

General Catalog

# Georgia Perimeter College

[www.gpc.edu](http://www.gpc.edu)

Six Locations Serving the Metropolitan Atlanta Area

Georgia Perimeter College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033; Telephone (404) 679-4501) to award Associate of Arts, Associate of Science, and Associate of Applied Science degrees.

## CAMPUS OFFICES

### **CLARKSTON CAMPUS**

555 North Indian Creek Drive  
Clarkston, Georgia 30021  
Phone: (678) 891-3200

### **DECATUR CAMPUS**

3251 Panthersville Road  
Decatur, Georgia 30034  
Phone: (678) 891-2300

### **DUNWOODY CAMPUS**

2101 Womack Road  
Dunwoody, Georgia 30338  
Phone: (770) 274-5000

### **LAWRENCEVILLE CAMPUS**

1000 University Center Lane  
Lawrenceville, Georgia 30043  
Phone: (678) 407-5000

### **ROCKDALE/NEWTON CAMPUS**

1115 West Avenue  
Conyers, Georgia 30012  
Phone: (770) 278-1200

### **ALPHARETTA CENTER AT GEORGIA STATE UNIVERSITY**

3705 Brookside Parkway  
Alpharetta, Georgia 30022  
Phone: (770) 274-5200

### **CENTER FOR CONTINUING & CORPORATE EDUCATION**

652 North Indian Creek Drive  
Clarkston, GA 30021  
Phone: (678) 891-3000

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. Every effort is made to advise students of changes through the *Catalog* on the Web at [www.gpc.edu/catalog](http://www.gpc.edu/catalog). Information concerning academic requirements is available in the Advising and Counseling, and Enrollment and Registration Services offices.

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 Assistant Director of Human Resources, Ombudsperson.

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.

# TABLE OF CONTENTS

Academic Calendar .....	4
About Georgia Perimeter College .....	7
Admission to Georgia Perimeter College .....	13
Fees and Expenses .....	37
Financial Aid .....	45
Academic Policies and Procedures .....	65
Student Affairs .....	89
Academic and Student Support .....	95
Student Life .....	105
The Center for Continuing and Corporate Education .....	109
Programs of Study .....	113
Course Descriptions .....	161
Personnel .....	221
Glossary of Terms .....	242
Index .....	248

# ACADEMIC CALENDAR

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

## Fall Semester 2006

	First 7-Week Term	Second 7-Week Term	Full 15-Week Term
Deadline to apply for Fall 2006	July 1	July 1	July 1
Registration	Aug. 16 – 18	Aug. 16 – 18, Oct. 17	Aug. 16 – 18
Schedule Adjustment	Aug. 21 – 22	Oct. 18	Aug. 21 – 22
Classes begin	Aug. 21	Oct. 18	Aug. 21
Labor Day Holiday	Sept. 4	—	Sept. 4
Midpoint of term	Sept. 18	Nov. 15	Oct. 13
Thanksgiving Holiday	—	Nov. 23 – 26	Nov. 23 – 26
Classes end	Oct. 9	Dec. 10	Dec. 10
Final Exams	Oct. 11, 12, 14, 15	Dec. 11 – 17	Dec. 11 – 17
Learning Support Exit Tests	Oct. 13	TBA	TBA

## Spring Semester 2007

	First 7-Week Term	Second 7-Week Term	Full 15-Week Term
Deadline to apply for Spring 2007	Nov. 1	Nov. 1	Nov. 1
Registration	Jan. 3 – 5	Jan. 3 – 5, Mar. 13	Jan. 3 – 5
Schedule Adjustment	Jan. 8 – 9	Mar. 14	Jan. 8 – 9
Classes begin	Jan. 8	Mar. 14	Jan. 8
Martin Luther King, Jr. Holiday	Jan. 15	—	Jan. 15
Midpoint of term	Feb. 5	Apr. 9	Mar. 13
Spring Break	—	Mar. 5 – 11	Mar. 5 – 11
Classes end	Feb. 26	May 1	May 1
Final Exams	Feb. 28, Mar. 1, 3, 4	May 3 – 9	May 3 – 9
Learning Support Exit Tests	Mar. 2	TBA	TBA
Commencement	May 11	May 11	May 11

## Summer Session 2007

Newton Campus will open summer semester 2007 for a 7.5-week session only. Classes at that campus only will begin on Monday, June 4, to accommodate the move.

	First 5-Week Term	Second 5-Week Term	Full 11-Week Term
Deadline to apply for Summer 2007	Apr. 1	Apr. 1	Apr. 1
Registration	May 15	May 15, June 25	May 15
Schedule Adjustment	May 16 – 17	June 26	May 16 – 17
Classes begin	May 16	June 26	May 16
Memorial Day Holiday	May 28	—	May 28
Independence Day Holiday	—	July 4	July 4
Midpoint of term	June 1	July 12	June 22
Classes end	June 15	July 26	July 26
Final Exams	June 18, 19	July 30, 31	July 28 – 31
Learning Support Exit Tests	June 20	Aug. 1	Aug. 1

**Fall Semester 2007**

	<b>First 7-Week Term</b>	<b>Second 7-Week Term</b>	<b>Full 15-Week Term</b>
Deadline to apply for Fall 2007	July 1	July 1	July 1
Registration	Aug. 15 – 17	Aug. 15 – 17, Oct. 16	Aug. 15 – 17
Schedule Adjustment	Aug. 20 – 21	Oct. 17	Aug. 20 – 21
Classes begin	Aug. 20	Oct. 17	Aug. 20
Labor Day Holiday	Sept. 3	—	Sept. 3
Midpoint of term	Sept. 14	Nov. 12	Oct. 15
Thanksgiving Holiday	—	Nov. 22 – 25	Nov. 22 – 25
Classes end	Oct. 8	Dec. 9	Dec. 9
Final Exams	Oct. 10, 11, 13, 14	Dec. 10 – 16	Dec. 10 – 16
Learning Support Exit Tests	Oct. 12	TBA	TBA

**Spring Semester 2008**

	<b>First 7-Week Term</b>	<b>Second 7-Week Term</b>	<b>Full 15-Week Term</b>
Deadline to apply for Spring 2008	Nov. 1	Nov. 1	Nov. 1
Registration	Jan. 2 – 4	Jan. 2 – 4, Mar. 11	Jan. 2 – 4
Schedule Adjustment	Jan. 7 – 8	Mar. 12	Jan. 7 – 8
Classes begin	Jan. 7	Mar. 12	Jan. 7
Martin Luther King, Jr. Holiday	Jan. 21	—	Jan. 21
Midpoint of term	Feb. 1	Apr. 7	Mar. 11
Spring Break	—	Mar. 3 – 9	Mar. 3 – 9
Classes end	Feb. 25	Apr. 29	Apr. 29
Final Exams	Feb. 27, 28, Mar. 1, 2	May 1 – 7	May 1 – 7
Learning Support Exit Tests	Feb. 29	TBA	TBA
Commencement	May 9	May 9	May 9

**Summer Session 2008**

	<b>First 5-Week Term</b>	<b>Second 5-Week Term</b>	<b>Full 11-Week Term</b>
Deadline to apply for Summer 2008	Apr. 1	Apr. 1	Apr. 1
Registration	May 13	May 13, June 23	May 13
Schedule Adjustment	May 14 – 15	June 24	May 14 – 15
Classes begin	May 14	June 24	May 14
Memorial Day Holiday	May 26	—	May 26
Independence Day Holiday	—	July 4	July 4
Midpoint of term	May 30	July 9	June 20
Classes end	June 13	July 24	July 24
Final Exams	June 16, 17	July 28 – 29	July 26 – 29
Learning Support Exit Tests	June 18	July 30	July 30

# About Georgia Perimeter College

Mission Statement .....	8
Accreditation .....	9
History .....	9
Campuses .....	10
Georgia Perimeter College Foundation .....	11
Georgia Perimeter College Alumni Association .....	11

2006-2008

# ABOUT GEORGIA PERIMETER COLLEGE

## Mission Statement

A community committed to learning and to becoming a preeminent associate degree-granting institution, the faculty, staff, administrators, and students of Georgia Perimeter College share the following aspirations:

- To gain national recognition as a community of learners;
- To assume a national leadership role in developing creative, technologically advanced academic and student services programs;
- To serve as a model for other institutions in developing collaborative partnerships to deliver public services, technical assistance, lifelong learning, and economic development training.

A regional, multi-campus unit of the University System of Georgia, Georgia Perimeter College strives to meet the changing expectations of our diverse collegiate and community constituencies by providing effective, innovative, lifelong educational opportunities. We are committed to diversity, continuous improvement, high academic standards, and the efficient use of resources. In decision-making at all levels, the enhancement of our students' lives is our first priority.

Georgia Perimeter College, a non-residential institution, serves diverse populations of traditional and non-traditional students in Greater Metropolitan Atlanta. Placing learning first, we provide accessible and affordable high quality undergraduate credit and non-credit programs for students seeking to complete an associate degree, transfer to a senior college or university, prepare for immediate entry into a career, pursue personal goals, or enhance current workplace skills. Our curriculum specializes in liberal arts and professional preparation and promotes international and intercultural understanding. We also serve the broader community as an educational, cultural, and economic resource.

*Placing learning first, we provide accessible and affordable high quality undergraduate credit and non-credit programs for students seeking to complete an associate degree, transfer to a senior college or university, prepare for immediate entry into a career, pursue personal goals, or enhance current workplace skills.*

Our academic programs and student support services focus on careful assessment of our learners' abilities, achievements and needs, accommodations of their special requirements and resources, and guidance in the development and realization of their expectations and goals. We thus offer specialized sequences of courses and support programs that promote academic and personal success for students at varying levels of academic preparation. We encourage excellence in teaching, provide a technologically advanced learning environment, support innovative strategies for meeting the learning styles of all students, and promote learning by engaging students actively and collaboratively.

In meeting the educational needs of the citizens of Georgia for the 21st century, we share with all other institutions in the University System of Georgia the following characteristics:

- A supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of students, faculty, and staff;
- Cultural, ethnic, racial, and gender diversity in the faculty, staff, and student body, supported by practices and programs that embody the idea of an open, democratic, and global society;
- Technology to advance educational purposes, including instructional technology, student support services, and distance education;
- Collaborative relationships with other system institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services available to the citizens of Georgia.

Georgia Perimeter College shares the following commitments to the citizens of Georgia with other associate degree-granting colleges of the University System of Georgia:

- A commitment to excellence and responsiveness within a scope of influence defined by the needs of the local area and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;
- A commitment to a teaching/learning environment, both inside and outside the classroom, that sustains institutional excellence, functions to provide University System access for a diverse student body, and promotes high levels of student learning;
- A commitment to a high quality general education program that supports a variety of well-chosen associate programs and prepares students for transfer to baccalaureate programs, Learning Support programs designed to ensure access and opportunity for a diverse student body, and a limited number of certificate or other career programs to complement neighboring technical institute programs;
- A commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life, and raise the educational level within the college's scope of influence;
- A commitment to scholarship and creative work for the specific purposes of supporting instructional effectiveness and enhancing institutionally relevant faculty qualifications.

## **Accreditation**

The college gained admission to the Southern Association of Colleges and Schools in November 1967. It has also been accorded full institutional membership in the American Association of Community Colleges. Georgia Perimeter College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number (404) 679-4501) to award Associate of Arts, Associate of Science, and Associate of Applied Science degrees.

## **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 junior 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 in Applied Science degree programs continued to enroll dually in the college and technical school, which is now known as DeKalb 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 offers 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 its humble beginnings at the MacCleod Industrial Park on Sugarloaf Parkway to its current 177-acre campus at 1000 University Center Lane.

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 five campus locations. The Clarkston Campus (formerly Central Campus), at 555 North Indian Creek Drive in Clarkston is the original campus. Its facilities include 14 buildings: Administration, Student Center, General Classroom, Science, Humanities, Fine Arts, P.E./Protective Services, Nursing, Continuing and Corporate Education, Jim Cherry Learning Resources Center, Plant Operations, Auxiliary Services/Work-Family Services, and OIT/Student Publications. A new student/conference center is scheduled to open in 2007.

The Decatur Campus (formerly South Campus), which opened in 1972 at the intersection of Clifton Springs and Panthersville Roads, has three large multi-purpose buildings. It has, in addition, Protective Services, Plant Operations, a greenhouse, and four general classroom buildings.

The Dunwoody Campus (formerly North Campus), at 2101 Womack Road, opened as a permanent facility in the fall of 1979. Its facilities include 14 buildings: Administration, Student Center, three classroom buildings, athletic field, four trailer offices, softball field, Protective Services, Plant Operations, and the Library/Learning Resources Center.

Georgia Perimeter's Lawrenceville Campus (formerly Gwinnett Campus) opened in 1987, as part of the Gwinnett University System Center in response to growing educational needs in Gwinnett County. In December 2001, the campus was relocated from Sugarloaf Parkway to University Center Lane, and in January 2002, the new Gwinnett University Center opened. The center consists of three buildings. One building houses classrooms, a one-stop-shop student services center, science labs, student center, bookstore, coffee shop, computer lab, tutorial center, weight and aerobics rooms, showers and lockers, student government offices, and faculty and staff offices. The second building houses the library, learning labs, study rooms, faculty offices, a technology services center, and an advanced learning technologies division. The third building houses administrative offices and high tech classrooms. The Board of Regents has approved a formal transition for the Lawrenceville Campus of Georgia Perimeter College at the Gwinnett University Center, now Georgia Gwinnett College, that will be implemented over three years. Based on the current timeline presented by the Board of Regents, Georgia Perimeter College will stop offering classes at the Lawrenceville Campus at the end of spring semester 2008. Current students taking courses at that campus should consult with advisors for further information on degree programs and class completion schedules.

The Georgia Perimeter College site in Conyers conducts classes in several buildings in the Rockdale Plaza Shopping Center at 1115 West Avenue. This location opened in 1993 as the Rockdale Center for Higher Education and is now known as Rockdale/Newton Campus. As demand for classes increased, the

college made plans to build a full-service campus on 100 acres in the region. Ground was broken in March 2005 for a campus in Newton County at Interstate 20 and Georgia Highway 11. This 100-acre site will house a large classroom building with immediate plans for a second student support building. Classes will begin at the Newton campus in the summer of 2007.

For college students in the North Fulton area, Georgia Perimeter College offers classes at Georgia State University's Alpharetta Center, a high-tech facility located off Old Milton Parkway at 3705 Brookside Parkway.

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 the Distance Learning Program.

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 more than 30 endowed scholarships, for academic program support, and for creating community partnerships to support numerous programs for both faculty and students.

The Foundation welcomes tax-deductible gifts of cash, securities, real estate, and life insurance policies from individuals and corporations. The Foundation staff will work with individuals to establish memorial funds or to set up charitable trusts or bequests.

### **Georgia Perimeter College Alumni Association**

The Alumni Association, originally established in 1970 as the DeKalb College Alumni Association, was reorganized in 1983. Its purpose is to unite graduates and other former students in support of the continued growth and development of the college and to promote the personal, educational, and professional development of alumni. The Alumni Association currently awards a full-semester scholarship each spring semester, recognizes an outstanding faculty member each year, and awards one alumnus the "Outstanding Alumnus Award" at Commencement.

# Admission to Georgia

## Perimeter College

Application Deadlines .....	14
Application Process .....	14
Categories of Admission .....	15
Joint Enrollment .....	16
Freshman – Traditional Students .....	17
Transfer – Traditional Students .....	18
Non-Traditional Students .....	19
Transient Students .....	20
Special (Degreed) Students .....	20
International Students .....	21
Home School Students .....	25
Senior Citizen – Prime Timers Program .....	26
Former Students .....	27
Immunization Requirements and Recommendations .....	28
Additional Requirements for Career and Certificate Programs .....	30
Awarding Transfer Credit .....	30
College Preparatory Curriculum (CPC) Requirements .....	32
Classification of Students for Tuition Purposes .....	34

# ADMISSION TO GEORGIA PERIMETER COLLEGE

Georgia Perimeter College seeks to admit qualified students based on standards set by the 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.

## Application Deadlines

Applicants to Georgia Perimeter College must submit a completed Application for Admission, a non-refundable \$20 application fee, and all required supporting documents by the application deadline of the anticipated term of enrollment. Applications and documents received after the deadline will be processed for the next term. Applications remain active for three (3) consecutive terms (including summer). Applicants who do not complete the admissions process or who do not enroll within three consecutive terms must reapply for admission.

Term	Deadline
Fall Semester	July 1
Spring Semester	November 1
Summer Session	April 1

## 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 at [www.gpc.edu](http://www.gpc.edu) by the application deadline of the anticipated term of enrollment. Printed application forms are available in Enrollment and Registration Services on the campus you plan to attend or by calling (678) 891-4125.
3. Mail all required supporting documents by the application deadline of the anticipated term of enrollment to:

Georgia Perimeter College  
District Admissions and Records  
P. O. Box 89000  
Atlanta, Georgia 30356

4. Allow a minimum of two weeks from date of receipt for the application to be posted to the Student Information System. After it is posted, the prospective student can log in and check the status of the application on the college website at [www.gpc.edu](http://www.gpc.edu) under Admission. Supporting documents require a minimum of two weeks from date of receipt for processing. An admission decision will be made after all required documents are received and evaluated. Official notification will be mailed following the decision.

5. Applicants seeking financial aid must complete the Free Application for Federal Student Aid (FAFSA) by the financial aid deadline for the anticipated term of enrollment, listing Georgia Perimeter College on the application. See the Financial Aid section of this *Catalog* for additional information.
6. All applicants are required to show proof of academic placement in English, reading, and math prior to registration. See the Academic Placement section of this *Catalog* for additional information.

## Categories of Admission

Individual checklists detailing the specific requirements for each category follow this summary table of admission categories.

Category	Description
Joint Enrollment	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.
Freshman – 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.
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.
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.
Transient Students	An applicant who is currently enrolled in another college and applies to Georgia Perimeter College for a specified period of time to take courses as a visiting student is considered a transient student.
Special (Degreed) Students	An applicant who already holds a baccalaureate or higher degree and does not wish to complete requirements for an additional associate degree from Georgia Perimeter College is considered a special student.
International Students	An applicant who: <ul style="list-style-type: none"> <li>• was born outside the United States or its territories (regardless of current citizenship or residency status), or</li> <li>• completed secondary education (high school) outside the United States or its territories, or</li> <li>• underwent coursework at any college or university outside the United States or its territories</li> </ul> is considered an international student for admission purposes.
Home School Students	An applicant who completed high school graduation requirements under a home school program or graduated from a non-accredited high school is considered a home school student.
Senior Citizen – Prime Timers Program	An applicant who is 62 years of age or older may be considered as a Prime Timer student.
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.

## Joint Enrollment

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.

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

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- \$20.00 Application Fee (non-refundable)
- Certificate of Immunization
  - All applicants who have not previously attended Georgia Perimeter College must submit a Certificate of Immunization documenting all required immunizations. See Immunization Requirements in this section of the *Catalog*.
- SAT/ACT Scores
  - Minimum SAT I scores of 530 Verbal and 440 math with a total of 970 or minimum ACT scores of 23 English and 18 math with a Composite score of 20.
  - The applicant should have a minimum SAT I total score of 970 or ACT Composite score of 20 with a minimum 530 SAT I Math score or with a minimum ACT math score of 22 in order to complete the 4th unit of Mathematics to meet College Preparatory Curriculum requirements.
  - Information for requesting official scores can be found at [www.sat.org](http://www.sat.org) or [www.act.org](http://www.act.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.
- Additional Requirements
  - Applicants born or educated outside of the United States should see the International Students checklist in this section of the *Catalog* for additional requirements.

Any high school student planning to enroll in a mathematics course at Georgia Perimeter College must complete placement testing for mathematics.

Students who have not completed the College Preparatory Curriculum requirements may be admitted through Joint Enrollment if they are enrolled in the necessary high school courses and scheduled to complete the requirements by the end of their senior year.

With the exception of the fourth year requirement for English and mathematics and the third year requirement for social science courses, a college course may not be used to fulfill both College Preparatory Curriculum requirements for high school and college degree requirements.

Joint Enrollment students are afforded the same status on the high school campus as any other member of the high school class. This includes eligibility for academic honors or participation in extracurricular activities. Joint Enrollment students are also offered the same status on the college campus as any other member of the freshman class. This includes eligibility for college academic honors and participation in student activities.

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

## Freshman - 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.

Applicants in this category must submit the following required documents by the application deadline of the anticipated term of enrollment (these requirements reflect the criteria for admission based on the University System of Georgia two-year and state college pilot Admissions Program effective Fall 2005 through Fall 2008):

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- \$20.00 Application Fee (non-refundable)
- Certificate of Immunization
  - All applicants who have not previously attended Georgia Perimeter College must submit a Certificate of Immunization documenting all required immunizations. See Immunization Requirements in this section of the *Catalog*.
- Official High School Transcript
  - Applicants must have a college preparatory or technical/career diploma. The transcript must indicate date of graduation and type of diploma received. Certificates of performance or special education diplomas are not acceptable. All transcripts will be evaluated for College Preparatory Curriculum 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.
    - Applicants with a technical/career diploma must have a 2.2 GPA in academic coursework.
  - If the expected date of graduation from high school is after the posted deadline for the term of application, applicants must have their counselor submit a High School Graduation Verification Form along with a transcript showing coursework to date. A final transcript with date of graduation must be sent as soon as it is available. This form is available at [www.gpc.edu/~gpcem](http://www.gpc.edu/~gpcem) under the Freshman Admission checklist.
  - Applicants who received a General Education Development (GED) diploma must submit 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 are required.
  - Applicants who previously attended a college or university and have less than 30 semester hours of transferable college credit must meet freshman requirements.
- Truth In Advertising Form
  - This form is only required for applicants in dual programs with DeKalb Technical College or Career programs offered through Georgia Perimeter College (Nursing, Dental Hygiene, Fire Management, Sign Language Interpreting, and Library and Information Science Technology). This form is available at [www.gpc.edu/~gpcem](http://www.gpc.edu/~gpcem).
- Additional Requirements
  - Applicants born or educated outside of the United States should see the International Students checklist in this section of the *Catalog* for additional requirements.

## 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 must meet freshmen requirements, high school transcript requirements will not be waived until a full evaluation of all previous college coursework is completed.

Applicants in this category must submit the following required documents by the application deadline of the anticipated term of enrollment (these requirements reflect the criteria for admission based on the University System of Georgia two-year and state college pilot Admissions Program effective Fall 2005 through Fall 2008):

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- \$20.00 Application Fee (non-refundable)
- Certificate of Immunization
  - All applicants who have not previously attended Georgia Perimeter College must submit a Certificate of Immunization documenting all required immunizations. See Immunization Requirements in this section of the *Catalog*.
- Official High School Transcript
  - Applicants must have a college preparatory or technical/career diploma. The transcript must indicate date of graduation and type of diploma received. Certificates of performance or special education diplomas are not acceptable. Transcripts will be evaluated for College Preparatory 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.
    - Applicants with a technical/career diploma must have a 2.2 GPA in academic coursework.
  - Applicants who received a General Education Development (GED) diploma must 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 are required.
  - 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.
- Truth In Advertising Form
  - This form is only required for applicants in dual programs with DeKalb Technical College or Career programs offered through Georgia Perimeter College (Nursing, Dental Hygiene, Fire Management, Sign Language Interpreting, and Library and Information Science Technology). This form is available at [www.gpc.edu/~gpcem](http://www.gpc.edu/~gpcem).
- Additional Requirements
  - Applicants born or educated outside of the United States should see the International Students checklist in this section of the *Catalog* for additional requirements.



## 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.

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

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- \$20.00 Application Fee (non-refundable)
- Certificate of Immunization
  - All applicants who have not previously attended Georgia Perimeter College must submit a Certificate of Immunization documenting all required immunizations. See Immunization Requirements in this section of the *Catalog*.
- Official High School Transcript
  - Applicants must have a college preparatory or technical/career diploma. Certificates of performance or special education diplomas are not acceptable.
  - Applicants who received a General Education Development (GED) diploma must submit passing official GED scores.
- Official College Transcript(s)
  - Transcripts from each college, university, or technical school attended are required.
  - 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 submit high school transcripts or official passing GED scores.
- Truth In Advertising Form
  - This form is only required for applicants in dual programs with DeKalb Technical College or Career programs offered through Georgia Perimeter College (Nursing, Dental Hygiene, Fire Management, Sign Language Interpreting, and Library and Information Science Technology). This form is available at [www.gpc.edu/~gpcem](http://www.gpc.edu/~gpcem).
- Additional Requirements
  - Applicants born or educated outside of the United States should see the International Students checklist in this section of the *Catalog* for additional requirements.

## Transient Students

An applicant who is currently enrolled in another college 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 are non-degree seeking students at Georgia Perimeter College. It is the applicant's responsibility to show that all prerequisites for courses to be taken have been met.

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

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- \$20.00 Application Fee (non-refundable)
- Certificate of Immunization
  - All applicants who have not previously attended Georgia Perimeter College must submit a Certificate of Immunization documenting all required immunizations. See Immunization Requirements in this section of the *Catalog*.
- 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 should be included.
  - If the home institution does not have a standard transient letter, the applicant must submit the GPC Transient Permission Request Form signed by the appropriate school official. This form is available at [www.gpc.edu/~gpcem/transient.html](http://www.gpc.edu/~gpcem/transient.html).
  - Letters of Good Standing may not be substituted for a transient letter.
- Additional Requirements
  - Applicants born or educated outside of the United States should see the International Students checklist in this section of the *Catalog* for additional requirements.

## Special (Degreed) Students

An applicant who already holds a baccalaureate or higher degree and does not wish to complete requirements for an additional associate degree from Georgia Perimeter College is considered a special student. Special Students are non-degree seeking students at Georgia Perimeter College. It is the applicant's responsibility to show that all prerequisites for courses to be taken have been met.

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

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- \$20.00 Application Fee (non-refundable)
- Certificate of Immunization
  - All applicants who have not previously attended Georgia Perimeter College must submit a Certificate of Immunization documenting all required immunizations. See Immunization Requirements in this section of the *Catalog*.
- Official College Transcript
  - The transcript must show the date and degree awarded from the regionally accredited college or university attended.
- Additional Requirements
  - Applicants born or educated outside of the United States should see the International Students checklist in this section of the *Catalog* for additional requirements.

## 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, b) a photocopy of the original made and stamped “saw original” by a member of the Georgia Perimeter College Enrollment and Registration Services or ISAA staff, or c) a photocopy made and attested to by a notary public. International Student Admissions and Advising will not accept non-official copies or any faxes for admission purposes.

Applicants in this category must submit the following required documents by the application deadline of the anticipated term of enrollment (these requirements reflect the criteria for admission based on the University System of Georgia two-year and state college pilot Admissions Program effective Fall 2005 through Fall 2008):

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- \$20.00 Application Fee (non-refundable)
- Certificate of Immunization
  - All applicants who have not previously attended Georgia Perimeter College must submit a Certificate of Immunization documenting all required immunizations. See Immunization Requirements in this section of the *Catalog*.
- 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:
    - Scores from the Test of English as a Foreign Language (TOEFL). Prospective students must earn a minimum of 460 on the paper TOEFL or 140 on the computerized TOEFL (CBT), or 48 on the TOEFL Internet Based Test (iBT). Applicants may contact the Educational Testing Service at (609) 921-2000 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 admission purposes.*
    - 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.
  - **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 admission 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, and 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 admission 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. Vincent, Trinidad and Tobago, Turks and Caicos, United Kingdom (England, Scotland, Northern Ireland, and Wales), and the United States.
- Official high school transcript or equivalent documents from foreign countries
  - A listing of acceptable documents from foreign countries can be found at [www.gpc.edu/~gpcisaa/acadreqs.htm](http://www.gpc.edu/~gpcisaa/acadreqs.htm). High school documents are not required for applicants who have at least 30 semester hours of transferable college/university credit from an accredited US or foreign institution.
  - Applicants who graduated from a high school in the United States:
    - Applicants must have a college preparatory or technical/career diploma. The transcript must indicate date of graduation and type of diploma received. Certificates of performance or special education diplomas are not acceptable. All transcripts will be evaluated for College Preparatory 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.
      - Applicants with a technical/career diploma must have a 2.2 GPA in academic coursework.
    - If the expected date of graduation from high school is after the posted deadline for the term of application, applicants must have their counselor submit a High School Graduation Verification Form along with a transcript showing coursework to date. A final transcript with date of graduation must be sent as soon as it is available.
  - Applicants who received a General Education Development (GED) diploma must submit official passing GED scores as well as official high school transcripts of coursework completed.
  - Applicants who completed secondary education outside the United States:
    - Please contact International Student Admissions and Advising (ISAA) or the website at [www.gpc.edu/~gpcisaa](http://www.gpc.edu/~gpcisaa) to find out the exact documents or examination scores required for the country in which the student completed secondary education. ISAA can provide a detailed list of requirements personalized to specific situations.
- Official College Transcript(s)
  - Applicants who attended colleges or universities inside the United States:
    - Transcripts from each college, university, or technical school attended are required.
    - 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.
  - Applicants who attended colleges or universities outside the United States:
    - Official college or university transcript from each college or university attended, and
    - Official translation of the transcript into English (if the official transcript is in any other language)

- Should students wish to obtain transfer credit from a college or university outside the United States, they must obtain an official “course-by-course” evaluation of the transcript from one of the accepted professional academic credential evaluation agencies listed below:
    - Lisano International, (334) 745-0425, [www.lisano-intl.com/](http://www.lisano-intl.com/)
    - Josef Silny & Associates, (305) 273-1616, [www.jsilny.com](http://www.jsilny.com)
    - World Education Services, (800) 937-3895, [www.wes.org](http://www.wes.org)
    - Global Credential Evaluators, Inc., (979) 690-8912, [www.gcevaluators.com](http://www.gcevaluators.com)
- Truth In Advertising Form
  - This form is only required for applicants in dual programs with DeKalb Technical College or Career programs offered through Georgia Perimeter College (Nursing, Dental Hygiene, Fire Management, Sign Language Interpreting, and Library and Information Science Technology). This form is available at [www.gpc.edu/~gpcem](http://www.gpc.edu/~gpcem).
  - Please note that students in F1 Visa Status are not eligible to register for certificate or dual programs.
- Immigration Documents
 

NOTE: While not affecting admission decisions, this information is required to assess residency status for tuition purposes and to assess eligibility for non-immigrant visa status.

  - For applicants who are in the United States as Permanent Residents, Applicants for Permanent Residency, Refugees, Asylees, or those who have non-immigrant status other than F-1, the college requires a completed Certification of Permanent Residency, Asylum, Refugee, or non-immigrant Visa Status with official copies of any documents requested on the form.
  - For applicants who are naturalized US Citizens, the college requires an official copy of the Naturalization Certificate or official copy of the biographical page of a valid US passport.
  - For applicants requesting F-1 student visas, the college requires a completed request for Form I-20.
  - For applicants who already have F-1 status (transferring from another US school), the college requires a completed request for Form I-20, a Transfer Clearance Form completed by both the applicant and the foreign 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 an affidavit of support showing that a minimum \$19,000 (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 Financial Aid is not available to F-1 Visa students.

NOTE: An applicant may have no more than two sponsors, including him/herself. *All bank documents must be originals.* Photocopies or faxes will not be accepted. Questionable bank documents will be verified.

  - 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 or statement 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 and have notarized INS 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.
- If stocks or bonds are used as proof of support – a list containing serial numbers and denominations of bonds and name of record owner(s).
- 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 or statement 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.
- Health and repatriation insurance for students on F-1 student visas
  - Students attending Georgia Perimeter College are automatically provided health and repatriation coverage required by law. This insurance will be charged to the student account, and must be paid by the student at the time of registration for classes. Students who already possess health and repatriation insurance must submit an Insurance Compliance Form to the Office of International Student Admissions and Advising at least two weeks prior to registration for classes. If the college determines that the private insurance is satisfactory, it will remove the automatic insurance requirement.

