Walden University.
- Douglas M. Casey (1983), *Associate Professor of Physical Education*, A.A., DeKalb College; B.S., Florida State University; M.Ed., Georgia State University.
- Gregory L. Cates (2005), *Assistant Professor, Library Services*, B.A., M.L.S., University of Tennessee.
- Theresa L. Catlin (2010), *Instructor of Nursing*, B.S.N., Deaconess College of Nursing; M.S., Northern Illinois University.
- Joan A. Cezair (2012), *Assistant Professor of Accounting*, B.B.A., Howard University; M.B.A., University of Maryland-College Park; D.B.A., Argosy University.
- Jui-Wen Ginger Chen (1998), *Professor of Music*, B.M., University South Carolina; M.M., D.M., Northwestern University; Certificate of Piano Performance and Pedagogy, Piano Institute of Saint Petersburg Conservatory, Russia.
- Ashraful A. Chowdhury (1989), *Associate Professor of Mathematics and Computer Science*, B.S., M.S., University of Dhaka, Bangladesh; M.S., M.A., Ball State University.
- Kim C. Clark (1995), *Associate Professor of Sociology*, B.S., Southern University A&M; M.A.T., Grambling State University.
- Susan T. Clarke (1989), *Associate Professor of Dental Hygiene*, B.S., Medical College of Georgia; M.Ed., Georgia State University.
- Susan R. Cody-Rydzewski (2009), *Associate Professor of Sociology; Dean of Social Sciences*, B.A., Jacksonville University; M.A., Ph.D., University of Florida.
- Blair J. Cohen (2005), *Instructor of Mathematics; Associate Department Chair of Mathematics*; B.S., Massachusetts Institute of Technology; M.S., Massachusetts Institute of Technology.

- Ray E. Collings (1993), *Associate Professor of Mathematics*, B.A., Wheaton College; M.S., University of Notre Dame.
- Amy R. Coleman (2010), *Instructor of English; Interim Department Chair of English*, A.A., Jackson Community College; B.A., M.A., Eastern Michigan University.
- Illiad P. Connally (2010), *Instructor of Business Information Systems*, A.S., Atlanta Junior College; B.B.A., M.S., Georgia State University.
- Debora Constable (2008), *Instructor of Accounting*, B.S., North Carolina Agricultural & Technical State University; M.P.A., Texas Christian University.
- Amy L. Cook (2009), *Instructor of Chemistry*, B.S., State University of West Georgia; M.S., Georgia Institute of Technology.
- Marva Cooper-Westfield (1981/1987), *Associate Professor of Reading*, A.A., DeKalb College; B.S., M.Ed., Georgia State University.
- Joshua Corin (2009), *Instructor of English*, B.A., M.A., M.A., State University of New York at Birmingham.
- Jose A. Cortes (2001), *Associate Professor of Spanish*, B.A., Escuela Normal Superior de Nayarit; M.A., New Mexico State; Ph.D., University of Arizona.
- Jim M. Cox (1980), *Associate Professor of Economics and Political Science*, B.B.A., University of Georgia; M.Ed., Georgia State University.
- Rosemary D. Cox (1985), *Professor of English*, A.A., DeKalb College; B.A., M.A., Georgia State University; Ph.D., Emory University.
- Jessica M. Craig (2000), *Professor of Mathematics*, B.A., M.A., Ph.D., University of South Florida.
- Kelly B. Cranford (2012), *Instructor of Accounting*, B.B.A. Millsaps College; M.P.A., The University of Southern Mississippi.
- Jeanette A. Crawford (1998), *Associate Professor of Nursing; Director, Nursing Tutorial Lab*, B.A., Barrington College; M.S.N., Boston University.
- Carole G. Creekmore (1992), *Associate Professor of English*, B.A., M.A., Wake Forest University.
- David M. Cromer (1986), *Associate Professor of English*, B.A., M.A., Southeast Missouri State University.
- Kathryn E. Crowther (2012), *Assistant Professor of English*, B.A., The University of North Carolina at Chapel Hill; M.A., Ph.D., Emory University.
- Mary Ann Cullen (2010), *Instructor, Library Services; Director, Learning Resource Center*, B.A., Mercer University in Atlanta; M.S., University of Georgia; M.S., Florida State University.
- Jane A. Curth (2004), *Assistant Professor of Physical Education*, B.A., Oglethorpe University; M.Ed., Georgia State University.
- Lauren C. Curtright (2012), *Assistant Professor of English*, B.A., University of Florida; M.A., Indiana University; Ph.D., University of Minnesota.
- Pamela Cushenan (2010), *Instructor of Dental Hygiene*, A.S., Tennessee State University/Meharry Medical College; B.S., M.S., University of St. Francis.
- Amanda K. Damarin (2010), *Assistant Professor of Sociology*, B.A., Hampshire College; M.A., Ph.D., Columbia University.
- John K. Damico (2004), *Assistant Professor of History*, B.S., M.A., M.B.A., Northwestern State University; Ph.D. Mississippi State University.



- Derwin Daniels (1999), *Associate Professor and Coordinator of Homeland Security/Emergency Management*, A.A.S., Lamar University; Graduate Certificate in Disaster Management, Georgia State University; B.S., M.S., University of Houston.
- Amos R. Darrisaw (2009), *Instructor of Mathematics*, B.S., Fort Valley State University; M.S., Marquette University.
- Wendy C. Davidson (2004), *Assistant Professor of Mathematics; Department Chair of Mathematics, Computer Science and Engineering*, B.S., M.S., University of Alabama in Huntsville.
- Jamil E. Davis (2012), *Instructor of Nursing*, A.S., Darton College; B.S., M.S., Albany State University.
- Lisa A. Davis (1993), *Associate Professor of Accounting*, B.B.A., M.A.C.C., University of Georgia, C.P.A.
- Mary B. Davison (2010), *Instructor of Biology*, B.S., Waynesburg College; M.S., LaRoche College; M.S., Chatham University.
- Jean E. Dawson (1989), *Associate Professor of Physical Education*, B.S., Winthrop University; M.S., University of North Carolina, Greensboro; Ed.S., Georgia State University.
- Stephanie M. Decker (2012), *Instructor of Mathematics*, B.A., Mercyhurst College; M.S., Lehigh University.
- Kathleen A. DeMarco (2008), *Instructor of English*, B.A., Fontbonne University; M.A., University of Georgia.
- Debra K. Denzer (1988), *Associate Professor of English and English as a Second Language*, B.A., M.A., University of Florida.
- Sharon R. Derby (2011), *Instructor of Nursing*, A.S., Broward Community College; B.S., Florida Atlantic University; M.S.N., Florida International University.
- Jason M. Dew (2004), *Associate Professor of English; Coordinator, Honors Program*, B.A., Lock Haven University of Pennsylvania; M.A., Ph.D., Indiana University of Pennsylvania.
- Andrea J. DiBenardo (2008), *Instructor of Spanish; Interim Department Chair of Foreign Languages*, B.S., Central Michigan University; M.A.T.L., University of Southern Mississippi.
- Dennis J. Dickinson (2009), *Instructor of Accounting*, B.A., St. Michael's College; M.B.A., Pace University, C.P.A.
- Michael S. Diebert (2001), *Associate Professor of English*, B.A., University of Tennessee at Knoxville; M.A., University of Alabama at Tuscaloosa.
- Richard M. Diguette (2010), *Instructor of English; Interim Department Chair of English, Arts, Humanities, and Social Science*, B.A., M.A., Georgia State University.
- Priscilla J. Dodds (2000), *Associate Professor of Computer Science*, B.A., University of Rochester; M.A., University of North Florida.
- Matthew K. Dolloff (2011), *Assistant Professor of English*, B.A., San Francisco State University; M.A., Ph.D., University of Texas at Austin.
- Valerie M. Dotson (2000), *Professor of English*, B.A., Tougaloo College; M.A., Ph.D., University of North Carolina-Chapel Hill.
- Jennifer M. Duncan (2011), *Instructor of English*, A.A., Emmanuel College; B.A., M.A., University of South Carolina.
- Jay P. Dunn (2011), *Assistant Professor of Physics and Astronomy*, B.S., M.S., Ph.D., Georgia State University.
- Leslie Ann L. Dunn (2012), *Instructor of the Legal Environment of Business*, B.A., The College of William and Mary; M.B.A., University of Phoenix; J.D., Pepperdine University.

- Bettina B. Durant (2011), *Instructor of Communication*, B.A., Xavier University; M.A., Loyola University.
- Sherry L. Durren (2002), *Assistant Professor, Library Services*, B.A., Agnes Scott College; M.L.S., University of South Carolina.
- Melody R. Durrenberger (2004), *Assistant Professor of Physical Education*, B.A., Warren Wilson College; M.A., Western Carolina University.
- Antara Dutta (2002), *Assistant Professor of Chemistry*, B.S., University of Calcutta; M.S., Kalyani University; Ph.D., Jadavpur University.
- Laura Edmunds (2009), *Instructor of English*, B.A., York College of Pennsylvania; M.A., Fairleigh Dickinson University.
- Margaret G. Ehrlich (2002), *Associate Professor of Mathematics; Dean of Mathematics, Computer Science and Engineering*; B.S., University of Georgia; M.Ed., Ed.S., Ph.D., Georgia State University.
- Rodger Henry Eidson, Jr. (1996), *Associate Professor of English*, A.B.J., University of Georgia; M.A., University of Tennessee at Chattanooga.
- Amy P. Eklund (2006), *Instructor, Library Services; Director of Library Technical Services*, B.M., Southern Methodist University; M.L.S., University of North Texas.
- Nathan R. Elliott (2012), *Lecturer in English*, B.A., Wheaton College; M.A., Washington State University; M.A., Ph.D., University of North Carolina.
- James D. Engstrom (1998), *Professor of Geography; Interim Department Chair of Cultural and Behavioral Sciences*, B.A. University of Wisconsin; M.C.R.P. Harvard University; M.A., Ph.D., Clark University.
- Maryann S. Errico (1992), *Associate Professor of English and Reading; Associate Department Chair of Learning Support*, B.A., York College of The City University of New York; M.S., Hofstra University.
- Sharon Evans (2012), *Instructor of Mathematics*, B.S., M.S., Cleveland State University.
- Janan B. Fallon (1991), *Associate Professor of Spanish*, B.A., Stetson University; M.Ed., University of Georgia.
- Michelle A. Fankhauser (2010), *Lecturer in English*, B.A., University of Washington; M.B.A., City University of Bellevue; M.A., University of Idaho; Ph.D., Washington State University.
- Jonathan I. Farris (2004), *Assistant Professor of History*, B.A., Bryan College; M.A., Miami University.
- Dan P. Fawaz (1987), *Professor of Psychology*, B.S., University of New Hampshire; M.S., University of North Carolina, Greensboro; Ph.D., Michigan State University.
- Karlina S. Feller (2003), *Assistant Professor of Mathematics*, A.S., Luther College; B.S., Augustana College; M.Ed., University of Georgia.
- Kenneth R. Fenster (1991), *Professor of History*, B.A., Transylvania College; M.A., Ph.D., Marquette University.
- Dihema R.L. Ferguson (2008), *Instructor of Mathematics*, B.S., Clark Atlanta University; M. Ed., Georgia State University.
- Solomon Fesseha (1991), *Professor of Physics; Department Chair of Science; Interim Department Chair of Physical Sciences*, B.S., Addis Ababa University; M.S., Ph.D., State University of New York at Albany.
- Susan F. Finazzo, (2008), *Assistant Professor of Biology/Microbiology; Department Chair of Science*, B.A., University of Delaware; M.S., Pennsylvania State University; Ph.D., University of Florida.