## Home School 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 combined (critical reading plus mathematics) score is at or above the average SAT 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.

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

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- \$20.00 Application Fee (non-refundable)
- Certificate of Immunization
  - All applicants who have not previously attended Georgia Perimeter College must submit a Certificate of Immunization documenting all required immunizations.
- SAT/ACT Scores
  - Must meet the average SAT combined score or ACT composite score for the previous fall semester's freshman class.
  - Current requirement: SAT critical reading 460, math 470, combined SAT of 930 or ACT English 17, math 18, composite of 18.
  - Information for requesting official scores can be found at [www.sat.org](http://www.sat.org) or [www.act.org](http://www.act.org).
- 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.
- Letter of Completion
  - 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 are required.
  - Applicants who previously attended a college or university and have less than 30 semester hours of transferable college credit must also meet SAT/ACT and high school requirements.
- Truth In Advertising Form
  - This form is only required for applicants in dual programs with DeKalb Technical College or Career programs offered through Georgia Perimeter College (Nursing, Dental Hygiene, Fire Management, Sign Language Interpreting, and Library and Information Science Technology). This form is available at [www.gpc.edu/~gpcem](http://www.gpc.edu/~gpcem).
- Additional Requirements
  - Applicants born or educated outside of the United States should see the International Students checklist in this section of the *Catalog* for additional requirements.

**Note:** Home schooled applicants who received a General Education Development (GED) diploma must submit official 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.

Placement testing (COMPASS) may be required prior to registration.

## Senior Citizen - 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. Applicants in this category who do not have transfer credit in English or mathematics will be required to take placement exams (COMPASS) in those areas after they have reached 12 semester hours. Tuition fees are waived. Only supply fees, lab fees, and special course fees are applicable.

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

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- Application Fee is waived
- Proof of Georgia Residency
  - Applicants must have been a resident of Georgia for one year.
  - Applicants must submit a Georgia driver's license or state issued identification card.
- Prime Timers Deferment Form
  - This form is available at [www.gpc.edu/~gpcem/senior.html](http://www.gpc.edu/~gpcem/senior.html) or by contacting the Office of Recruitment at (678) 891-4125.

After completion of 12 semester hours, students may continue to receive a waiver of tuition fees but must meet all additional admission requirements including:
- Official High School Transcript
  - Applicants must have a college preparatory or vocational diploma. Certificates of performance or special education diplomas are not acceptable.
  - Applicants who received a General Education Development (GED) diploma must submit official GED scores.
- Official College Transcript(s)
  - Transcripts from each college, university, or technical school attended are required.
  - Applicants must be eligible to return to the institution they last attended.
  - Applicants who previously attended a college or university and have fewer than 30 semester hours of transferable college credit must submit high school transcripts or GED scores.
- Truth In Advertising Form
  - This form is only required for applicants in dual programs with DeKalb Technical College or Career programs offered through Georgia Perimeter College (Nursing, Dental Hygiene, Fire Management, Sign Language Interpreting, and Library and Information Science Technology). This form is available at [www.gpc.edu/~gpcem](http://www.gpc.edu/~gpcem).
- Certificate of Immunization
  - All applicants who have not previously attended Georgia Perimeter College must submit a Certificate of Immunization documenting all required immunizations. See Immunization Requirements in this section of the *Catalog*.
- Additional Requirements
  - Applicants born or educated outside of the United States should see the International Students checklist in this section of the *Catalog* for additional requirements.



## 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.

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

- Georgia Perimeter College Application for Admission
  - Complete all sections and sign application.
- \$20.00 Application Fee (non-refundable)
- Outstanding Documents or Re-submittal of Documents
  - Any outstanding documents from previous applications will be required prior to re-admission.
  - Applicants may be required to re-submit high school, college, university or technical school transcripts.
- Official College Transcript(s)
  - Transcripts from each college, university, or technical school attended are required if the student attended another institution after attending Georgia Perimeter College or if the transcript was not previously submitted.
- Truth In Advertising Form
  - This form is only required for applicants in dual programs with DeKalb Technical College or Career programs offered through Georgia Perimeter College (Nursing, Dental Hygiene, Fire Management, Sign Language Interpreting, and Library and Information Science Technology). This form is available at [www.gpc.edu/~gpcem](http://www.gpc.edu/~gpcem).
- Additional Requirements
  - Applicants born or educated outside of the United States should see the International Students checklist in this section of the *Catalog* for additional requirements.

## 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 Department of Human Resources Certificate of Immunization (Form 3231)
- Georgia County Health Department Immunization History Printout
  - World Health Organization (WHO) Certificate of Immunization

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

Vaccine	Requirement	Require 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 or Laboratory/serologic evidence of immunity	Students born in 1957 or later
Mumps	One (1) dose at 12 months of age or later (MMR meets this requirement), or 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), or Laboratory/serologic evidence of immunity	Students born in 1957 or later
Varicella (Chicken Pox)	One (1) dose given at 12 months of age or later but before the student's 13 <sup>th</sup> birthday, or If first dose given after the student's 13 <sup>th</sup> birthday: Two (2) doses at least 4 weeks apart, or History of varicella disease (chicken pox), or Laboratory/serologic evidence of immunity	All U.S. born students born in 1966 or later  All foreign born students regardless of year born
Tetanus, Diphtheria	One Td <b>booster</b> dose within 10 years prior to matriculation.  <i>Recommendation: Students who are unable to document a primary series of three (3) doses of tetanus-containing vaccine (DtaP, DTP, or Td) are <b>strongly advised</b> to complete a three-dose primary series with Td.</i>	All students

Vaccine	Requirement	Required for:
Hepatitis B	Three (3) dose hepatitis B series (0, 1-2, and 4-6 months) or Three (3) dose combined hepatitis A and hepatitis B series (0, 1-2, and 6-12 months), or Two (2) dose hepatitis B series of Recombivax (0 and 4-6 months, given at 11-15 years of age), or Laboratory/serologic evidence of immunity or prior infection	Required for all students who will be 18 years of age or less at the time of expected matriculation.  <i>Recommendation: It is strongly recommended that all students, regardless of their age at matriculation, discuss hepatitis B immunization with their health care provider.</i>

### Additional Immunization Recommendations — Not Required

Vaccine	Recommendation
Meningococcal quadrivalent polysaccharide vaccine	One (1) dose within 5 years prior to matriculation
Influenza	Annual vaccination at the start of influenza season (October-March)
Hepatitis A	Two (2) dose hepatitis A series (0 and 6-12 months), or Three (3) dose combined hepatitis A and hepatitis B series (0, 1-2, and 6-12 months)
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. Applicants to dual programs with DeKalb Technical College must meet the admission requirements for both Georgia Perimeter College and DeKalb Technical College. Separate applications must be filed at each institution. International Students holding an F-1 Visa/Status may not enroll in certificate or dual degree programs.

<b>Career Degree Programs at GPC</b>	<b>Career Certificate Programs at GPC</b>	<b>Dual Programs with DeKalb Technical College</b>
<ul style="list-style-type: none"> <li>• Dental Hygiene</li> <li>• Fire Management</li> <li>• Library and Information Science Technology</li> <li>• Nursing</li> <li>• Sign Language Interpreting</li> </ul>	<ul style="list-style-type: none"> <li>• Fire Management</li> <li>• Library and Information Science Technology</li> <li>• Sign Language Interpreting</li> </ul>	<ul style="list-style-type: none"> <li>• Business and Office Technology</li> <li>• Computer Information Systems</li> <li>• Early Childhood Care and Education</li> <li>• Electronics Technology</li> <li>• Industrial Systems Technology</li> <li>• Marketing Management</li> <li>• Medical Assisting</li> <li>• Medical Laboratory Technology</li> <li>• Surgical Technology</li> </ul>

## Awarding Transfer Credit

The following are general guidelines used for the awarding of transfer credit at Georgia Perimeter College.

- Colleges must be accredited by the collegiate commission division of the regional accrediting association in order for transfer credit to be awarded.
- Credit is not given for upper level courses, only those at the Freshman and Sophomore level.
- ENGL 1101 and 1102 (English Composition I and II) and MATH 1101 (Mathematical Modeling), 1111 (College Algebra), and 1113 (Precalculus) require a grade of “C” or better.
- Approved core curriculum courses that the student has passed will be accepted in transfer. Grades of “D” will be accepted for transfer unless otherwise noted. If the prerequisite for taking a higher-level course is a “C” or better, the student must retake the course and earn the required grade before taking the higher-level course.
- Elective credit is given only for courses offered at Georgia Perimeter College.
- In some instances credits must be validated by examination. Examples include health science courses and credits earned more than ten years prior to the time of admission evaluation. A three-year limit applies to nursing and dental hygiene courses considered for validation. Departmental guidelines are available in the Nursing and Dental Hygiene Departments.
- Credit hours assigned to transferred courses cannot exceed the credit hours awarded at Georgia Perimeter College.
- Courses from Georgia Department of Technical and Adult Education (DTAE) institutions will be reviewed for transfer credit if numbered 190 or above.

Transfer credit from a college or university outside the United States may be reviewed only when the transcript is accompanied by a professional evaluation from a professional credential evaluation agency approved by Georgia Perimeter College. See International Students Admission in this section.

## **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:

- College Level Examination Program (CLEP)
- Advanced Placement Program (AP) of the College Board
- Departmental Examinations

Students wishing to receive course credit should have an official copy of the scores sent to District 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 District 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 go to [www.gpc.edu/~gpcem/clep\\_scores.html](http://www.gpc.edu/~gpcem/clep_scores.html).

### **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 ([www.collegeboard.com](http://www.collegeboard.com)) send their official AP examination scores to District Admissions and Records for evaluation. The college code for Georgia Perimeter College is 5711. To view the current acceptable AP exams go to [www.gpc.edu/~gpcem/ap\\_scores.html](http://www.gpc.edu/~gpcem/ap_scores.html).

### **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.

## **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.

Course (Units)	Instructional Emphasis
English (4)	<ul style="list-style-type: none"><li>• Grammar and usage</li><li>• Literature (American, English, and world)</li><li>• Advanced composition skills</li></ul>
Science (3)	<ul style="list-style-type: none"><li>• At least one laboratory science from the life sciences</li><li>• At least one laboratory science from the physical sciences</li><li>• One additional laboratory science course</li></ul>
Mathematics (4)	<ul style="list-style-type: none"><li>• Algebra I, Algebra II, and Geometry</li><li>• One additional higher level mathematics course</li></ul>
Social Science (3)	<ul style="list-style-type: none"><li>• American History</li><li>• World History</li><li>• One additional social science course</li></ul>
Foreign Language (2)	<ul style="list-style-type: none"><li>• Two courses in one language emphasizing speaking, listening, reading, and writing.</li></ul>

College Preparatory 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 Deficiencies

Applicants with College Preparatory 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.
Science	<ul style="list-style-type: none"> <li>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 1405 and 1405L, BIOL 1407 and 1407L, CHEM 1151 and 1151L, CHEM 1211 and 1211L, GEOL 1121 and 1121L, GEOL 1122 and 1122L, PHYS 1111 and 1111L</li> <li>or have earned equivalent credit through CLEP, AP, Advanced Standing Exam, or transfer credit.</li> </ul>
Mathematics	Take the COMPASS Placement Exam and exempt or exit Learning Support mathematics.
Social Science	<ul style="list-style-type: none"> <li>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</li> <li>or have earned equivalent credit through CLEP, AP, Advanced Standing Exam, or transfer credit.</li> </ul>
Foreign Language	<ul style="list-style-type: none"> <li>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</li> <li>or have earned equivalent credit through CLEP, AP, Advanced Standing Exam, or transfer credit.</li> </ul>

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 which 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 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 the guidelines established by the Board of Regents of the University System of Georgia, to determine the residence classification for fee purposes of all applicants and students of Georgia Perimeter College.

According to the policies of the Board of Regents of the University System of Georgia, an applicant is a legal resident of the state of Georgia under the following circumstances:

- A. (1) If a person is 18 years of age or older, he or she may register as an in-state student upon showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.

Exceptions:

- i. A student whose parent, spouse, or court-appointed guardian is a legal resident of the State of Georgia may register as a resident providing the parent, spouse, or guardian can provide proof of legal residency in the State of Georgia for at least 12 consecutive months immediately preceding the date of registration.
- ii. A student who previously held residency status in the State of Georgia but moved from the state then returned to the state in 12 or fewer months.
- iii. Students who are transferred to Georgia by an employer are not subject to the durational residency requirement.

(2) No emancipated minor or other person 18 years of age or older shall be deemed to have gained or acquired in-state status for tuition purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.

- B. If a parent or legal guardian of a student changes his or her legal residence to another state following a period of legal residence in Georgia, the student may retain his or her classification as an in-state student as long as he or she remains continuously enrolled in the University System of Georgia, regardless of the status of his or her parent or legal guardian.
- C. In the event that a legal resident of Georgia is appointed by a court as guardian of a nonresident minor, such minor will be permitted to register as in-state student providing the guardian can provide proof that he or she has been a resident of Georgia for the period of 12 months immediately preceding the date of the court appointment.
- D. Aliens shall be classified as nonresident students, provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States.

## 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 In-State Tuition with the campus Enrollment and Registration Services office. This form is available at [www.gpc.edu/Request](http://www.gpc.edu/Request). 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 on an F-1 visa 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 Employee	Full-time employees of the public schools of Georgia or of the Department of Technical and Adult Education, their spouse, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver.
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. The waiver can be retained by the military personnel, their spouse, and their dependent children if the military sponsor is reassigned outside of Georgia, as long as the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status.
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.
Families Moving to Georgia	Dependent students who, as of the first day of term of enrollment, can provide documentation supporting that their supporting parent or court appointed guardian has accepted full-time, self-sustaining employment and established domicile in the state of Georgia for reasons other than gaining the benefit of favorable tuition rates, may qualify immediately for an out-of-state tuition differential waiver which 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.

### **Applying for Tuition Differential Waivers**

A completed Tuition Differential Waiver Form and all supporting documents must be submitted prior to the semester in which the student is to be considered for the waiver. The Tuition Differential Waiver Form can be obtained from the campus Enrollment and Registration Services office.

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.

2006-2008

# Fees and Expenses

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

Course Fees .....	38
Fee Structure .....	39
In-State Returning Students (rates are for 2006-2007) .....	39
Out-of-State Returning Students (rates are for 2006-2007) .....	40
In-State New Students (rates are for 2006-2009) .....	40
Out-of-State New Students (rates are for 2006-2009) .....	40
Distance Learning Courses (rates are for 2006-2007) .....	41
Special Fees .....	42
Fines .....	43
Testing Fees .....	43
Fee Refunds .....	44
Financial Obligation .....	44

## 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.*

Fees are paid on a semester basis at the time of registration. The precise amount of a student's fees depends upon a number of things, the most important of which include the following:

- 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.

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.** Payment may be made in person or online at [www.gpc.edu/~acadaff/Schedules/payment](http://www.gpc.edu/~acadaff/Schedules/payment). Payments in person may be in cash, checks payable in U.S. currency, VISA, MasterCard, American Express, or Discover. Payments online may be by checks payable in U.S. currency, VISA, MasterCard, American Express, or Discover. The college reserves the right to determine the acceptability of all checks.

### Course Fees

#### Tuition Fee

Every student is required to pay tuition. All students are classified as either **in-state** (resident) or **out-of-state** (non-resident).

All returning resident of Georgia students enrolled in fewer than 12 on-campus semester credit hours are considered part-time and pay in-state tuition at a rate of \$67.00 (2006-2007) per semester credit hour. All returning resident of Georgia students enrolled in 12 or more on-campus semester credit hours are considered full-time and pay in-state tuition of \$794.00 (2006-2007) per semester.

All returning non-resident of Georgia students enrolled in fewer than 12 on-campus semester credit hours are considered part-time and pay out-of-state tuition at a rate of \$265.00 (2006-2007) per semester credit hour. All returning non-resident of Georgia students enrolled in 12 or more on-campus semester credit hours are considered full-time and pay out-of-state tuition of \$3,175.00 (2006-2007) per semester.

All new (any student who has never before enrolled at the institution) resident of Georgia students enrolled in fewer than 12 on-campus semester credit hours are considered part-time and pay in-state tuition at a rate of \$68.00 (2006-2009) per semester credit hour. All new (any student who has never before enrolled at the institution) resident of Georgia students enrolled in 12 or more on-campus semester credit hours are considered full-time and pay in-state tuition of \$802.00 (2006-2009) per semester.

All new (any student who has never before enrolled at the institution) non-resident of Georgia students enrolled in fewer than 12 on-campus semester credit hours are considered part-time and pay out-of-state tuition at a rate of \$268.00 (2006-2009) per semester credit hour. All new (any student who has never before enrolled at the institution) non-resident of Georgia students enrolled in 12 or more on-campus semester credit hours are considered full-time and pay out-of-state tuition of \$3,206.00 (2006-2009) per semester.

#### Distance Learning Courses

The tuition rate for Distance Learning courses is \$99.00 (2006-2007) per semester credit hour. The credit hours for Distance Learning courses **do not** count toward the 12 semester credit hours needed to be charged a flat tuition rate (\$794.00 for in-state residents; \$3,175.00 for out-of-state residents). Registered distance-learning students are still required to register their vehicles to park on campus for class purposes.

### Technology Fee

Every student is 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.

All students enrolled in on-campus\* classes are required to pay the following mandatory fees each semester or session:

### Student Activity Fee

\$45.00 per fall and spring semester and summer session

### Athletic Fee

\$27.00 per fall and spring semester and summer session

### Student Support Services 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 will be used to provide improved student-related facilities.

\* Instruction delivered at the Clarkston, Decatur, Dunwoody, Lawrenceville, and Rockdale/Newton locations is considered on-campus. Instruction by Distance Learning and courses at other locations is considered off-campus.

## Fee Structure

### In-State Returning Students (rates are for 2006-2007)

Semester Credit Hrs	Tuition Fee	Activity Fee	Student Support Fee	Athletic Fee	Technology Fee	Total In-State
1	67.00	45.00	10.00	27.00	50.00	\$199.00
2	134.00	45.00	20.00	27.00	50.00	\$276.00
3	201.00	45.00	30.00	27.00	50.00	\$353.00
4	268.00	45.00	40.00	27.00	50.00	\$430.00
5	335.00	45.00	50.00	27.00	50.00	\$507.00
6	402.00	45.00	60.00	27.00	50.00	\$584.00
7	469.00	45.00	70.00	27.00	50.00	\$661.00
8	536.00	45.00	80.00	27.00	50.00	\$738.00
9	603.00	45.00	90.00	27.00	50.00	\$815.00
10	670.00	45.00	100.00	27.00	50.00	\$892.00
11	737.00	45.00	110.00	27.00	50.00	\$969.00
12 & up	794.00	45.00	120.00	27.00	50.00	\$1036.00

**Out-of-State Returning Students (rates are for 2006-2007)**

Semester Credit Hrs	Tuition Fee	Activity Fee	Student Support Fee	Athletic Fee	Technology Fee	Total Out-of-State
1	265.00	45.00	10.00	27.00	50.00	\$397.00
2	530.00	45.00	20.00	27.00	50.00	\$672.00
3	795.00	45.00	30.00	27.00	50.00	\$947.00
4	1060.00	45.00	40.00	27.00	50.00	\$1,222.00
5	1,325.00	45.00	50.00	27.00	50.00	\$1,497.00
6	1,590.00	45.00	60.00	27.00	50.00	\$1,772.00
7	1,855.00	45.00	70.00	27.00	50.00	\$2,047.00
8	2,120.00	45.00	80.00	27.00	50.00	\$2,322.00
9	2,385.00	45.00	90.00	27.00	50.00	\$2,597.00
10	2,650.00	45.00	100.00	27.00	50.00	\$2,872.00
11	2,915.00	45.00	110.00	27.00	50.00	\$3,147.00
12 & up	3,175.00	45.00	120.00	27.00	50.00	\$3,417.00

**In-State New Students (rates are for 2006-2009)**

Semester Credit Hrs	Tuition Fee	Activity Fee	Student Support Fee	Athletic Fee	Technology Fee	Total In-State
1	68.00	45.00	10.00	27.00	50.00	\$200.00
2	136.00	45.00	20.00	27.00	50.00	\$278.00
3	204.00	45.00	30.00	27.00	50.00	\$356.00
4	272.00	45.00	40.00	27.00	50.00	\$434.00
5	340.00	45.00	50.00	27.00	50.00	\$512.00
6	408.00	45.00	60.00	27.00	50.00	\$590.00
7	476.00	45.00	70.00	27.00	50.00	\$668.00
8	544.00	45.00	80.00	27.00	50.00	\$746.00
9	612.00	45.00	90.00	27.00	50.00	\$824.00
10	680.00	45.00	100.00	27.00	50.00	\$902.00
11	748.00	45.00	110.00	27.00	50.00	\$980.00
12 & up	802.00	45.00	120.00	27.00	50.00	\$1044.0

**Out-of-State New Students (rates are for 2006-2009)**

Semester Credit Hrs	Tuition Fee	Activity Fee	Student Support Fee	Athletic Fee	Technology Fee	Total Out-of-State
1	268.00	45.00	10.00	27.00	50.00	\$400.00
2	536.00	45.00	20.00	27.00	50.00	\$678.00
3	804.00	45.00	30.00	27.00	50.00	\$956.00
4	1072.00	45.00	40.00	27.00	50.00	\$1,234.00
5	1,340.00	45.00	50.00	27.00	50.00	\$1,512.00
6	1,608.00	45.00	60.00	27.00	50.00	\$1,790.00
7	1,876.00	45.00	70.00	27.00	50.00	\$2,068.00
8	2,144.00	45.00	80.00	27.00	50.00	\$2,346.00
9	2,412.00	45.00	90.00	27.00	50.00	\$2,624.00
10	2,680.00	45.00	100.00	27.00	50.00	\$2,902.00
11	2,948.00	45.00	110.00	27.00	50.00	\$3,180.00
12 & up	3,206.00	45.00	120.00	27.00	50.00	\$3,448.00

### Distance Learning Courses (rates are for 2006-2007)\*

Semester Credit Hrs	Tuition Fee	Activity Fee	Student Support Fee	Athletic Fee	Technology Fee	Total
1	99.00	-	-	-	50.00	\$149.00
2	198.00	-	-	-	50.00	\$248.00
3	297.00	-	-	-	50.00	\$347.00
4	396.00	-	-	-	50.00	\$446.00
5	495.00	-	-	-	50.00	\$545.00
6	594.00	-	-	-	50.00	\$644.00
7	693.00	-	-	-	50.00	\$743.00
8	792.00	-	-	-	50.00	\$842.00
9	891.00	-	-	-	50.00	\$941.00
10	990.00	-	-	-	50.00	\$1,040.00
11	1,089.00	-	-	-	50.00	\$1,139.00
12	1,188.00	-	-	-	50.00	\$1,238.00
13	1,287.00	-	-	-	50.00	\$1,337.00
14	1,386.00	-	-	-	50.00	\$1,436.00
15	1,485.00	-	-	-	50.00	\$1,535.00
16	1,584.00	-	-	-	50.00	\$1,634.00
17	1,683.00	-	-	-	50.00	\$1,733.00
18	1,782.00	-	-	-	50.00	\$1,832.00
19	1,881.00	-	-	-	50.00	\$1,931.00
20	1,980.00	-	-	-	50.00	\$2,030.00
21	2,079.00	-	-	-	50.00	\$2,129.00
22	2,178.00	-	-	-	50.00	\$2,228.00
23	2,277.00	-	-	-	50.00	\$2,327.00
24	2,376.00	-	-	-	50.00	\$2,426.00

\* If enrolled in Distance Learning classes, the distance learning tuition rate will apply regardless of in-state or out-of-state residency status. Distance Learning classes **do not** count in the credit hours for determining if a student has full-time status for tuition purposes.

## **Special Fees**

### **Applied Music Fee**

\$50.00 per semester (one hour lesson weekly) or \$100.00 per semester (one 2-4 hour lesson weekly)

The applied music fee is in addition to the tuition, non-resident, technology, athletic, student support services, and student activity fees.

### **College Admission Application Fee**

\$20.00 (non-refundable)

This fee is charged for each application. The payment of this fee does not constitute acceptance for admission of the student by the college.

### **Critical Language Fee**

\$30.00 per class

This charge applies to critical language classes as determined by the Foreign Language Departments.

### **Dental Hygiene Lab/Insurance**

\$65.00 per semester

This charge applies to students taking Dental Hygiene courses and is designed to cover the cost of liability insurance and laboratory costs for students engaged in clinical activities.

### **Graduation Application Fee**

\$25.00 (non-refundable) per application

### **Health Insurance Fee**

\$810.00 (non-refundable) per year (or \$358.00 in the fall; \$472.00 in the spring)

This charge applies to international students with F-1 visas only and is required to cover the cost of health insurance.

### **Late Registration Fee**

\$50.00 (non-refundable)

Any student registering during the scheduled late registration period will be charged a late registration fee of \$50.

### **Nursing Lab/Insurance**

\$100.00 per semester

This charge applies to students taking nursing courses (A.S. degree students only). It covers laboratory costs, special N.L.N. examinations, and liability insurance for A.S. degree students engaged in clinical activities.



**Science Lab Fee**

\$30.00 per lab

This charge applies to students taking science lab courses and is designed to cover the cost of laboratory supplies and non-technical equipment.

**Other Fees**

Special fees may be assessed for services or programs with special costs. These include charges for such things as breakage or damage to college property, field trips, and certain Physical Education courses.

**Fines****Library Fines**

Library fines will be determined by the librarian in accordance with the delinquency or damage.

**Parking Fines**

\$30 - \$200 per violation

**Returned Checks**

A fee of \$25 or five percent of the face amount of the check, whichever is greater, will be assessed for each check returned unpaid by the bank. A financial hold will be placed on the student's record when a check is returned, and the student will be notified of this hold. Checks not made good are subject to additional charges for collection expense.

**Testing Fees**

CLEP Exam	\$75.00 per exam
Independent Student Proctoring	\$50.00 per exam
COMPASS/ESL COMPASS (Initial placement test)	\$20.00 the first time taken at GPC
Nursing-Comprehensive Achievement Profiles	\$56.00 per semester
Miller Analogies	\$65.00 per exam

## Fee Refunds

### Refund Policy - 100% Refunds

Students who formally withdraw from a course or 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 services, and certain special course fees.

### Refund Policy - Percentage 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, athletic, and student support services fees according to the following schedule:

<u>Withdrawal Form Filed:</u>	<u>Percent Refundable</u>
After the first day of class, but before the end of the first 10% (in time) of the period of enrollment.	90%
After the first day of class, but before the end of the first 25% (in time) of the period of enrollment.	50%
After the first day of class, but before the end of the first 50% (in time) of the period of enrollment.	25%
After the first 50% (in time) of the period of enrollment.	none

### 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 processed until the end of the fourth week following registration. Any outstanding financial obligations to the college will be deducted from the refund.
- To improve the refund delivery process, Georgia Perimeter College partners with Higher One, a financial services company that exclusively serves higher education. The banking services of Higher One are designed to specifically meet the needs of college students.

## Financial Obligation

Georgia Perimeter College has reserved and intends to exercise the right to withhold copies of educational records and/or discontinue enrollment of students who owe the college money.

# Financial Aid

Eligibility for Financial Aid .....	46
How to Apply for Financial Aid .....	47
Federal Standards for Satisfactory Academic Progress (SAP) .....	49
Standards for Satisfactory Academic Progress (SAP) at GPC .....	50
Financial Aid Available to Students .....	52
Georgia HOPE Scholarship .....	52
Federal PELL Grant .....	53
Loans .....	53
Work Opportunities .....	54
Veterans' Educational Services .....	54
GPC Foundation Scholarships .....	55
Emergency Scholarship Fund .....	55
General Scholarships .....	55
Athletics Scholarship.....	58
Chemistry Scholarship .....	58
Dental Hygiene Scholarships .....	58
Distance Learning Scholarship.....	58
Education Scholarships .....	59
ESL Scholarships .....	59
Fine Arts Scholarship .....	59
Honors Scholarships .....	60
Joint Enrollment Scholarship .....	60
Mathematics Scholarships.....	61
Nursing Scholarships .....	61
Nursing Scholars Programs .....	62
Study Abroad Scholarships .....	64

## 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 District Financial Aid office at each college location (excluding Alpharetta) 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) or the Renewal Application. The FAFSA can be obtained from all Financial Aid, Advising and Counseling Services, and Enrollment and Registration Services offices at Clarkston, Decatur, Dunwoody, Lawrenceville, and Rockdale/Newton Campuses. The forms are also available on the web at [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;
- e-HOPE, electronic application found on the GSFC website at [www.gsfc.org](http://www.gsfc.org); or
- printable HOPE Scholarship and Grant application found on the GSFC website at [www.gsfc.org](http://www.gsfc.org).

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, 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 or SEOG 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.
- Sign a statement on the Free Application for Federal Student Aid (FAFSA) certifying that the student (1) will use federal and/or state student financial aid only to pay for attending an institution of higher learning, (2) is not in default on a federal student loan or has made satisfactory arrangements to repay it, (3) does not owe money back on a federal student grant or has made satisfactory arrangements to repay it, and (4) will notify the school if he or she defaults on a federal student loan.
- 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 [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) or the Renewal Application each year. Submit the FAFSA or Renewal Application:
  - Through the Internet by using FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or
  - By mailing a paper FAFSA or Renewal Application.
2. When completing the FAFSA or Renewal Application, be sure to list Georgia Perimeter College's name and school code, 001562, in step six on the form. The address of the college is 555 North Indian Creek Drive, Clarkston, GA 30021. Mail or transmit the completed and signed FAFSA or Renewal Application to the Central Processor. If applying on the Internet, remember to print and mail the signature page immediately. If completing the paper application, use the envelope attached to the application.
3. Students should receive a Student Aid Report (SAR) within four weeks after submitting their application to the processor. Students should review the SAR to make sure all information is correct. If some information is incorrect, make the correction on the SAR and return it to the processor. If students do not immediately correct a SAR, the application will not be processed until the corrections are made. Students should keep a copy of the SAR for their personal files.
4. If Georgia Perimeter College is listed in section six of the SAR, the District Financial Aid office will receive the student's SAR electronically.
5. If the SAR states that "your application has been selected for a review in a process called verification," then the student must send signed copies of his or her federal tax returns to the Financial Aid office. If the student is claimed as a dependent by his or her parents, signed copies of their returns must be sent as well. If a student is married, signed copies of his or her spouse's return are also required. The student will also have to complete a verification worksheet which can be obtained from the Financial Aid office or on the Georgia Perimeter College website, [www.gpc.edu/~finaide/printableforms.htm](http://www.gpc.edu/~finaide/printableforms.htm). If additional documentation is required, the student will receive a tracking letter stating the required documents or the student can check the Georgia Perimeter College website, [www.gpc.edu/~finaide](http://www.gpc.edu/~finaide). 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. The earlier this required information is received, the earlier an eligibility determination can be reached. After the District 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. Students must keep their names, addresses, and telephone numbers current with Enrollment and Registration Services or on the Georgia Perimeter College website, [www.gpc.edu/Request/](http://www.gpc.edu/Request/). When students are determined to be eligible for financial aid, tuition and fees may be covered to the extent of the aid, provided the students completed their financial aid files by the priority deadline. 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 check for the difference will be issued and mailed from Student Accounts to the student by the end of the fourth week following registration.

## **Priority Deadlines**

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 during registration and be reimbursed based on their eligibility. Applications for spring semester should be completed by October 1.

If a student's file is not completed by the deadline, the student must pay his or her fees at the time of registration. The District Financial Aid office cannot 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 before classes begin. The Financial Aid office will not hold a place for the student in any classes.

## **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 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 s/he has been awarded, the Financial Aid office is required to adjust the student's award.

Students automatically will be reviewed for Federal Pell Grants and FSEOG Grants, 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 a loan under the Federal Stafford Loan and/or the Federal Unsubsidized Stafford Loan programs. These loan programs require a separate application in addition to the FAFSA. The loan application can be acquired from the Financial Aid office or on the Georgia Perimeter College website, [www.gpc.edu/~finaide/printableforms\\_files/loan%20application.pdf](http://www.gpc.edu/~finaide/printableforms_files/loan%20application.pdf).

Students who apply by the priority deadline 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 will not be 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 standard (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 Standard**

(The following text appears in the Federal Student Aid Handbook.) Although a school may establish its own satisfactory progress standards, these standards must at least meet the minimums 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**

(The following text appears in 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, Fire Management, 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. The 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 Fire Management Certificate program is 24 hours, not to exceed 36 hours. 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 1.75 after spring term 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  $\times$  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 set limits on the maximum hours a student can receive financial aid for taking remedial courses. Financial aid may be used for a maximum of 30 semester credit hours of LS courses. Courses in ESL do not count against the 30 semester credit hour limit. Once the maximum number of hours is reached for LS, a student will not be eligible for financial aid until he or she exits. The LS and ESL courses will not count toward completion rate and maximum hours allowed toward 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 affects their ability to meet SAP standards, they may appeal the loss of their eligibility. To appeal, 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 from the Georgia Perimeter College website, [www.gpc.edu/~finaide/printableforms.htm](http://www.gpc.edu/~finaide/printableforms.htm). 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 below.

Once the student has met the listed requirements, he or 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-to-semester basis. As long as the student completes all courses attempted with a "C" grade or better, he or she may remain eligible for financial aid.

## **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 Aid Regulations 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: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal PLUS loans received on behalf of the student, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant and other Federal Title IV assistance. 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 Office of Financial Aid & Veteran Affairs 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 time frame will be reported to the Department of Education or to their guarantor/lender and will become ineligible for future Title IV eligibility.

Example: Student received Title IV aid as follows: \$1,274.00 in Subsidized Stafford Loan and \$782.00 in Pell Grant. The student had \$844.00 in institutional charges. Student withdrew on day 25 of a semester having 112 days.

The student has earned 22.3% (25 days divided by 112 days) of the Title IV aid, which equals \$458.49 (loans of \$1,274.00 plus grant of \$782.00 times 22.3%). The student has unearned aid of \$1,597.51 (total aid received of \$2,056.00 minus aid earned of \$458.49) that must be returned to the federal programs. The institution must return \$656.00 (\$844.00 institutional charges times 77.7% unearned aid); all of this will be returned to the Subsidized Stafford Loan. The remaining \$941.51 (unearned aid of \$1,597.51 minus amount institution returned of \$656.00) must be returned by the student. The student must repay \$618.00 (\$1,274.00 received in loan minus \$656.00 returned to loan by institution) to the Subsidized Stafford Loan in accordance with the terms of the loan. The student must return \$162.00 (remaining unearned aid of \$941.51 minus \$618.00 returned to loan funds by student equals \$323.51 multiplied by 50% {students are required to return 50% of unearned grant funds} to the Pell Grant Program).\*

\*Copies of the complete refund policy for Federal financial assistance are available from the Financial Aid office on each campus.

## 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
- e-HOPE, electronic application found on the GSFC website at [www.gsfc.org](http://www.gsfc.org); or
- printable HOPE Scholarship and Grant Application found on the GSFC website at [www.gsfc.org](http://www.gsfc.org).

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's residency requirement (see requirements at [www.gsfc.org](http://www.gsfc.org))
- C. Meet Selective Service registration requirements (see requirements at [www4.sss.gov](http://www4.sss.gov))
- 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 regardless if 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.

- 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.

- 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 Financial Aid office 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.

The HOPE Grant is awarded to students who are enrolled in the One-Year Certificate Programs for Fire Management, Library and Information Science Technology, and Sign Language Interpreting or upon meeting the above criteria for A – C in the list above.

### **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 \$4050, which will be distributed over two semesters. NOTE: This may change for the year. All undergraduate students are eligible to apply for the Federal Pell Grant.

### **Loans**

#### **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 \$2625 for the academic year as a freshman and \$3500 as a sophomore. (NOTE: This may change) All first-time borrowers must have an entrance interview with the Financial Aid office. If a freshman and 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 can complete an Entrance Interview either by completing the Loan Application at the Financial Aid office or on the website [www.gpc.edu/~finaide/printableforms\\_files/loan%20application.pdf](http://www.gpc.edu/~finaide/printableforms_files/loan%20application.pdf), or they can use the website at Georgia Student Finance Authority (GSFA), [www.mapping-your-future.org](http://www.mapping-your-future.org). Students are required to enroll for at least 6 credit hours each semester to maintain 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 enroll for at least 6 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 6 credit hours each semester to maintain eligibility. Dependent students may apply for the unsubsidized loans if the parent has been turned down for the 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 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 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.

## **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 20 hours per week in various departments of the college. Placements are on a first-come, first-served basis if jobs and funding are available. Students currently on Federal Work-Study Program must have a completed file by April 1, in order to be considered for the program for the next award year. All students must enroll at least half time (6 credit hours), make Satisfactory Academic Progress, and clear a criminal background check.

### **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 District 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. Students may apply for financial aid to cover their tuition and fees, if eligible. Veterans who would like more information about applying for benefits should contact the District Financial Aid and Veterans Affairs office on the Clarkston Campus, or visit the website, [www.gpc.edu/~finaide/veterans.htm](http://www.gpc.edu/~finaide/veterans.htm).

## Georgia Perimeter College Foundation Scholarships

Applications and additional information about most of following scholarships are available at the college website at [www.gpc.edu/Foundation/scholarships.htm](http://www.gpc.edu/Foundation/scholarships.htm).

### Emergency Scholarship Fund

#### SGA Emergency Scholarship

*Criteria:* Students must be enrolled with a minimum 2.0 GPA and must have a documented emergency. *Application:* Dean of Student Services (any campus). *Deadline:* March 31. *Scholarship amount:* Varies.

### General Scholarships

#### Alumni Association Scholarship

*Criteria:* Returning student must have completed 20 credit hours with at least a 2.7 GPA and be currently enrolled for at least 12 credit hours. *Application:* Available online. *Deadline:* October 15. *Scholarship amount:* \$820.

#### American Legion Harold Byrd Post 66 Scholarship

*Criteria:* Student must be a veteran or a dependent of a deceased veteran, must have GPA of at least 3.0, and must be enrolled for at least 12 credit hours with a completed FAFSA on file at the Financial Aid office. *Application:* Financial Aid and Veterans Affairs office (any campus) and online. *Deadline:* March 31. *Scholarship amount:* \$250.

#### Ann M. Knight Memorial Scholarship

*Criteria:* Student must be an education or humanities major with a minimum 3.0 GPA and intentions of pursuing a career in public relations, journalism, English, or English education. Student must be currently enrolled, seeking enrollment, or in the process of registering. Student must maintain a 3.0 GPA the semester following receipt of the award. *Application:* Available online and at the Marketing and Public Relations office on the Decatur Campus. *Deadline:* March 31. *Scholarship amount:* Up to \$1,724 (one year's full tuition).

#### Assistance League of Atlanta

*Criteria:* Student must be enrolled for a minimum of six credit hours with financial need and a demonstrated interest in community service, must be a U.S. citizen and have a minimum GPA of 2.5. *Application:* Available online. *Deadline:* November 1. *Scholarship amount:* \$1,000.

#### Charles W. Hall Memorial Scholarship

*Criteria:* Male student on the Clarkston Campus of GPC who is majoring in physical education with an interest in a career in physical therapy, teaching, recreation, therapeutic recreation, exercise science, athletic training or sports medicine must have a minimum GPA of 2.5, have completed at least 10 semester college-level credit hours at the college, and be enrolled full time during the spring semester that the award is to be applied to his account. *Application:* Available online or contact the Physical Education Department at the Clarkston Campus. *Deadline:* November 1. *Scholarship amount:* \$500.

### **Charles E. Warren Memorial Scholarship**

*Criteria:* Fire Management student who has completed at least nine hours at GPC and is enrolled for at least 6 hours during the spring semester should submit completed application, a statement of financial need, and a copy of most recent transcript. Applicants must demonstrate community service and involvement as documented on agency letterhead. Recipient must take at least 6 hours during the fall semester in which the award is given. *Application:* Available online or contact the Fire Management Department. *Deadline:* March 31. *Scholarship amount:* \$250 for tuition and books.

### **Dawn Maltais Memorial Scholarship**

*Criteria:* Female GPC Lawrenceville Campus student must have a minimum 2.5 GPA, have completed at least 10 semester credit hours, and be enrolled full-time. *Application:* Available online. *Deadline:* November 1. *Scholarship amount:* \$350.

### **Dunwoody Second Wind Scholarship**

*Criteria:* Female student enrolled at the Dunwoody Campus who is 25 years of age or older and has completed a minimum of 12 semester hours with a minimum 3.0 GPA. Applicant must be a resident of the state of Georgia, a citizen of the United States, demonstrate financial need and be interested in devoting time to Second Wind activities. *Application:* Dunwoody Campus Second Wind Program advisor. *Deadline:* June 30. *Scholarship amount:* Varies.

### **Evelyn Newcomb Scholarship**

*Criteria:* Female student over the age of 25 must be enrolled for at least eight credit hours, have a GPA of 2.5 or better, and demonstrate financial need. *Application:* Available online. *Deadline:* March 31. *Scholarship amount:* \$250.

### **Executive Women International Scholarship**

*Criteria:* Student must be a US citizen or permanent resident, have a 2.0 GPA and be enrolled for a full load of college-level courses in his or her major. Submit a completed application, statements of financial need, career goals and objectives, two letters of reference, tax returns, official transcript and a copy of student aid application. *Application:* Available online in late February or March. *Deadline:* Varies (see application for exact date). *Scholarship amount:* Up to \$2,000.

### **Jack and Kathleen Thornton Scholarship**

*Criteria:* Must be an incoming GPC student in his/her first year, nominated by recruitment staff. *Application:* Contact GPC Recruitment office. *Deadline:* Varies. *Scholarship amount:* \$500 per year for up to two years.

### **Kito Christian Shane McCurdy Memorial Scholarship for International Students**

*Criteria:* GPC international student (I-20 holder) enrolled at the Dunwoody Campus with a minimum of 2.7 GPA who is currently enrolled in 12 or more semester hours and has completed at least 15 credit hours at GPC and has at least one semester left to complete. Applicant should submit the completed application, a statement of financial need, a letter of recommendation from a member of GPC faculty and a copy of his/her most recent transcript. Recipients may receive this award only once. *Application:* Available online. *Deadline:* March 15. *Scholarship amount:* \$250.

### **Laurie S. Johns Scholarship\***

*Criteria:* Student must be a DeKalb County resident with a 3.0 GPA. *Application:* Available online. *Deadline:* March 31. *Scholarship amount:* \$500.

\* Denotes non-GPC Foundation Scholarship

### **Stone Mountain Woman's Club Lawrenceville Campus Scholarship**

*Criteria:* Female GPC student over the age of 25 enrolled at the Lawrenceville Campus with a minimum 3.0 GPA who is an active member of the Second Wind Club and ineligible for the Pell Grant should submit completed application, a copy of most recent transcript, and a copy of FAFSA Student Aid Report (SAR). *Application:* Contact Lawrenceville Second Wind Program advisor. *Deadline:* March 31. *Scholarship amount:* Up to \$1,500 in tuition and books.

### **Lost Boys of Sudan Foundation Scholar Program**

*Criteria:* Sudanese refugee born between 1/1/73 and 1/1/84 who has been resettled by a Georgia resettlement agency after January 1999 and who can prove he/she is part of the group known as the Lost Boys of Sudan should submit, along with completed application, proof of residence within the state of Georgia for a minimum of 12 continuous months, a letter from the resettlement agency (if possible), a copy of his/her most recent GPC transcript, a copy of his/her most recent FAFSA on file (or proof of application via confirmation number), and two letters of recommendation (using Personal Recommendation Form provided in the application). Students not currently enrolled at GPC should submit transcript from last institution attended and/or proof of GED and/or Form Four Certificate from Kenya. Current GPC students must have proof of GED and/or an official school-leaving certificate indicating completion of Form Four on file. Scholarship recipient must be enrolled for at least three hours (one course) during each semester that award is received and is expected to attend two scholarship events at the college. *Application:* Available online or contact the Office of Institutional Advancement. *Deadline:* Varies (see application). *Scholarship amount:* Up to \$2,150 per year (\$825 per semester for tuition and fees, plus a \$250 book stipend) for up to five years or \$4,300 maximum total.

### **Marvin and Mimi Cole Scholarship**

*Criteria:* GPC student with minimum 2.5 GPA who has completed at least six credit hours at the college and has at least one semester left to complete should submit completed application, a statement of financial need, a letter of recommendation from a member of the GPC faculty and a copy of his/her most recent transcript. *Application:* Available online. *Deadline:* March 31. *Scholarship amount:* \$400.

### **Mary R. Futch Scholarship**

*Criteria:* GPC student with minimum 2.5 GPA who is enrolled for a minimum of seven credit hours should submit a completed application, a statement of financial need, a letter of recommendation from a member of the GPC faculty and a copy of his/her most recent transcript. Student must enroll for a minimum of 9 credit hours during the fall semester in which the award is applied. *Application:* Available online. *Deadline:* March 31. *Scholarship amount:* \$625 in tuition and books.

### **Robinson Scholarship for Single Mothers**

*Criteria:* Student must be a single mother, enrolled at the Decatur Campus as a first year student, African American and a high school graduate or GED holder. With a completed application, students interested should submit a one-page essay explaining in what ways being a single parent influenced a decision to attend GPC including future plans after attending GPC. The applicant must also submit an official copy of her high school/college transcript or a copy of her GED certificate. *Application:* Available online. *Deadline:* September 1. *Scholarship amount:* \$500.

### **Stone Mountain Optimist Club Scholarship**

*Criteria:* Incoming student must be a graduate of Stone Mountain High School or Redan High School. *Application:* Contact Stone Mountain High School or Redan High School (counselors' office). *Deadline:* March 31. *Scholarship amount:* \$1,000.

## **Athletics Scholarship**

### **ALTA Tennis Scholarship**

*Criteria:* Student athlete must be a U.S. citizen who resides in the seven-county metropolitan area, meet the requirements for admission into GPC, maintain a 2.0 GPA and have financial need. *Application:* Director of Athletics. *Deadline:* Varies. *Scholarship amount:* \$1,000.

## **Chemistry Scholarship**

### **Dr. Judy C. Johnston Scholarship**

*Criteria:* Student must have successfully completed prerequisites for enrollment into organic chemistry sequence with overall GPA of 3.0 or better and must be committed to taking organic chemistry, CHEM 2461 and CHEM 2462, at GPC. *Application:* Available online or contact Science Department. *Deadline:* March 1. *Scholarship amount:* \$350.

## **Dental Hygiene Scholarships**

### **Atlanta Dental Hygienist Society Scholarship**

*Criteria:* Academic standing, first year student. *Application:* Chair of Dental Hygiene Department. *Deadline:* Award is made at the end of the second semester of enrollment. *Scholarship amount:* \$200.

### **Georgia Dental Education Foundation Scholarship**

*Criteria:* Academic standing, first year student. *Application:* Chair of Dental Hygiene Department. *Deadline:* Award is made at the end of the second semester of enrollment. *Scholarship amount:* \$500.

### **Sigma Phi Alpha Scholarship**

*Criteria:* Academic standing, first year student. *Application:* Chair of Dental Hygiene Department. *Deadline:* Award is made at the end of the second semester of enrollment. *Scholarship amount:* \$150.

### **Wilmer Eames Study Group Scholarship**

*Criteria:* Dental Hygiene student who is a resident of Georgia, has completed DHYG 1927, has a minimum 3.0 GPA overall, and has financial need should submit, with a completed application, a current transcript and written essay. *Application:* Available online or contact the Dental Hygiene Department. *Deadline:* November 1. *Scholarship amount:* \$250.

## **Distance Learning Scholarship**

### **Distance Learning Scholarship**

*Criteria:* GPC student with GPA of 2.5 or better who is currently enrolled for at least 9 credit hours in at least one online or teleweb class at the college. Nominators should submit a recommendation from the student's distance education professor and a one-page statement from the student articulating his/her experience and the value of distance education. *Application:* Contact the Decatur Campus Office of Educational Affairs. *Deadline:* May 1. *Scholarship amount:* \$250.



## Education Scholarships

### Cleone Rhodes Alford Memorial Scholarship

*Criteria:* Sophomore education major with at least a 3.5 GPA must submit, in a legal sized envelope, a completed application, a copy of most recent transcript(s), a resume, a biography, and other supporting information. Email applications and documents will not be accepted. *Application:* Available online or contact the Humanities Department. *Deadline:* March 31. *Scholarship amount:* \$250.

### Jim Cherry Scholarship\*

*Criteria:* DeKalb County High School graduate must have completed EDUC 1603 and 40 credits toward a degree in education with a 2.8 GPA and have a completed FAFSA on file in the Financial Aid office. *Application:* Financial Aid office (any campus). *Deadline:* March 31. *Scholarship amount:* \$1,000.

### Johnnie Ray Williams Scholarship

*Criteria:* Teacher education major with at least a 2.5 GPA and a minimum of 18 semester hours toward an associate's degree must have successfully completed or be currently enrolled in EDUC 1603 and demonstrates a sense of volunteerism by participating in a minimum of 20 hours of community service in the area of education prior to application deadline. Letter of verification declaring the volunteer work required. *Application:* Available online or contact the Humanities Department (any campus). *Deadline:* October 15. *Scholarship amount:* \$250.

### Wanda Birchfield Manko Scholarship

*Criteria:* Declared teacher education major on the Lawrenceville Campus of GPC with a minimum GPA of 2.7 who has completed at least 30 semester college-level credit hours at the college, including EDUC 1603. Recipient must be enrolled full-time during the semester that award is received. *Application:* Available online. *Submission dates:* May 15 - May 20. *Scholarship amount:* \$300.

## ESL Scholarships

### Beverly Benson Scholarship

*Criteria:* This scholarship is awarded to a current or former student in the English as a Second Language Program at GPC. The award is based on length of time in ESL, progress through ESL, GPA, and obstacles overcome in persevering to continue his or her education. *Application:* Nominations must come from ESL faculty. *Deadline:* Spring Semester. *Scholarship amount:* \$200.

### Elisabeth Lautemann Memorial Scholarship

*Criteria:* Clarkston Campus student who has completed at least one semester of ESL and is a parent with financial need. *Application:* Clarkston Campus ESL Department. *Deadline:* March 31. *Scholarship amount:* \$250.

## Fine Arts Scholarship

### Ed and Marion Bramlette Fine Arts Scholarship

*Criteria:* GPC student majoring in Art (Art History or Studio Art) who has a minimum 2.5 GPA, is enrolled full time (12 hours or more) at the college, and has completed the core Art courses (Basic Drawing I & II, 2D and 3D Design), should submit with the completed application a copy of his/her most recent transcript and a portfolio of recent work. Recipient must be enrolled full-time during the semester that award is received. Contact Fine Arts Department for portfolio requirements. *Application:* Fine Arts Department. *Deadline:* November 3. *Scholarship amount:* \$500 for tuition, books and living expenses.

\* Denotes non-GPC Foundation Scholarship

## Honors Scholarships

### Alice Jacoby Egan Scholarship

*Criteria:* Dunwoody Campus Honors student must be enrolled in at least one Honors course, must have completed three Honors courses, must have at least a 3.0 GPA, and must have demonstrated excellence or outstanding leadership ability in extracurricular activities. *Application:* Available online or contact the Dunwoody Campus Honors Program Coordinator. *Deadline:* March 31. *Scholarship amount:* \$250.

### Camille Colvin Scholarship

*Criteria:* GPC student who has completed at least 40 hours of college transfer courses, a sophomore, Phi Theta Kappa member (Chi Pi Chapter) and nominated by a member of the GPC faculty should apply. Award is based on academic achievement (highest cumulative GPA). *Application:* Clarkston Humanities Department. *Deadline:* Varies. *Scholarship amount:* Varies.

### Eddie Butcher Scholarship

*Criteria:* Clarkston Campus student, nominated by Honors faculty, who has completed at least three Honors courses and has an overall GPA of at least 3.3. *Application:* Clarkston Campus Honors Program. *Deadline:* Varies. *Scholarship amount:* \$200.

### Diane P. Jennings Scholarship

*Criteria:* Clarkston Campus Honors student who has a 3.3 GPA or higher after completing Introduction to Political Science and World History and shows knowledge of current political events with an emphasis on civil rights and service to the college and community should apply. Students must be nominated by a member of the GPC faculty. *Application:* Clarkston Campus Honors Program Coordinator. *Deadline:* Varies. *Scholarship amount:* \$250.

### J. Fred Hill Decatur Honors Scholarship

*Criteria:* Decatur Campus Honors student who has taken at least two Honors courses, has an overall GPA of at least 3.3, demonstrates a love of reading, raises stimulating questions in Honors classes and promotes intellectual discussion, has demonstrated service to the campus or to the Honors Program, and is enrolled at the college in the spring semester for at least nine credit hours at the receipt of the award. *Application:* Decatur Campus Honors Program Coordinator. *Deadline:* March 1. *Scholarship amount:* \$200.

### Lawrenceville Honors Scholarship

*Criteria:* Lawrenceville Campus student must have completed at least three Honors classes, have an overall GPA of at least 3.3, must contribute actively to the intellectual milieu in Honors classes, and be enrolled at the college during the semester for which the scholarship is designated. *Application:* Lawrenceville Campus Honors Program Coordinator. *Deadline:* November 1 for fall semester, March 1 for spring semester. *Scholarship amount:* \$200.

## Joint Enrollment Scholarship

### Grace McNamara Scholarship

*Criteria:* Clarkston Campus Joint Enrollment student who has completed at least nine semester hours of college-level course work with a minimum 3.0 final grade in each course should submit completed application with two letters of recommendation from two members of GPC faculty and an applicant letter (250 words or less) addressing reasons for consideration for this scholarship. Student must be enrolled and in good standing at the Clarkston Campus during the semester that the award is received. *Application:* Clarkston Campus Joint Enrollment office or Financial Aid office. *Deadline:* March 15. *Scholarship amount:* \$250.

## Mathematics Scholarships

### F. Lane Hardy Scholarship

*Criteria:* Full-time rising sophomore who is interested in mathematics, has GPA of at least 3.0 after completing three college-level mathematics courses, or a GPA of at least 2.0 after completing five college-level mathematics courses. *Application:* Available online. *Deadline:* March 1. *Scholarship amount:* \$300.

### Girija Honkan Engineering Textbook Scholarship

*Criteria:* Sophomore/second-year Engineering major on any campus of GPC with demonstrated financial need and an overall GPA of at least 2.7. Student must have earned 30 or more credit hours and plans to enroll or is currently enrolled in at least one engineering course at GPC, or has at least one engineering course with a grade “C” or better. Recipient must be enrolled for at least three credit hours during semester of the award. *Application:* Available online or contact the Mathematics Department (any campus). *Deadline:* March 31. *Scholarship amount:* \$250 for books only.

### Larry Landis Henly Memorial Scholarship

*Criteria:* Decatur Campus student, nominated by faculty, who has received the Outstanding Achievement Award for Mathematics in Calculus. *Application:* Decatur Campus Mathematics/Science Department. *Scholarship amount:* \$150.

### Learning Support Mathematics

*Criteria:* GPC student, nominated by a faculty member, who exhibits exemplary scholarship in and love of mathematics and shows promise in other academic studies. *Application:* Mathematics Department or Financial Aid office (any campus). *Deadline:* Varies. *Scholarship amount:* \$300.

## Nursing Scholarships

### Gayle Brunelle Scholarship

*Criteria:* First- or second-year nursing student who is at least 25 years of age and demonstrates evidence of financial need, has a GPA of at least 2.5, has an exam average of 75 or greater in current nursing course, and includes recommendation from clinical instructor with completed application. *Application:* Nursing Advisement office. *Deadline:* October 1 - November 15. *Scholarship amount:* \$250.

### Agnes Delehanty Memorial Scholarship

*Criteria:* Rising second-year nursing student with GPA of at least 2.7 who is enrolled full-time must submit a statement of financial need, a letter of recommendation from a member of the GPC nursing faculty, and a copy of his/her most recent tax return (or suitable substitution). *Application:* Nursing Advisement office. *Deadline:* January 7 - March 31. *Scholarship amount:* \$500.

### Anne Tidmore Scholarship

*Criteria:* Second-year nursing student must demonstrate academic excellence with a GPA of at least 3.0, an exam average in current nursing course of 80 or greater, and include recommendation from clinical instructor with completed application. *Application:* Nursing Advisement office. *Deadline:* February 1 - March 31. *Scholarship amount:* \$250.

### Georgia Cancer Specialists Scholarship

*Criteria:* Rising second-year nursing student with demonstrated financial need who is interested in oncology nursing must write an essay describing personal interest in working with cancer patients. Student must have a GPA of at least 2.5, an exam average of 75 or higher in current nursing course, and must include recommendation from clinical instructor with completed application. *Application:* Nursing Advisement office. *Deadline:* February 1 - March 31. *Scholarship amount:* \$600.

### **GPC Nursing Alumni Association Scholarship**

*Criteria:* First-year nursing student with financial need and a GPA of at least 2.7 in current nursing courses should submit copy of completed SAR/FAFSA and letter of recommendation from nursing faculty member with completed application. Student must be enrolled during third and fourth semesters in the Nursing Program to receive award. *Application:* Nursing Advisement office. *Deadline:* February 1 - March 31. *Scholarship amount:* \$500 (\$250 per semester).

### **Gynecology and Obstetrics Scholarship**

*Criteria:* Nursing student with demonstrated financial need and established potential for success in the Nursing Program. Student must have a GPA of at least 2.5, an exam average of 75 or better in the current nursing course, and must include recommendation from clinical instructor with completed application. *Application:* Nursing Advisement office. *Deadline:* October 1 - November 15. *Scholarship amount:* \$250.

### **Stella Manko Scholarship**

*Criteria:* Rising sophomore must demonstrate satisfactory progress in the Nursing Program with a GPA of at least 2.5, an exam average of 75 or better in current nursing course, and include recommendation from clinical instructor with completed application. Student must demonstrate dedication to the nursing profession by evidence of professional activities and volunteering in the community. *Application:* Nursing Advisement office. *Deadline:* February 1 - March 31. *Scholarship amount:* \$275.

### **National Association of Chinese Americans (NACA) Scholarship**

*Criteria:* GPC nursing student of Asian descent who has successfully completed first semester of the Nursing Program with a minimum GPA of 3.0 and a NET score at the national average. Student must be fluent or reasonably proficient in the (spoken) Chinese language. Applicant should submit, with completed application, two letters of recommendation/reference, one from a member of GPC faculty and one from elsewhere, a copy of their most recent FAFSA or SAR report and most recent tax returns, and an essay of 200 words or less explaining why they have chosen the nursing profession. *Application:* Nursing Advisement office. *Deadline:* November 25 - December 5. *Scholarship amount:* \$500.

### **Northlake Regional Medical Center Scholarship**

*Criteria:* First- or second-year nursing student must demonstrate financial need and potential for success in the Nursing Program. Student must have a GPA of at least 2.5, an exam average of 75 or higher in current nursing course, and include recommendation from clinical instructor with completed application. *Application:* Nursing Advisement office. *Deadline:* October 1 - November 15. *Scholarship amount:* \$300.

## **Nursing Scholars Programs**

### **DeKalb Medical Center Scholars Program**

*Criteria:* GPC nursing students with minimum grade point average of 3.0 and (if applicable) a score at or above the national average on the NET Test. Must be willing to work at the DeKalb Medical Center a year for each year the DMC offers financial support. Student must be dedicated to the nursing profession as evidenced by a willingness to participate in the service initiatives of the scholarship. *Application and Deadline:* Nursing Advisement office for applications, deadlines, and information about the screening process for this Scholars Program. *Scholarship amount:* \$2,000 annually for tuition, books and living expenses, plus paid Nurse Extern experiences at DeKalb Medical Center.

### **Emory Eastside Medical Center Scholars Program**

*Criteria:* Student with a 3.0 GPA and demonstrated evidence of community service in the previous five years. Per contract, student must agree to work at EEMC for one full year following graduation and will have the opportunity to participate in EEMC's Nurse Graduate Program while in school. *Application and Deadline:* Nursing Advisement office for applications, deadlines, and information about the screening process for this Scholars Program. *Scholarship amount:* \$2,500 for tuition, fees, books, equipment, supplies and living expenses.

### **Emory Hospitals Scholars Program**

*Criteria:* GPC students who are in the first or second year in the Nursing Program with a minimum grade point average of 2.5, a score at or above the national average on the NET Test, and willing to work at one of the Emory hospitals (Emory Hospital, Crawford Long Hospital, Wesley Woods Geriatric Hospital) for two years immediately following graduation from the Nursing Program. Students must be dedicated to the nursing profession as evidenced by willingness to participate in the service initiatives of the Scholars Program. *Application:* Nursing Advisement office for applications, deadlines, and information about the screening process for this Scholars Program. *Deadline:* August 16. *Scholarship amount:* Up to \$3,000 annually for tuition, book allowance, and living expenses, plus opportunity for employment as Nurse Extern.

### **Gwinnett Health System Scholars Program**

*Criteria:* First- or second-year nursing students in the GPC Nursing Program with a minimum 2.5 GPA should provide, with completed application, official transcripts from GPC, verification letter from GPC regarding proposed date of graduation, an essay reflecting why they have chosen nursing as a profession, and two signed letters of reference (must be from previous or present instructors and/or employers, not personal friends or relatives). *Application and Deadline:* Nursing Advisement office for applications, deadlines, and information about the screening process for this Scholars Program. *Scholarship amount:* \$2,500 for tuition, books and living expenses, plus the opportunity to participate in Nurse Extern Program and interview for employment at time of graduation (No contract to sign).

### **Hospital Corporation of American/Hispanic Scholarship Fund (HCF/HSF)**

*Criteria:* First-year students of Hispanic heritage entering GPC with intention to enter and complete the Nursing Program with a minimum GPA of 3.0, community service experience and financial need are eligible. Recipients will be expected to enter into a commitment to work at a HCA hospital facility for at least two years after college graduation. *Application:* Nursing Advisement office for applications, deadlines, and information about the screening process for this Scholars Program. *Deadline:* June 1. *Scholarship amount:* \$2,000.

### **Kaiser Permanente Scholars Program**

*Criteria:* GPC nursing students who submit completed application, resume, transcripts from most recent school attended, letter showing current acceptance into the GPC registered Nursing Program, three letters of recommendation from individuals who know of student's leadership and commitment to the field of nursing, essay describing why student has chosen nursing as a career, and essay describing how student will benefit from the Kaiser Permanente Nursing Scholarship. *Application and Deadline:* Nursing Advisement office for applications, deadlines, and information about the screening process for this Scholars Program. *Scholarship amount:* \$5,000 to be used for tuition, fees, books, equipment, supplies and living expenses.

### **Piedmont Hospital Scholars Program**

*Criteria:* First-year nursing students in the GPC Nursing Program with a minimum 3.0 GPA, and with a positive and professional attitude and dedication to the nursing profession, should provide, with completed application, a copy of official GPC transcript and two letters of recommendation. Students are required to make a two-year commitment to Piedmont Hospital as an RN. *Application and Deadline:* Nursing Advisement office for applications, deadlines, and information about the screening process for this Scholars Program. *Scholarship amount:* \$8,000 (\$2,000 per semester) for tuition, books and living expenses.