- Harry W. Findley (2012), *Assistant Professor of Biology*, B.S., M.S., Clemson University; Ph.D., Emory University.
- Randy Finley (1992), *Professor of History*, B.S., Phillips University; M.A., University of Central Arkansas; Ph.D., University of Arkansas.
- Jason M. Flato (2008), *Assistant Professor of Philosophy and Religion*, B.A., Suffolk University; M.A., Union Theological Seminary; Ph.D., University of Denver and Iliff School of Theology.
- Jennifer E. Fleming (2011), *Assistant Professor of Business Information Systems*, B.S., Spelman College; Exec. M.B.A., Georgia State University; M.S., Stevens Institute of Technology; Ph.D., Walden University.
- Gina B. Flowers (2011), *Instructor of English*, B.S., University of Alabama; M.A., Georgia State University.
- Mark J. Flowers (2012), *Instructor of Economics*, B.A., M.S., Florida State University.
- Tiffany J. Flowers (2010), *Instructor of Education*, B.S., M.A.T., Virginia Commonwealth University; M.A., University of Iowa.
- Charles W. Fox (1999), *Assistant Professor of English; Associate Department Chair of English*, B.B.A., Baylor University; M.F.A., George Mason University.
- Katherine J. Fox (2010), *Lecturer in History*, A.A., Edmonds Community College; B.A., Western Washington University; M.A., University of Memphis.
- Sabrina A. Freney (2010), *Instructor of Communication*, B.S., Spelman College; M.P.A., Georgia State University.
- John E. Fulk (2011), *Instructor of Mathematics*, B.S., Texas A&M University; M.S., Georgia Institute of Technology.
- Diana M. Fuller (2008), *Assistant Professor of Psychology*, A.B., M.A., Ed.S., University of Georgia.
- Howa B. Furrow (2012), *Lecturer in English*, B.S., M.A., The University of Maine; Ph.D., Indiana University of Pennsylvania.
- G. Thomas Gaines (2009), *Instructor of Mathematics*, B.S., Georgia Institute of Technology; M.S., Georgia State University.
- Crystal Garrett (2008), *Assistant Professor of Political Science*, B.A., Clark Atlanta University; M.P.A., Clark Atlanta University; M.B.A., Mercer University; Ph.D., Clark Atlanta University.
- Paul J. Gausstad (2004), *Assistant Professor of Film and Communication*, B.S., Rutgers State University; M.A., Georgia State University.
- Armida J. Gilbert (2008), *Assistant Professor of English*, B.S., M.A., Ph.D., University of South Carolina.
- Loretta B. Gilead (1989/2004), *Associate Professor of English*, B.A., M.A., Georgia State University.
- David B. Girmay (2012), *Instructor of Mathematics*, B.S., The University of Georgia; M.Ed., Georgia State University.
- Amelia S. Glawe (2011), *Instructor, Library Services*, B.A., Georgia State University; M.L.I.S., University of South Carolina.
- Jose L. Gonzalez-Roman (2003), *Associate Professor of Chemistry*, B.S., M.S., University of Puerto Rico; M.B.A., Kennesaw State University; Ph.D., Georgia State University.
- Lauri B. Goodling (2010), *Instructor of English*, B.A., Florida State University; M.A., Kennesaw State University.

- Pamela J.W. Gore (1989), *Professor of Geology*, B.S., University of Maryland; M.S., M.Phil., Ph.D., George Washington University.
- Adrienne Graham (2005), *Assistant Professor, Library Services*, B.S., Pennsylvania State University; M.L.S., Saint John's University.
- Thomas E. Graham (1995), *Professor of History*, B.A., University of Iowa; M.A., Western Illinois University; Ph.D., Northern Illinois University.
- Ilene P. Grant (1987), *Associate Professor of Mathematics*, B.A., B.S., University of Cincinnati; M.Ed., Georgia State University.
- Sharon Anne Grason (2008), *Instructor of Nursing*, B.S., M.S., Georgia State University.
- Carissa N. Gray (2003), *Assistant Professor of English; Department Chair of English, Arts and Humanities*, B.A., M.A., Georgia Southern University.
- Mark D. Graves (2012), *Instructor of Biology*, B.S., M.S., Georgia State University.
- Carmeka S. Greene (2012), *Instructor of Nursing*, B.A., College of Charleston; B.S., Medical University of South Carolina; M.S., Regis University.
- Cynthia J. Greene (2010), *Lecturer in Communication*, B.A., Illinois College; M.A., University of Illinois.
- Mark F. Griffin (2000), *Associate Professor of Psychology*, B.A., University of Central Florida; M.A., University of South Florida; M.A., Columbia Theological Seminary; Ed.D., Argosy University.
- William L. Griffin (2010), *Instructor of Mathematics*, B.S., M.S., Georgia State University; J.D., John Marshall Law School; M.B.A., Mercer University; Ph.D., California Coast University.
- James W. Guinn (2009), *Assistant Professor of Physics and Astronomy*, B.A., Boston University; M.A., Ph.D., Washington University in St. Louis.
- Nancy Jane Gup (2008), *Assistant Professor of Psychology*, B.S., Birmingham Southern College; M.Ed., University of Alabama at Birmingham; M.A., Psy.D., Georgia School of Professional Psychology.
- Jeffrey E. Gutliph (1991), *Associate Professor of Mathematics*, B.S., M.S., University of Mississippi.
- W. Ernie Guyton (2001), *Associate Professor of Anthropology, Geography and Sociology*, B.S., M.S., University of Southern Mississippi.
- Barbara Jean Hall (1989), *Associate Professor of English as a Second Language and English*, B.S., East Carolina University; M.A., Wake Forest University; M.S., Georgetown University.
- Mary Susan Hall (1990), *Associate Professor of Mathematics*, B.A., M.A., University of South Florida.
- Michael L. Hall (1989), *Associate Professor of English; Interim Department Chair of English*, B.A., M.F.A., University of Alabama.
- Myra C. Hall (2008), *Assistant Professor of Biology*, B.S., M.S., Texas State University; Ph.D., University of Georgia.
- Ann W. Hardy (1986), *Associate Professor of Mathematics*, B.A., Mercer University; M.A.T., Emory University.
- Larry D. Hardy (2003), *Associate Professor of Mathematics and Computer Science*, B.A., Clark College; M.S., M.C.S., Clark Atlanta University; Ed.S., Ph.D., Georgia State University; Ph.D., Lacrosse University.
- Linda M. Harned (2009), *Assistant Professor of Communication*, B.A., M.A., Ph.D., George Mason University.
- Alton A. Harpe (2010), *Instructor of Nursing*, B.S.N., Albany State College; M.S.N., Medical College of Georgia.

- Carol A. Harris (1988), *Assistant Professor of English*, B.A., Spelman College; M.A., Atlanta University.
- Queen W. Harris (2008), *Assistant Professor of Mathematics*, B.S., Bennett College; M.S., Howard University.
- Kay C. Harrison (2001), *Associate Professor of English; Assistant Coordinator, Dual Enrollment*, B.A., Mercer University-Macon; M.Ed., Georgia State University.
- Jessie W. Hayden (2012), *Instructor of English as a Second Language*, B.A., M.S., Georgia State University.
- Wonda Henderson (1991), *Associate Professor of Reading*, B.A., Spelman College; M.Ed., Valdosta State University.
- Andrea M. Hendricks (1993), *Associate Professor of Mathematics*, B.S., Palm Beach Atlantic College; M.S., Florida State University.
- Todd A. Hendricks (1992), *Associate Professor of Mathematics*, B.S., West Georgia College; M.S., Florida State University.
- Kristi L. Hendrix (2012), *Instructor of Nursing*, B.B.A., The University of Georgia; B.S., M.S., Clayton State University.
- Jane M. Hercules (2011), *Instructor of Communication*, B.S., M.A., West Virginia University.
- Cassandra K. Hitchcock (2010), *Lecturer in Mathematics*, B.S., Baldwin-Wallace College; M.S., Clemson University.
- Karen M. Holley (1977/1992), *Associate Professor of Reading*, A.B., Middlebury College; M.P.A., Valdosta State; M.Ed., University of Vermont.
- Janet T. Hollier (1992), *Associate Professor of Communication and Theatre*, B.S., Oklahoma State University; M.A., Bowling Green State University.
- Mark J. Hollier (2008), *Assistant Professor of Biology*, B.S., Ph.D., University of Warwick.
- Mary Carole Hollingsworth (2000), *Associate Professor of Business Information Systems*, A.S., DeKalb College; B.B.A., M.B.A., Kennesaw State University.
- Frances B. Holt (2003), *Assistant Professor of English*, B.A., Kennesaw Junior College; B.A., Agnes Scott College; M.A., Georgia State University.
- Anant G. Honkar (1996), *Professor of Engineering*, B.E., Karnatak University, India; M.E., M.S., City College of the City University of New York; Ph.D., City University of New York.
- Napolita S. Hooper-Simanga (1995), *Associate Professor of English*, B.A., DePaul University; M.A., University of Colorado; D.A., Clark Atlanta University.
- Robert L. Hopkins (2008), *Instructor of Economics*, B.S., University of Maryland, M.B.A. University of Alabama at Birmingham; M.S., Georgia State University.
- Seyed H. Hosseini (2008), *Assistant Professor of Biology*, B.S., University of Isfahan; M.S., University of Southwestern Louisiana; Ph.D., Georgia Institute of Technology.
- Sandee D. House (1991), *Associate Professor of Mathematics*, B.S., M.A., Ed.S., The University of Alabama.
- Paul S. Hudson (2002), *Associate Professor of History*, B.A., Oglethorpe University; M.A., University of Georgia; Ph.D., Georgia State University.
- Ray E. Huebschmann (2002), *Professor of Education and Psychology*, A.B., Indiana State University; M.A., University of Illinois; Ph.D., Southern Illinois University.
- Susan Hughes-Isley (2009), *Instructor of Communication*, B.S., Indiana State University; M.A., University of Nebraska-Lincoln.
- Rodney G. Hunter (2009), *Instructor of Mathematics*, B.S., M.S., University of Illinois at Urbana-Champaign.