### **Saint Joseph's Health System Scholars Program**

*Criteria:* Students must have completed their first year GPC Nursing Program with an overall GPA of at least 2.5 and an exam average of at least 75. With completed application, students must submit a copy of application, a copy of their most recent tax returns and a statement of financial need, and two letters of recommendation from members of the GPC Nursing faculty outlining their impressions of the student's attendance record, level of commitment to the program and general work ethic. The application will include questions about the student's full/part-time work experience and extracurricular activities. *Application and Deadline:* Nursing Advisement office for applications, deadlines, and information about the screening process for this Scholars Program. *Scholarship amount:* \$3,000 per year.

## **Study Abroad Scholarships**

### **Aleyamma George Memorial Scholarship**

*Criteria:* Student must have a minimum GPA of 2.0 and be registered for at least nine credit hours for the Study Abroad Program to India. To apply, a student must complete an application accompanied with an unofficial transcript and one letter of recommendation from a former or current professor, employer or mentor. *Application:* Contact the GPC International Center. *Deadline:* February 28. *Scholarship amount:* \$250.

### **David & Anita Kaufman Study Abroad Scholarship**

*Criteria:* GPC student who intends to study abroad at Conversa in Costa Rica, has a minimum GPA of 3.0, and is planning a career in one of the health professions should submit an application with a letter of acceptance into the Costa Rica Program from the Study Abroad Program leader, a copy of most recent transcript, two letters of support from members of GPC faculty, a copy of most recent tax return (or suitable substitution) and a brief one-page essay describing why this scholarship would be important to his or her education. *Application:* Available online or contact the Nursing Advisement office. *Deadline:* February 1. *Scholarship amount:* \$250.

# Academic Policies and Procedures

General Information .....	66
Academic Placement .....	67
English and Reading.....	68
Mathematics .....	68
Honors Program .....	69
Learning Support .....	70
English as a Second Language .....	73
Registration Procedure .....	74
Drop/Withdrawal Policies .....	75
Standards for Academic Honesty .....	78
Academic Records.....	78
Grades.....	78
Audit Courses.....	79
Academic GPA.....	80
Dean's List .....	81
Grade Appeal Policy/Procedure.....	81
Repeating Courses.....	83
Academic Renewal.....	83
Academic Status .....	84
Graduation .....	86
Regents' Test.....	87

# ACADEMIC POLICIES AND PROCEDURES

## 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 2006-2008 may be found in the front of this *Catalog*. 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 11-week basis with courses offered in two 5-week terms or in the full 11-week term. A student may register for combinations of terms in order to optimize scheduling.

### Half Semester Classes

Some departments offer accelerated classes that meet for seven weeks during the fall and spring semesters and for 5 weeks during the summer session. These classes cover the same material that is covered in the regular full-term 15-week classes in the fall and spring semesters and in the full-term 11-week classes in the summer session so they move very fast. These classes are available for those students who have the necessary time available to satisfy the requirements of the class. The purpose of these half-semester classes is to allow students to take a sequence of classes in one semester. For example, a student could take SPAN 1001 in the first half of the semester and SPAN 1002 in the second half of the semester. However, not all campuses or all departments offer half semester classes in all courses. If half semester classes are offered, they will be listed at the end of the full semester classes for the course. Be sure to scroll down to the end of the list of classes if you are interested in taking a half semester class. Check the Schedule of Classes at [www.gpc.edu/~acadaff/Schedules/index.php3](http://www.gpc.edu/~acadaff/Schedules/index.php3) carefully to be sure you have chosen the correct class.

### 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 thirty 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 instances, however, when students are 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 Request for Change of Personal Information Form available at any campus Enrollment and Registration Services office. Documentation to support this change may be required.

## **Academic Placement**

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

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 District Coordinator of Testing to discuss their needs.

## 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 I verbal score of 480 or above or national ACT English score of 20 or above *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 three years;
- 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 three years 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 three years, *and* have those placement scores recorded on their transcripts.

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

Students must exit or exempt both Learning Support English and reading to enroll in ENGL 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 who have exempted Learning Support mathematics at another University System of Georgia institution within the last three years;
- 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 three years 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 three years, *and* have those placement scores recorded on their transcripts.

Students who have begun but not exited Learning Support mathematics within the last three years 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.

Honors courses provide students the opportunity to do in-depth study with enriched content through research projects geared to each discipline. A number of these courses incorporate an interdisciplinary feature called “clustering.” In these classes, students jointly register for two courses in which the professors have created syllabi and assignments that complement each other.

### **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 work done at Georgia Perimeter College. Entering freshmen with a high school GPA of 3.50 or a composite national SAT score of 1200, a verbal score of 650, or a math score of 620 are eligible to participate. Students who have taken the national SAT I and have a composite score of 1200, a national SAT I verbal score of 650, or a national SAT 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 and Finalists, 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 twelve (12) 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 twelve (12) 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 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.

Honors courses are offered in the following subject areas:

Accounting	Education	Philosophy
Anthropology	English Composition	Political Science
Astronomy	Film	Psychology
Business	Geography	Religion
Communication	History	Sociology
Economics	Literature	Spanish

## **Learning Support**

In keeping with the admission policy of Georgia Perimeter College, students who need a wide variety of Learning Support courses may be admitted to the college. 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 policy 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.

### **20-Hour Rule**

Students must be enrolled in required Learning Support courses before being allowed to take college-level course work, and students may not accumulate more than 20 hours of college-level credit before completing all Learning Support requirements. Credit hours are cumulative within the Regents’ System.

Transfer students from non-University System of Georgia colleges may earn up to 20 additional 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.

## **Exit Policy**

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 must repeat that course.

## **Attempts**

Students may take a maximum of 12 semester hours or three semesters, whichever occurs first, in any Learning Support area. 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 three attempts or twelve semester hours, whichever occurs first, will be suspended from Georgia Perimeter College and all University System institutions for three years. Attempts are cumulative within the Regents’ System.

## **Learning Support Suspension Appeal Policy – English and Reading**

Prior to suspending a student who has not exited Learning Support English or reading within the three attempts or twelve-semester hour limit, the student may appeal for one additional attempt. Appeal forms are available through Advising and Counseling Services on each campus. To be eligible for an appeal, the student must

- be individually evaluated and determined to have a reasonable chance of success,
- be in an exit level course, and
- have reached the limit in only *one* Learning Support area. (This includes English, reading, and mathematics.)

If granted the additional attempt, the student may enroll in only the Learning Support course involved. Exception: Students on their fourth attempt may register for two activity PE classes or HEDS 1011 in order to have 6 hours for financial aid purposes. Note that students on their fourth attempt may not register for the required Learning Support class in the first half term along with other classes in the second half term to make a full class load.

A student who is granted an appeal for a fourth attempt in an area may continue attempting the Learning Support course with grades of “W” as long as the attempts are sequential. If a student sits out for more than one term, the appeal is invalid and the student is suspended for three years. A student who does not successfully exit the area after the additional attempt will be suspended for three years.

A student whose appeal is denied will be suspended for three years.

## **Learning Support Suspension Appeal Policy – Mathematics**

Prior to suspending a student who has not exited Learning Support mathematics within the three attempts or twelve-semester hour limit, the student may appeal for up to two additional attempts. For each additional attempt, the student must

- be individually evaluated and determined to have a reasonable chance of success,
- be in an exit level course, and
- have reached the limit in only *one* Learning Support area. (This includes English, reading, and mathematics.)

During the semester of the first additional attempt, the student may enroll in courses other than Learning Support (subject to the 20-hour limit on the number of credit hours a student may earn before exiting Learning Support). If granted the appeal for the second additional attempt in mathematics, the student may enroll in *only* MATH 0098. Exception: Students on their fifth attempt in mathematics may register for two activity PE classes or HEDS 1011 in order to have 6 hours for financial aid purposes. Note that students on their fifth attempt may not register for the required Learning Support class in the first half term along with other classes in the second half term to make a full class load.

A student who is granted an appeal for a fourth or fifth attempt in mathematics may continue attempting MATH 0098 with grades of W as long as the attempts are sequential. If a student sits out for more than one term, the appeal is invalid, and the student is suspended for three years. A student who does not successfully exit the area after the additional attempts will be suspended for three years.

A student whose appeal is denied will be suspended for three years.

## **Readmission from Learning Support Suspension**

Students admitted to GPC after completing a three-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 per Learning Support area. Students admitted under this provision are subject to the 20-hour limit on college-level coursework and may not take credit work if they have earned 20 credit hours during their previous period(s) of enrollment.

Students suspended from the institution without completing Learning Support requirements may not be exempted from the Learning Support course requirements through transfer of course credit unless they are eligible for transfer admission under the institution's regular transfer admission policies. (Note: Transfer students must have 30 hours of college-level transfer credit.)

## 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

Entering students who are non-native speakers of English and who score below 480 on verbal section of the national SAT I (or below 20 on the national English ACT) are required to take the ESL Placement Test, unless transfer credit for ENGL 1101 has been accepted by Georgia Perimeter College and the transfer student has no CPC deficiency in English. Students whose scores on the ESL Placement Test indicate they do not need ESL courses may enroll in ENGL 1101, English Composition I. Students whose scores require placement into the ESL Program must take the appropriate ENSL courses and see an advisor before registration.

### 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, Dunwoody, and Lawrenceville Campuses. The following is a list of the courses that are offered in the ESL Program at Georgia Perimeter College:

ENSL 0070	Integrated Skills I	4 hours
ENSL 0071	Applied Grammar I	3 hours
ENSL 0072	Academic Communication Skills I	3 hours
ENSL 0080	Integrated Skills II	4 hours
ENSL 0081	Applied Grammar II	3 hours
ENSL 0082	Academic Communication Skills II	3 hours
ENSL 0090	Academic English	6 hours
ENSL 0091	Applied Grammar III	3 hours

### Prerequisites for College-Level Classes

Students who are enrolled in ENSL courses are restricted by college policy 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 college prerequisite policy.

### Registration

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

## 20-Hour Rule

Students in the ESL Program may not accumulate more than 20 hours of college-level credit before completing all ESL and Learning Support mathematics requirements. Any ESL student who accumulates 20 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 20 additional hours of college-level credit. After earning 20 additional hours at Georgia Perimeter College without meeting ESL Program exit requirements and Learning Support mathematics requirements, the student may enroll only in ESL courses or in Learning Support mathematics courses.

## ESL Withdrawal Policy

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/Learning Support mathematics course before mid-term also will be withdrawn from all college-level courses.

## Academic Progress Policy

Students in the ESL Program are required to earn a grade of “C” or higher in each individual ESL course in a maximum of three attempts per course before a penalty is imposed (described below). The only grade that does not count as an attempt in an ESL course is “W.”

## Academic Status

Any ESL student who does not earn a grade of “C” or higher in an individual ESL course (ENSL 0070, 0071, 0072, 0080, 0081, 0082, 0090, or 0091) in a maximum of three attempts in the course is suspended from Georgia Perimeter College for one semester and is not permitted to take any courses. After three attempts and the suspension of one semester, students will have one additional attempt to pass the course. If such a student does not pass the required course after the fourth attempt, he or she will be excluded from the institution.

## Exit Policy

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, [www.gpc.edu](http://www.gpc.edu). 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

GPC no longer recognizes the practice formerly known as "Instructor-initiated withdrawals," except for Learning Support, Regents' Test Preparation, English as a Second Language courses and Drops for Non-Attendance (No Show) as described below.

### Drop for Non-Attendance (No Show)

Students who *never attend* a class and *never log-in* for a distance learning class by one week past the last drop-add day will be reported for non-attendance, also referred to as "no show." Students who do not drop a class during the schedule adjustment period (drop/add days) 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, English as a Second Language, or Regents' Test Preparation 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.

### Automatic Withdrawals

- Learning Support Courses
- Regents' Test Preparation 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), English as a Second Language courses (those beginning with ENSL prefix), or Regents' Test Preparation courses (beginning with a RGTR or RGTE prefix) AND collegiate level (1000 or 2000-level) courses must adhere to published attendance policies for Learning Support, English as a Second Language, and Regents' Test Preparation courses in order to remain enrolled in their collegiate level courses. Any student who violates the published attendance policy of a required Learning Support, English as a Second Language course or Regents' Test Preparation 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.

## Student-Initiated Withdrawals

Georgia Perimeter College encourages students to complete all courses for 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 chair, or advisor. Alternative solutions may be found in order to avoid the 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), English as a Second Language (those beginning with ENSL prefix), or Regents' Test Preparation courses (beginning with a RGTR or RGTE prefix) have additional considerations that may be affected by withdrawal decisions; they are described in detail below.

## 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.

## Course Withdrawals

***The responsibility for withdrawal from courses rests with the student.*** A withdrawal form cannot be processed if a student has an outstanding balance due to the college. Instructors will not withdraw students except as outlined under the automatic withdrawal section of the policy. Students who stop attending a course without formally withdrawing 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.
- Obtain a Withdrawal Form from the campus Enrollment and Registration Services office or download from the website at [www.gpc.edu/Request](http://www.gpc.edu/Request).
- Confer with the course instructor, department chair or a college advisor to determine if withdrawal can be avoided; this individual should sign the Withdrawal Form if withdrawal is found to be the only solution.
- Obtain a signature from the Financial Aid office if required.
- Submit Withdrawal Form with all required signatures to the Enrollment and Registration Services office.

### 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, English as a Second Language, and Regents' Test Preparation courses who officially withdraw receive a grade of "W."
- Students taking a mixture of both required Learning Support, English as a Second Language, and Regents' Test Preparation courses and collegiate-level courses will not be allowed to withdraw from any Learning Support, English as a Second Language, and Regents' Test Preparation course unless they also withdraw from all collegiate level courses.

### **After midpoint of course**

Students who withdraw after the mid-point have until 7 days prior to the end of the semester to submit a Withdrawal Form for a grade of “WF.” During the last 7 days, no withdrawal forms will be accepted for processing. There are circumstances whereby a student can petition for a hardship withdrawal. See section on Hardship Withdrawals in this *Catalog*.

### **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 Form must be completed. Course withdrawal policies are also applicable to college withdrawals.

### **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 Form.

### **Hardship Withdrawals**

Hardship Withdrawals are rare and granted only in extraordinary circumstances.

- A hardship withdrawal may be requested for all courses in which the student is enrolled (e.g., college withdrawal) or only for a specific course. For example, a serious medical emergency might require a student to withdraw from all classes for the semester, but a minor medical condition might necessitate withdrawal only from a physical education course or science laboratory section.
- A request for hardship consideration must be made to the campus Dean of Academic Services after the hardship occurs, but no later than the seventh week of the following semester. Exceptions may be made for extenuating circumstances.
- All requests for hardship consideration must be in writing, and include appropriate documentation of the hardship circumstance from a verifiable source (e.g. hospital or court records).
- The Dean of Academic Services in consultation with the department chair(s) and/or faculty member(s) teaching the course(s) for which the hardship withdrawal is being requested must approve all hardship withdrawals. Hardship withdrawals also require review by Financial Aid to determine if any repayment of funds may be required.
- If the hardship withdrawal is approved, the student will receive a grade of “W” in the relevant course(s) for the term requested.
- The decision on a hardship withdrawal by the campus Dean of Academic Services will be communicated to the student, faculty member(s), department chair, and the Enrollment and Registration Services office.
- The official date of withdrawal will be the last date the student attended class.
- If the campus Dean of Academic Services does not approve the hardship withdrawal, the student may appeal to the campus Provost, whose decision is final.

## Standards for Academic Honesty

In accordance with policies and procedures regarding Academic Honesty (see *Student Handbook*), cheating and plagiarism are unacceptable in attempting to fulfill academic assignments (see *Student Handbook* 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. Please see the *Student Handbook* 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 at the website, [oscar.gpc.edu](http://oscar.gpc.edu).

### Request for Official Georgia Perimeter College Transcript

Upon written request, an official Georgia Perimeter College hand-carried transcript or an official mailed transcript is available to the student as required by Family Education Rights and Privacy Act (FERPA) regulations. Instructions are available online at [www.gpc.edu/Academics/transcript/](http://www.gpc.edu/Academics/transcript/) 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:

A	90-100	Excellent
B	80-89	Good
C	70-79	Average

A grade of "C" is the minimum grade required for certain courses, as specified in these sections of this *Catalog*: Programs of Study and Course Descriptions.

D	60-69	Poor
---	-------	------

A grade of "D," while giving hours credit, will not apply toward the degree in courses requiring a "C" or better.

F	Below 60	Failure
---	----------	---------

WF	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 Joint Enrollment students will be recorded as letter grades based on the college grading system. College instructors will not issue numerical grades.

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

W	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 English as a Second Language courses 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, with the appropriate department chair, and with the campus registrar. 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.
V	Audit
	No credit is given to a student who audits a course (see Audit Courses).

**RGTR and RGTE courses only**

S	Pass Regents’ Test
U	Unsatisfactory

## Audit 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 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 may be 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.

$$(\text{Credit hours} \times \text{Grade Points} = \text{Quality Points})$$

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	Quality Points
ENGL 1101	B	3	$\times 3$	= 9
MATH 0098	C%	0	$\times 0$	= 0 (not used)
PSYC 1101	C	3	$\times 2$	= 6
COMM 1201	A	3	$\times 4$	=12
PHED 1063	W	0	$\times 0$	= 0 (not used)
Totals		9		27
		<b>GPA</b>	<b><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.

$$(\text{Total Quality Points} \div \text{Total Credit Hours} = \text{Cumulative GPA})$$

## 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 9 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, which 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 Dean of Academic Services.
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 Dean of Academic Services and delivered within 5 working days from the receipt of the department chair's decision.
6. The Dean of Academic Services will determine the validity of the grade appeal. If the Dean of Academic Services rules that the issue is not a valid grade appeal issue, the appeal goes no further. If the Dean of Academic Services rules that the issue is valid, then the grade appeal procedure will continue according to the following steps. The decision of the Dean of Academic Services regarding continuation of the grade appeal procedure is final.
7. The Dean of Academic Services shall appoint a Grade Appeal Committee comprised of:  
Voting Members (five members):
  - (1) A committee chairperson appointed by the Dean of Academic Services.
  - (2) The campus Dean of Student Services or his/her designee.
  - (3) A faculty member appointed by the department chair to represent the department/discipline involved in the appeal.

- (4) A faculty member appointed by the Campus Dean of Academic Services. 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.
- (5) 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):

- (1) 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.
  - (2) 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 Dean of Academic Services 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 Dean of Academic Services.
  9. After receiving the student's or instructor's written appeal, the Dean of Academic Services 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.
    - a. 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.
    - b. 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 Dean of Academic Services who presents the findings and the decision to the student, instructor and department chair. The Dean of Academic Services will implement the decision of the Grade Appeal Committee unless one of the parties wishes to appeal the grade appeal procedure.
    - c. The committee maintains and forwards informal minutes of all proceedings to the Dean of Academic Services. These shall be available to the Discipline Dean, the Vice President for Educational 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 Educational Affairs. The Vice President for Educational Affairs will determine if the grade appeal procedure was followed appropriately. The Vice President for Educational 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.

## **Academic Renewal**

### **Policy**

This policy 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 5 calendar years.

Former Developmental Studies/Learning Support students may apply for academic renewal only if they successfully completed all Developmental Studies/Learning Support requirements prior to the commencement of the five-year absence.

### **Implementation**

- A. All previously attempted coursework continues to be recorded on the student's official transcript.
  - 1) A renewal GPA is begun when the student resumes taking coursework following approval for academic renewal.
  - 2) The academic renewal GPA will be used for determining academic standing and eligibility for graduation.
    - a) To earn a degree, a student must meet all graduation requirements after acquiring academic renewal status.
    - b) At least 50% of work toward a degree must be completed after the granting of academic renewal status for a student to be eligible for honors at graduation.
  - 3) Academic credit for previously completed coursework, including transfer coursework, will be retained only for courses in which an "A," "B," or "C" grade has been earned.
    - a) Retained grades are not calculated in a renewal GPA. Such credit is considered in the same context as transfer credit, credit by examination, and courses with grades of "S."
    - b) Courses with "D" or "F" grades must be repeated at Georgia Perimeter College if they are required in the student's degree program. Further, all remaining courses for the current degree objective must be completed at Georgia Perimeter College. In other words, no transient credit will be accepted.
    - c) Applicability of retained credit to degree requirements will be determined by the degree requirements currently in effect at the time academic renewal status is conferred on the student. Specific program regulations must also be met.
- B. A student can be granted academic renewal status only one time at any University System of Georgia institution.
- C. Transfer Credit
  - 1) Students on exclusion: a student who has been on exclusion from Georgia Perimeter College and has attended one or more University System of Georgia institution during the period of exclusion will not be eligible for academic renewal.
  - 2) Non-excluded students: a student who has not been on exclusion from Georgia Perimeter College but who has been absent five years or more and who has attended a school other than Georgia Perimeter College may choose only one of the following options:

- a) A student may return to Georgia Perimeter College subject to all relevant transfer and reentry policies. No renewal GPA is calculated, and transfer credit will be granted for applicable courses taken during the absence.
  - b) A student may apply for academic renewal. If academic renewal status is approved, no transfer credit will be granted for coursework completed during the absence.
- D. Any exclusion that occurred in the past shall remain recorded on the student's permanent record. If an exclusion (either first or second) is on the record and the student encounters subsequent academic difficulty after having been granted academic renewal, the next exclusion would subject the student to dismissal.
- E. If a student does not request academic renewal status at the time of re-enrollment after a five year or greater period of absence, the student may do so within three semesters of re-enrollment or within one calendar year, whichever comes first. The renewal GPA begins with the semester following re-enrollment.
- F. Reentry into any program is not automatic.
- G. If a student is denied academic renewal and subsequently does not re-enroll, he/she may resubmit an academic renewal application after no fewer than three semesters have passed since the initial petition.
- H. The granting of academic renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.
- I. The granting of academic renewal does not supersede the admissions requirements of certain programs, e.g., Dental Hygiene and Nursing, which require a specific minimum grade point average based upon all coursework.

## **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 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 Appeal Policy and Procedures**

### Academic Exclusion Appeal Policy and Procedure for Students

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

- Upon notification of the exclusion, the student should report to the Enrollment and Registration Services office, complete an Exclusion Appeal Form and receive further instructions.
- The student is informed when to return to learn the status of the appeal.
- The student will receive a copy of either the Appeal Approval or the Appeal Denial Form.
- The student will receive written notification from the chairperson of the Appeals Committee outlining the disposition of the appeal.
- The Registrar will be responsible for processing approvals or denials from the committee.

### Academic Exclusion Appeal Policy and Procedures for the Registrar

The Registrar will proceed as follows:

- Each student will be notified of his/her exclusion status via a card or letter.
- After submitting an Appeal Form at the Enrollment and Registration Services office, the student will be informed when to return to learn the decision on the appeal.
- The Registrar will keep an appropriate file each term regarding exclusion.
- The Registrar will alert the chairperson of the Appeals Committee to the number of students seeking appeals and will provide the committee with the students' completed Appeal Forms and academic records.
- Upon receipt of an Approval Form from the committee, the Registrar will remove the exclusion hold and will process the student's registration for the current term.
- The committee will send the Exclusion File to the Registrar.

### Academic Exclusion Appeals Committee

The Academic Exclusion Appeals Committee will consist of at least three persons who will perform the following:

- The committee will review all written appeals and will see in person any student wishing to appear before the committee.
- The committee will render all decisions no later than the first day of class.
- The chairperson will complete an Appeal Approval or Denial Form for each written appeal form. One copy of the form is given to the student, and one copy is given to the Registrar for processing and filing.
- The committee will return the Exclusion File to the Enrollment and Registration Services office.

## **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.

## 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 senior institution before completion may, in many cases, transfer the necessary hours back to Georgia Perimeter College from the senior institution and earn the associate degree. Students should consult the campus Enrollment and Registration Services office to explore this option.

The annual formal commencement ceremony is held at the end of the academic year. Students who graduate during any of the preceding semesters of the academic year or the upcoming summer session are encouraged to participate in this 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 or a degree audit. An evaluation is an official review of course work completed toward graduation and any outstanding courses still needed to complete the Program of Study for graduation. A graduation evaluation or degree audit is done once the student applies for graduation.

A student must apply for graduation in order to graduate. It is recommended that the application for graduation occur at least two semesters prior to the anticipated semester of graduation to allow adequate time for completion of course work based on the graduation evaluation. Students should apply for graduation by the following dates:

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

The Application for Graduation Form is available in the campus Enrollment and Registration Services office or by downloading from [www.gpc.edu/Request/](http://www.gpc.edu/Request/). 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. To graduate, students must do the following:

- Successfully complete an approved Program of Study, including the basic physical education requirement.
- Earn an overall grade point average of “C” or better in courses presented for graduation.
- File an application for graduation with the campus Enrollment and Registration Services office by the appropriate deadline.
- Complete at least 18 semester hours at Georgia Perimeter College and be enrolled during the semester of graduation. Students who transfer their final 3 courses or 11 semester credit hours of approved courses back to Georgia Perimeter College to complete their associate’s degree requirements can be exempt from the enrollment requirement.
- Demonstrate a satisfactory knowledge of United States and Georgia history and Constitutions.
- Settle all financial obligations to the college before a degree, certificate, or transcript will be issued.
- Pass both the reading and essay sections of the Regents’ Test if required by the Program of Study.

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.

## **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.

## **Regents' Test**

### **What is the Regents' Test?**

The Regents' Test is a two-part test that measures competency in reading and composition. All students enrolled in transfer degree programs must pass the Regents' Test as a requirement for graduation. There is no charge for taking the test. Students requesting special accommodations must do so through the Center for Disability Services.

### **Who Should Take the Regents' Test?**

Students enrolled in all A.A. and A.S. degree programs must pass the Regents' Test as a requirement for graduation. Students enrolled in A.A.S. degree programs may not be required to pass the Regents' Test. Students are strongly encouraged to take ENGL 1101 and ENGL 1102 the first two semesters of enrollment. Students are also encouraged to take the Regents' Test for the first time while enrolled in ENGL 1102.

Students must take the test in their first semester of enrollment after earning 30 semester credit hours if they have not taken it previously. Students who have not passed both parts of the test by the time they have earned 45 semester credit hours must take remediation each semester of enrollment until they have passed both parts. A Georgia Perimeter College student who attempts the Regents' Test twice and is unsuccessful in one or both parts must enroll in remediation regardless of the number of credit hours the student has accumulated. Students with 45 semester credit hours who have not passed the test may enroll in college-credit courses only if they also enroll in required remediation. Institutions may further restrict enrollment in college-credit courses. At Georgia Perimeter College, once students have earned 54 semester credit hours, they may not enroll in any course work other than remediation until they have taken and passed the test.

Students entering Georgia Perimeter College with AP credit, credit from other advanced placement programs or examinations, and/or joint enrollment credit have at least two semesters of enrollment to take the Regents' Test.

Students transferring from outside the System with 30 or more semester credit hours should take the test during their first semester of enrollment at a System institution. Transfer students with more than 45 semester credit hours who have not passed both parts of the test before entering their third semester at a System institution must take remediation each semester of enrollment until they have passed both parts.

Students who are not enrolled at Georgia Perimeter College are strongly encouraged to take the test at their home institution. However, non-enrolled students who are eligible to take the test and are not subject to a remedial requirement may be permitted to take the test at GPC.

## Exemptions

Students with SAT-I Verbal scores of at least 510 or ACT Reading scores of at least 23 will be considered to have fulfilled the reading comprehension requirement of the Regents' Test and do not need to take the reading portion of the Regents' Test. Scores must be from a national administration of the SAT or ACT. Students with AP English scores of at least 3, IB higher level English scores of at least 4, or SAT-II English Writing scores of at least 650 will be considered as having fulfilled the essay requirement of the Regents' Test and do not need to take the essay portion of the Regents' Test.

The following combinations of SAT Verbal (or ACT English) scores and grades in ENGL 1101 may be used to certify that students have met the Regents' Writing Skills (essay) requirement:

SAT-I Verbal score of 530 and above for students who earn an "A" in ENGL 1101

SAT-I Verbal score of 590 and above for students who earn a "B" in ENGL 1101

ACT English score of 23 and above for students who earn an "A" in ENGL 1101

ACT English score of 26 and above for students who earn a "B" in ENGL 1101

## When is the Regents' Test Given?

The Regents' Test is administered once a semester at Georgia Perimeter College after approximately 10-12 weeks of instruction. The test will be administered on a flexible schedule during the summer, with results available before the start of fall semester. Eligible students should register during the class registration period to take the test. Students taking Regents' Test remediation courses are NOT eligible to register for the test during the registration period. If they make satisfactory progress in their course(s), they will be certified to take the test and registered by the instructor. Questions about the Regents' Test may be addressed to the Enrollment and Registration Services office or the Testing Center on the Clarkston, Decatur, Dunwoody, Lawrenceville, and Rockdale/Newton Campuses. Clarkston Campus day students should inquire at the District Testing office and Clarkston Campus evening students at the Enrollment and Registration Services office.

## Options for ESL Students

Non-native speakers of English (NNS) who have successfully completed ENGL 1101 are eligible to take the Regents' Essay Test in an extended time format during a scheduled ESL test session and are not required to take the Regents' Reading Test. However, NNS who have waived the ESL placement test and/or ESL courses are required to take the regular Regents' Essay and Reading Tests with no extended time.

Students have two attempts to pass the Regents' Essay Test before accumulating 45 semester hours of collegiate credit. Students who do not pass the essay part of the test before earning 45 hours will be required to take RGTE 0199 (essay) every semester until they have passed the essay part of the test.

Transfer students who have not taken ESL classes at GPC are also eligible to exempt the Regents' Reading Test by taking the Regents' Essay Test in an extended time format if their first language is not English, they have either transfer credit for ENGL 1101 or have taken the ESL placement test and exempted out of ESL, and have not previously attempted the Regents' Test at another institution. Transfer students must be enrolled for one term at GPC prior to registering for the Regents' Test unless it is required in their first term.

Once students have earned 54 semester hours of collegiate credit and still have not passed the Regents' Essay Test they may not enroll in any courses other than the remediation course until they have passed the essay part of the test.

This option is for degree-seeking students only.

# Student Affairs

Statement of Nondiscrimination .....90

Student Discrimination Grievance .....90

Family Educational Rights and Privacy Act (FERPA) .....92

Campus Security Act Information.....93

2006-2008

# **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 Assistant Director of Human Resources, Ombudsperson.

## **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. 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, 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) which 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 had 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 or Academic Policies and Procedures section in this *Catalog*.)

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, which 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**

The student and any other party in interest shall file any written grievance with the Ombudsperson 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, gender, religion, age, persons with disabilities, national origin, or veteran's status.

### **Appointment of Grievance Committee**

An Ad Hoc Grievance Committee will be appointed by the Ombudsperson 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 Ombudsperson will name one of the five members as chair of the committee.

### **Duties of Grievance Committee**

- a. The chair shall issue a written Notice of Hearing within ten working days of the appointment of the committee, 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.
- b. 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.
- c. Determination of Committee - Within five working days of the hearing, the committee, through its chair, shall present to the Ombudsperson 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 Ombudsperson will then report the results of the hearing to the parties involved in writing or in person. The Ombudsperson will advise the parties at that time of their right to appeal the determination of the committee to the campus Provost within five working days of the issuance of the determination.

### **Appeal to the Campus Provost**

Within five working days of the receipt of an appeal, the campus Provost 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 campus Provost may appeal the decision to the President within five working days of the date of the respective campus Provost's 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.

1. *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 Director of Admissions and Records a written request that identifies the record(s) they wish to inspect. The Director of Admissions and Records will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. *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 Director of Admissions and Records, 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.
3. *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.

4. *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 at [www.ed.gov](http://www.ed.gov).

### **Campus Security Act Information**

Federal law requires all institutions of higher education, both public and private, which participate in any federal student aid program to publicly disclose three years of campus crime statistics and basic security policies. Georgia Perimeter College complies with this law by publishing an Annual Security Report that includes statistics on the occurrence of the following crimes: homicide, murder, and non-negligent manslaughter, negligent manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson. In addition, the report includes the number of arrests or referrals for campus disciplinary action for liquor law violations, drug abuse violations, and weapons possessions. A copy of this report is available upon written request directed to Georgia Perimeter College, Office of Public Safety, Suite CG-1170, 555 North Indian Creek Drive, Clarkston, GA 30021. This information is also available at the following website: [www.gpc.edu/~gpcpd/](http://www.gpc.edu/~gpcpd/).

# Academic and Student Support

Academic Support Services .....	96
Academic Computer Labs and Classrooms .....	96
Higher Education Seminar (HEDS 1011).....	96
Instructional Support Services (ISS) .....	96
Learning Communities .....	96
Learning Resources Services .....	97
Testing Services .....	97
Student Support Services .....	99
Advising and Counseling Services (ACS).....	99
International Student Admissions and Advising .....	99
Center for Disability Services (CDS) .....	100
Health and Wellness .....	100
Multicultural Advising Program (MAP) .....	100
Special Programs .....	101
Gateway to College.....	101
HP MESA .....	101
Joint Enrollment .....	101
Leadership Academy .....	101
Peach State Louis Stokes Alliance for Minority Participation (PSLAAMP) .....	102
TRIO Programs .....	102
International Center .....	103
International Certificate .....	103

# ACADEMIC AND STUDENT SUPPORT

## Academic Support Services

In its efforts to maintain a commitment to excellence in developing the academic skills of all students, Georgia Perimeter College is keenly aware of the need to offer academic support services that will enable students to have a successful college experience. Therefore, the college offers a variety of services to students designed to enhance classroom learning and to provide a technologically advanced learning environment. To create this environment requires that the college make connections among communities, campuses, students, faculty, and cultures.

### Academic Computer Labs and Classrooms

The Office of Information Technology (OIT) operates open computer labs and computer classrooms on each campus to provide students and faculty the support necessary for the academic programs. Beginning summer 2006, the operations of the open computer labs and computer classrooms at the Lawrenceville Campus will be under the management of the Georgia Gwinnett College. OIT realizes the dynamic changes in the computer industry and offers services using the latest technology within its reach. The college encourages students to be competent in the use of computers for analyzing and solving problems in order to increase productivity.

### Higher Education Seminar (HEDS 1011)

Georgia Perimeter College offers a special course (HEDS 1011) to assist students in adjusting to college. With classes often conducted in a seminar format, this course provides an introduction to important academic skills in higher education. Though primarily designed to enhance the academic and social integration of first year and returning students, it can be beneficial for all students. This course assists students' adjustment to college, increases their understanding of the learning process, and helps develop the study skills that will enhance academic performance. *NOTE: This course is required of students who place into two Learning Support courses at the lower level (READ 0097, ENGL 0098, or MATH 0096 or 0097).*

### Instructional Support Services (ISS)

On each campus, the Instructional Support Services facility offers academic support and assistance in most courses with written or mathematical components to Georgia Perimeter College students. Each ISS facility provides a stress-free environment to support the college curriculum and offers alternative tutorial methods for diverse learning styles. One-on-one tutoring conferences or small group sessions on particular skills are available by appointment or drop-in with experienced mathematics and writing tutors. ISS offers access to computer technology, including computer-assisted instruction in mathematics, grammar, and reading, and editing. All centers are supplied with helpful handouts, and reference materials are readily available. All campuses also offer on-line tutoring through access to OWL (Online Writing Lab) and MOL (Math Online Lab).

### Learning Communities

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 a learning community take several classes together, get to know each other, and find support for their goals in college. Teachers work together to create a dynamic learning environment for their students.

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. Students in LCs typically have an easier time developing study groups and other peer support systems. For further information and for a schedule of Learning Communities, go to the website at [www.gpc.edu/~acadaff/Schedules/learning\\_communities.html](http://www.gpc.edu/~acadaff/Schedules/learning_communities.html).

## **Learning Resources Services**

Georgia Perimeter College's online catalog of collections is available through Georgia Interconnected Libraries (GIL). Databases that provide citations, abstracts, and full-text information in the humanities, social sciences, general sciences, business, and management are available through GALILEO. GIL and GALILEO are accessible at all GPC campuses, the Alpharetta Center, and Georgia Gwinnett College, and as well as remote sites. Materials not housed at a particular campus are provided to students through intercampus courier delivery, usually within 24 hours. A statewide courier service delivers materials from other University System libraries. Library faculty provides a full range of reference and library instruction services.

## **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, Lawrenceville, and Rockdale/Newton Campuses.

### **College Level Examination Program (CLEP)**

This testing program permits students to test and receive college credit by examination.

### **Exit Testing**

This testing program serves students exiting from Learning Support classes.

### **National Testing Programs**

Georgia Perimeter College serves as a national testing site for the national SAT (Scholastic Assessment Test), the national ACT (American College Testing Program), and the national Dental Hygiene Certification Test.

### **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 in mathematics is determined by COMPASS.

### **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 list of countries considered predominantly English speaking on page 22) 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:

1. Scores from the Test of English as a Foreign Language (TOEFL). Prospective students must earn a minimum of 460 on the paper TOEFL or 140 on the computerized TOEFL (CBT), or 48 on the TOEFL Internet Based Test (iBT). Applicants may contact the Educational Testing Services at

(609) 921-9000 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.*

2. Scores from other tests: Non-native speakers of English who have attained a minimum national SAT Verbal score of 330 or a minimum national ACT English score of 12 will satisfy the English language proficiency.

Additional information may be found in this *Catalog* on pages 21-22.

## **Regents' Testing**

The University System of Georgia requires that all students enrolled in A.A. and A.S. degree programs must successfully complete both parts of the Regent's Test, which measures competency in reading and composition. Some career programs at GPC also require the Regents' Test. The Regents' Test is administered once during the fall and spring semesters and during the summer session. Students are directed to pages 90-91 of this *Catalog* and to the Regents' Testing Program website for additional information about the Regents' Test. The Regents' Testing Program website is [www.gsu.edu/rtp](http://www.gsu.edu/rtp).

## **Student Support Services**

### **Advising and Counseling Services (ACS)**

Advising and Counseling Services offices at Clarkston, Decatur, Dunwoody, Lawrenceville, and Rockdale/Newton Campuses assist students in meeting their educational and career goals. The following services are provided.

#### **Advisement**

The Advising and Counseling Services offices aid students in exploring life goals, exploring career and educational goals, selecting an education program, and scheduling courses. Students are encouraged to schedule regular conferences with their advisors to evaluate their progress.

#### **Career Development and Job Information**

The Advising and Counseling Services offices provide individual and group counseling and testing, computer-based career guidance systems, a career resource library, postings of local employment opportunities, and seminars. Through these services, students can gather current information about the world of work, define career objectives, choose majors, and obtain assistance with job searches.

#### **Counseling**

The Advising and Counseling Services offices offer personal, academic, and career counseling services to all students. Students can receive academic or vocational assessment, assistance in adjusting to college life, and referrals to outside agencies or resources.

#### **Orientation**

All new students should participate in an orientation session. Students have the option to attend an orientation session on their home campus or to complete the online orientation by going to [www.gpc.edu/orientation](http://www.gpc.edu/orientation). On-campus orientations are encouraged and benefit 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.

To assist in the successful transition of new and transfer students to Georgia Perimeter College, peer student orientation leaders are hired on each campus. The STAR orientation leaders are selected annually on each campus through the Student Life office based on academic achievement, interpersonal skills, co-curricular involvement, and leadership potential. STAR leaders receive extensive training and gain skills for lifelong success. Interested students are encouraged to contact the Student Life office on their campus.

### **International Student Admissions and Advising**

International Student Admissions and Advising provides assistance and support services to Georgia Perimeter College's international students. Services include admissions counseling, admissions document processing, orientation for students in F-1 status, immigration advisement, outreach, and cultural programming. The staff is also available to assist students with matters related to obtaining Social Security cards, drivers' licenses, and international student insurance coverage. In addition, supportive counseling is available to students who need assistance making the cultural transition to the United States. While the District Office of International Student Admissions and Advising is located on the Clarkston Campus, office hours and programs are offered on several Georgia Perimeter College campuses.



## **Center for Disability Services (CDS)**

The Center for Disability Services coordinates accommodations for students who self identify with a disability. This includes but is not limited to students with learning disabilities; students who are deaf and hard of hearing; and students with mental, visual, mobility, and other physical disabilities. Each campus has a disability specialist who provides compensatory strategies that are individualized, flexible, and confidential based on the nature of the disability and the educational environment.

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

In addition to classroom accommodations for students who are deaf or hard of hearing such as sign language interpreters, c-print captionists, and notetakers, CDS provides enhanced services: a deaf and hard of hearing specialist certified in American Sign Language who provides counseling services; two nationally certified interpreters on staff; an individualized reading and writing course for individuals who are deaf and hard of hearing; and SOTAC, a state-wide outreach program that provides technical assistance and training on accommodations, services and education for deaf and hard of hearing individuals.

### **CDS as a Resource**

Staff members of the CDS are available to provide in-service training and orientation to faculty and staff working with students with disabilities. Anyone who would like more information about the programs at CDS or who would like to receive a brochure can contact the District Center for Disability Services, Georgia Perimeter College, 555 N. Indian Creek Drive, Clarkston, GA 30021, (678) 891-3385 (Voice/TDD).

## **Health and Wellness**

The college is committed to providing opportunities for students, faculty, and staff members to enjoy good health, emphasizing the importance of creating positive life changes in the physical, emotional, spiritual, intellectual, occupational, and social aspects of wellness.

To assist the college community in achieving and maintaining good health, the Wellness Center on each campus provides a variety of programs and current information on health-related topics such as substance abuse, HIV/AIDS, stress, depression, eating disorders, and nutrition. Guest speakers, videos, books, informational brochures, and referral listings are available to the college community.

## **Multicultural Advising Program (MAP)**

The Multicultural Advising Program office offers a variety of programs and activities to the campuses to help prepare all GPC students to live, learn, work and succeed in a multicultural society. We envision GPC as an institution of higher learning where administrators, faculty, staff, and students cooperate and collaborate to establish, build, and maintain culturally and racially inclusive campus communities that foster respect and appreciation for people of all backgrounds.

Our programs are focused on enhancing the academic and social life of all multicultural students. Through our Multicultural Advising Program, we have faculty and peer mentoring, as well as academic advising and planning. Our programming is centered on cultural awareness activities, educational seminars, and social gatherings, Multicultural Mixers. There is a MAP representative on each campus, with the District Coordinator of MAP located on the Decatur Campus.

## **Special Programs**

### **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 System, designed to target students who have not been successful in a traditional high school environment. Modeled after Portland Community College's Early College Program, the Gateway to College Academy serves DeKalb County students ages 16 through 20 years old. A Gateway to College Academy student completes a high school diploma while simultaneously accumulating college credits toward an associate's 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 program or admission to the Gateway to College Academy, contact the Academy office or access [www.gpc.edu/~gpcgway/](http://www.gpc.edu/~gpcgway/).

### **HP MESA**

This program is part of a 2004 nationwide initiative launched by MESA USA, a nationally renowned education program, and Hewlett-Packard (HP). MESA, which stands for Mathematics, Engineering, Science Achievement, is a national program that supports educationally disadvantaged students through the education pipeline to excel in math and science and go on to attain degrees in engineering, science and math fields. Housed on the Clarkston Campus, the HP MESA Program is based on the highly successful MESA Community College Program (MCCP) in California. The program includes academic tutoring and advising as well as career counseling and college transfer information for students interested in majoring in mathematics, science, engineering and computer science majors. Students interested in learning more about this program should contact the MESA staff.

### **Joint Enrollment**

Georgia Perimeter College offers qualified high school seniors and juniors at least 16 years of age the opportunity to take college courses for both high school and college credit. HOPE funds provide tuition for students in Georgia public and private high schools who are admitted to attend Georgia public colleges and universities to take courses full-time or part-time after being accepted into the Joint Enrollment Program. After advisement at their high schools, students must submit an application directly to the college's District Admissions and Records office for admission to the program.

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

### **Leadership Academy**

Located on the Clarkston Campus, this program is designed to improve post-secondary access, 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 students in college. Students interested in learning more about this program should contact the Leadership Academy staff.

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

The Peach State Alliance is a National Science Foundation funded collaborative effort sustained by six higher education institutions: Georgia Perimeter College, Bainbridge College, Fort Valley State University, Savannah State University, Southern Polytechnic University, and the University of Georgia. 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 [www.gpc.edu/~gpclsamp](http://www.gpc.edu/~gpclsamp).

## **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 five TRIO Programs: Upward Bound, Student Support Services, Talent Search, Educational Opportunity Centers, and Ronald E. McNair Scholars. Georgia Perimeter College currently hosts two of the federal TRIO Programs: Student Support Services (SSS) and Upward Bound (UB).

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

Located on the Decatur Campus, the SSS Program helps low-income students to stay in college until they earn their associate degree and then to transfer to a four-year institution to earn their baccalaureate degree. GPC's SSS Program provides eligible participants with academic advising, counseling, tutoring, transfer counseling, cultural exposure activities, student development workshops, supplemental grant aid and access to technological equipment.

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

Housed on the Clarkston Campus, the UB Program helps low-income high school students prepare for post-secondary education. Participants receive intrusive academic advisement, tutoring, counseling, academic instruction and support to graduate from high school, enroll in college and complete a baccalaureate degree. Participants in UB attend one of the target schools in DeKalb County and participate in an academic year component and a six-week Summer Institute on GPC's campus.

TRIO Programs at Georgia Perimeter College are committed to assisting students as they progress through their educational journey. For more information, please visit [www.gpc.edu/~gpctrrio](http://www.gpc.edu/~gpctrrio).

## The International Center

The International Center, located on the Clarkston Campus of Georgia Perimeter College, serves as a central mechanism to coordinate college-wide international program activities. Highlights include the following:

- Study abroad opportunities across the disciplines to multiple countries throughout the world, as offered through the University System of Georgia Study Abroad consortium and GPC.
- Cross-cultural communication workshops for faculty, staff and students.
- Faculty development opportunities through the USG Area Councils and the GPC Internationalizing the College Committee.
- Maintenance of an online directory of faculty and staff international expertise, including language proficiency ([www.gpc.edu/~gpcglobe](http://www.gpc.edu/~gpcglobe)).
- International and community outreach.
- Negotiation and implementation of international grants.
- Career advisement and counseling for students interested in adding a global dimension to undergraduate studies.

## International Certificate

### What is it?

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 and to prepare for transfer to four-year programs in majors with an international focus (International Business, International or Comparative Politics, Foreign Language, Area Studies, etc.) Your transcript at graduation will signify your focus on international studies.

### Who is eligible?

Any student who is completing an Associate of Arts or Associate of Science degree is eligible. Students in any major are encouraged to participate.

### What is required?

With the help of your advisor, select from the following core courses as you plan your program of study. There are no extra credit hours required for most majors; you can complete the requirements for the certificate while completing your core course requirements.

#### Core Curriculum Course Requirements: Choose 24 hours from the following courses

Area B	COMM 1201*	Public Speaking	3 hours
Area C	Choose one 3-hour course from the following literature courses:		
	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
	Choose one 3-hour course from the following fine arts courses:		
	RELI 1301*	World Religions	3 hours
	HUMN 1303	Aesthetic Expressions of Western Culture I	3 hours
	HUMN 1305	Aesthetic Expressions of Western Culture II	3 hours
	ARTS 1301	Art Appreciation	3 hours
	MUSC 1301	Music Appreciation	3 hours

~ continued on the next page ~

Area D Choose one 3 or 4-hour course from the following science courses:

ENVS 1401	Environmental Science	3 hours
GEOL 1121 & 1121L	Physical Geology	4 hours
GEOL 1122 & 1122L	Historical Geology	4 hours

Area E Choose one 3-hour course from the following history courses:

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 one 3-hour course from the following Social Science electives:

ANTH 1102*	Introduction to Anthropology	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
GEOG 1101*	Introduction to Human Geography	3 hours
Foreign Language 2001 and 2002		6 hours

(Any sequence of a less commonly taught language)

NOTE: \*or Honors version

### Special Project Requirement

While completing your course work, you will also need to select one of the special projects from the list below.

- A study-abroad experience OR
- A service learning project in the international community OR
- Participation in Model U.N., African Union, Arab League, or European Union OR
- A research project focused on an international issue in your major (approved by instructor AND Certificate coordinator).

# Student Life

Student Government Association (SGA) .....	106
Orientation .....	106
Campus Organizations .....	106
Co-Curricular Programs .....	106
Intramural and Recreational Activities .....	106
Intercollegiate Athletics .....	107
Fine Arts Performing Organizations .....	107
Publications .....	108

2006-2008

# **STUDENT LIFE**

## **Student Government Association (SGA)**

The Student Government Association is comprised of elected representatives from the student body on each campus. The primary purpose is to serve as a voice of the students and to promote campus activities. The SGA provides for executive, legislative, and judiciary branches. The SGA campus presidents serve to represent the students on various college-wide committees and issues. Copies of the Constitution are available in the *Student Handbook* and on each campus in the Student Life office.

## **Orientation**

All new students should participate in an orientation session. Students have the option to attend an orientation session on their home campus or to complete the online orientation by going to [www.gpc.edu/orientation](http://www.gpc.edu/orientation). Students are encouraged to attend orientation on campus so they can tour the campus, see available services, and meet other new students. To assist in the successful transition of new and transfer students to Georgia Perimeter College, peer student orientation leaders are hired on each campus. The STAR orientation leaders are selected annually on each campus through the Student Life office based on academic achievement, interpersonal skills, co-curricular involvement, and leadership potential. STAR leaders receive extensive training and gain skills for lifelong success. Interested students are encouraged to contact the Student Life office on their campus.

## **Campus Organizations**

Georgia Perimeter College is committed to meeting the educational needs of students. While no attempt is made to duplicate or replace the portion of the student's life filled by home, religion, or community, it recognizes that students benefit from a balanced program of involvement in organizations and activities.

Numerous student organizations are available at the college. These organizations include over 50 service and honors clubs. Several honors activities are also held each year, recognizing student accomplishments. Students interested in becoming more involved at Georgia Perimeter College should contact the Office of Student Life located on each campus. Additional information on clubs and organizations may be found in the *Student Handbook*.

## **Co-Curricular Programs**

Student Life helps underwrite programs related to academic study, such as guest lectures or special group trips. These programs are collaborative efforts between Academic Affairs and Student Affairs that contribute to the student's growth. Co-curricular programs are designed to support course offerings that lead to a degree, attract prospective students, enhance leadership development, provide services to the community, and help retain students.

## **Intramural and Recreational Activities**

The college provides both group and individualized intramural and recreational activities. Any student, faculty, or staff member may participate in the following activities: soccer, tennis, softball, basketball, volleyball, swimming, table tennis, or other athletic activity. Drop-in recreational programs are also available.

## 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 Fine Arts Department 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 Fine Arts Department at (678) 891-3556 for information concerning auditions or meeting times.

### The Theatre Arts Guild

Major dramatic and musical theatre productions are presented throughout the year in the Marvin Cole Auditorium and the Fine Arts Performance Studio. 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, 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.

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.

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.

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 (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 college activities. Students also gain valuable writing, computer, and office experience.

### ***The Collegian***

A staff composed of students from each of the campuses publishes Georgia Perimeter College's award-winning student newspaper. The staff members learn writing, editing, photography, and desktop publishing in a newsroom environment. Those not pursuing a career in journalism can hone teamwork, leadership and other real-world skills. Students are also responsible for advertising, sales, and distribution. Students interested in serving on *The Collegian* staff should contact *The Collegian* office on Clarkson Campus.

### ***Creative License***

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

The college also sponsors *The Chattahoochee Review*, *The Polishing Cloth*, *Copia*, *The Chronicle*, *The Orb Newsletter*, and the *Foundation Annual Report*.

# The Center for Continuing and Corporate Education

Mission .....	110
Unit Goals .....	110
Program Initiatives .....	110

2006-2008

# THE CENTER FOR CONTINUING AND CORPORATE EDUCATION

[www.gpc.edu/ce](http://www.gpc.edu/ce)

## Mission

To provide knowledge for a changing world through accessible and affordable educational programs that promote professional development and personal enrichment.

## Unit Goals

- To provide accessible, affordable, and high-quality non-credit programs.
- To offer cutting-edge programs for students preparing for entry into a career, pursuing personal goals, and enhancing workplace skills.
- To serve the broader community as an educational, cultural, and economic resource.
- To develop collaborative partnerships that deliver public service, technical assistance, lifelong learning, and economic development training
- To offer customized training for businesses and other organizations for their employees' professional development.

## Program Initiatives

### Business Development

- To offer professional skill-based programs designed to meet the continuing and emerging needs of businesses, government agencies, and community-based organizations.
- To offer certification programs that meet long-range training needs of professionals.

### Technology Training

- To offer programs designed to meet the changing needs of information technology.
- To offer certificate and certification preparation programs that meet specific needs of customers desiring career advancement and career changes.

### Corporate Training

- To offer high-quality business and educational services designed to meet the continuing and emerging needs of the corporate community, government agencies, and community-based organizations.
- To offer customized training programs designed to meet the unique needs of organizations. Services include assessment of needs, evaluation of effectiveness, and access to the college's exceptional resources.

### Enrichment

- To offer lifelong learning opportunities in personal development and leisure activities for people of all ages.
- To offer high-quality certificate programs to meet the needs of floral designers, event planners, interior designers, and wedding professionals.
- To offer academic orientated programs for adolescents.

## **Healthcare**

- To offer leading-edge, educational healthcare programs to the college and professional community.
- To offer professional certificate programs that meet the critical healthcare needs in today's healthcare fields including medical assisting, phlebotomy, pharmacy technician, medical coding, and medical billing.

## **International Languages**

- To offer quality international programs and language instruction to the college and professional community.

## **Online Initiatives**

- To offer quality online programs via the World Wide Web.
- To offer online courses and certificate programs that meet the long-range training needs of the business professional.
- To offer high-quality online programs to meet the life enrichment needs of the public.

## **Senior Academy**

- To offer lifelong learning opportunities for individuals 55 and older.

# Programs of Study

Transfer Programs .....	114
Core Curriculum Areas A – F .....	115
General Education Outcomes .....	115
Distance Learning Options .....	116
Transfer Program Degrees .....	117
Core I Areas A - E for non-math-based majors .....	117
Core II Areas A - E for math-based majors .....	120
Core Area F for Transfer Programs .....	122
Career Programs .....	145
Associate of Science	
Dental Hygiene .....	146
Nursing .....	148
Associate of Applied Science	
Fire Management .....	150
Library and Information Science Technology .....	152
Sign Language Interpreting .....	154
Certificates	
Fire Management .....	156
Library and Information Science Technology .....	157
Sign Language Interpreting .....	158
Dual Programs with DeKalb Technical College .....	159

# PROGRAMS OF STUDY

Students enter the college in one of two basic program areas: transfer programs or career programs. 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. Program requirements are subject to change. Please see an advisor or [www.gpc.edu/~acadaff/advisement/AdvisingForms.htm](http://www.gpc.edu/~acadaff/advisement/AdvisingForms.htm) for the most current Programs of Study.

## 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 senior institution schools of Arts and Sciences. These degrees have a foreign language or higher mathematics requirement. The college urges students to confer with the senior 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:

Anthropology	Foreign Language with a	Philosophy
Art	Concentration in Business	Physics
Biology	Geology	Political Science
Chemistry	History	Psychology
Communication	Journalism/Professional Writing	Sociology
English	Mathematics	Theatre
Foreign Language		

### Associate of Science

The Associate of Science degree represents freshman and sophomore requirements for baccalaureate degrees granted by senior institutions in schools other than Arts and Sciences. These degrees generally have no foreign language requirement. The Associate of Science degree is offered in the following areas:

Art	Music
Business Administration	Pre-Dentistry/Pre- Medicine/Pre-Pharmacy
Computer Science	Psychology
Criminal Justice	Social Work
Engineering	Teacher Education
General Studies	
Health & Physical Education	

## Other Transfer Programs of Study

Although Georgia Perimeter College does not offer associate's 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 and Counseling Services regarding coursework which may be taken at Georgia Perimeter College to be applied toward these programs.

## Core Curriculum Areas A - F

Common to transfer program degrees is a core curriculum in

- (A) Essential Skills,
- (B) Institutional Options,
- (C) Humanities and Fine Arts,
- (D) Science, Mathematics, and Technology,
- (E) Social Sciences, and
- (F) Courses Appropriate to the Program of Study.

These courses are the prescribed freshman and sophomore requirements for the University System of Georgia baccalaureate (4-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.

Majors that do not have a higher mathematics requirement are considered non-math-based majors. Students in these majors should follow the Core I as listed below. Other majors have a higher mathematics requirement and are considered math-based majors. Students in these majors should follow the Core II.

## General Education Outcomes

A student who completes the core curriculum at Georgia Perimeter College will be able to do the following:

- Communicate effectively through speaking, listening, reading, and writing.
- Demonstrate effective problem solving and critical thinking skills.
- Understand, interpret, and communicate quantitative data.
- Locate, organize, and analyze information through the use of a variety of computer applications.
- Demonstrate an understanding of the importance of the arts and literature in the human experience.
- Recognize and apply scientific inquiry in a variety of settings.
- Identify, analyze, and evaluate global economic, political, historical, and geographic forces.
- Identify and apply the basic concepts of wellness.
- Apply the knowledge of personal, societal, and cultural development to living and working in a culturally diverse environment.

## **Distance Learning Options**

Georgia Perimeter College's distance learning courses make learning any time any place a reality. Academic courses are offered in a variety of modes:

- Online over the Internet,
- Teleweb courses using videotapes as part of the basic delivery system with added options of computer use and electronic communication,
- Hybrid classes combining online and in-class teaching, and
- Courses using a two-way interactive video network.

Students enrolling in ONLY off-campus distance learning courses are exempt from the immunization requirements. If a student later chooses to register for courses offered on campus, the exemption becomes void and the students will be required to provide proof of immunizations.

### **Online Courses**

Online courses are offered over the Internet. Using a computer and the WebCT Vista course management tool, students can access course notes and assignments on the World Wide Web. These may be supplemented with CD-ROMs and videotapes in some courses. Students can communicate with the instructor and classmates using e-mail, online chat, electronic bulletin boards, or a combination of methods, including face-to-face meetings. Computer access and literacy are necessary for success in online courses.

### **Teleweb Courses**

Teleweb courses are academic, college-credit courses that use videotapes or DVD's as part of the basic delivery system. These courses combine videos or DVD's with printed materials that have been prepared by professional educators, instructional designers, and producers. A faculty member at GPC facilitates the course and is the students' primary contact by telephone or through e-mail. Students can use computers to help with assignment preparation, notes, questions, attachments, and communication with faculty and other students. Computer access and literacy are necessary for success in completion of teleweb courses.

### **Hybrid Courses**

Hybrid courses are courses in which a significant portion of the learning activities have been moved online and the time spent in a classroom is reduced, but not eliminated. The goal of the hybrid course is to join the best features of in-class teaching with the best features of online learning and reduce class seat time. Using computer-based technologies, instructors use the hybrid model to redesign some lecture or lab content into new online learning activities, such as case studies, tutorials, self-testing exercises and online group collaborations.

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



## Transfer Program Degrees

### Core I            Areas A – E for the following non-math-based majors:

Anthropology	History
Art	Journalism/Professional Writing
Business Administration	Music
Communication	Philosophy
Criminal Justice	Political Science
English	Psychology
Foreign Language	Social Work
Foreign Language with a Concentration in Business	Sociology
General Studies	Teacher Education (Excluding Secondary Science or Mathematics)
Health & Physical Education	Theatre

Area		Credit hours
<b>A</b>	<b>ESSENTIAL SKILLS</b>	<b>9 hours</b>
	<i>Required courses:</i>	
	ENGL 1101*    English Composition I	3 hours
	ENGL 1102*    English Composition II	3 hours
	<i>Choose one course from the following:</i>	
	MATH 1101    Introduction to Mathematical Modeling	3 hours
	MATH 1111    College Algebra	3 hours
	MATH 1113    Precalculus	4 hours
	MATH 2431    Calculus I	4 hours
<b>B</b>	<b>INSTITUTIONAL OPTIONS</b>	<b>5 hours</b>
	<i>Required course:</i>	
	COMM 1201*    Public Speaking	3 hours
	<i>Choose 2-3 hours from the following (a):</i>	
	ATEC 1201    Computer Concepts	1 hour
	ATEC 1203    Digital Literacy and Research Skills	1 hour
	Foreign Language 1002* or higher (a)	3 hours
NOTES: * Or Honors version		
(a) All students who have completed BISM 2601, CSCI 1300, CSCI 1301, or CSCI 1302 are allowed to substitute a three credit hour foreign language (FL 1002* or higher) course for ATEC 1201 and ATEC 1203. In substituting a foreign language course, students need to be aware that they are taking an additional credit hour in Area B and in doing so, upon transfer to a USG institution, that all six credit hours may not transfer.		
<b>C</b>	<b>HUMANITIES/FINE ARTS</b>	<b>6 hours</b>
	<i>Choose one course from the following:</i>	
	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

~ continued on the next page ~

***Choose one course from the following:***

ARTS 1301*	Art Appreciation	3 hours
FILM 1010*	Introduction to Film (formerly FILM 1301*)	3 hours
Foreign Language	1002* or higher	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
MUSC 1301*	Music Appreciation	3 hours
MUSC 1303	Understanding Jazz	3 hours
PHIL 1301*	Survey of Philosophical Thought	3 hours
PHIL 2120	Introduction to Ethics	3 hours
PHIL 2641	Logic and Critical Thinking	3 hours
RELI 1301*	World Religions	3 hours
THEA 1301*	Theatre Appreciation	3 hours

NOTE: \* Or Honors version

**D SCIENCE, MATHEMATICS, AND TECHNOLOGY**

**10 hours**

**Group I: Three-hour science course**

***Choose one course from the following:***

ASTR 1010*	Astronomy of the Solar System (a)	3 hours
ASTR 1020*	Stellar and Galactic Astronomy (a)	3 hours
BIOL 1405 & BIOL 1405L	Human Biology and Disease (b)	3 hours
ENVS 1401	Environmental Science (a)	3 hours
GEOL 1121*	Physical Geology (a)	3 hours
GEOL 1122*	Historical Geology (a)	3 hours

**Group II: Three-hour science course and one hour laboratory**

***Choose one course from the following:***

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

NOTES: \* Or Honors version

(a) These are non-laboratory courses.

(b) This is a three-hour course with two hours lecture and one hour laboratory.

**Group III: Additional science, mathematics, or technology****Choose one course from the following:**

CSCI 1300	Introduction to Computer Science	3 hours
MATH 1113	Precalculus	4 hours
MATH 1431	Introduction to Statistics	3 hours
MATH 1433	Applied Calculus	3 hours
MATH 2420	Discrete Mathematics	3 hours
MATH 2431	Calculus I	4 hours
MATH 2432	Calculus II	4 hours
Any three-hour (or four-hour) science course from the list in Area D, Group I or Group II		3 hours

**E SOCIAL SCIENCES 12 hours****Required course:**

POLS 1101*	American Government	3 hours
------------	---------------------	---------

**Choose one course from the following:**

HIST 2111*	United States History I	3 hours
HIST 2112*	United States History II	3 hours

**Choose one course from the following:**

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

**Choose one course from the following:**

ANTH 1102*	Introduction to Anthropology	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
GEOG 1101*	Introduction to Human Geography	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
SOCI 1101*	Introduction to Sociology	3 hours

NOTE: \* Or Honors version

**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

**Regents' Test (a)**

NOTE: (a) The Regents' Test is a required competency level test in writing and reading. Students are advised to register for the Regents' Test as soon as ENGL 1101 is completed. Students must take the test in their first semester of enrollment after earning 30 semester credit hours. Additional information about the Regents' Test can be found in the section on Academic Policies in this *Catalog*.