- Lindsey R. Icenogle (2008), *Instructor of Communication and Journalism*, B.A., North Central College; M.A., Auburn University.
- Colleen P. Ijuin (2008), *Instructor of English as a Second Language; Department Chair of English as a Second Language*, B.A., University of Washington; M.A., Teacher's College Columbia University.
- C. Alan Jackson (1992), *Professor of English*, B.S., University of Southern Indiana; M.A., University of Dayton; Ph.D., University of Tennessee.
- Rosalyn C. Jacobs (2008), *Assistant Professor of English*, B.A., Shaw University; M.A., Duke University; D.A., Middle Tennessee State University.
- Mercedes Luenetta James (2011), *Instructor of Communication*, B.A., University of Georgia; M.S., Florida State University.
- Patricia K. Jayne (2011), *Assistant Professor of Mathematics*, B.A., M.A., D.A., University of Miami.
- Robin D. Jenkins (2000), *Associate Professor of English*, A.B. State University of West Georgia; M.A., University of Tennessee.
- Beth A. Jensen (1989), *Professor of English*, B.A., Hastings College; M.A., University of Nebraska; Ph.D., University of Georgia.
- Joseph D. Johnson (2002), *Assistant Professor of Business Information Systems*, B.E., Georgia Institute of Technology; M.D.S., Georgia State University.
- Ken P. Johnson (2000), *Professor of English, Department Chair of English, Arts, Humanities, and Social Sciences*, B.A., University of Northern Iowa; M.A., Ph.D., Florida State University.
- Kenyetta A. Johnson (2011), *Assistant Professor of Chemistry*, B.S., Xavier University of Louisiana; Ph.D., Georgia Institute of Technology.
- Ouida W. Johnson (2010), *Instructor of Mathematics*, B.A., Regis College; M.S., Atlanta University.
- William G. Johnson (2012), *Instructor of Computer Science*, B.A., University of North Alabama; M.S., Georgia State University.
- Alyse W. Jones (1992), *Associate Professor of English*, B.A., B.S., University of Maryland; M.A., University of Georgia.
- Glen O. Jones (2010), *Assistant Professor of Reading*, B.S., Louisiana State University; M.Ed., Southern University and A&M College; Ed.D., Atlanta University.
- Karen M. Williams Jones (2012), *Instructor of Spanish*, B.A., Spelman College; M.A., Purdue University; M.A., M.Phil., Yale University.
- Lee Brewer Jones (1992), *Associate Professor of English*, B.A., West Georgia College; M.A., University of Georgia.
- Paul W. Jones, II (2010), *Lecturer in Mathematics*, B.S., University of Florida; M.S., Louisiana State University.
- Laurin R. Jordan (1995), *Assistant Professor of Mathematics*, B.S., M.S., East Tennessee State University.
- Tracie D. Justus (2009), *Assistant Professor of English as a Second Language*, B.A., Emory University; M.A., Georgia State University.
- Mundia James Kahiga (1990), *Professor of Economics; Department Chair of Business and Physical Education*, B.A., Jersey City State College; M.A., Rutgers University; Ph.D., University of Georgia.
- Beryl G. Kalisa (1992), *Associate Professor of History*, B.A., Spelman College; M.Ed., Boston University; M.S., Simmons College; Ed.S., Wheelock College.

- Susan F. Keith (2002), *Assistant Professor of Mathematics*, B.S.Ed., University of Georgia; M.Ed., Georgia State University.
- Gregory G. Kelley (2011), *Assistant Professor of English*, B.A., Florida State University; M.A., Ph.D., Emory University.
- Eric T. Kendrick (2002), *Assistant Professor of English as a Second Language*, B.A., Furman University; M.A., Georgia State University.
- Ronald A. Key (2011), *Assistant Professor of Communication; Dean of Arts and Humanities*, B.A., Kentucky Wesleyan College; M.A., University of Kentucky; Ed.D., University of Louisville.
- Debra Fay Kilgore (2009) *Instructor of Nursing*, B.S.N., Wichita State University; M.N., Emory University.
- Myung-Hoon Kim (1993), *Professor of Chemistry*, B.S., Sung Kyun Kwan University; M.S., University of Nebraska; Ph.D., University of Oklahoma.
- John D. King (2011), *Assistant Professor of Mathematics*, B.A., Mercer University; M.Ed., Ph.D., University of Georgia.
- Laura L. King, (2008), *Assistant Professor of Accounting*, B.B.A., University of Georgia, MAcc., University of Georgia, CPA.
- Robert J. King (2000), *Associate Professor of Political Science*, B.A., University of California-Berkley; M.A., University of Florida; M.A., Emory University.
- Lisa Kirk (2010), *Instructor of English*, B.A., Georgia State University; M.S., Troy University.
- Richard M. Kirk (2009), *Assistant Professor of Economics*, B.S., University of Delaware; Ph.D., Virginia Polytechnic Institute and State University.
- Robert A. Koff (2004), *Assistant Professor of Mathematics*, B.A., B.S., Oglethorpe University; M.A.T., Emory University; Ed.S., Georgia State University.
- David L. Koffman (2002), *Associate Professor of Art; Department Chair of Arts and Humanities*, B.F.A., University of Tennessee; M.F.A., University of Georgia.
- Nancy A. Kojima (2010), *Instructor of English*, A.S., Georgia Perimeter College; B.A., M.A., Georgia State University.
- Valerie J. Koonce (2008), *Instructor of Art*, B.F.A., Memphis State University; M.F.A., State University of New York at Buffalo; M.S., Georgia State University.
- Stephen M. Koplan (2000), *Professor, Library Services*, B.A., Windham College; M.Ln., Emory University; Ph.D., Georgia State University.
- Eileen H. Kramer (2006), *Assistant Professor, Library Services*, B.A., Cornell University; M.L.S., Syracuse University.
- Cynthia D. Kreutzer (2000), *Associate Professor of Psychology*, B.A., M.A., The University of North Carolina-Chapel Hill; M.S., Nova Southeastern University; PsyD., Argosy University.
- Kim L. Krinsky (1995), *Professor of Psychology*, B.A., Cornell University; M.A., Ph.D., Emory University.
- Natarajan Kumaresan (2008), *Assistant Professor of Computer Science*, M.S. (Computer Science), M.S. (Physics), Florida Institute of Technology.
- Diane M. LaCole (2000), *Associate Professor of Biology*, B.A., Boston University; M.S., Antioch University.
- Bettie LaDuke (2009), *Instructor of Economics*, B.S.B.A., University of Tulsa, M.S., Iowa State University.
- Ulrike G. Lahaise (1998), *Associate Professor of Physics and Astronomy*, B.S., University of Heidelberg; M.S., University of Kentucky.

- William H. Lahaise (1994), *Associate Professor of Physics and Astronomy*, B.A., Boston University; M.S., University of Kentucky.
- Muriel Lange (2011), *Instructor of English*, B.A., University of South Florida; M.A., Georgia State University.
- Julie J. Langley (2003), *Assistant Professor of Reading*, B.A., M.A., Georgia State University.
- Elizabeth A. Lathrop (2008), *Instructor of Film*, B.A., The College of William and Mary; M.A., Emory University.
- Kouok K. Law (1992), *Professor of Mathematics*, B.S., University of Madagascar; M.A., State University of New York-Albany; Ph.D., University of Washington.
- Leila A. Lawlor (2011), *Instructor of the Legal Environment of Business*, B.B.A., University of Georgia; M.B.A., Clayton State University; J.D., Georgia State University.
- Patricia W. Leamon (2010), *Instructor, Library Services*, B.S.S.W., M.S.W., University of Alabama; M.L.S., North Carolina Central University.
- Beverly A. Lee (2004), *Assistant Professor of the Legal Environment of Business*, B.S., Savannah State University; J.D., St. Louis University School of Law.
- Pamela Leggett-Robinson (2008), *Associate Professor of Chemistry; Department Chair of Science*, B.S., Georgia State University; M.S., Tennessee Technological University; Ph.D., Georgia State University.
- Laura S. Lembeck (2009), *Instructor of Mathematics, Interim Chair of Mathematics, Computer Science, Science, Business, and Physical Education*, B.S.Ed., B.S., Western Carolina University; M.S., Florida Atlantic University.
- Cynthia Lester (2012), *Associate Professor of Computer Science; Executive Director of STEM*, B.S., Prairie View A&M University; M.S., Ph.D., The University of Alabama, Tuscaloosa.
- Megan R. Levacy (2012), *Instructor of Art*, B.F.A., M.A., Arkansas State University; M.F.A., East Tennessee State University.
- Jane C. Levinson (2008), *Lecturer in Biology*, B.S., University of California at Los Angeles; D.M.D., University of Pennsylvania.
- Marjorie L. Lewkowicz (1990), *Professor of Mathematics*, B.A., M.A., University of Scranton; M.S., Marywood College; Ed.S., Ph.D., Georgia State University.
- Richard S. Lindner (2004), *Assistant Professor of Communication*, B.A., University of Southern California; M.A., Georgia State University; M.B.A., Hofstra University.
- Jonathan M. Lochamy (2008), *Assistant Professor of Biology*, B.S., University of Georgia; Ph.D., Emory University.
- Susan D. Lofstrom (1993), *Associate Professor of English; Director, Faculty Advising*, B.A., Keuka College; M.A., University of Rochester.
- Linda A. Logdberg (2012), *Assistant Professor of Biology*, B.A., M.S.W., The University of Michigan-Ann Arbor; M.A., Ph.D., University of California-Los Angeles.
- Susannah E. Lomant (2010), *Instructor of Physics and Astronomy*, B.A., Randolph-Macon Women's College; M.S., Ball State University.
- George E. Lonberger (2008), *Assistant Professor of Geography*, B.A., California State University-San Bernardino; M.A., Ph.D., Indiana University; M.Ed., Georgia State University.
- Diwana H. Lowe (2000), *Associate Professor of Nursing*, B.S.N., M.S.N., University of Alabama.
- Albert H. Lu (2003), *Assistant Professor of Mathematics and Engineering*, B.S.E.E., University of Michigan; M.S.E.E., Georgia Institute of Technology.