## Core II Areas A – E for the following math-based majors:

Biology	Mathematics
Chemistry	Physics
Computer Science	Pre-Dentistry/Pre-Medicine/Pre-Pharmacy
Engineering	Teacher Education (Secondary Science and Mathematics)
Geology	

Area		Credit hours
<b>A</b>	<b>ESSENTIAL SKILLS</b>	<b>9 hours</b>
	<i>Required courses:</i>	
	ENGL 1101* English Composition I	3 hours
	ENGL 1102* English Composition II	3 hours
	<i>Choose one course from the following:</i>	
	MATH 1113 Precalculus	4 hours
	MATH 2431 Calculus I	4 hours
<b>B</b>	<b>INSTITUTIONAL OPTIONS</b>	<b>4 hours</b>
	<i>Required course:</i>	
	COMM 1201* Public Speaking	3 hours
	<i>Choose 1-3 hours from the following (a):</i>	
	ATEC 1201 Computer Concepts	1 hour
	ATEC 1203 Digital Literacy and Research Skills	1 hour
	Foreign Language 1002* or higher (a)	3 hours
NOTES: * Or Honors version		
(a) All students who have completed BISM 2601, CSCI 1300, CSCI 1301, or CSCI 1302 are allowed to substitute a three credit hour foreign language (FL 1002* or higher) course for ATEC 1201 and ATEC 1203. In substituting a foreign language course, students need to be aware that they are taking an additional credit hour in Area B and in doing so, upon transfer to a USG institution, that all six credit hours may not transfer.		
<b>C</b>	<b>HUMANITIES/FINE ARTS</b>	<b>6 hours</b>
	<i>Choose one course from the following:</i>	
	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
	<i>Choose one course from the following:</i>	
	ARTS 1301* Art Appreciation	3 hours
	FILM 1010* Introduction to Film (formerly FILM 1301*)	3 hours
	Foreign Language 1002* or higher	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
	MUSC 1301* Music Appreciation	3 hours
	MUSC 1303 Understanding Jazz	3 hours
	PHIL 1301* Survey of Philosophical Thought	3 hours
	PHIL 2120 Introduction to Ethics	3 hours
	PHIL 2641 Logic and Critical Thinking	3 hours
	RELI 1301* World Religions	3 hours
	THEA 1301* Theatre Appreciation	3 hours

NOTE: \* Or Honors version

**D SCIENCE, MATHEMATICS, AND TECHNOLOGY 11 hours**

**Group I: Eight-hour laboratory sequence (a)**

*Choose one two-course science sequence from the following:*

{ CHEM 1211 and CHEM 1211L Principles of Chemistry I 4 hours  
and

{ CHEM 1212 and CHEM 1212L Principles of Chemistry II 4 hours

or

{ PHYS 2211 and PHYS 2211L Principles of Physics I 4 hours  
and

{ PHYS 2212 and PHYS 2212L Principles of Physics II 4 hours

**Group II: Additional science, mathematics, or technology**

*Choose one course from the following:*

MATH 2431 Calculus I (b) 4 hours

MATH 2432 Calculus II (b) 4 hours

NOTES: (a) Check Area F requirements for the specific program of study to determine which science sequence is appropriate to take in Area D.

(b) MATH 2431 should be taken in Area D if not taken in Area A.

**E SOCIAL SCIENCES 12 hours**

*Required course:*

POLS 1101\* American Government 3 hours

*Choose one course from the following:*

HIST 2111\* United States History I 3 hours

HIST 2112\* United States History II 3 hours

*Choose one course from the following:*

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

*Choose one course from the following:*

ANTH 1102\* Introduction to Anthropology 3 hours

ECON 2105\* Principles of Macroeconomics 3 hours

GEOG 1101\* Introduction to Human Geography 3 hours

PSYC 1101\* Introduction to General Psychology 3 hours

SOCI 1101\* Introduction to Sociology 3 hours

NOTE: \*Or Honors version

**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

**Regents' Test (a)**

NOTE: (a) The Regents' Test is a required competency level test in writing and reading. Students are advised to register for the Regents' Test as soon as ENGL 1101 is completed. Students must take the test in their first semester of enrollment after earning 30 semester credit hours. Additional information about the Regents' Testing Program can be found in the section on Academic Policies in this *Catalog*.

## Core Area F 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 senior 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 – ANTHROPOLOGY

Area		Credit hours
A - E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	ANTH 1102* Introduction to Anthropology (a)	3 hours
	A two-semester sequence in foreign language from 1002*-2001-2002 (b)	6 hours
	<i>Choose 9-18 hours from the following:</i>	
	CSCI 1300 Introduction to Computer Science (c)	3 hours
	GEOG 1101* Introduction to Human Geography	3 hours
	GEOL 1122* Historical Geology (d)	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
	MATH 1431 Introduction to Statistics (c)	3 hours
	PHIL 1301* 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

NOTES: \* Or Honors version

- (a) ANTH 1102 or ANTH 1102H must be taken in Area E or Area F.
- (b) One foreign language course (1002\*, 2001, or 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 six hours of foreign language credit is required for this degree.
- (c) MATH 1431 or CSCI 1300 is recommended for Area D.
- (d) GEOL 1121 or 1121H is recommended for Area D.

### ASSOCIATE OF ARTS – ART

Area		Credit hours
A – E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	ARTS 1610 Drawing I	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

NOTE: \* Or Honors version

## ASSOCIATE OF SCIENCE – ART

Area		Credit hours
A – E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	ARTS 1610 Drawing I	3 hours
	ARTS 1611 Drawing II	3 hours
	ARTS 1620 Two-Dimensional Design and Color	3 hours
	ARTS 1641 Three-Dimensional Design	3 hours
	<i>Choose six hours from the following courses:</i>	
	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	3 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/Ceramic Design	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

## ASSOCIATE OF ARTS – BIOLOGY

Area		Credit hours
A – E	<b>This Program of Study requires Core II on p. 124 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	Carry over from MATH course in Area A (a, b)	1 hour
	Carry over from MATH course in Area D (a, b)	1 hour
	BIOL 2107 and BIOL 2107L Principles of Biology I (c)	4 hours
	BIOL 2108 and BIOL 2108L Principles of Biology II	4 hours
	<i>Choose eight hours from the following courses:</i>	
	CHEM 2641 and CHEM 2641L Fundamental Organic Chemistry I (c)	4 hours
	CHEM 2642 and CHEM 2642L Fundamental Organic Chemistry II	4 hours
	MATH 2432 Calculus II	4 hours
	MATH 2633 Calculus III	4 hours
	{ PHYS 1111 and PHYS 1111L Introductory Physics I	4 hours
	or	
	{ PHYS 2211 and PHYS 2211L Principles of Physics I	4 hours
	{ PHYS 1112 and PHYS 1112L Introductory Physics II	4 hours
	or	
	{ PHYS 2212 and PHYS 2212L Principles of Physics II	4 hours

- NOTES: (a) Since Area A requires only 9 hours and Area D requires only 11 hours, the extra hour from the MATH course in Area A and the extra hour from the MATH course in Area D are carried over and counted in Area F.
- (b) MATH 2431 should be taken in Area D if not taken in Area A.
- (c) CHEM 1211 & 1211L and CHEM 1212 & 1212L must be taken in Area D.

## ASSOCIATE OF SCIENCE – BUSINESS ADMINISTRATION

Area		Credit hours
<b>A - E</b>	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
<b>F</b>	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	ACCT 2101* Principles of Accounting I	3 hours
	ACCT 2102* Principles of Accounting II	3 hours
	BUSA 2106* Environment of Business Microeconomics	3 hours
	BISM 2601* Business Information Systems	3 hours
	ECON 2105* Principles of Macroeconomics (a)	3 hours
	ECON 2106* Principles of Microeconomics	3 hours

NOTES: \* Or Honors version

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

## ASSOCIATE OF ARTS – CHEMISTRY

Area		Credit hours
<b>A - E</b>	<b>This Program of Study requires Core II on p. 124 to satisfy Areas A – E.</b>	
<b>F</b>	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	Carry over from MATH course in Area A (a, b)	1 hour
	Carry over from MATH course in Area D (a, b)	1 hour
	CHEM 2641 and CHEM 2641L Fundamental Organic Chemistry I (c)	4 hours
	CHEM 2642 and CHEM 2642L Fundamental Organic Chemistry II	4 hours
	<i>Choose eight hours from the following courses:</i>	
	BIOL 2107 and BIOL 2107L Principles of Biology I (c)	4 hours
	BIOL 2108 and BIOL 2108L Principles of Biology II	4 hours
	MATH 2432 Calculus II	4 hours
	MATH 2633 Calculus III	4 hours
	PHYS 2211 and PHYS 2211L Principles of Physics I	4 hours
	PHYS 2212 and PHYS 2212L Principles of Physics II	4 hours

NOTES: (a) Since Area A requires only 9 hours and Area D requires only 11 hours, the extra hour from the MATH course in Area A and the extra hour from the MATH course in Area D are carried over and counted in Area F.

(b) MATH 2431 should be taken in Area D if not taken in Area A.

(c) CHEM 1211 & 1211L and CHEM 1212 & 1212L must be taken in Area D since they are prerequisites for CHEM 2641 and CHEM 2641L.



## ASSOCIATE OF ARTS – COMMUNICATION

Area		Credit hours
<b>A - E</b>	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
<b>F</b>	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	COMM 1100     Human Communication	3 hours
	COMM 2105     Interpersonal Communication	3 hours
	Foreign Language Sequence (2001-2002)	6 hours
	<i>Choose six hours from the following:</i>	
	COMM 2300     Business and Professional Communication	3 hours
	PHIL 2641     Logic and Critical Thinking	3 hours
	PSYC 1101*    Introduction to General Psychology	3 hours
	or	
	SOC 1101*     Introduction to Sociology	3 hours
	Foreign Language 1002*	3 hours

NOTE: \* Or Honors version

## ASSOCIATE OF SCIENCE – COMPUTER SCIENCE

Area		Credit hours
<b>A - E</b>	<b>This Program of Study requires Core II on p. 124 to satisfy Areas A – E.</b>	
<b>F</b>	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	Carry over from MATH course in Area A (a)	1 hour
	Carry over from MATH course in Area D (a)	1 hour
	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
	<i>Choose five hours from the following courses:</i>	
	CSCI 2660     Computer Organization and Programming	3 hours
	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

NOTE: (a) Since Area A requires only 9 hours and Area D requires only 11 hours, the extra hour from the MATH course in Area A and the extra hour from the MATH course in Area D are carried over and counted in Area F.

# ASSOCIATE OF SCIENCE – CRIMINAL JUSTICE

Area		Credit hours
A - E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	CRJU 1100 Introduction to Criminal Justice	3 hours
	CRJU 2410 Criminology	3 hours
	<i>Choose 12 hours from the following:</i>	
	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
	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 1301* 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
	PSYC2621* Abnormal Psychology	3 hours
	SOCI 1101* Introduction to Sociology	3 hours

NOTE: \* Or Honors version

## ASSOCIATE OF SCIENCE – ENGINEERING

Area		Credit hours
A - E	<b>This Program of Study requires Core II on p. 124 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	Carry over from MATH course in Area A (a)	1 hour
	Carry over from MATH course in Area D (a)	1 hour
	ENGR 1603 Introduction to Engineering	3 hours
	ENGR 1608 Engineering Graphics and Design	4 hours
	ENGR 2605 Statics	3 hours
	<i>Choose six hours from the following courses:</i>	
	CHEM 1211 and CHEM 1211L Principles of Chemistry I (b)	4 hours
	CSCI 1301 Principles of Computer Science I	4 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 Principles of Physics I (b)	4 hours
	and	
	{ PHYS 2212 and PHYS 2212L Principles of Physics II (b)	4 hours

- NOTES: (a) Since Area A requires only 9 hours and Area D requires only 11 hours, the extra hour from the MATH course in Area A and the extra hour from the MATH course in Area D are carried over and counted in Area F.
- (b) PHYS 2211 & 2211L, PHYS 2212 & 2212L, and CHEM 1211 & 1211L should be taken in Area D or Area F.

## ASSOCIATE OF ARTS – ENGLISH

Area		Credit hours
A – E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<b><i>Required courses:</i></b>	
	ENGL 2111*    World Literature I	3 hours
	or	
	ENGL 2112*    World Literature II	3 hours
	Foreign Language sequence 2001 and 2002	6 hours
	<b><i>Choose one course from the following:</i></b>	
	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
	<b><i>Choose one course from the following:</i></b>	
	ARTS 1301*    Art Appreciation	3 hours
	FILM 1010*    Introduction to Film (formerly FILM 1301*)	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 Newswriting	3 hours
	MUSC 1301*    Music Appreciation	3 hours
	PHIL 1301*    Survey of Philosophical Thought	3 hours
	RELI 1301*    World Religions	3 hours
	THEA 1301*    Theatre Appreciation	3 hours
	<b><i>Choose one course from the following:</i></b>	
	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 and Family	3 hours

NOTE: \* Or Honors version

## ASSOCIATE OF ARTS – FOREIGN LANGUAGE

Area		Credit hours
A – E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Choose six hours from the following (major language):</i>	
	Foreign Language 2001	3 hours
	Foreign Language 2002	3 hours
	Foreign Language 2610	3 hours
	Foreign Language 2612	3 hours
	<i>Choose 12 hours from the following:</i>	
	Foreign Language 1001-1002* (major language) (a)	3-6 hours
	Foreign Language sequence 1001-1002* (second language) (a)	6 hours
	ARTS 1301* Art Appreciation	3 hours
	ANTH 1102* Introduction to Anthropology	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
	FREN 2610 Composition and Conversation	3 hours
	FREN 2612 Reading Comprehension and Analysis	3 hours
	GEOG 1101* Introduction to Human Geography	3 hours
	GRMN 2610 Composition and Conversation	3 hours
	GRMN 2612 Reading Comprehension and Analysis	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 1301* Survey of Philosophical Thought	3 hours
	SPAN 2610 Composition and Conversation	3 hours
	SPAN 2612 Reading Comprehension and Analysis	3 hours
	THEA 1301* Theatre Appreciation	3 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.

## ASSOCIATE OF ARTS – FOREIGN LANGUAGE WITH A CONCENTRATION IN BUSINESS

Area	Credit hours
<b>A – E</b> This Program of Study requires Core I on p. 121 to satisfy Areas A – E.	
<b>F</b> Courses appropriate to the Program of Study	<b>18 hours</b>
<i>Choose six hours from the following (major language):</i>	
Foreign Language 2001	3 hours
Foreign Language 2002	3 hours
Foreign Language 2610	3 hours
Foreign Language 2612	3 hours
<i>Choose 12 hours from the following:</i>	
Foreign Language 1001-1002* (major language) (a)	3-6 hours
Foreign Language sequence 1001-1002* (second language) (a)	6 hours
ACCT 2101* Principles of Accounting I: Financial	3 hours
ACCT 2102* Principles of Accounting I: Managerial	3 hours
BUSA 2106* The Environment of Business	3 hours
ECON 2105* Principles of Macroeconomics	3 hours
ECON 2106* Principles of Microeconomics	3 hours
FREN 2001 Intermediate French I	3 hours
FREN 2002 Intermediate French II	3 hours
FREN 2610 Composition and Conversation	3 hours
FREN 2612 Reading Comprehension and Analysis	3 hours
GRMN 2001 Intermediate German I	3 hours
GRMN 2002 Intermediate German II	3 hours
GRMN 2610 Composition and Conversation	3 hours
GRMN 2612 Reading Comprehension and Analysis	3 hours
SPAN 2001 Intermediate Spanish I	3 hours
SPAN 2002 Intermediate Spanish II	3 hours
SPAN 2610 Composition and Conversation	3 hours
SPAN 2612 Reading Comprehension and Analysis	3 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.

## ASSOCIATE OF SCIENCE – GENERAL STUDIES

Area	Credit hours
<b>A – E</b> This Program of Study requires Core I on p. 121 to satisfy Areas A – E.	
<b>F</b> Courses appropriate to the Program of Study	<b>18 hours</b>
<i>Required courses:</i>	
Electives selected from Core I Area C	3-9 hours
Electives selected from Core I Area D	3-9 hours
Electives selected from Core I Area E	3-9 hours

## ASSOCIATE OF ARTS – GEOLOGY

Area		Credit hours
<b>A - E</b>	<b>This Program of Study requires Core II on p. 124 to satisfy Areas A – E.</b>	
<b>F</b>	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	Carry over from MATH course in Area A (a)	1 hour
	Carry over from MATH course in Area D (a)	1 hour
	GEOL 1121* and GEOL 1121L* Physical Geology	4 hours
	GEOL 1122* and GEOL 1122L* Historical Geology	4 hours
	<i>Choose eight hours from the following courses:</i>	
	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 Principles of Chemistry I (b)	4 hours
	and	
	CHEM 1212 and CHEM 1212L Principles of Chemistry II	4 hours
	CHEM 2641 and CHEM 2641L Fundamental Organic Chemistry I	4 hours
	and	
	CHEM 2642 and CHEM 2642L Fundamental Organic Chemistry II	4 hours
	MATH 2432 Calculus II	4 hours
	PHYS 1111 and PHYS 1111L Introductory Physics I	4 hours
	or	
	PHYS 2211 and PHYS 2211L Principles of Physics I	4 hours
	PHYS 1112 and PHYS 1112L Introductory Physics II	4 hours
	or	
	PHYS 2212 and PHYS 2212L Principles of Physics II	4 hours

NOTES: (a) Since Area A requires only 9 hours and Area D requires only 11 hours, the extra hour from the MATH course in Area A and the extra hour from the MATH course in Area D are carried over and counted in Area F.

(b) CHEM 1211 & 1211L and CHEM 1212 & 1212L must be taken in Area D or Area F.

## ASSOCIATE OF SCIENCE – HEALTH AND PHYSICAL EDUCATION

Area		Credit hours
<b>A – E</b>	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
<b>F</b>	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	BIOL 1611 and BIOL 1611L Human Anatomy and Physiology I (a)	4 hours
	BIOL 1612 and BIOL 1612L Human Anatomy and Physiology II	4 hours
	PHED 2670 Introduction to Physical Education	3 hours
	PHED 2020 Fitness for Living	2 hours
	PHED 2022 Personal & Community Health	3 hours
	or	
	PHED 2006 First Aid, Safety and CPR	3 hours
	PHED ____ Activity Course (b)	2 hours

NOTES: (a) CHEM 1151 & 1151L should be taken in Area D.

(b) Swimming proficiency is a requirement for this program of study. Students can satisfy this requirement by completing PHED 1051 or 1053, or by providing current certification in lifeguard training, or by successfully completing a departmental swimming proficiency test. In all cases, two activity PE classes (two credit hours) are required for this program.

## ASSOCIATE OF ARTS – HISTORY

Area		Credit hours
A - E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<b><i>Required courses:</i></b>	
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div> 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 </div> </div>	
	Foreign Language 2001-2002 (a)	6 hours
	<b><i>Choose 6-12 hours from the following courses:</i></b>	
	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
	MATH 1431    Introduction to Statistics (b)	3 hours
	PHIL 1301*    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

NOTES: \* Or Honors version

- (a) One foreign language course (1002\*, 2001, or 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 six hours of foreign language credit at the 2001 level and higher is required for this degree.
- (b) MATH 1431 is recommended for Area D.



# ASSOCIATE OF ARTS – JOURNALISM / PROFESSIONAL WRITING

Area		Credit hours
A – E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<b>Required courses:</b>	
	ENGL 2600 Creative Writing	3 hours
	JOUR 1611 Introduction to Contemporary Journalism	3 hours
	JOUR 1613 Basic Newswriting	3 hours
	JOUR 2601 Features Writing	3 hours
	or	
	ENGL 2601 Features Writing	3 hours
	<b>Choose six hours from the following courses: (a, b)</b>	
	COMM 1100 Human Communications	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*	3 hours

NOTES: \* or Honors version

- 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.
- 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

Area	Credit hours
A – E	This Program of Study requires Core II on p. 124 to satisfy Areas A – E.
F	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
MATH 2432	Calculus II
MATH 2633	Calculus III
<b>Choose 8-12 hours from the following courses:</b>	
CSCI 1301	Principles of Computer Science I
CSCI 1302	Principles of Computer Science II
ENGR 1603	Introduction to Engineering
ENGR 1608	Engineering Graphics and Design
ENGR 2605	Statics
ENGR 2606	Dynamics
Foreign Language 2001	
Foreign Language 2002	
MATH 1431	Introduction to Statistics
MATH 2420	Discrete Mathematics
MATH 2641	Linear Algebra
MATH 2652	Ordinary Differential Equations
PHYS 2211 and PHYS 2211L	Principles of Physics I (b)
PHYS 2212 and PHYS 2212L	Principles of Physics II (b)
<p>NOTES: (a) Since Area A requires only 9 hours and Area D requires only 11 hours, the extra hour from the MATH course in Area A and the extra hour from the MATH course in Area D are carried over and counted in Area F.</p> <p>(b) PHYS 2211 &amp; 2211L and PHYS 2212 &amp; 2212L are recommended for Area D.</p>	

## ASSOCIATE OF SCIENCE – MUSIC

Area		Credit hours
A – E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	MUSC 1611 Music Theory I	2 hours
	MUSC 1621 Ear Training I	1 hour
	MUSC 1612 Music Theory II	2 hours
	MUSC 1622 Ear Training II	1 hour
	MUSC 2613 Music Theory III	2 hours
	MUSC 2623 Ear Training III	1 hour
	MUSC 2614 Music Theory IV	2 hours
	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
	<i>Choose two hours from the following major performance ensembles:</i>	
	MUSC 1652 Chorus	1 hour
	MUSC 1654 Wind Ensemble	1 hour
	MUSC 1656 Orchestra	1 hour

## ASSOCIATE OF ARTS – PHILOSOPHY

Area		Credit hours
A – E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	PHIL 2120 Introduction to Ethics	3 hours
	PHIL 2641 Logic and Critical Thinking	3 hours
	<i>Choose 12 hours from the following courses:</i>	
	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 1301* Survey of Philosophical Thought (a)	3 hours
	RELI 1301* World Religions	3 hours
	A two-semester sequence in foreign language from 1002*-2001-2002	6 hours

NOTES: \* Or Honors version.

- (a) PHIL 1301 or PHIL 1301H must be taken in Area C or Area F. If 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 ARTS – PHYSICS

Area		Credit hours
A – E	<b>This Program of Study requires Core II on p. 124 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<b><i>Required courses:</i></b>	
	Carry over from MATH course in Area A (a)	1 hour
	Carry over from MATH course in Area D (a)	1 hour
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div> CHEM 1211 and CHEM 1211L    Principles of Chemistry I  and  CHEM 1212 and CHEM 1212L    Principles of Chemistry II </div> </div>	4 hours
	or	
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div> PHYS 2211 and PHYS 2211L    Principles of Physics I  and  PHYS 2212 and PHYS 2212L    Principles of Physics II </div> </div>	4 hours
	<b><i>Choose eight hours from the following courses:</i></b>	
	CSCI 1301                      Principles of Computer Science I	4 hours
	CSCI 1302                      Principles of Computer Science II	4 hours
	MATH 2432                    Calculus II (b)	4 hours
	MATH 2633                    Calculus III	4 hours

- NOTES: (a) Since Area A requires only 9 hours and Area D requires only 11 hours, the extra hour from the MATH course in Area A and the extra hour from the MATH course in Area D are carried over and counted in Area F.
- (b) MATH 2432 must be taken in Area D or Area F.

## ASSOCIATE OF ARTS – POLITICAL SCIENCE

Area		Credit hours
A – E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<b><i>Required courses:</i></b>	
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div> POLS 2101      Introduction to Political Science </div> <div style="margin-left: 100px;">3 hours</div> </div>	
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">or</div> <div> POLS 2601      Introduction to Public Administration </div> <div style="margin-left: 100px;">3 hours</div> </div>	
	A two-semester sequence in foreign language from 1002*-2001-2002 (a)	6 hours
	<b><i>Choose nine hours from the following courses:</i></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
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div> HIST 1111*      A Survey of World History to Early Modern Times (1500) </div> <div style="margin-left: 100px;">3 hours</div> </div>	
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">or</div> <div> HIST 1112*      A Survey of World History from Early Modern Times (1500) </div> <div style="margin-left: 100px;">3 hours</div> </div>	
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div> HIST 2111*      United States History I </div> <div style="margin-left: 100px;">3 hours</div> </div>	
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">or</div> <div> HIST 2112*      United States History II </div> <div style="margin-left: 100px;">3 hours</div> </div>	
	MATH 1431      Introduction to Statistics (a)	3 hours
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div> POLS 2101      Introduction to Political Science </div> <div style="margin-left: 100px;">3 hours</div> </div>	
	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">or</div> <div> POLS 2601      Introduction to Public Administration </div> <div style="margin-left: 100px;">3 hours</div> </div>	
	SOCI 1101*      Introduction to Sociology	3 hours

NOTES: \*Or Honors version

- (a) One foreign language course (1002\*, 2001, or 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 six hours of foreign language credit is required for this degree.
- (b) MATH 1431 is recommended for Area D.

# ASSOCIATE OF SCIENCE – PRE-DENTISTRY / PRE-MEDICINE / PRE-PHARMACY

Area		Credit hours
A – E	<b>This Program of Study requires Core II on p. 124 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<b><i>Required courses:</i></b>	
	Carry over from MATH course in Area A (a)	1 hour
	Carry over from MATH course in Area D (a)	1 hour
	<b><i>Choose 16 hours from the following courses (b):</i></b>	
	BIOL 2107 and BIOL 2107L Principles of Biology I (c)	4 hours
	BIOL 2108 and BIOL 2108L Principles of Biology II	4 hours
	CHEM 2641 and CHEM 2641L Fundamentals Organic Chemistry I (c)	4 hours
	CHEM 2642 and CHEM 2642L Fundamentals Organic Chemistry II	4 hours
	{ PHYS 1111 and PHYS 1111L Introductory Physics I and	4 hours
	{ PHYS 1112 and PHYS 1112L Introductory Physics II	4 hours
	or	
	{ PHYS 2211 and PHYS 2211L Principles of Physics I and	4 hours
	{ PHYS 2212 and PHYS 2212L Principles of Physics II	4 hours
NOTES:	(a) Since Area A requires only 9 hours and Area D requires only 11 hours, the extra hour from the MATH course in Area A and the extra hour from the MATH course in Area D are carried over and counted in Area F.	
	(b) Most professional schools require a year of biology, a year of physics, a year of inorganic chemistry, and a year of organic chemistry.	
	(c) CHEM 1211 & 1211L and CHEM 1212 & 1212L must be completed in Area D.	

## ASSOCIATE OF ARTS – PSYCHOLOGY

Area		Credit hours
A - E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<b><i>Required courses:</i></b>	
	A two-semester sequence in foreign language from 1002*-2001-2002 (a)	6 hours
	PSYC 1101* Introduction to General Psychology (b)	3 hours
	<b><i>Choose 3-9 hours from the following courses:</i></b>	
	PSYC 2020 Learning and Development in Education	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
	PSYC 2900* Special Topics in Psychology	1-3 hours
	<b><i>Choose 3-9 hours from the following courses:</i></b>	
	ANTH 1102* Introduction to Anthropology	3 hours
	CSCI 1300 Introduction to Computer Science (c)	3 hours
	ECON 2105* Principles of Macroeconomics	3 hours
	ECON 2106* Principles of Microeconomics	3 hours
	MATH 1431 Introduction to Statistics (c)	3 hours
	MATH 2431 Calculus I	4 hours
	MATH 2432 Calculus II	4 hours
	PHIL 1301* Survey of Philosophical Thought	3 hours
	PHIL 2641 Logic and Critical Thinking	3 hours
	SOCI 1101* Introduction to Sociology	3 hours
	SOCI 2293* Introduction to Marriage and Family	3 hours

NOTES: \* Or Honors version

- (a) One foreign language course (1002\*, 2001, or 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 six hours of foreign language credit is required for this degree.
- (b) PSYC 1101 or PSYC 1101H must be taken in Area E or Area F.
- (c) MATH 1431 or CSCI 1300 is recommended for Area D.

## ASSOCIATE OF SCIENCE – PSYCHOLOGY

Area		Credit hours
A - E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required course:</i>	
	PSYC 1101* Introduction to General Psychology (a)	3 hours
	<i>Choose six hours from the following courses:</i>	
	PSYC 2020 Learning and Development in Education	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
	PSYC 2900* Special Topics in Psychology	1-3 hours
	<i>Choose 9-12 hours from the following courses:</i>	
	ANTH 1102* Introduction to Anthropology	3 hours
	CSCI 1300 Introduction to Computer Science (b)	3 hours
	ECON 2105* Principles of Macroeconomics	3 hours
	ECON 2106* Principles of Microeconomics	3 hours
	MATH 1431 Introduction to Statistics (b)	3 hours
	MATH 2431 Calculus I	4 hours
	MATH 2432 Calculus II	4 hours
	PHIL 1301* Survey of Philosophical Thought	3 hours
	PHIL 2641 Logic and Critical Thinking	3 hours
	SOCI 1101* Introduction to Sociology	3 hours
	SOCI 2293* Introduction to Marriage and Family	3 hours

NOTES: \* Or Honors version

(a) PSYC 1101 or PSYC 1101H must be taken in Area E or Area F.

(b) MATH 1431 or CSCI 1300 is recommended for Area D.

## ASSOCIATE OF SCIENCE – SOCIAL WORK

Area		Credit hours
A - E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	MATH 1431 Introduction to Statistics	3 hours
	SOCI 1101* Introduction to Sociology	3 hours
	SOCW 2000 Introduction to Social Work	3 hours
	<i>Choose six hours from the following courses: (a)</i>	
	ANTH 1102* Introduction to Anthropology	3 hours
	ECON 2105* Principles of Macroeconomics	3 hours
	PSYC 1101* Introduction to General Psychology	3 hours
	<i>Choose three hours from the following courses:</i>	
	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

NOTES: \*Or Honors version

(a) All three of these courses must be taken in Area E or Area F.



## ASSOCIATE OF ARTS – SOCIOLOGY

Area		Credit hours
A - E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	SOCI 1101*      Introduction to Sociology (a)	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
	<i>Choose 6-15 hours from the following courses:</i>	
	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      Introduction to Statistics (c)	3 hours
	PHIL 1301*      Survey of Philosophical Thought	3 hours
	PHIL 2641      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

NOTES: \* Or Honors version

- (a) SOCI 1101 or SOCI 1101H must be taken in Area E or Area F.
- (b) One foreign language course (1002\*, 2001, or 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 six hours of foreign language credit is required for this degree.
- (c) MATH 1431 is recommended for Area D.