- Nicole A. Lynch (2012), *Assistant Professor of Physical Education*, B.A., The University of North Carolina at Chapel Hill; M.S., University of North Texas; Ph.D., University of Maryland.
- John M. Mack (2010), *Lecturer in History*, B.A., Chestnut Hill College; M.Div., Philadelphia Theological Seminary; D.Th., Whitefield Theological Seminary; M.A., Ph.D., University of Kansas.
- Charlene W. Madden (2009), *Instructor of Mathematics*, B.A., Georgia Southern College; M.Ed., Georgia State University.
- William C. Madden, Jr. (2004), *Assistant Professor of English; Distinguished Chair, Southern Academy for Literary Arts & Scholarly Research*, A.A., Young Harris College; B.A., Davidson College; M.A., Virginia Commonwealth University.
- Jeffery A. Mahr (2010), *Assistant Professor of Biology*, B.S., University of California-Davis; Ph.D., Emory University.
- Margaret H. Major (1990), *Associate Professor of Biology*, B.S., Benedict College; M.S., Howard University.
- Scott M. Malinconic (2012), *Assistant Professor of Chemistry*, B.S., Tufts University; Ph.D., Pennsylvania State University.
- Ann H. Mallard (2002), *Assistant Professor, Library Services; Associate Library Director*, B.A., Georgia State University; M.Ln., Emory University.
- Rusandica Manole (2009), *Instructor of Mathematics*, B.S., M.S., University of Galati, Romania; M.A., Eastern Michigan University.
- Deborah K. Manson (2009), *Assistant Professor of English*, B.S., Troy University; M.A., Auburn University; Ph.D., University of Georgia.
- Vivian A. Mativo (2009), *Assistant Professor of Chemistry*, B.A., Oberlin College; M.S., Ph.D., The University of North Carolina-Chapel Hill
- Sandra C. Matthews (1991), *Professor of English*, B.A., M.Ed., Ph.D., Georgia State University.
- Mary F. Mattson (1991), *Professor of Education*, B.A., M.Ed., Ph.D., Georgia State University.
- Carl F. McAllister (2000), *Professor of Biology; Department Chair of Science*, B.A., B.S., M.S., University of Mississippi; M.S., North Georgia College and State University; Ph.D., Louisiana State University.
- Michael E. McClary (1993), *Assistant Professor of Music*, B.M.E., Bowling Green State University; M.M., Northwestern University.
- Tryphene Q. McGee (2010), *Instructor of Reading*, A.A., Broward Community College; B.A., M.Ed., Florida Atlantic University.
- Natlyn T. McGhee (2010), *Instructor of Nursing*, A.S., M.S., Georgia State University.
- Lynn B. McGill (2010), *Instructor of English*, B.F.A., Wesleyan College; M.A., University of Iowa.
- Diana B. McGinnis (2011), *Instructor of Mathematics*, B.A., M.A., St. John's University-New York.
- Susan M. McGrath (1992), *Professor of History*, B.A., Agnes Scott College; M.A., Ph.D., Emory University.
- Lee R. McKinley (2003), *Assistant Professor of Business Information Systems; Interim Director, Health Informatics*, B.B.A., Delta State University; M.B.A., University of Georgia.
- Louise A. McKinney (2004), *Assistant Professor of English*, B.A., York University; M.A., University of Toronto.
- Greg S. McLean (2001), *Associate Professor of Music*, B.M.U., Georgia State University; M.M., Florida State University.

- Kenneth B. McNamara (2008), *Instructor of English*, B.A., M.A., New Mexico State University.
- Marissa S. McNamara (2009), *Assistant Professor of English*, B.A., University of Cincinnati; M.A., Florida State University.
- P. Jeffrey Meadors (2010), *Instructor of English; College-wide Coordinator, Dual Enrollment*, B.A., Mercer University; M.A.T., D.A.S.T., Emory University.
- Mary C. Middlemas (1993), *Associate Professor of English as a Second Language*, B.A., Emory University; M.S., Georgia State University.
- Kari H. Miller (2004), *Assistant Professor of English*, B.A., M.A., Florida State University.
- Tessa L. Minchew (2004), *Assistant Professor, Library Services*, B.F.A., Mississippi State University; M.L.I.S., University of Southern Mississippi.
- Melora P. Mirza (1989), *Professor, Library Services; Associate Director, Library Services*, A.B., Brown University; M.A.L.S., Rosary College; M.A.T., Agnes Scott College.
- Michael G. Mitchell (2008), *Assistant Professor of Political Science*, B.S., Georgia Institute of Technology; M.A., Ph.D., University of Georgia.
- Scott A. Mitchell (2011), *Assistant Professor of English*, B.A., Brigham Young University; M.A., Ph.D., University of Missouri.
- Pamela J. Moolenaar-Wirsy (1998), *Professor of Biology; Executive Director, Center for Teaching & Learning and Early Colleges*, B.A., Hampton University; Ph.D., Clark Atlanta University; M.P.A., Georgia State University.
- David T. Moon, Jr. (2008), *Assistant Professor of History*, A.A., Gainesville College; B.A., University of Georgia; M.A., Georgia State University.
- Debra M. Moon (1990), *Associate Professor of the Legal Environment of Business*, B.A., J.D., University of Tennessee.
- William H. Moon (2004), *Assistant Professor of Economics, Department Chair of Business and Social Sciences*, B.B.A., M.B.A., Georgia State University.
- Brenda D. Moore (2010), *Instructor of Physical Education*, B.S., M.Ed., Georgia State University.
- Jose C. Morales (2004), *Associate Professor of Biology*, B.S., Iona College; M.A., Lehman College, City University of New York; M.S., Ph.D., City University of New York Graduate School & University Center.
- Justin J. Morell (2012), *Assistant Professor of Music*, B.A., University of California-Los Angeles; M.A., California State University East Bay; Ph.D., University of Oregon.
- Andrea S. Morgan (2000), *Associate Professor of Communication; Department Chair of Arts and Humanities*, B.A., M.A., Eastern Illinois University.
- Cecily A. Morgan (2004), *Assistant Professor of Reading*, B.S., New York University; M.A., Montclair State University.
- Erin G. Morrey (2008), *Assistant Professor of Biology*, B.S., University of Richmond; Ph.D., Emory University.
- Eric T. Morton (2010), *Assistant Professor of Philosophy*, B.A., M.A., Ohio University; M.A., Ph.D., Johns Hopkins University.
- Christopher V. Moser (2008), *Instructor of Communication*, B.A., University of Tennessee; M.A., Louisiana State University.
- Phillip W. Mosier (2009), *Instructor of Art*, B.F.A., Texas Christian University; M.F.A., Yale University.
- Somaya Muiny (2011), *Instructor of Mathematics*, B.S., King Abdul Aziz University; M.S., Georgia State University.

- Linda S. Mullins (2004), *Assistant Professor of Accounting; Coordinator, Honors Program*, B.S., Purdue University; M.B.A., Indiana University.
- Sean E. Murphy (2009), *Instructor of Political Science*, B.A., M.A., Auburn University.
- Gregory K. Murray (2010), *Assistant Professor of English*, B.A., University of Notre Dame; M.A., Ph.D., University of Minnesota.
- Alexis Nduwimana (2009), *Assistant Professor of Physics and Astronomy*, B.S., University of Burundi; M.S., Clark Atlanta University; Ph.D., Georgia Institute of Technology.
- Martha L. Nega (2009), *Instructor of Mathematics*, B.S., M.S., University of Illinois at Urbana-Champaign.
- Michael R. Nelson Jr. (2009), *Assistant Professor of Chemistry*, B.S., College of Charleston; Ph.D., Georgia Institute of Technology.
- Tran M. Nguyen (2008), *Instructor of Mathematics*; B.S., M.S., Georgia State University.
- Stuart D. Noel (2000), *Associate Professor of English; Interim Dean of English*, A.S., Snead College; B.S., Auburn University; M.A., Ph.D., Georgia State University.
- Glenn S. Nomura (1996), *Professor of Chemistry, Interim Department Chair of Physical Sciences*, B.A., University of Illinois at Chicago Circle; M.S., Loyola University of Chicago; Ph.D., Georgia Institute of Technology; post-doctoral fellow, Georgia Institute of Technology.
- Alison N. Nooks (2011), *Instructor of Communication*, B.B.A., M.B.A., Mercer University; M.A., American University.
- Romney S. Norwood (2010), *Assistant Professor of Sociology*, B.S., Boston University; M.A., Arizona State University; Ph.D., The Pennsylvania State University.
- Eugenia Novokshanova (2008), *Instructor of English as a Second Language*, B.A., M.A., Omsk State Pedagogical University.
- Laurie T. O'Connor (2011), *Instructor of Communication*, B.A., University of Pittsburg; M.A., University of Maryland.
- Zacchaeus Kunle Ogunjebi (1993), *Professor of Mathematics*, B.S., M.Ed., Ahmadu Bello University; Ph.D., Michigan State University.
- Martin O. Okafor (1983), *Associate Professor of Physics*, B.Sc., University of Nigeria; M.S., Georgia Institute of Technology.
- Gregory I. Okoro (1990), *Professor of Economics*, B.S., University of Wisconsin-Stevens Point; M.A., University of Texas at Dallas; Ph.D., University of North Texas-Denton.
- Janet R. Orr (2008), *Instructor of Economics*, B.A., University of Delaware; M.A., California State University-Fullerton.
- Tamra Orsics-Young (2008), *Instructor of Political Science; Interim Director of Adult Learning Initiatives*, B.A., Iowa State University; M.P.A., Iowa State University.
- Marilyn R. Oroszko (1990), *Associate Professor of English*, B.A., Columbia College; M.A., Washington College.
- Karen L. Overman (2011), *Instructor of Mathematics*, B.S., Virginia Polytechnic & State University; M.S., Old Dominion University.
- George S. Pabis (2000), *Associate Professor of History*, B.S., DePaul University; M.A., Ph.D., University of Illinois-Chicago.
- Daniel C. Paschal (2010), *Assistant Professor of Chemistry*, B.S., Ph.D., Georgia Institute of Technology.
- Sallie Paschal (1989), *Professor of Mathematics*, B.S., Presbyterian College; M.Ed., Ed.S., Ph.D., Georgia State University.

- Jolanta T. Paterek (2004), *Assistant Professor of Art*, B.A., M.F.A., Georgia Southern University.
- Joe S. Patterson (1982), *Associate Professor of Accounting*, B.S., Mississippi State University; M.B.A., Emory University, C.P.A.
- Claire K. Paul (2010), *Instructor of Art*, B.M.Ed., Florida State University; M.F.A., Georgia State University.
- Cynthia L. Payne (2005), *Assistant Professor of Nursing*, B.S.N, Howard University, M.S., Georgia State University.
- Sonha C. Payne (2012), *Assistant Professor of Chemistry*, B.M., Eastman School of Music; Ph.D., Emory University.
- Kae E. Pearson (2001), *Associate Professor of Physics*, B.S., M.S., Georgia State University; Ph.D., Emory University.
- Laurence F. Peck (2004), *Associate Professor of Philosophy; Department Chair of Arts and Humanities*, B.A., Brown University; M.A., Ph.D., University of Colorado.
- Andrew J. Penniman (1993), *Professor of Biology*, B.A., Albion College; M.S., Ph.D., Ohio State University.
- Katherine D. Perry (2010), *Assistant Professor of English; Coordinator, Honors Program*, B.A., Ph.D., Auburn University; M.A., University of Texas at Dallas.
- Charles E. Phillips (1990), *Associate Professor of Art*, B.A., University of Science and Technology, Kumasi; M.F.A., Munich Academy of Art; M.A., Vanderbilt University.
- Tina J. Philpot (1982), *Associate Professor of Economics, Department Chair of Business*, B.A., Florida State University; M.S., University of Tennessee.
- Alice Eiko Pierce (1996), *Associate Professor of Mathematics; Associate Department Chair of Mathematics, Computer Science and Engineering*, B.A., Pomona College; M.A.T., University of California at Los Angeles.
- Corey P. Pihera (2012), *Instructor of Economics*, B.S., The University of West Georgia; M.A., The University of Tennessee-Knoxville.
- Jean S. Plant (1993), *Instructor of Sign Language Interpreting*, B.A., Maryville College; M.Ed., University of Georgia.
- Gerald D. Pollack (2008), *Assistant Professor of Geology*, B.S., The George Washington University; M.S., Arizona State University; Ph.D., Georgia State University.
- Jeffrey A. Portnoy (1992), *Professor of English; Director, Honors Program*, B.A., University of Iowa; M.A., Ph.D., Emory University.
- Paula D. Porto (2010), *Instructor of Dental Hygiene*, A.S., Pensacola Junior College; B.S., M.Ed., University of West Florida.
- Michael D. Post (2010), *Instructor of Theatre*, B.A., Ripon College; M.F.A., University of Montana.
- Jerry L. Poteat (2003), *Associate Professor of Chemistry*, B.S., North Carolina Central University; Ph.D., Texas A&M University.
- Faith G. Powell (2012), *Instructor of Sign Language Interpreting*, B.A., The University of Georgia; M.A., Gallaudet University.
- Lawrence J. Powell (1991), *Associate Professor of Mathematics*, B.A., William Paterson College; M.A., Trenton State College.
- Virginia C. Powell (2008), *Instructor of Math*, B.S., Georgia Institute of Technology; M.A.T., Georgia State University.
- William D. Price (2001), *Associate Professor of Communication; Coordinator, Honors Program*, B.A., Eastern Illinois University; M.A., Mankato State University.

- Slava M. Prudchenko (2004), *Assistant Professor of Music*, A.S., Kiev R. Gliere Music Uchilishche (College); B.A., M.A., Kiev State P.I. Tchaikovsky Conservatory.
- Robert A. Pruvencok (2011), *Instructor of Mathematics*, B.S., M.S., Georgia Institute of Technology.
- Richard O. Puscas (2010), *Instructor of Mathematics*, B.S., M.S., Florida International University.
- Cherie W. Rainwater (2012), *Instructor of Dental Hygiene; Department Chair of Dental Hygiene*, A.S., B.A.S., Clayton State University; M.S., University of St. Francis.
- Mary Helen O. Ramming (2010), *Instructor of English*, B.S., University of Florida; M.A.T., Agnes Scott College.
- Tracienne Ravita (2008), *Instructor of English*, B.A., M.A., University of Georgia.
- Carole A. Raybourn (2008), *Assistant Professor of English*, B.A., M.A., University of Kentucky; Ph.D., Georgia State University.
- John C. Redmond (2008), *Assistant Professor of Anthropology*, B.A., University of Arizona; M.A., Ph.D., University at Albany, State University of New York.
- Michael W. Reeves (2004), *Associate Professor of Biology*, B.S., M.S., Georgia State University; Ph.D., Emory University.
- Amanda C. Reichert (2012), *Instructor of Nursing*, A.S.N., B.S.N., Georgia Southwestern State University; M.S., Mercer University.
- Samantha M. Rein (2012), *Instructor of the Legal Environment of Business*, B.A., Amherst College; J.D., Emory University.
- Newburn C. Reynolds (1995), *Associate Professor of Psychology*, B.A., Faine College; M.S.W., Ph.D., Clark Atlanta University.
- Marcus H. Rhymes (2009), *Instructor of Mathematics*, B.S., M.S., Tennessee State University.
- Ilse Y. Ricketts (2009), *Assistant Professor of Biology*, B.S., M.S., Texas A&M University-Commerce; Ph.D., Texas Woman's University.
- Jack C. Riggs (1993), *Associate Professor of English*, B.A., M.F.A., University of North Carolina; M.A., University of Michigan.
- Melissa E. Roberts (2006), *Assistant Professor, Library Services*, B.A., University of Alabama in Huntsville; M.L.S., University of Alabama.
- Rosemary B. Robertson (1989), *Associate Professor of Nursing*, B.S.N., College of Mount Saint Joseph on the Ohio; M.S.N., University of Cincinnati.
- Sally J. Robertson (2001), *Associate Professor of Drama and Theatre*, B.F.A., University of Northern Iowa; M.F.A., University of Georgia.
- Ann Marie Robinson (2009), *Instructor of Political Science*, B.S., M.S., Florida A&M University.
- Richard W. Robinson (2004), *Instructor of German*, A.B., M.Ed., University of Georgia.
- Fernando Rochaix (2012), *Instructor of Art*, B.A., The University of Chicago; M.A., The University of Texas at Austin.
- Michelle L. Rockward (2008) *Instructor of Mathematics*, B.S., South Carolina State University; M.S., Clark Atlanta University.
- Peter A. Roessle (2003), *Professor of Chemistry*, B.S., Plattsburgh State University; M.S., State University of New York at Oswego; Ph.D., Rennsalaer Polytechnic Institute.
- Andrew R. M. Rogers (2010), *Assistant Professor of English*, B.A., University of Texas; M.A., Ph.D., University of Alabama.
- Dana P. Rogers (2011), *Assistant Professor of Nursing*, B.S.N., M.S.N., Medical College of Georgia; M.A., West Georgia College; Ph.D., University of Georgia.

- Nicolette O. Rose (2003), *Associate Professor of English*, B.A., Oakwood College; M.A., Long Island University; D.A., Clark Atlanta University.
- Rebecca A. Rose (2007), *Instructor, Library Services*, B.A., Indiana University-Purdue University Indianapolis; M.L.S., Indiana University Bloomington.
- Pamela T. Roseman (1986), *Professor of History*, B.A., Florida State University; M.A., Ph.D., Georgia State University.
- Behnaz Rouhani (2004), *Professor of Mathematics*, B.S., The Hatfield Polytechnic School of Information Science; M.A., West Virginia University; M.A., Ph.D., University of Georgia.
- Iason Rusodimos (1986), *Associate Professor of Mathematics*, B.E.E., M.E.E., M.S., M.S., Georgia Institute of Technology.
- Julia M. Rux (1991), *Professor of Psychology*, B.A., Hanover College; M.A., University of Wisconsin; Ph.D., Pennsylvania State University; OAS Fellow, University of Mexico.
- Haazim S. Sabree (1991), *Associate Professor of Mathematics*, B.S., Florida A&M; M.S., Purdue University.
- Michael W. Sakuta (2004), *Associate Professor of Chemistry*, B.S., University of Michigan; Ph.D., Emory University.
- Sharon L. Sanders (1990), *Associate Professor of Mathematics*, B.A., M.A., University of Georgia.
- Beverly A. Santillo (2002), *Assistant Professor of English*, B.A., Gettysburg College; M.A., West Chester State College.
- Carol L. Savchak (2010), *Lecturer in Sociology*, B.A., M.A., University of North Carolina-Greensboro; M.S., North Carolina Agricultural & Technical State University.
- Anna C. Schachner (1992), *Associate Professor of English*, B.A., Appalachian State University; M.F.A., Bowling Green State University; M.A., Georgia State University.
- Melissa P. Schoene (2004), *Assistant Professor of Chemistry*, B.A., M.S., University of Alabama.
- Melinda C. Schomaker (2001), *Associate Professor of Reading*, B.S., Auburn University; M.Ed., Georgia State University.
- Charles B. Schron (1995), *Assistant Professor of English as a Second Language*, B.A., University of Notre Dame; M.A., Ed.D., Indiana University.
- Jason M. Seitz (2009), *Instructor of Political Science*, A.B., M.A., University of Georgia.
- Anthony C. Serpico (2009), *Instructor of Physical Education*, B.S., University of Alabama; M.Ed., University of North Carolina at Greensboro.
- Joseph L. Seymour Jr (2008), *Instructor of Physics and Astronomy*, A.S., East Georgia College; B.S., M.S., Georgia State University.
- Sheryl F. Shanholtzer (1989), *Professor of Biology*, B.A., Columbia College; M.S., Florida State University; Ph.D., University of Georgia.
- Janet S. Shanteau (2001), *Associate Professor of English*, B.S., M.Ed., Georgia State University.
- Ramjee P. Sharma (2010), *Assistant Professor of Mathematics*, B.S., Tribhuvan University; M.S., Ph.D., Oklahoma State University.
- Jonathan B. Shive (2006), *Instructor of Sign Language Interpreting*, B.S., East Carolina University.
- Kelly F. Shobe (2003), *Assistant Professor of Physical Education*, B.A., Furman University; M.Ed., Georgia State University.
- Tamara J. Shue (1996), *Associate Professor of English*, B.A., Erskine College; M.A., Georgia Southern University.

- John H. Siler (2008), *Instructor of Political Science and Criminal Justice*, A.B., University of North Carolina; M.S., M.P.A., Georgia State University.
- William R. Simson (2000), *Assistant Professor of History*, B.A., University of Virginia; M.A., Georgia State University; Ph.D., Georgia State University.
- Richard Kimberly Sisson (1998), *Associate Professor of Communication and English*, B.A., Mississippi State University; M.A., University of Georgia; Ph.D., Georgia State University.
- Brooke P. Skelton (2008), *Associate Professor of Physics and Astronomy*, B.A., Rice University; M.S., University of Washington; Ph.D., University of Washington.
- Sofia A. Slutskaya (2008), *Assistant Professor, Library Services*, M.A., Krasnodar State University; M.S., University of Tennessee; Ph.D., Moscow State University.
- Lisa A. Smiley (2009), *Instructor of Nursing*, B.S.N., University of Alabama - Birmingham; M.S.N., Georgia State University.
- Ami L. Smith (2008), *Assistant Professor of Psychology*, B.A., Hope College; M.A., Ph.D., Wayne State University.
- Philip A. Smith (1990), *Associate Professor of Economics; Interim Vice President of Academic Affairs*, B.S., M.S., Indiana State University.
- Sherry P. Smith (2004), *Associate Professor of Sociology*, B.A., Clemson University; M.A., Middle Tennessee State University; Ph.D., University of South Carolina.
- Tyrie Joseph Smith (2009), *Assistant Professor of English*, A.A., Young Harris College; B.A., Georgia State University; M.A., Ph.D., University of Louisiana at Lafayette.
- Robin R. Socci (2011), *Assistant Professor of Biology*, B.S., St. John's University-Jamaica; M.A., City University of New York; Ph.D., Rutgers University.
- Lerah A. Spikes (1990), *Associate Professor of English; Department Chair of English, Arts and Humanities*, B.A., Albany State College; M.Ed., University of Georgia.
- Shyam Krishnan Sriram (2008), *Instructor of Political Science*, B.A., Purdue University; M.A., Georgia State University.
- Athertina N. Steinau (2009), *Instructor of Biology*, B.S., M.S., Tuskegee University; M.S., Kansas State University.
- Corbin M. Stephens (2010), *Instructor of Reading*, B.A., Fort Valley State University; M.Ed., University of Georgia.
- Tina E. Stern (1989), *Professor of Psychology*, B.A., Boston University; M.Ed., Cleveland State University; Ph.D., University of Georgia.
- Cynthia M. Stevens (2008), *Instructor of Communication*, B.B.A., Georgia State University; M.A., Norfolk State University.
- Dion C. Stewart (2004), *Associate Professor of Geology*, B.S., Michigan State University; M.S., Ph.D., Pennsylvania State University.
- Natalie L. Stickney (2009), *Instructor of Physical Education*, A.S., Ball State University; B.S., The University of West Florida; M.Ed., University of New Orleans.
- Adam P. Stone (1991), *Associate Professor of Political Science*, A.B., University of California, Berkeley; M.A., Brandeis University.
- Nancy C. Storey (2008), *Instructor of Physical Education*, B.S., The University of Florida; M.S., Florida International University.
- Luise E. Strange de Soria (1993), *Professor of Chemistry*, B.S., University of Central Florida; M.S., Emory University; Ph.D., Georgia State University.
- Brenda N. Sudan (2004), *Assistant Professor of Reading*, B.A., M.A., California State University.