**ASSOCIATE OF SCIENCE – TEACHER EDUCATION**  
(Excluding Secondary Education)

Area		Credit hours
<b>A - E</b>	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
<b>F</b>	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses for all Teacher Education majors:</i>	
	EDUC 1603* Foundations of Education	3 hours
	EDUC 2600 Introduction to Exceptional Children	3 hours
	PSYC 2103* Introduction to Human Development	3 hours
	<i>Choose nine hours from the group listed under your intended specialization:</i>	
	<b>Special Education</b>	
	<b>Early Childhood (a)</b>	
	ANTH 1102* Introduction to Anthropology	3 hours
	ECON 2105* Principles of Macroeconomics	3 hours
	GEOG 1101* Introduction to Human Geography	3 hours
	MATH 2030 Principles of Mathematics (b)	3 hours
	Elective from Core I Area C Humanities/Fine Arts	3 hours
	SOCI 1101* Introduction to Sociology	3 hours
	<b>Middle Grades</b>	
	Choose nine hours from the two content areas in which you intend to pursue certification.	9 hours
	<b>Health and Physical Education</b>	
	BIOL 1611 and BIOL 1611L Human Anatomy and Physiology I (c)	4 hours
	BIOL 1612 and BIOL 1612L Human Anatomy and Physiology II	4 hours
	PHED ____ Activity course (d)	1 hour

NOTES: \*Or Honors version

- (a) Early Childhood majors must take six hours of mathematics, and may substitute a three-hour mathematics course in Area F if six hours are not taken in Areas A or D.
- (b) MATH 2030 is designed for teachers at the elementary school level. This course is not intended for those majoring in mathematics or for those intending to teach at the middle school or high school levels.
- (c) CHEM 1151 and CHEM 1151L should be taken in Area D.
- (d) Swimming proficiency is a requirement for Health and Physical Education. Students can satisfy this requirement by completing PHED 1051 or 1053, or by providing current certification in lifeguard training, or by successfully completing a departmental swimming proficiency test. In all cases, one activity PE class (one credit hour) is required for this program.

**Special Admission Requirements for Teacher Education Programs**

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 the Regents Test.
- 3) Students must have passed PRAXIS I.
- 4) Receiving institutions may establish higher admission requirements.

**ASSOCIATE OF SCIENCE – TEACHER EDUCATION**  
(Secondary Education)

Area	Credit hours
<b>A - E</b>	<b>Students are required to complete either Core I on p. 121 or Core II on p. 124 for the Program of Study of the concentration in which they intend to pursue certification.</b>
<b>F</b>	<b>Courses appropriate to the Program of Study</b> <span style="float: right;"><b>18 hours</b></span> <i>Students are required to complete Area F requirements for the Program of Study of the concentration in which they intend to pursue certification.</i> <b>Concentrations offered at GPC:</b>

Art	Health and Physical Education	Social Science:
English	Mathematics	Anthropology
Foreign Language:	Music	History
French	Science:	Political Science
German	Biology	Psychology
Spanish	Chemistry	Sociology
	Physics	

***Required courses for all Teacher Education majors:***

EDUC 1603*	Foundations of Education	3 hours
EDUC 2600	Introduction to Exceptional Children	3 hours
PSYC 2103*	Introduction to Human Development	3 hours

NOTE: \*Or Honors version

**Special Admission Requirements for Teacher Education Programs**

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 the Regents Test.
- 3) Students must have passed PRAXIS I.
- 4) Receiving institutions may establish higher admission requirements.

## ASSOCIATE OF ARTS – THEATRE

Area		Credit hours
A - E	<b>This Program of Study requires Core I on p. 121 to satisfy Areas A – E.</b>	
F	<b>Courses appropriate to the Program of Study</b>	<b>18 hours</b>
	<i>Required courses:</i>	
	THEA 1603      Acting I	3 hours
	THEA 1607      Stagecraft	3 hours
	THEA 1611      Play Analysis for Production	3 hours
	{ THEA 1701      Theatre Practicum (a)	1 hour
	or	
	{ THEA 1702      Technical Theatre Practicum (a)	1 hour
	<i>Choose eight hours from the following courses:</i>	
	THEA 1604      Intermediate Acting	3 hours
	THEA 1610      Improving Voice and Articulation	3 hours
	{ THEA 1701      Theatre Practicum (a)	1 hour
	or	
	{ THEA 1702      Technical Theatre Practicum (a)	1 hour
	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

NOTE: (a) THEA 1701 and THEA 1702 may each be taken two 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. International students holding an F-1 Visa/Status may not enroll in certificate or dual degree programs.

### **Associate of Science Degrees**

Georgia Perimeter College offers programs leading to the Associate of Science degree in the following areas:

- Dental Hygiene
- Nursing

### **Associate of Applied Science Degrees**

Georgia Perimeter College offers programs leading to the Associate of Applied Science degree in the following areas:

- Fire Management
- Library and Information Science Technology
- Sign Language Interpreting

### **Certificate Programs**

Georgia Perimeter College offers programs leading to a Certificate of Completion in the following areas:

- Fire Management
- Library and Information Science Technology
- Sign Language Interpreting

### **Dual Programs with DeKalb Technical College**

Georgia Perimeter College and DeKalb Technical College offer joint programs for students seeking the Associate of Applied Science degree in the following areas:

- Business and Office Technology
- Computer Information Systems
- Early Childhood Care and Education
- Electronics Technology
- Industrial Systems Technology
- Marketing Management
- Medical Assisting
- Medical Laboratory Technology
- Surgical Technology

## **Career Programs – Associate of Science Degrees**

### **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 American Dental Association's Commission on Dental Accreditation approves the curriculum, which includes both 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. The majority of professional courses are offered during the day; however, attendance in some evening clinic sessions is required.

#### **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.
- Completion of the Regents' Test, according to college requirements, prior to entering the Dental Hygiene Program.
- Additional requirements as defined by the Department of Dental Hygiene.
- Contact the Dental Hygiene office at (770) 274-5130 or visit the website at [www.gpc.edu/~gpcdh](http://www.gpc.edu/~gpcdh) for additional information.
- The College Preparatory Curriculum (CPC) does apply to this career program. An applicant that is admitted to the college under this program will be subject to CPC requirements.

#### **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.

**DENTAL HYGIENE**  
**General Education and Professional Curriculum**

**General Education for Dental Hygiene**

**37-38 hours**

**Required courses:**

ATEC 1203	Digital Literacy and Research Skills	1 hour
BIOL 1611 and BIOL 1611L	Human Anatomy and Physiology I (a, e)	4 hours
BIOL 1612 and BIOL 1612L	Human Anatomy and Physiology II (a, e)	4 hours
BIOL 1913 and BIOL 1913L	Microbiology (f)	4 hours
CHEM 1152 and CHEM 1152L	Survey of Chemistry II (b)	4 hours
or		
CHEM 1952	Survey of Chemistry II (b)	3 hours
COMM 1201*	Public Speaking	3 hours
ENGL 1101*	English Composition I (c)	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
SOCY 1101*	Introduction to Sociology	3 hours
Select from Core I Area C	Humanities/Fine Arts elective	

**Professional Curriculum for Dental Hygiene (d)**

**39 hours**

**Required courses by term:**

<b>Fall</b>	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
<b>Spring</b>	DHYG 1902	Dental Hygiene II	2 hours
	DHYG 1912	Clinical Dental Hygiene II	3 hours
	DHYG 1925	Oral Pathology	4 hours
<b>Summer</b>	DHYG 1903	Dental Hygiene III	1 hour
	DHYG 1913	Clinical Dental Hygiene III	2 hours
	DHYG 1927	Dental Materials	1 hour
<b>Fall</b>	DHYG 2901	Dental Hygiene IV	2 hours
	DHYG 2911	Clinical Dental Hygiene IV	3 hours
	DHYG 2921	Public Health	3 hours
	DHYG 2923	Dental Pharmacology and Anesthesiology	2 hours
<b>Spring</b>	DHYG 2902	Dental Hygiene V	1 hour
	DHYG 2912	Clinical Dental Hygiene V	4 hours

NOTES: \* Or Honors version

- These biology courses must be completed before acceptance in to the Dental Hygiene Program.
- Students who are considering completing their Bachelor of Science Degree in Dental Hygiene or a closely related field should complete CHEM 1151 and CHEM 1152, lecture and lab. CHEM 1951 and CHEM 1952 do not have labs and will not transfer.
- ENGL 1101 or ENGL 1101H requires "C" or better.
- 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. Plan accordingly.
- These biology courses, BIOL 1611 & 1611L and BIOL 1612 & 1612L, cannot be used in Area D for any program of study. They are required courses in Area F for AS Health and Physical Education.
- This biology course, BIOL 1913 & 1913L, can be used for Dental Hygiene and Nursing only. This course cannot be used in Area D or Area F for any other program of study.

## 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.

This program of study requires special admission as explained below. Contact the Office of Enrollment and Registration Services, Advising and Counseling Services, or the Nursing Department for additional information and an application.

### Admission to the Nursing Program

*This program requires special admission.* The nursing sequence of professional courses (NURS) begins in both the fall and the spring semesters, and enrollment is limited. The nursing sequence of professional courses for the LPN to RN accelerated bridge program begins in summer only. Admission is selective and competitive. Applicants with the strongest credentials will be given priority acceptance. Meeting the minimum academic requirements for admission to the college does not guarantee acceptance into the Nursing Program. The Department of Nursing confirms official acceptance to the program by letter.

Admission requirements include the following:

- Acceptance to Georgia Perimeter College.
- Satisfaction of all Learning Support requirements.
- Completion of at least one of the following courses within the last six years:
  - BIOL 1611 and 1611L Human Anatomy and Physiology I
  - BIOL 1612 and 1612L Human Anatomy and Physiology II
  - BIOL 1913 and 1913L Microbiology

It is recommended that applicants complete as many general education courses as possible before enrolling in the professional courses.

- Completed Nursing Program Application available on the department website, [www.gpc.edu/~gpcnurs/index.htm](http://www.gpc.edu/~gpcnurs/index.htm).
- A 2.5 grade point average or better for completed general education and biology course requirements.
- Passing score on the Nursing Entrance Test. The Nursing Department notifies applicants when to take the test after the program application is received and evaluated.
- Applicants whose primary language is not English are required to have a TOEFL score of 550 on the written test or 213 on the computerized test. Contact the Nursing Department for authorization to take the TOEFL.
- BIOL 1611 (lecture and lab), MATH 1101 or higher, and PSYC 1101 or PSYC 1101H must be taken prior to entering the Nursing Program or may be taken the same semester as NURS 1920.
- The College Preparatory Curriculum (CPC) does apply to this career program. An applicant that is admitted to the college under this program will be subject to CPC requirements.

For additional Nursing Program requirements go to [www.gpc.edu/~gpcnurs/index.htm](http://www.gpc.edu/~gpcnurs/index.htm).



## Readmission for Nursing

Any student not satisfactorily completing Nursing courses because of academic or other reasons must reapply for admission to the program and meet the same requirements as any other applicant. The Admissions Committee will determine if the student will be readmitted and the appropriate level of reentry.

### NURSING General Education and Professional Curriculum

#### General Education for Nursing 35 hours

**Required courses:**

ATEC 1203	Digital Literacy and Research Skills	1 hour
BIOL 1611 and BIOL 1611L	Human Anatomy and Physiology I (a, f)	4 hours
BIOL 1612 and BIOL 1612L	Human Anatomy and Physiology II (f)	4 hours
BIOL 1913 and BIOL 1913L	Microbiology (g)	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 1101	Introduction to Mathematical Modeling (b)	3 hours
PHED 1101	Choices for Life	1 hour
POLS 1101*	American Government	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
Select from Core I Area C	Humanities/Fine Arts	3 hours
RGTT 0000	Regents' Test (d)	

#### Professional Curriculum for Nursing 36 hours

**Required courses by year:**

**First-year courses (e)**

NURS 1921	Fundamental Concepts of Nursing (c)	8 hours
NURS 1930	Intermediate Concepts of Nursing (c)	9 hours

**Second-year courses (d) and (e)**

NURS 2920	Family-Child Concepts of Nursing	7 hours
NURS 2924	Psychiatric Mental Health Concepts of Nursing	3 hours
NURS 2928	Advanced Concepts of Nursing	9 hours

NOTES: \* Or Honors version

- (a) The prerequisites for BIOL 1611 must be met in one of the following ways:  
One year of high school chemistry within the last five years with a "C" or better in all parts, OR  
satisfactory performance on a science departmental placement exam, OR  
CHEM 1951, CHEM 1151 & 1151L, or CHEM 1211 & 1211L, each with a "C" or better.
- (b) Any other college-level mathematics course (except Liberal Arts Mathematics) may be substituted.
- (c) Advanced placement students (for example, Licensed Practical Nurses (LPN)) who meet specific requirements and complete NURS 1926 (a special accelerated course) with a "C" or better may exempt NURS 1921 and NURS 1930. Call the Office of Admissions and Registration Services, Advising and Counseling Services, or the Nursing Department for further information.
- (d) Both parts of the Regents' Test must be passed prior to entering the second year of the Nursing Program.
- (e) The passing of standardized nursing exams is required for successful progression from course to course and from first year to second year.
- (f) These biology courses, BIOL 1611 & 1611L and BIOL 1612 & 1612L, cannot be used in Area D for any program of study. They are required courses in Area F for AS Health and Physical Education.
- (g) This biology course, BIOL 1913 & 1913L, can be used for Dental Hygiene and Nursing only. This course cannot be used in Area D or Area F for any other program of study.

## Career Programs – Associate of Applied Science Degrees

### ASSOCIATE OF APPLIED SCIENCE – FIRE MANAGEMENT

The Fire Management Program prepares individuals for career positions in the dynamic and action-oriented field of Fire Service. The two-year sequence of courses leads to an Associate of Applied Science degree. A twenty-four credit hour Certificate program is also available.

Key elements of a traditional business curriculum have been combined with a variety of technical fire courses to assist students in fulfilling a variety of career tracks within the fire service, including (1) technical and administrative skills needed by first-line supervisors and middle management supervisors to function effectively in the emergency and business environments of fire service today; (2) business and technical courses to fulfill a variety of fire service career tracks including fire management, fire investigation, fire prevention, public education, and training; and (3) NFPA 1021 Fire Officer I and II certification potential.

Courses are established on a rotating basis and are practical for a variety of student schedules. Twenty courses are required for the Associate in Applied Science degree. Thirteen of these are general educational and professional core courses. Seven FIRE technical courses are required, six of which are electives for the degree or three for the Certificate program. For information on these classes, contact the Fire Management office at (678) 891-2392.

#### Admissions to the Fire Management Program

*This program requires special admission.* The Fire Management sequence of professional courses (FIRE) begins in both the fall and spring semesters. The Program Coordinator confirms official acceptance to the program. Admission requirements include the following:

- Acceptance to Georgia Perimeter College
- Additional requirements as defined by the Program Coordinator
- Contact the Fire Management office at (678) 891-2392
- The College Preparatory Curriculum (CPC) does not apply to this career program. An applicant that is admitted to the college under this program and subsequently changes to a transfer program will be subject to CPC requirements.

#### FIRE MANAGEMENT General Education and Professional Curriculum

##### General Education for Fire Management AAS degree

**21 hours**

These courses constitute the general education segment of the curriculum and must be completed prior to enrolling in the professional curriculum.

##### *Required courses:*

ENGL 1101*	English Composition I (a)	3 hours
HIST 2111*	United States History I	3 hours
or		
HIST 2112*	United States History II	3 hours
MATH 1101	Introduction to Mathematical Modeling	3 hours
or		
MATH 1111	College Algebra	3 hours
PHED 2006	First Aid, Safety, and CPR (b)	3 hours
POLS 1101*	American Government	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
Foreign Language		3 hours

**Professional Curriculum for Fire Management AAS degree****39 hours*****Required courses:***

ACCT 2101*	Principles of Accounting I	3 hours
BISM 2601*	Business Information Systems	3 hours
BUSA 2106*	Environment of Business	3 hours
COMM 1201*	Introduction to Communication	3 hours
ECON 2105*	Principles of Macroeconomics	3 hours
ACCT 2102*	Principles of Accounting II	3 hours
or		
ECON 2106*	Principles of Microeconomics	3 hours
FIRE 1911	Fire Department Management	3 hours

***Choose 18 hours from the following courses (c)***

FIRE 1090	Special Topics	3 hours
FIRE 1902	Introduction to Fire Prevention and Suppression	3 hours
FIRE 1904	Inspection Principles**	3 hours
FIRE 1906	Industrial Fire Protection	3 hours
FIRE 1908	Instructional Techniques**	3 hours
FIRE 1916	Emergency Rescue Operations	3 hours
FIRE 1961	Fire Service Safety and Loss Control**	3 hours
FIRE 2901	Fire Fighting Tactics and Strategy	3 hours
FIRE 2903	Aircraft Fire Protection Safety	3 hours
FIRE 2905	Fire Causes Investigation	3 hours
FIRE 2907	Incident Command**	3 hours
FIRE 2911	Fire Fighters Hydraulics	3 hours
FIRE 2913	Chemistry of Hazardous Material (d)	3 hours
FIRE 2915	Building Construction and Firefighter Safety	3 hours

NOTES: \* Or Honors version

\*\* Identifies classes for NPQ Fire Officer I

- Students planning to transfer are encouraged to take the Regents' Test upon completion of English 1101 or ENGL 1101H.
- If you have certification in Paramedic Training, you may substitute PHED 2022 for PHED 2006 with permission of the Program Coordinator.
- Grades of "C" or better in all FIRE technical courses are required for Georgia Perimeter College certification and Georgia Fire Fighter Standards and Training Council certification.
- CHEM 1151 & 1151L are prerequisites for FIRE 2913.

A student may earn up to 21 semester hours toward graduation in courses appropriate to the student's major through credit by one or more of the following methods: College Level Examination Program (CLEP), Advanced Placement Program (AP) of the College Board, and departmental examinations. Several courses in the Fire Management Program may be challenged for CLEP and/or departmental examinations. See your advisor for guidance. Grades of "C" or better in all FIRE technical courses will be required for graduation and Georgia Fire Fighter Standards and Training Council certification.

## 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.

### LIBRARY & INFORMATION SCIENCE TECHNOLOGY General Education and Professional Curriculum

#### General Education for Library & Information Science Technology AAS degree 22 hours

**Required courses:**

ATEC 1203	Digital Literacy and Research Skills	1 hour
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 1101	Introduction to Mathematical Modeling	3 hours
or		
MATH 1111	College Algebra	3 hours
POLS 1101*	American Government	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
Select from Core I Area C Humanities/Fine Arts (a)		3 hours

NOTES: \*Or Honors version

- (a) Students should select one of the following electives from Core I Area C: ENGL 2111\*, ENGL 2112\*, ENGL 2121\*, ENGL 2122\*, ENGL 2131\*, ENGL 2132\*, or FILM 1301\*.

#### Professional Curriculum for Library & Information Science Technology AAS degree 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	3 hours
LIST 2009	Internship	3 hours
PHED 2006	First Aid, Safety and CPR	3 hours
PSYC 2103*	Introduction to Human Development	3 hours

***Choose 14-15 hours from the following courses:***

***(Select at least three 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 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 & Information Science Technology	2 hours
Select elective from Core I Area C Humanities/Fine Arts		3 hours
Select elective from Core I Area D Science, Mathematics, and Technology		3-4 hours
Select elective from Core I Area E Social Sciences		3 hours

## ASSOCIATE OF APPLIED SCIENCE – SIGN LANGUAGE INTERPRETING

There is a great and ever-increasing demand for qualified sign language/English interpreters. Interpreters are employed full- and part-time in education, business, government, and as independent freelance interpreters. The two-year sequence of courses leads to an Associate of Applied Science degree with a major in Interpreting for the Deaf. This program prepares students with the skills and knowledge to enter the growing profession of interpreting.

Once admitted, students complete a sequence of professional courses in sign language and interpreting. Students who are able to take at least ten hours per semester can complete their professional studies in two years. Completing the general studies requirements for an Associate of Applied Science degree may require additional semesters. Students who are able to take only one course per semester should consult with an advisor to develop an individual plan of study. To complete the final course in the professional program, students must fulfill all assigned hours of field experience and pass a comprehensive examination. Students accepted into the program who subsequently withdraw from the course sequence are required to get written permission from the Program Coordinator before enrolling in future INTP courses. They may be required to pass an additional assessment of their signing skills.

Students wishing to audit or enroll in selected courses from the program must obtain approval from the Program Coordinator. Students will be required to earn at least 80 percent on the final examination in the prerequisite skills class. Such students will be admitted on a space-available basis. It is expected that the students will possess the necessary knowledge and skills to complete requirements of the selected course.

This program of study requires special admission as explained below. Contact the Sign Language Interpreting office at (678) 891-3600 or visit our website at [www.gpc.edu/~gpcslip](http://www.gpc.edu/~gpcslip) for more information.

### Admissions to the Sign Language Interpreting Program

***This program requires special admission.*** The Sign Language Interpreting Program sequence of professional courses (INTP) 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.
- A passing score on the Regents’ Test (The Regents’ Test is waived for students with a Bachelor’s degree.).
- Completion of Sign Language Interpreting Program application available in that 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. An applicant that is admitted to the college under this program and subsequently changes to a transfer program will be subject to CPC requirements.

## SIGN LANGUAGE INTERPRETING

### General Education and Professional Curriculum

#### Prerequisites for Sign Language Interpreting AAS degree 12 hours

INTP 1904	American Sign Lang I (a)	3 hours
INTP 1905	American Sign Lang II (a)	3 hours
INTP 1906	American Sign Lang III (a)	3 hours
INTP 1907	American Sign Lang IV (a)	3 hours

(or demonstrated equivalent intermediate conversational American Sign Language skills)

#### General Education for Sign Language Interpreting AAS degree 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 INTP professional curriculum courses.

##### *Required courses:*

ATEC 1201	Computer Concepts	1 hour
ATEC 1203	Digital Literacy and Research Skills	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 1101	Introduction to Mathematical Modeling	3 hours
PHED ____	Physical Education Electives	2-4 hours
POLS 1101*	American Government	3 hours
PSYC 1101*	Introduction to General Psychology	3 hours
Select from Core I Area C	Humanities/Fine Arts	3 hours
Regents' Test (b)		

#### Professional Curriculum for Sign Language Interpreting AAS degrees 42 hours

##### *First-year courses*

INTP 1911	American Sign Language Narrative and Discourse	6 hours
INTP 1911L	Interpreting Lab 1	1 hour
INTP 1915	Deaf History and Culture	3 hours
INTP 1923	Consecutive ASL to English	3 hours
INTP 1924	Fingerspelling and Numbers	1 hour
INTP 1925	Classifiers in ASL	1 hour
INTP 1931	English to ASL Interpreting	3 hours
INTP 1931L	Interpreting Lab 2	1 hour

##### *Second-year courses*

INTP 1941	Introduction to Interpreting	3 hours
INTP 2901	Interpreting in Specialized Settings	3 hours
INTP 2901L	Interpreting Lab 3	1 hour
INTP 2912	Simultaneous ASL to English	3 hours
INTP 2912L	Interpreting Lab 4	1 hour
INTP 2932	English to American Sign Language II	3 hours
INTP 2934	Transliteration	3 hours
INTP 2951	Practicum (c)	6 hours

NOTES: \* Or Honors version

- (a) These courses do not apply toward graduation requirements.
- (b) The Regents' Test is a required competency level test in writing and reading. Both parts of the Regents' Test must be passed prior to enrolling in the professional curriculum. Students are advised to register for the Regents' Test as soon as ENGL 1101 is completed. For information on the Regents' Testing Program, see the college *Catalog*. Students holding a bachelor's degree or higher are exempt.
- (c) A comprehensive exam and student portfolio are required to exit the program.

## Career Programs – Certificates

### CERTIFICATE PROGRAM – FIRE MANAGEMENT

Courses taken for the Fire Management Certificate can be used for the Associate of Applied Science in Fire Management. International Students holding an F-1 Visa/Status may not enroll in certificate or dual degree programs.

#### General Education for Fire Management Certificate 15 hours

These courses constitute the general education segment of the curriculum and must be completed prior to enrolling in the professional curriculum.

**Required courses:**

BISM 2601*	Business Information Systems	3 hours
BUSA 2106*	Environment of Business	3 hours
ENGL 1101*	English Composition I (a)	3 hours
FIRE 1911	Fire Department Management	3 hours
{ MATH 1101	Introduction to Mathematical Modeling	3 hours
or		
{ MATH 1111	College Algebra	3 hours

#### Professional Curriculum for Fire Management Certificate 9 hours

**Choose nine hours from the following courses: (b)**

FIRE 1090	Special Topics	3 hours
FIRE 1902	Introduction to Fire Prevention and Suppression	3 hours
FIRE 1904	Inspection Principles**	3 hours
FIRE 1906	Industrial Fire Protection	3 hours
FIRE 1908	Instructional Techniques**	3 hours
FIRE 1916	Emergency Rescue Operations	3 hours
FIRE 1961	Fire Service Safety and Loss Control**	3 hours
FIRE 2901	Fire Fighting Tactics and Strategy	3 hours
FIRE 2903	Aircraft Fire Protection Safety	3 hours
FIRE 2905	Fire Causes Investigation	3 hours
FIRE 2907	Incident Command**	3 hours
FIRE 2911	Fire Fighters Hydraulics	3 hours
FIRE 2913	Chemistry of Hazardous Material (c)	3 hours
FIRE 2915	Building Construction and Firefighter Safety	3 hours

NOTES: \* Or Honors version

\*\* Identifies classes for NPQ Fire Officer I

- (a) Students planning to transfer are encouraged to take the Regents' Test upon completion of English 1101 or ENGL 1101H.
- (b) Grades of "C" or better in all FIRE technical courses are required for Georgia Perimeter College certification and Georgia Fire Fighter Standards and Training Council certification.
- (c) CHEM 1151 & 1151L are prerequisites for FIRE 2913.



## **CERTIFICATE PROGRAM – LIBRARY AND INFORMATION SCIENCE TECHNOLOGY**

The Associate of Applied Science in Library and 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 certificate 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 job market for trained library workers is steady and strong throughout Georgia. Library leaders express a need for skilled library assistants, who have traditionally accumulated job knowledge either on-the-job, through in-house training sessions, or through attendance at occasional workshops. Library workers seek advanced training and certification to improve their skills and to qualify for advancement in rank. This certificate program is designed to offer credit-bearing educational opportunities to persons already in the field.

Courses taken for the Library and Information Science Technology Certificate can be used for the Associate of Applied Science in Library and Information Science Technology. International students holding an F-1 Visa/Status may not enroll in certificate or dual degree programs.

### **Professional Curriculum for Library and Information Science Technology Certificate      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 and Information Centers	3 hours
LIST 2009	Internship	3 hours

#### **Choose six hours from the following courses:**

LIST 2002	Services for 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	Services in Special Libraries	2 hours
LIST 2015	Topics in Library Science Technology	2 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 PROGRAM – SIGN LANGUAGE INTERPRETING

While an associate degree is strongly recommended, students may choose to receive a Certificate of Completion by completing all of the INTP professional curriculum and ENGL 1101 and ENGL 1102. Learning Support mathematics is not required for this certificate program. Persons holding a degree have a number of job options open to them, may be given preference in hiring, and generally earn higher salaries. Beginning in 2008, at least an associate's degree will be required to sit for the National Interpreter Certification exam. Courses taken for the Sign Language Interpreting Certificate can be used for the Associate of Applied Science in Sign Language Interpreting. International students holding an F-1 Visa/Status may not enroll in certificate or dual degree programs.

<b>Prerequisites for Sign Language Interpreting Certificate</b>		<b>18 hours</b>
INTP 1904	American Sign Lang I (a)	3 hours
INTP 1905	American Sign Lang II (a)	3 hours
INTP 1906	American Sign Lang III (a)	3 hours
INTP 1907	American Sign Lang IV (a)	3 hours
(or demonstrated equivalent intermediate conversational American Sign Language skills)		
<b>General Education required courses:</b>		<b>6 hours</b>
ENGL 1101*	English Composition I (b)	3 hours
ENGL 1102*	English Composition II (b)	3 hours
Regents' Test (c)		
<b>Professional Curriculum for Sign Language Interpreting Certificate</b>		<b>42 hours</b>
<i>First-year courses</i>		
INTP 1911	American Sign Language Narrative and Discourse	6 hours
INTP 1911L	Interpreting Lab 1	1 hour
INTP 1915	Deaf History and Culture	3 hours
INTP 1923	Consecutive ASL to English	3 hours
INTP 1924	Fingerspelling and Numbers	1 hour
INTP 1925	Classifiers in ASL	1 hour
INTP 1931	English to ASL Interpreting	3 hours
INTP 1931L	Interpreting Lab 2	1 hour
<i>Second-year courses</i>		
INTP 1941	Introduction to Interpreting	3 hours
INTP 2901	Interpreting in Specialized Settings	3 hours
INTP 2901L	Interpreting Lab 3	1 hour
INTP 2912	Simultaneous ASL to English	3 hours
INTP 2912L	Interpreting Lab 4	1 hour
INTP 2932	English to American Sign Language II	3 hours
INTP 2934	Transliteration	3 hours
INTP 2951	Practicum (d)	6 hours

NOTES: \*Or Honors version

- (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.
- (c) The Regents' Test is a required competency level test in writing and reading. Both parts of the Regents' Test must be passed prior to enrolling in the professional curriculum. Students are advised to register for the Regents' Test as soon as ENGL 1101 is completed. For information on the Regents' Testing Program, see this section in this *Catalog*. Students holding a bachelor's degree or higher are exempt.
- (d) A comprehensive exam and student portfolio are required to exit the program.

## Dual Programs with DeKalb Technical College

Georgia Perimeter College and DeKalb Technical College offer dual programs for students seeking the Associate of Applied Science degree. The student must be admitted to both institutions. Students who receive credit for all required technical courses from DeKalb Technical College and complete the required collegiate courses from GPC may earn an Associate of Applied Science degree. Students should refer to the *DeKalb Technical College Catalog*, and the admission section of the *GPC Catalog* for specific admission criteria and for program information and course descriptions. International students holding an F-1 Visa/Status may not enroll in certificate or dual degree programs.

### Programs Include:

- Business and Office Technology
- Computer Information Systems
- Early Childhood Care and Education
- Electronics Technology (a)
- Industrial Systems Technology
- Marketing Management
- Medical Assisting
- Medical Laboratory Technology (a)
- Surgical Technology

### Admissions to the Dual Program With DeKalb Technical College

Georgia Perimeter College offers several dual Associate of Applied Science degrees with DeKalb Technical College. Students must meet the admission requirements for both Georgia Perimeter College and DeKalb Technical College. Separate applications must be filed at each institution.

Students enrolled in Associate of Applied Science degree programs offered jointly by GPC and DeKalb Technical College must receive credit for all required technical courses through DeKalb Technical College and must receive credit for the following college course requirements through GPC.

#### Required courses:

		<b>20-22 hours</b>
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 1101	Introduction to Mathematical Modeling (b)	3 hours
PHED _____	Physical Education Electives	1-3 hours
PHED 1101	Choices for Life	1 hour
POLS 1101*	American Government	3 hours
Select elective from Core I Area C	Humanities/Fine Arts	3 hours

NOTES: \* Or Honors version

(a) These programs may require additional collegiate courses.

(b) Any higher-level college mathematics course may be substituted for MATH 1101.

# Course Descriptions

2006-2008

## 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/Program Abbreviations

Following is a list of course abbreviations used by the college.

ACCT	Accounting	HUMN	Humanities
ANTH	Anthropology	INST	International Studies
ATEC	Applied Technology	INTP	Sign Language Interpreting Courses
ARAB	Arabic	ITAL	Italian
ARTS	Art	JAPN	Japanese
ASTR	Astronomy	JOUR	Journalism
BIOL	Biology	KREN	Korean
BADM	Business Administration Program	LIST	Library & Information Science Tech
BISM	Business Information Systems	MATH	Mathematics
BUSA	Business, Environment of	MUSC	Music
CHEM	Chemistry	MUSA	Music, Applied
CHIN	Chinese	NURS	Nursing
COMM	Communication	PHIL	Philosophy
CRJU	Criminal Justice	PHED	Physical Education
CSCI	Computer Science	PHSC	Physical Science
DHYG	Dental Hygiene	PHYS	Physics
ECON	Economics	POLS	Political Science
EDUC	Education	PORT	Portuguese
ENGL	English	PSYC	Psychology
ENGR	Engineering	READ	Reading
ENSL	English as a Second Language	REEN	Reading and English for the Hearing Impaired
ENVS	Environmental Sciences		
EURO	European Studies	RELI	Religion
FILM	Film	RGTE	Regents' Test Preparation Essay
FIRE	Fire Management	RGTR	Regents' Test Preparation Reading
FREN	French	SLIP	Sign Language Interpreting Program
GEOG	Geography	SOCW	Social Work
GEOL	Geology	SOCI	Sociology
GRMN	German	SPAN	Spanish
HEDS	Higher Education Seminar	SWAH	Swahili
HIST	History	THEA	Theatre

## **Accounting (ACCT)**

### **ACCT 2101 - PRINCIPLES OF ACCOUNTING I: FINANCIAL (3)**

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 communications are important parts of student participation.