- Saralyn E. Summer (2010), *Assistant Professor of English*, B.A., Agnes Scott College; M.A., University of York; M.A., Ph.D., Georgia State University.
- Ellen L. Sweatt (1986), *Associate Professor of Accounting*, B.B.A., Georgia Southern University; M.P.A., Georgia State University, C.P.A.
- Kirk R. Swenson (2008), *Assistant Professor of English*, B.S., Northern Arizona University; M.A. Northern Arizona University; M.A., Ph.D., Washington State University.
- Timothy O. Tarkington (1990), *Associate Professor of English*, B.A., University of North Carolina-Chapel Hill; M.F.A., University of North Carolina at Greensboro.
- Laura M. Tartak (2002), *Instructor, Library Services; Director, Learning Resources Center*, B.S., University of Florida; M.L.S., Clark Atlanta University.
- Paulette Teachey (2011), *Instructor of Criminal Justice*, B.A., University of North Carolina-Pembroke; M.S., M.S., Troy University.
- Dennis C. Tettelbach (1990), *Associate Professor of English*, B.A., M.A., Wright State University.
- Jason B. Thibodeau (2010), *Assistant Professor of Philosophy*, B.A., University of California-Berkley; M.A., Ph.D., University of California-San Diego.
- Stephanie S. Thomas (2011), *Instructor of Nursing*, B.S., University of Tennessee; M.S.N., Clayton State University.
- Ingrid N. Thompson-Sellers (2000), *Associate Professor of Business Information Systems; Interim Dean of Business Administration, Physical Education, and Sign Language Interpreting*, B.S., University of the West Indies; M.S., Iona College; Ph.D., Georgia State University.
- H. Elizabeth Thornton (1991), *Associate Professor of English; Associate Department Chair of English*, B.A., Vassar College; M.A., Stetson University.
- Robert G. Thornton (2002), *Associate Professor of Biology*, B.S., M.Ed., Ed.D., University of Georgia.
- Claudette L. Tolson (2009), *Assistant Professor of History*, B.A., Ph.D., Loyola University of Chicago; M.A., University of Illinois at Urbana-Champaign.
- Manuela Trani (2011), *Assistant Professor of Chemistry*, B.S., M.S., Università degli Studi di Trieste; Ph.D., Emory University.
- Jennifer L. Trusty (2012), *Lecturer in Biology*, B.A., Dartmouth College; Ph.D., Florida International University.
- Bradley D. Tucker (1995), *Associate Professor of English as a Second Language; Assistant Director, Academic Affairs*; A.B., The University of Georgia; M.A., The University of Texas at Austin.
- Enefiok Umama (1992), *Associate Professor of Mathematics*, B.S., M.S., Wichita State University.
- George N. Vargis (2001), *Assistant Professor of Political Science; Interim Department Chair of Business and Social Sciences*, B.Sc., University of Madras; M.A., Sri Venkateswara University; M.P.A., Mississippi State University.
- Salli Vargis (1995), *Professor of History; Coordinator, Honors Program*, B.A., M.A., M.Phil., University of Madras, India; Ph.D., Mississippi State University.
- Theodore C. Wadley (1992), *Associate Professor of English; Department Chair of English*, A.B., University of Georgia; M.A., University of Wisconsin.
- Beth A. Wallace (2008), *Instructor of English as a Second Language*, A.S., DeKalb College; B.S., M.A., Georgia State University.



- Barrett Walls (2001), *Associate Professor of Mathematics*, B.S., Massachusetts Institute of Technology; M.S., Ph.D., Georgia Institute of Technology.
- Elyse M. Warford (2011), *Instructor of Communication*, B.A., M.A., University of Arkansas.
- Connie L. Washburn (1990), *Associate Professor of Business Information Systems*, B.B.A., M.S., Georgia State University.
- Monica L. Weatherly (2002), *Assistant Professor of English*, B.A., Langston University; M.A., D.A., Clark Atlanta University.
- John J. Weber III (2009), *Assistant Professor of Mathematics*, B.A., LaSalle University; M.Ed., Loyola University of Chicago; M.A., DePaul University; Ph.D., University of Georgia.
- Joanne Weir (2000), *Associate Professor of Dental Hygiene*, A.A.S., Orange County Community College; B.S., Fairleigh Dickinson University; M.P.S., State University of New York at New Paltz.
- Shellie S. Welch (2010), *Instructor of English*, B.A., Valdosta State University; M.A.T., Agnes Scott College.
- Sharon W. Weltlich (2010), *Instructor of Mathematics*, B.S., Auburn University; M.Ed., Georgia State University.
- Susan G. Westfall (2008), *Assistant Professor of Journalism and Communication*, B.S., Kent State University; M.A., Ohio University.
- Emily Cleves Whaley (1989), *Associate Professor of Mathematics*, B.S., Northern Kentucky University; M.A., University of Louisville.
- Karen D. Wheel-Carter (2008), *Assistant Professor of Business Administration, Department Chair of Business and Social Sciences*, B.A., Denison University, J.D., The Ohio State University.
- Sally Padgett Wheeler (1991), *Associate Professor of English*, B.A., M.A., Emory University.
- Julius E. Whitaker (1993) *Assistant Professor of Library Services; Interim Executive Director of Library Service; Director, Library Services, Clarkston Campus*, B.A., St. Augustine College; M.S., Atlanta University.
- Diane E. White (2007), *Associate Professor of Nursing; Dean of Health Sciences*, B.S., M.S., Ph.D., Georgia State University.
- John F. Whittmore (2008), *Instructor of English as a Second Language*; B.A., Georgia State University; M.S., Georgia State University.
- Dana C. Wiggins (2008), *Assistant Professor of History*, B.A., M.Ed., Augusta State University; Ph.D., Georgia State University.
- Rhonda D. Wilkins (1992), *Assistant Professor of Education; Interim Director, Education and Field Experiences*, B.A., Spelman College; M.S., University of Tennessee; Ph.D., Georgia State University.
- Allison D. Williams (2008), *Instructor of Mathematics*, B.S., Wake Forest University; M. Ed., Georgia State University.
- Jackie E. Williams (2009), *Assistant Professor of Nursing; Interim Associate Department Chair of Nursing*, B.S., Florida State University; M.Ed., University of Florida; M.A., M.S., Ph.D., Georgia State University.
- James R. Williams (1989), *Associate Professor of Mathematics*, B.S., Shorter College; M.S., University of Tennessee.
- Shawn L. Williams (2004), *Associate Professor of Reading and English*, B.A., University of Pittsburgh; M.A., Ph.D., Clark Atlanta University.
- Karen M. Williams-Jones (2010), *Lecturer in Spanish*, B.A., Spelman College; M.A., Purdue University; M.A., M.Ph., Yale University.

- Shayla R. Willis (2011), *Instructor of English*, B.A., Georgia Southern University; M.A., University of North Carolina at Charlotte.
- Joanna R. Wilson (2009), *Instructor of Mathematics*, A.S., B.S., West Georgia College; M.S., Georgia State University.
- Shane M. Wilson (2011), *Assistant Professor of English*, B.A., M.A., Valdosta State University.
- L. Buell Wisner (2012), *Assistant Professor of English*, B.A., The University of Georgia; M.A., Georgia Southern University; Ph.D., The University of Tennessee-Knoxville.
- Allison M. Wolf (2009), *Assistant Professor of Mathematics*, B.A., Macalester College; Ph.D., Emory University.
- Robert H. Woodrum (2010), *Assistant Professor of History*, B.A., Roanoke College; M.A., Ph.D., Georgia State University.
- Theodore S. Worozbyt (2009), *Assistant Professor of English*, B.A., Georgia State University; M.F.A., Ph.D., University of Alabama.
- Elizabeth A. Yates (2011), *Assistant Professor of Nursing*, B.S., Jacksonville State University; M.S.N., University of Alabama in Birmingham.
- Kevin D. Yeomans (2009), *Assistant Professor of Mathematics; Department Chair of Mathematics and Computer Science*, B.S., United States Air Force Academy; M.S., Ph.D., North Carolina State University.
- Paulos G. Yohannes (1992), *Professor of Chemistry; Dean of Science*, B.Pharm., M.S., Addis Ababa University; Ph.D., University of Kansas.
- Bonnie J. Young (1991), *Professor of Physical Education; Department Chair of Physical Education*, B.S., M.A., S.C.T., Murray State University; Ed.D., University of Alabama.
- Marc A. Zagara (1990), *Associate Professor of Economics*, B.S., M.S., Clemson University.
- Tina M. Zagara (1990), *Associate Professor of Communication*, B.A., M.S.C., Auburn University.
- Marc S. Zayac (2000), *Associate Professor of History*, B.A., M.A., John Carroll University.
- E. Lynn Zeigler (1992), *Associate Professor of Geology*, B.S., M.S., Emory University.

2012-2014  
Archived Copy

## Faculty Emeriti

Dr. Thomas J. Anderson (Music) (Deceased)  
Dr. Ann J. Anderson (English)  
Dr. Tommy J. Anderson (Music)  
Dr. Brenda G. Armbrecht (Reading)  
Mr. John Bacheller, Jr. (Business)  
Ms. Janet Bacon (English)  
Mr. William T. Barber, Jr. (History)  
Dr. Jacquelyn M. Belcher (Administration)  
Ms. Linda H. Boyd (Mathematics)  
Ms. Brendalyn M. Browner (Nursing)  
Mr. James S. Bradford (Music) (Deceased)  
Mr. Edward W. Bramlette (Fine Arts) (Deceased)  
Ms. Bernice C. Brantley (Nursing)  
Dr. Laura D. Breedlove (English)  
Mr. Carroll Russell Bremer (English)  
Ms. Ann C. Briegel (English)  
Dr. Joanne C. Burgess (English)  
Ms. Kimball Burkett (Dental Hygiene)  
Mr. Edward F. Callanan (Business) (Deceased)  
Dr. Rose Ann Camalo (English as a Second Language)  
Ms. Dorothy R. Carpenter (Physical Science)  
Dr. Catherine Carter (Biology)  
Dr. William R. Cheek (German)  
Ms. Lynn Cherry Grant (English)  
Dr. Faye L. Clark (Communication)  
Ms. Evelyn M. Clegg (Reading)  
Dr. Richard Clove (History) (Deceased)  
Dr. Marvin M. Cole (Administration)  
Dr. Douglas L. Crane, Jr. (History and Political Science)  
Dr. Norma E. Crews (Counseling)  
Mr. William G. Cunningham (Mathematics) (Deceased)  
Dr. Carol G. Dana (English)  
Ms. Elaine G. Dancy (English)  
Dr. Edwin D. Davidson (Administration)  
Ms. Mary Even Davis (Mathematics)  
Mr. Richard D. Davis (Geology)  
Ms. Peggy H. Deierhol (Mathematics)  
Dr. Willard L. Dickinson (Chemistry)  
Dr. Rose S. Dismar (English) (Deceased)  
Ms. M. Agnes Donaldson (English)  
Dr. Frances S. Ellis (English)  
Ms. Linda Exley (Mathematics)  
Dr. James A. Fisher (Geography)  
Mr. James Fisher (Physical Education)  
Dr. Dina Foster (French)

Dr. William E. Fulwood (Mathematics)  
Mr. J. A. Godwin (Administration)  
Ms. Madelyn Gould (Mathematics)  
Mr. Carl H. Griffin (English)  
Mr. H. Eugene Hall (Mathematics)  
Ms. Jo Alice Halsell (Reading)  
Mr. Charles H. Hamblen, Jr. (Political Science)  
Dr. Jacqueline T. Harbison (Physical Education)  
Dr. Pearl L. Henry (Reading)  
Dr. Jane W. Herndon (History)  
Dr. Hal M. Herring (Physical Education)  
Mr. Lawrence Hetrick (English)  
Ms. Jewell V. Hiatt (Business Administration)  
Mr. James N. Hickman (History) (Deceased)  
Dr. Jarvis H. Hill (Psychology)  
Ms. Mary Brown Hinely (Music)  
Ms. Gloria M. Hitchcock (Mathematics)  
Mr. C. Norman Hollingsworth, (Business) (*Deceased*)  
Ms. Gladys M. Huff (Music)  
Ms. Weldon S. Jelks (English)  
Ms. Rhonda Karelitz (Dental Hygiene)  
Dr. Jerry A. Kicklighter, Sr. (Business Administration)  
Ms. Gloriann B. Koenig (Counseling)  
Dr. Dewey Kramer (German)  
Dr. Sylvia H. Krebs (History)  
Dr. Samuel K. Laffoday (Biology) (*Deceased*)  
Dr. Teresita L. Lampe (Chemistry)  
Mr. Donald G. Larson (Music)  
Ms. Sarah S. Larson (English)  
Dr. Ruby C. Lewis (Sociology)  
Dr. William Luttrell (English/Philosophy)  
Ms. Alice N. Maclin (English)  
Mr. Warren H. Mason (Mathematics)  
Mr. Frank W. McComb (Political Science)  
Dr. Robert J. McDonough (Biology)  
Dr. Frankie McIntosh (Political Science)  
Ms. Willa M. McGarity (Nursing)  
Dr. Grace H. McNamara (English)  
Mr. John R. McPherson (Administration)  
Mr. John W. Michael, Jr. (Mathematics)  
Dr. Judith A. Michna (English)  
Ms. Jean P. Millen (Mathematics)  
Ms. Myrtle J. Miller (Nursing)  
Mr. Horace L. Minton (Economics)  
Dr. Joan B. Murray (Biology)  
Ms. Routh T. Neill (Physical Science)  
Dr. C. Kenneth Nelson (History)

Mr. William S. Newman (Humanities) (Deceased)  
Ms. Frances J. Nicholson (Psychology)  
Dr. Mary O'Brien (Nursing)  
Dr. Virginia W. Parks (Mathematics)  
Dr. Joyce M. Pair (Humanities)  
Ms. Pearl K. Peavy (Humanities)  
Dr. June W. Plachy (Mathematics)  
Dr. Hartwell L. Quinn (History)  
Ms. Verna M. Rauschenberg (Nursing)  
Ms. Audrey S. Roddy (Sociology) (Deceased)  
Mr. Walter R. Rogers (Mathematics)  
Dr. Sharon Cutler Ross (Mathematics)  
Dr. Dennis Russell (Mathematics)  
Mr. George Sanko (Biology)  
Ms. Alice S. Schutte (Biology)  
Dr. Eleanor G. Sharp (French and Spanish) (Deceased)  
Ms. Susan McEwen Sigmon (Music)  
Ms. Pat Nelson Smith (Communication)  
Mr. Vincent K. Smith (Mathematics)  
Ms. Carolyn Spillman (Mathematics)  
Ms. Evelyn P. Sponaugle-Hughes (Music)  
Dr. Maureen F. Steadman (Nursing)  
Mr. Charles R. Stone (Mathematics)  
Dr. Ronald L. Swofford (English and Dean, Academic Services)  
Dr. Faye R. Tate (English)  
Ms. Susan M. Thomas (Humanities)  
Ms. Jacqueline D. Thornberry (Mathematics, Director of Special Programs/Learning Support)  
Ms. Anne Tidmore Gleaton (Nursing)  
Dr. Sandra B. Durham Thompson (English)  
Mr. Harold D. Tiller (Physics)  
Ms. Bonnie Townsend (Mathematics)  
Ms. Elizabeth W. Turner (Learning Resources)  
Dr. Sara O. Veale (Reading)  
Ms. Sandra Waller (English)  
Dr. Brownlee Waschek (Music) (Deceased)  
Dr. Thomas J. Weatherly (Psychology)  
Ms. Sheryl R. Wentworth (Dental Hygiene)  
Mr. Charles D. Werner (Reading)  
Mr. Leonard F. White (Mathematics)  
Ms. Carol L. Yaeger (Foreign Language)  
Dr. Shantilata R.F. Yohan (Psychology)  
Dr. Walter Yohan (Sociology)  
Mr. P. Lamar York (English)  
Ms. Patricia D. Zrolka (Mathematics)

## GLOSSARY OF TERMS

- Academic Advisor - A faculty or staff member assigned to help students select courses and plan programs.
- Academic Calendar - The two-year calendar beginning with the Fall semester and recording the important academic dates by semester; includes Fall, Spring, and Summer semester dates.
- Academic Dishonesty - Behavior punishable by exclusion/expulsion under the rules of the Student Handbook; includes but is not limited to plagiarism, cheating, and computer crimes.
- Academic Placement - Testing to determine beginning level courses in mathematics, English, reading, and ESL.
- Academic Requirements - Specific combinations of academic courses required to complete a degree, career, certificate, or dual program.
- Academic Support Services - Those services which enhance student learning; includes Academic Computer Laboratories and Classrooms, Learning Communities, Learning Resources, Instructional Support Services, and the GPCS 1010 course.
- Academic Year - Starts at the beginning of the fall semester, ends at the close of the spring semester; does not include summer session.
- Accreditation - To show official certification by an external academic organization that a college meets all requirements for academic achievement, curriculum, facilities, and educational integrity.
- Advanced Placement - Eligibility to enroll in courses beyond the entry level through transfer credit or examination.
- Alumnus/Alumna - Any student who has previously attended the college, whether or not he/she graduated is eligible to belong to the Alumni Association.
- Associate Degree - A degree granted after completing at least two years of full-time academic study beyond the completion of high school and fulfillment of graduation requirements.
- Auditing - Registering for and attending class(es) regularly without being held responsible for the work required for credit. (No credit hours earned and full tuition must be paid. The grade "V" appears on the record.)
- Awards Package - The combination of grants, scholarships, and other monies or awards offered an entering student with his/her acceptance letter.
- Baccalaureate Degree - A degree granted after completion of at least four years of full-time academic study beyond the completion of high school and fulfillment of graduation requirements.
- Board of Regents - The 16-member governing body of the University System of Georgia.
- Certificate and Career Programs - Programs which are intended to be terminal programs leading to job placement rather than to transfer to a senior institution.
- Certificate of Immunization - Official state, county, or college form indicating that a student has received all the immunizations required by the Board of Regents; not needed by those students who ONLY take Distance Learning classes.
- Classification - A term based on the number of credit hours earned to classify a student at the freshman or sophomore level.
- Closed Course or Section - A course or section of a course which has reached maximum enrollment. Students may not enroll in closed courses or sections.
- College Preparatory Courses - Those high school courses leading to a College Preparatory seal necessary for admission to a Board of Regents institution, as opposed to courses adequate for a technical or fine arts seal.

Commencement - Award ceremony honoring students who have fulfilled requirements for graduation.  
Concurrent Enrollment - A condition of enrollment stated in a course prerequisite which allows a student to enroll in a course and its co-requisite at the same time.

Continuing Education Unit - Recognition for participation in a non-credit program or workshop.

Core Curriculum - Courses comprising the four major areas of humanities, sciences and mathematics, social sciences, and courses related to the major.

Co-requisite - A course that must be taken in conjunction with and at the same time as another course. Co-requisites are indicated in the course descriptions.

Counselor - A professional who helps students with academic advising, career information, and life-planning.

Course Description - An explanation of the content of a course. Descriptions for every credit course offered by the college appear alphabetically in the Course Description section of this catalog.

Course Number - A four-digit number that follows the course prefix.

Course Prefix - A four-letter code that identifies the discipline in which a course is taught, e.g., ENGL English, HIST History, EDUC Education.

Course Section Number - A three-digit number used in college class schedules that indicates the different days, times, locations, instructors, and starting dates that a course will be offered in a particular semester. Most courses have more than one section, but students may register for only one.

Credit by Examination - Credit granted upon successful completion of a standardized test such as the examinations offered by the College Level Examination Program (CLEP). (The grade "K" appears on the record.)

Credit Hour - A unit of academic credit measured in semester hours or quarter hours. One credit hour usually represents one hour of class time per week.

Credit Load - The total number of credits for which a student registers during a given semester.

Credit Overload - Registration for more than 18 credit hours in any one semester. Permission from the Academic Dean is required.

CRN - A five-digit number printed on the left of the course section line in the Schedule of Classes. The CRN is used in online registration.

Curriculum - All the courses of study offered by the college. May also refer to a particular course of study and the courses in that area.

Deadline - This is the date by which certain information must be received by any given office or unit. (Current deadline dates are printed in the catalog and course schedule.)

Dean's List - A listing of students who have achieved a specified grade point average announced at the end of the semester.

Degree Requirement - A specifically identified course or examination that must be satisfied in order to become a candidate for a degree or certificate.

Distance Learning - A method of course delivery that allows Georgia Perimeter College students to participate in course work available via the Internet.

Diversity - The mix of students from various cultural, racial, ethnic, religious, age, gender, and social groups that make up the college student, faculty, and staff population.

Dual Enrollment Program - A program that makes available to qualified high school students Georgia Perimeter College courses for full academic credit.

Dual Programs - Programs which include courses from both Georgia Perimeter College and DeKalb Tech.

- Elective - An elective is a course selected from several. It implies options and choice; however, it should be stressed that Physical Education activity electives will not count as general academic electives.
- Enrollment - A student who has registered for classes and paid all fees is considered to be enrolled.
- Family Education Rights and Privacy Act of 1974 (FERPA) - Establishes what rights students have to their own records and to the confidentiality or sharing thereof.
- Federal Work Study program - Program designed to allow students to work twenty hours per week while enrolled in classes to provide funding for their studies.
- Fees - The expenses payable by the student to the college in order to be officially enrolled. Examples of such fees include the application fee, matriculation fee, and student activity fees.
- Financial Aid - Money received from various sources to help students with college costs.
- Foundation - Body established to provide additional non-legislative funding for the college; also provides some scholarships for students and awards for students, faculty, and staff.
- Full-Time Student - A student enrolled for a minimum of 12 credit hours each semester. The normal fulltime course load is 15 credit hours per semester.
- GPA - The term means Grade Point Average; however, all GPAs are not the same. In fact, there are several different uses and methods for calculating GPAs. Below are listed some of the most common.
- Transfer GPA - This refers to the average of all courses attempted at all other post-secondary institutions from which Georgia Perimeter College normally accepts credit.
- Institutional GPA - This is the average of all grades for courses attempted at Georgia Perimeter College according to the policies in place when the course was initially attempted.
- Overall GPA - This term means the combined average of the Transfer GPA (if applicable) and the Institutional GPA.
- HOPE GPA - This is the average of all college-level work attempted after high school graduation, including any remedial work.
- Georgia Residency Requirements - The requirements for identifying or establishing permanent residency in the state of Georgia for the assessment of matriculation fees.
- Grade Point - The numerical value given to letter grades. An "A" is equivalent to 4 points per semester hour, a "B" to 3 points, a "C" to 2 points, a "D" to 1 point, and an "F" to 0 points.
- Grant - Financial assistance awarded to students that does not have to be repaid, usually based on need.
- Honors Program - An academic and student services program for eligible students in all programs of study, offering special sections of many courses that emphasize interdisciplinary investigation and independent research in small classes and seminars.
- Hybrid Course - Course which is taught with a substantial portion (usually 50%) online and the remainder in a face-to-face classroom.
- Incomplete - The grade "I" is sometimes granted when a student is temporarily unable to complete course requirements such as the last test or the final exam because of unusual circumstances. Learning Support students may not receive an "I" in any required Learning Support course.
- Independent Study - A course of study undertaken by a student under the supervision of one or more faculty members outside the classroom.
- International Student - Any student or applicant who was born and/or received a secondary or college/university education outside the United States.



- Laboratory Section - Courses that include time in the laboratory have separate sections for lecture and lab. Lab sections are always identified with a course number and the letter "L". Students must register for a lab section with the same number as the lecture section.
- Learning Communities - Linked groups of courses, usually two or three, around a common theme to enhance student retention and academic success.
- Learning Support Courses - Pre-collegiate courses intended to bring student's knowledge of mathematics, reading, and English up to collegiate standards; placement determined by testing.
- Loan - Financial assistance to students that must be repaid. Low interest loans are available, and financial need may or may not be a factor.
- Major or Program of Study - A concentration of related courses generally consisting of 18 semester hours of credit.
- Matriculation - The process of obtaining enrollment at the college.
- Non-Attendance (No Show) - Report generated by each instructor indicating which students were not present at any time, online or face-to-face, during the first two weeks of each semester or half-semester (for half-semester courses).
- Non-Traditional Student - Any student who has been out of high school for at least five years before entering college for the first time.
- Official Copy - A document that is either a) original, b) a photocopy of the original made and stamped "saw original" by a member of the Georgia Perimeter College Enrollment and Registration Services or International Student Admissions staff, or c) a photocopy made and attested to by a notary public.
- Orientation - Scheduled time for a student to become familiar with the college, its programs, policies, and expectations.
- Part-Time Student - A student who takes fewer than 12 credit hours during a semester.
- Placement Test - A test that measures a student's aptitude in a particular subject and is used as a prerequisite for enrollment in some courses.
- Portfolio - A collection of work (e.g., paintings, writings, etc.) that may be used to demonstrate competency in an academic area.
- Post-secondary Education - Any education after completion of high school, GED, or equivalent home school program.
- Prerequisite - A course requirement that must be met prior to enrollment. Students not meeting prerequisites may be dropped from class by the college.
- Regents Test - A reading and writing test that must be successfully completed by most students enrolled within the University System of Georgia.
- Registrar - Professional who is responsible for student records, transcripts, and registration procedures.
- Registration - Process of selecting and enrolling in classes, including payment of fees.
- Registration Hold - May be placed on a student's registration as a result of academic exclusion, an unfulfilled obligation to the college, or a disciplinary action by the college.
- Repatriation Insurance - Required for all International students.
- Residence Requirement - The required number of credit hours of course work that must be completed at Georgia Perimeter College before a degree will be granted.
- Satisfactory Academic Progress - Formula based on number of hours taken, number of hours completed, with consequences if not maintained.
- Schedule Adjustment Period (Drop/Add) - Day or days at the beginning of a semester in which students can change classes without financial or academic consequences.

Semester Calendar System - A semester is a unit of time, 15 weeks long, in the academic calendar. A full academic year consists of two semesters.

Senior Citizen (Prime Timer) - Student over the age of 62, who can register for up to 12 hours of coursework prior to meeting general admission requirements; tuition fees are waived

Semester Hour - A unit of academic credit.

Scholarship - Financial assistance to students awarded on the basis of academic achievement.

Financial need may or may not be a factor.

Student Employment - Part-time jobs made available to students with financial need through federally funded programs (work-study) and to students without need through individual departments (regular student assistant program).

Student Life - Includes social rather than academic opportunities for students including participation in clubs and in Student Government Association.

Test of English as a Foreign Language (TOEFL) - Test required of students whose first language is not English.

Transcript - An official record of all courses that a student has attempted, all college level credit hours earned, and all grades received at the college.

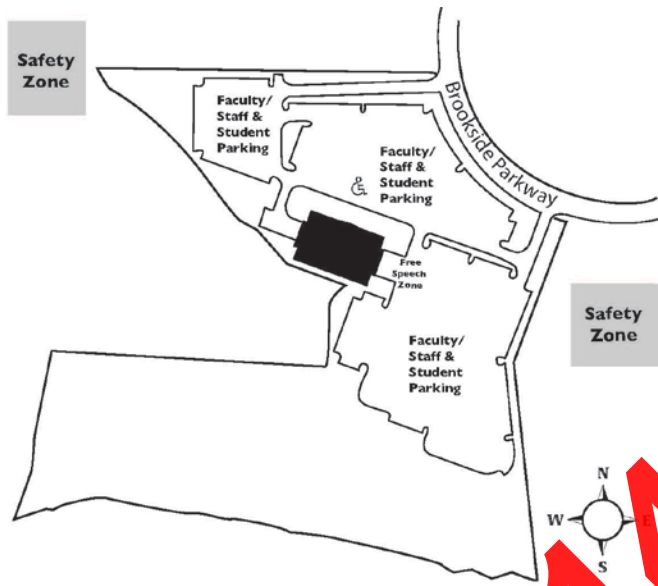
Transfer Student - Students who have previously been enrolled in an accredited college. All previous college attendance must be reported at the time of application.

Transient Student - Students currently enrolled at another college may apply for the privilege of temporary registration at Georgia Perimeter College. These students expect to return to their home institution and who have transient permission from those institutions to attend GPC.

Tuition - Amount of money charged for classes.

2012 - 2014  
Archived Copy

# Campus Maps

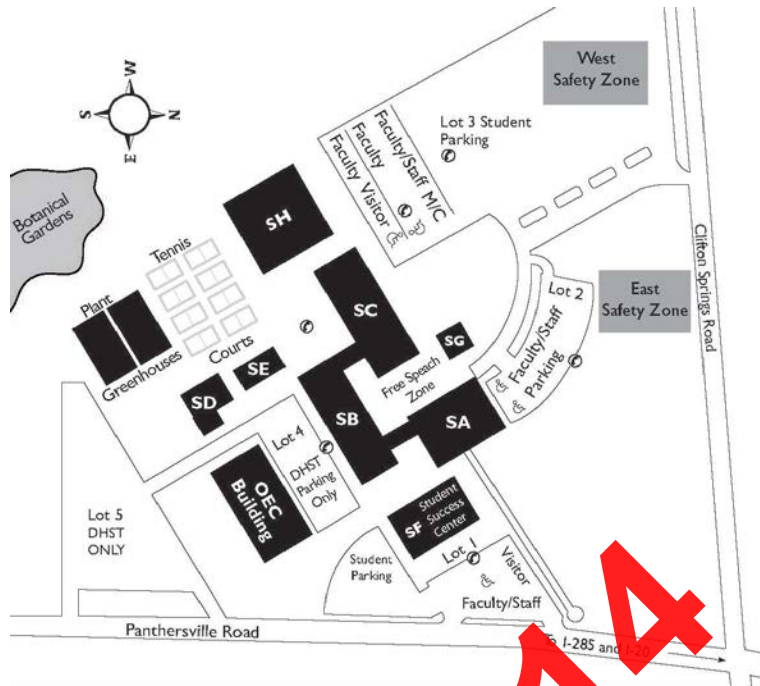


**Alpharetta Center**  
3705 Brookside Parkway  
Alpharetta, GA 30022



**Clarkston Campus**  
555 N. Indian Creek Drive  
Clarkston, GA 30021

2012-2014 Archived Copy



**Decatur Campus**  
3251 Panthersville Road  
Decatur, GA 30034



**Dunwoody Campus**  
2101 Womack Road  
Dunwoody, GA 30338



**Newton Campus**  
**239 Cedar Lane**  
**Covington, GA 30014**

**2012 - 2014  
Archived Copy**



**Georgia Perimeter College**

Office of Admissions  
P.O. Box 89000  
Atlanta, GA 30356

678-891-3535  
888-696-2780 (toll free)  
[www.gpc.edu](http://www.gpc.edu)

**Alpharetta Center**

3705 Brookside Parkway  
Alpharetta, GA 30022

**Clarkston Campus**

555 North Indian Creek Drive  
Clarkston, GA 30021

**Decatur Campus**

3251 Panthersville Road  
Decatur, GA 30034

**Dunwoody Campus**

2101 Womack Road  
Dunwoody, GA 30338

**Newton Campus**

239 Cedar Lane  
Covington, GA 30014

**GPC Online**

555 N. Indian Creek Drive  
Clarkston, GA 30021  
[www.gpc.edu/online](http://www.gpc.edu/online)