### **ACCT 2101H - PRINCIPLES OF ACCOUNTING I: FINANCIAL (HONORS) (3)**

*Prerequisite: Acceptance into the Honors Program.*

This course is ACCT 2101 for Honors students.

### **ACCT 2102 - PRINCIPLES OF ACCOUNTING II: MANAGERIAL (3)**

*Prerequisite: ACCT 2101 or ACCT 2101H 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 controls, 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)**

*Prerequisite: 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)**

*Prerequisite: 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.

## **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.

**ATEC 1203 - DIGITAL LITERACY AND RESEARCH SKILLS****(1)**

This course is an introduction to skills and concepts relevant to college students using computer-based resources. The following topics are addressed: college and state networked resources, including GALILEO and GIL, and methods for researching them; beginning and advanced Internet search strategies; evaluation and documentation of electronic sources; email and other modes of computer mediated communication; and various software applications necessary for academic success.

**Arabic (ARAB)****ARAB 1001 - ELEMENTARY ARABIC I****(3)**

This course provides an introduction to spoken and written Arabic. Using basic grammatical patterns and a fundamental vocabulary, the student becomes familiar with the syntax of the language. Simple texts dealing with cultural topics are used to develop skill in reading. The four skills – speaking, comprehending, reading, and writing – are developed simultaneously.

**ARAB 1002 - ELEMENTARY ARABIC II****(3)**

*Prerequisite: ARAB 1001 or permission of the Department Chair.*

This course is a continuation of ARAB 1001.

**ARAB 2001 - INTERMEDIATE ARABIC I****(3)**

*Prerequisite: ARAB 1002 or permission of the Department Chair.*

This course is a continuation of Elementary Arabic. The student continues with more sophisticated writing and reading materials and works with increasingly more difficult activities stressing speaking, comprehending, reading, and writing.

**ARAB 2002 - INTERMEDIATE ARABIC II****(3)**

*Prerequisite: ARAB 2001 or permission of the Department Chair.*

This course is a continuation of ARAB 2001. Cultural and literary reading selections develop a deeper insight into understanding of the Arabic world.

**ARAB 2005 - ADVANCED ARABIC I****(3)**

*Prerequisite: ARAB 2002 or permission of the Department Chair.*

This course is a continuation of ARAB 2002.

**ARAB 2006 - ADVANCED ARABIC II****(3)**

*Prerequisite: ARAB 2005 or permission of the Department Chair.*

This course is a continuation of ARAB 2005.

**Art (ARTS)**

**Art 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 courses in their first semester in order to complete the two-year sequence.

The Visual Arts Program of the college is designed for students wishing to pursue a career in the visual arts by meeting the freshman and sophomore visual arts requirements established by most schools. Students who complete the recommended transfer art curriculum will be prepared to enter as juniors and meet the lower-division requirements for art majors in most four-year institutions. However, additional elective courses not required in Area F for the associate's degree at the college may be taken in order to build a strong portfolio of work. Many four-year institutions require a portfolio review before the student will be admitted into the art program as a junior.

**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)**

*Prerequisite: 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.

**ARTS 1611 - DRAWING II****(3)**

*Prerequisite: 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.

**ARTS 1620 - TWO-DIMENSIONAL DESIGN AND 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.

**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: ARTS OF AFRICA, OCEANIA, AND THE 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)**

*Prerequisite: 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)**

*Prerequisite: ARTS 2615 or ARTS 2617, with a “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 that 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)**

*Prerequisite: 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)**

*Prerequisite: 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.*

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.*

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-requisite: ASTR 1010.*

This is a laboratory to accompany ASTR 1010.

### **ASTR 1010R - ASTRONOMY OF THE 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 into the Honors Program.*

*Prerequisite or Co-requisite: ASTR 1010H.*

This course is ASTR 1010L for Honors students and is a laboratory to accompany ASTR 1010H.

### **ASTR 1020 - STELLAR & 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.*

This course includes 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.*

This course is ASTR 1020 for Honors students.

### **ASTR 1020L - STELLAR & 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-requisite: ASTR 1020.*

This is a 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 Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program.*

*Prerequisite or Co-requisite: ASTR 1020H.*

This course is ASTR 1020L for Honors students and is a 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-requisite:* 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-requisite:* 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-requisite:* 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 THE LIVING WORLD LABORATORY (1)**

*Prerequisites:* Exit or exemption from Learning Support English and reading or all ESL requirements.

*Co-requisite:* 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 1405 - HUMAN BIOLOGY AND DISEASE (2)**

*Prerequisites:* Exit or exemption from Learning Support English and reading or all ESL requirements.

*Co-requisite:* BIOL 1405L.

Students will explore the application of the scientific method to discover the biological principles of health, disease, aging, and metabolism; the latter includes exercise physiology and maintenance of body weight. The integumentary, skeletal, muscular, cardiovascular, digestive, nervous, urinary, and reproductive organ systems will be explored. This course is designed for non-science majors.

### **BIOL 1405L - HUMAN BIOLOGY AND DISEASE LABORATORY (1)**

*Prerequisites:* Exit or exemption from Learning Support English and reading or all ESL requirements.

*Co-requisite:* BIOL 1405.

This is an investigative laboratory to support BIOL 1405. This course is designed for non-science majors.

### **BIOL 1407 - PLANTS, PEOPLE, AND THE ENVIRONMENT (3)**

*Prerequisite:* Exit or exemption from Learning Support English and reading or all ESL requirements.

*Co-requisite:* 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-requisite:* 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, CHEM 1951, or CHEM 1211 and CHEM 1211L, each with a "C" or better; or one year of high school chemistry within the last five years with grades of "C" or better in all parts; or satisfactory performance on a departmental placement exam.

*Co-requisite:* 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)**

*Prerequisites:* Exit or exemption from all Learning Support and ESL requirements and one of the following: CHEM 1151 and CHEM 1151L, CHEM 1951, or CHEM 1211 and CHEM 1211L, each with a "C" or better; or one year of high school chemistry within the last five years with grades of "C" or better in all parts; or satisfactory performance on a departmental placement exam.

*Co-requisite:* BIOL 1611.

This is a laboratory covering microscopic survey of animal cells and tissues, skeletal system, muscle 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-requisite:* 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)**

*Prerequisites:* BIOL 1611 and BIOL 1611L, each with a "C" or better. *Co-requisite:* 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-requisite:* 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. This course is designed primarily for students who intend to enter one of the health professions.

**BIOL 1913L - MICROBIOLOGY LABORATORY (1)**

*Prerequisites:* BIOL 1612 and BIOL 1612L, each with a "C" or better. *Co-requisite:* 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-requisite: 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)**

*Prerequisites: CHEM 1211 and CHEM 1211L, each with a "C" or better. Co-requisite: BIOL 2107.*

This is an in-depth laboratory that applies the scientific method in 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-requisite: 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)**

*Prerequisites: BIOL 2107 and BIOL 2107L, each with a "C" or better. Co-requisite: BIOL 2108.*

This is an in-depth laboratory that 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 all Learning Support and ESL requirements and EDUC 1603, 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 Teacher Education.

**Business Administration (BADM)****BISM 2601 - BUSINESS INFORMATION SYSTEMS****(3)**

This course familiarizes students with management information systems theory, the hardware and software systems available for meeting information systems requirements, and the application of current software packages (spreadsheets and databases) to solve information problems. The emphasis is primarily on using the computer through practical, hands-on operation thereby providing experience in the use of computers in higher-level courses and business environments.

**BISM 2601H - BUSINESS INFORMATION SYSTEMS (HONORS)****(3)**

*Prerequisite: 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 that 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)**

*Prerequisite: 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-requisite:* 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)**

*Prerequisites:* Exit or exemption from Learning Support mathematics and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091. *Co-requisite:* CHEM 1151.

This is a laboratory to accompany CHEM 1151.

### **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-requisite:* 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 1151 and CHEM 1151L or CHEM 1212 and CHEM 1212L, each with a "C" or better. *Co-requisite:* CHEM 1152.

This is a laboratory to accompany CHEM 1152.

### **CHEM 1211 - PRINCIPLES OF CHEMISTRY I**

**(3)**

*Prerequisite:* Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091. *Prerequisite:* MATH 1113 with a "C" or better or *Co-requisite:* MATH 1113. *Co-requisite:* 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, stoichiometry, periodic relations, and nomenclature.

### **CHEM 1211L - PRINCIPLES OF CHEMISTRY I LABORATORY**

**(1)**

*Prerequisite:* Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091. *Prerequisite:* MATH 1113 with a "C" or better or *Co-requisite:* MATH 1113. *Co-requisite:* CHEM 1211.

Laboratory exercises supplement the lecture material of CHEM 1211.

### **CHEM 1212 - PRINCIPLES OF CHEMISTRY II**

**(3)**

*Prerequisites:* CHEM 1211, CHEM 1211L, and MATH 1113 each with a "C" or better. *Co-requisite:* CHEM 1212L.

This is the second course in a two-semester sequence covering the fundamental principles and applications of chemistry for science majors.

### **CHEM 1212L - PRINCIPLES OF CHEMISTRY II LABORATORY**

**(1)**

*Prerequisites:* CHEM 1211, CHEM 1211L, and MATH 1113 each with a "C" or better. *Co-requisite:* CHEM 1212.

Laboratory exercises supplement the lecture material of CHEM 1212.

**CHEM 1951 - 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.

This course is CHEM 1151 without a laboratory component. It is intended for Nursing and Dental Hygiene students. Nursing and Dental Hygiene students planning to pursue a baccalaureate degree should enroll in CHEM 1151 and CHEM 1151L.

**CHEM 1952 - SURVEY OF CHEMISTRY II****(3)**

*Prerequisites:* CHEM 1951 or CHEM 1151 and CHEM 1151L or CHEM 1212 and CHEM 1212L, each with a "C" or better, or appropriate placement on the GPC Chemistry Placement Exam or a score of 3 or higher on an AP Chemistry Test.

This course is CHEM 1152 without a laboratory component. It is intended for students in Nursing and Dental Hygiene. Nursing and Dental Hygiene students planning to pursue a baccalaureate degree should enroll in CHEM 1152 and 1152L.

**CHEM 2641 - FUNDAMENTAL ORGANIC CHEMISTRY I****(3)**

*Prerequisites:* CHEM 1212 and CHEM 1212L, each with a "C" or better. *Co-requisite:* 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)**

*Prerequisites:* CHEM 1212 and CHEM 1212L, each with a "C" or better. *Co-requisite:* 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.

**CHEM 2642 - FUNDAMENTAL ORGANIC CHEMISTRY II****(3)**

*Prerequisites:* CHEM 2641 and CHEM 2641L, each with a "C" or better. *Co-requisite:* 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)**

*Prerequisites:* CHEM 2641 and CHEM 2641L, each with a "C" or better. *Co-requisite:* CHEM 2642.

This is a second semester organic chemistry laboratory to accompany CHEM 2642. There is emphasis on organic synthesis and product analysis.

**Chinese (CHIN)****CHIN 1001 - ELEMENTARY CHINESE I****(3)**

This course provides an introduction to spoken and written Chinese. Using basic grammatical patterns and a fundamental vocabulary, the student becomes familiar with the syntax of the language. Simple texts dealing with cultural topics are used to develop skill in reading. An accompanying workbook provides needed practice in writing the language. The four skills – speaking, comprehending, reading, and writing – are developed simultaneously.

**CHIN 1002 - ELEMENTARY CHINESE II****(3)**

*Prerequisite:* CHIN 1001 or permission of the Department Chair.

This course is a continuation of CHIN 1001.

**CHIN 2001 - INTERMEDIATE CHINESE I****(3)**

*Prerequisite:* CHIN 1002 or permission of the Department Chair.

This course is a continuation of Elementary Chinese. The student continues with more sophisticated writing and reading materials and works increasingly with more difficult activities stressing speaking, comprehending, reading, and writing.

**CHIN 2002 - INTERMEDIATE CHINESE II (3)**

*Prerequisite: CHIN 2001 or permission of the Department Chair.*

This course is a continuation of CHIN 2001. Cultural and literary reading selections develop a deeper insight into an understanding of the Chinese people.

**CHIN 2005 - ADVANCED CHINESE I (3)**

*Prerequisite: CHIN 2002 or permission of the Department Chair.*

This course is a continuation of CHIN 2002.

**CHIN 2006 - ADVANCED CHINESE II (3)**

*Prerequisite: CHIN 2005 or permission of the Department Chair.*

This course is a continuation of CHIN 2005.

**Communication (COMM)**

**COMM 1100 - HUMAN COMMUNICATION (3)**

*Prerequisite: 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, and public speaking.

**COMM 1201 - PUBLIC SPEAKING (3)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: 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 (face-to-face) 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)**

*Prerequisite: 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.

**Computer Science (CSCI)**

**CSCI 1300 - INTRODUCTION TO COMPUTER SCIENCE (3)**

*Prerequisites: Exit or exemption from all Learning Support and ESL requirements.*

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, communications technologies, ethical and social issues, and fundamental problem solving and programming skills. Hands-on projects enhance and reinforce the ideas presented in class.



**CSCI 1301 - PRINCIPLES OF COMPUTER SCIENCE I****(4)**

*Prerequisites: CSCI 1300 and MATH 1101 or MATH 1111 or MATH 1113 or MATH 2431, each 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)**

*Prerequisite: 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 2660 - COMPUTER ORGANIZATION AND PROGRAMMING****(3)**

*Prerequisite: CSCI 1302 with a "C" or better.*

This course provides the student with an overview of information organization, structure, and computer system organization. Topics include computer organization, assembly systems, internal data structures, and programming techniques in assembly language.

**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)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: 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, criminology, and the criminal justice system.

**CRJU 2700 - THE JUDICIAL SYSTEM****(3)**

*Prerequisite: 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-requisite: DHYG 1911.*

This course provides an introduction to the basic theories and techniques fundamental to dental hygiene practice including an overview of the profession, orientation to the clinical facility, prevention of disease transmission, the comprehensive health history, the intraoral and extraoral examination, vital signs, characteristics of normal gingiva and the periodontia, hard and soft deposits, dental caries, stains, polishing, charting, oral hygiene methods and aids, occlusion, fluorides, and topical agents.

**DHYG 1902 - DENTAL HYGIENE II****(2)**

*Prerequisite: DHYG 1901 with a "C" or better. Co-requisite: DHYG 1912.*

This course is a continuation of the fundamental theories and techniques of DHYG 1901. In addition, it focuses on office emergencies, instrument sharpening, oral hygiene methods and aids, dental hygiene care for special needs patients, ultrasonics, antimicrobials, periodontal debridement, periodontal assessment and diagnosis, and treatment planning, implementation, and evaluation.

**DHYG 1903 - DENTAL HYGIENE III****(1)**

*Prerequisite: DHYG 1902 with a "C" or better. Co-requisite: DHYG 1913.*

This course is a continuation of the fundamental theories and techniques in DHYG 1902. In addition, it focuses on treatment care plans, advanced instrumentation, and dental hygiene care for special needs patients.

**DHYG 1911 - CLINICAL DENTAL HYGIENE I****(2)**

*Prerequisites: BIOL 1612 and BIOL 1612L, each with a "C" or better. Co-requisite: DHYG 1901.*

This is the laboratory to accompany DHYG 1901. Additional topics include patient and operator positions and dental hygiene instrumentation.

**DHYG 1912 - CLINICAL DENTAL HYGIENE II****(3)**

*Prerequisite: DHYG 1911 with a "C" or better. Co-requisite: DHYG 1902.*

This is the laboratory to accompany DHYG 1902. Direct patient care is initiated.

**DHYG 1913 - CLINICAL DENTAL HYGIENE III****(2)**

*Prerequisite: DHYG 1912 with a "C" or better. Co-requisite: DHYG 1903.*

Students are involved in direct patient care with emphasis on periodontally involved patients. In addition, students will rotate through dental materials mini-lab sessions in which they will manipulate various dental materials in a clinical setting.

**DHYG 1921K - DENTAL TISSUES****(4)**

*Prerequisites: BIOL 1612 and BIOL 1612L, each with a "C" or better.*

*Co-requisite: DHYG 1923K.*

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)**

*Prerequisites: BIOL 1612 and BIOL 1612L, each with a "C" or better.*

*Co-requisite: DHYG 1921K.*

This course is a study of the principles of ionizing radiation, the principles and techniques of intraoral and extraoral radiography, interpretation of dental radiographs, and environmental safety measures. Instructional topics are enhanced through laboratory experiences.

**DHYG 1925 - ORAL PATHOLOGY****(4)**

*Prerequisites: BIOL 1913, BIOL 1913L and DHYG 1921K, 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. Special emphasis will be placed on the inflammatory response as it relates to periodontal disease: the histopathogenesis, etiologies, classification, and treatments of the disease with emphasis on the role of the dental hygienist and early recognition.

**DHYG 1927 - DENTAL MATERIALS****(1)**

*Prerequisite: CHEM 1951 with a "C" or better. Co-requisite: DHYG 1913.*

This course is a study of the properties and materials used in dentistry.

**DHYG 2901 - DENTAL HYGIENE IV****(2)**

*Prerequisite: DHYG 1903 with a "C" or better. Co-requisite: DHYG 2911.*

This is a modular course in which students are introduced to nutrition and its relationship to general and oral health with an emphasis on oral preventive measures; a continuation of planning and assessing oral health treatment for special needs patients; and a study of the behavioral foundations of communication skills and learning theory related to the dental hygiene process.

**DHYG 2902 - DENTAL HYGIENE V****(1)**

*Prerequisite: DHYG 2901 with a "C" or better. Co-requisite: DHYG 2912.*

This is a modular course offering students a study in jurisprudence and ethics relating to the practice of dentistry and dental hygiene; a review of dental office practice management and maintenance; an application grid of professional and personal management of self for employment; a review of dental hygiene professional associations and career alternatives; also, an enhancement of instructional topics presented in DHYG 2921K through the development and delivery of dental health educational programs to various groups in the community and through field experiences.

**DHYG 2911 - CLINICAL DENTAL HYGIENE IV****(3)**

*Prerequisite: DHYG 1913 with a "C" or better. Co-requisite: DHYG 2901.*

This course involves students in direct patient care at the campus clinic, where emphasis is placed on identifying, planning, and assessing clinical treatment. Enrichment clinical and laboratory rotations are provided at off-campus facilities.

**DHYG 2912 - CLINICAL DENTAL HYGIENE V****(4)**

*Prerequisite: DHYG 2911 with a "C" or better. Co-requisite: DHYG 2902.*

This course is a study in direct patient care offered at the campus clinic, allowing for mastery of dental hygiene skills and appointment management. Enrichment clinical rotations are provided at off-campus facilities.

**DHYG 2921 - PUBLIC HEALTH****(3)**

*Prerequisite: ATEC 1203.*

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 2923 - DENTAL PHARMACOLOGY AND ANESTHESIOLOGY****(2)**

*Prerequisite: DHYG 1925 with a "C" or better.*

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.

**Economics (ECON)****ECON 2105 - PRINCIPLES OF MACROECONOMICS****(3)**

*Prerequisite: Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091.*

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 Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program.*

This course is ECON 2105 for Honors students.

**ECON 2106 - PRINCIPLES OF MICROECONOMICS****(3)**

*Prerequisite: Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091.*

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 Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program.*

This course is ECON 2106 for Honors students.

**Education (EDUC)****EDUC 1603 - FOUNDATIONS OF EDUCATION****(3)**

*Prerequisite: Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091.*

The course provides an overview of the field of education and sets forth the historical, psychological, sociological, and philosophical foundations of education. A main component of the course entails a mandatory 20-hour field experience at a local area school. In addition, the course affords an up-to-date assessment of job opportunities, "shortages and surpluses," in the various levels and specialties in education as well as information concerning the Praxis I exam.

**EDUC 1603H - FOUNDATIONS OF EDUCATION (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 EDUC 1603 for Honors students.

**EDUC 2600 - INTRODUCTION TO EXCEPTIONAL CHILDREN****(3)**

*Prerequisite: EDUC 1603 or EDUC 1603H.*

This is an introductory course that focuses on the identification and accommodation of students with exceptionalities in the regular classroom, including characteristics, causes, and possible impacts. Topics include legal requirements, ethical implications, pre-referral and referral procedures, education strategies, assistive technologies, collaboration between regular and special educators, family involvement, and current issues of teaching exceptional individuals in the regular classroom.

**Engineering (ENGR)****ENGR 1011 - INTRODUCTION TO AUTOCAD****(4)**

*Prerequisite: Prior instruction or practice in engineering graphics.*

This is the first of a two-course sequence that offers hands-on instruction in the use of drawing, editing, and utility commands of AutoCAD for Windows to produce two-dimensional drawings. Prior knowledge is assumed to read and produce orthographic, isometric, and other forms of pictorial representations using traditional tools.

**ENGR 1012 - INTERMEDIATE AUTOCAD****(4)**

*Prerequisite: ENGR 1011 or permission of the Department Chair.*

This is the second of a two-course sequence that continues the review of basic commands of AutoCAD for Windows to produce two-dimensional drawings. This course provides hands-on instruction in using this industry-standard software to create three-dimensional engineering drawings and solid modeling.

**ENGR 1603 - INTRODUCTION TO ENGINEERING****(3)**

*Prerequisite or Co-requisite: MATH 1113 or MATH 2431 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 1608 - ENGINEERING GRAPHICS AND DESIGN****(4)**

*Prerequisite: MATH 1113 or MATH 2431 with a "C" or better and prior experience with AutoCAD.*

This course introduces the principles of computer-assisted graphics and engineering design with emphasis on the fundamentals of the design process. The course integrates basic techniques of creating multi-view drawings and other forms of pictorial representation of freehand rendering and computer graphics using industry-standard software. Orthographic projection, auxiliary and section views, dimensioning and tolerancing practices, and industrial manufacturing processes are presented. Students must be able to create 2-D drawings with AutoCAD prior to taking this course.

**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)**

*Prerequisite: ENGR 2605.*

Topics of study include kinematics and kinetics of rigid bodies in plane motion.

**English (ENGL)****ENGL 0098 - BASIC COMPOSITION****(4)**

*Placement by examination.*

This course is an introductory study of the essay, emphasizing idea generation, paragraph development, and effective sentence construction. The course includes a one-hour-per-week laboratory component for more individualized instruction.

**ENGL 0099 - PRE-COLLEGE COMPOSITION****(4)**

*Prerequisite: ENGL 0098 with a "C" or better or appropriate placement.*

This is a course in the writing of essays, with particular attention given to expanding the paragraph into the essay, ordering ideas, and using transitional devices. Emphasis is given to grammar and usage within the composition. This course includes a one-hour-per-week laboratory component for more individualized instruction.

**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)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: ENGL 1102 or ENGL 1102H with a "C" or better.*

This course offers a survey of world literature including the ancient world, classical Greece and Rome, the Middle Ages, and the Renaissance.

**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 is ENGL 2111 for Honors students.

**ENGL 2112 - WORLD LITERATURE II (3)**

*Prerequisite: ENGL 1102 or ENGL 1102H with a "C" or better.*

This course offers a survey of world literature from the Age of Reason through the twentieth century.

**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 is ENGL 2112 for Honors students.

**ENGL 2121 - BRITISH LITERATURE I (3)**

*Prerequisite: ENGL 1102 or ENGL 1102H with a "C" or better.*

This course considers British literature from the Anglo-Saxon epic through the Age of Reason.

**ENGL 2121H - BRITISH LITERATURE I (HONORS) (3)**

*Prerequisites: ENGL 1102 or ENGL 1102H with a "C" or better and acceptance into the Honors Program.*

This course is ENGL 2121 for Honors students.

**ENGL 2122 - BRITISH LITERATURE II (3)**

*Prerequisite: ENGL 1102 or ENGL 1102H with a "C" or better.*

Students are introduced to British literature from the Romantic Period through the twentieth 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.*

This course is ENGL 2122 for Honors students.

**ENGL 2131 - AMERICAN LITERATURE I (3)**

*Prerequisite: 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 ENGL 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)**

*Prerequisite: 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: Exit or exemption from Learning Support English and reading or all ESL requirements.*

Focusing on the writing of original fiction and poetry, this course may also consider drama and creative non-fiction. Workshop sessions, contemporary performances, and representative readings in a variety of genres and publications are included.

**ENGL 2601 – FEATURES WRITING (3)**

*Prerequisite: Exit or exemption from Learning Support English and 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 nonfiction writing: journalism features writing, literary journalism, broadcast journalism, article writing for magazines, and writing for e-zines and other online or electronic endeavors. (No student may receive credit for both ENGL 2601 and JOUR 2601.)

**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 0070 - INTEGRATED SKILLS I (4)**

*Prerequisite: Placement by appropriate examination.*

Students use intermediate-level ESL materials as they develop communication skills with an emphasis on reading and writing in English as a second language.



**ENSL 0071 - APPLIED GRAMMAR I (3)**

*Prerequisite: 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)**

*Prerequisite: 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 0080 - INTEGRATED SKILLS II (4)**

*Prerequisite: ENSL 0070 with a "C" or better or appropriate placement.*

Intermediate-level students use pre-college 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, including reports and compositions.

**ENSL 0081 - APPLIED GRAMMAR II (3)**

*Prerequisite: 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)**

*Prerequisite: ENSL 0072 with a "C" or better or appropriate placement.*

Speaking and listening skills are developed at the intermediate level. Listening comprehension, notetaking, pronunciation, and presentation skills are emphasized.

**ENSL 0090 - ACADEMIC ENGLISH (6)**

*Prerequisite: ENSL 0080 with a "C" or better or appropriate placement.*

Students use college-level materials as they develop the reading, writing, speaking, and listening skills they will use in their academic work. They demonstrate understanding and respond critically to these materials in speech and writing, including reports, essays, and a short documented paper.

**ENSL 0091 - APPLIED GRAMMAR III (3)**

*Prerequisite: 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.

**Environmental Sciences (ENVS)**

**ENVS 1401 - ENVIRONMENTAL SCIENCE (3)**

*Prerequisite: Exit or exemption from all Learning Support and ESL requirements.*

This is a non-laboratory 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.

**European Union (EURO)**

**EURO 1101 - INTRODUCTION TO THE EUROPEAN UNION (3)**

*Prerequisite: 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, 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)**

(formerly FILM 1301)

This is a survey course covering the national and international film scene with the intent of teaching students elements of film style and analysis of film as an art form. Equally important is the history of cinema including early technological developments, narrative elements, directors, and major genres and movements. The course can be approached with the focus coming either from an aesthetic or historical foundation, but both areas will be significantly addressed.

### **FILM 1010H – INTRODUCTION TO FILM (Honors) (3)**

(formerly FILM 1301H)

*Prerequisite: Acceptance into the Honors Program.*

This course is FILM 1010 for Honors students.

### **FILM 1301 - FILM APPRECIATION (3)**

The course is an introduction to film history and aesthetics and an analysis of film as an art form. (This course will not be offered after fall 2006. See FILM 1010.)

### **FILM 1301H - FILM APPRECIATION (HONORS) (3)**

*Prerequisite: Acceptance into the Honors Program.*

This course is FILM 1301 for Honors students. (This course will not be offered after fall 2006. See FILM 1010H.)

### **FILM 2700 – FILM HISTORY (3)**

This course is an introduction to film history including a critical survey of the evolution of motion pictures as an art form and as a distinctive medium of communication. Notable directors and their films may be studied in depth as the focus of the course.

### **FILM 2900 – FILM GENRES (3)**

This course seeks to define, characterize, and categorize modern and postmodern films, noting their history and potential for genre status while examining specific films in depth for their aesthetic form and content. Analysis of film function, including expressions of culture and media through their specific discourses of psychology, family, gender, class, race/ethnicity and political ideology will also be conducted.

## **Fire Management (FIRE)**

### **FIRE 1090 - SPECIAL TOPICS IN FIRE MANAGEMENT (3)**

Topics or areas of professional interest within the fire management field will be explored. These offerings will vary from semester to semester, depending upon the needs of the students and the community, along with future development of the program. This course may be repeated two times for different topics and be used toward graduation requirements with permission of the Program Coordinator.

### **FIRE 1902 - INTRODUCTION TO FIRE PREVENTION AND SUPPRESSION (3)**

This course introduces the history of fire protection, prevention, and suppression. It includes an introduction to agencies and legal codes involved in fire protection and prevention; a survey of emergency operation organizations; the elements of fire ground tactics and strategy; and building designs and construction, hazardous materials, and extinguishing apparatus.

### **FIRE 1904 - INSPECTION PRINCIPLES (3)**

This course is an exploration of basic principles involved in fire prevention and code enforcement practices. In fire prevention the emphasis is placed on each specific occupancy type to include building design and construction, plans and review, and the development of a systematic inspection program. State laws and modifications to adopted legal codes are discussed to ensure uniformity in the state minimum standards. Adoption and code enforcement are explained from a standpoint of jurisdictions having executive powers.

**FIRE 1906 - INDUSTRIAL FIRE PROTECTION (3)**

This course places emphasis on the study of detection, alarm, standpipe, sprinkler, and special extinguishing systems. It also includes interfacing and training of industrial fire brigades and public fire protection.

**FIRE 1908 - INSTRUCTIONAL TECHNIQUES (3)**

This course examines a variety of learning concepts emphasizing the psychology of learning and instructor roles and responsibilities. Special practical considerations are addressed in the areas of training, goal assessment and development, lesson plan development, course delivery techniques, evaluation procedures, and record and reporting systems utilized in producing and maintaining training programs.

**FIRE 1911 - FIRE DEPARTMENT MANAGEMENT (3)**

This course places emphasis on organizational and management techniques used in fire services today. The types, methods, and principles of fire department management, both formal and informal, line, and staff are considered. Proper communications skills for personnel interactions are also examined. Private sector management is addressed to contrast the best management practices for the size, type, and purpose of the organization.

**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 - FIRE SERVICE 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 2901 - FIREFIGHTING TACTICS AND STRATEGY (3)**

This course is designed to include efficient and effective utilization of staffing, equipment, and apparatus, basic techniques of tactical priorities, life safety, fire control, and property conservation. Strategy and tactics are discussed in reference to company operations and command-level operations.

**FIRE 2903 - AIRCRAFT FIRE PROTECTION SAFETY (3)**

This course is a study of aircraft fire protection and safety including types of aircraft, engines, fuels and fuel systems, hydraulic, electrical and oxygen systems, on-board extinguishing systems, fire fighting and rescue apparatus, extinguishing agents, cargo and pre-fire planning.

**FIRE 2905 - FIRE CAUSES INVESTIGATIONS (3)**

This course reviews cause and origin, determination techniques, evidence gathering, methods, record and report requirements as well as the legal aspects of fire investigation. Technology used in cause and origin investigation is also studied.

**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.

**FIRE 2911 - FIREFIGHTERS' HYDRAULICS (3)**

This course is an application of the laws of mathematics and physics to properties of fluid states, force, pressure and flow velocities, study of water sources and distribution systems. Emphasis is placed on applying principles of hydraulics to solving fire ground problems.

**FIRE 2913 - CHEMISTRY OF HAZARDOUS MATERIALS (3)**

*Prerequisites: CHEM 1151 and CHEM 1151L.*

This course is a study of chemical characteristics and reactions related to storage, transportation, and handling of such hazardous materials as flammable liquids, combustible solids, oxidizing and corrosive materials, and radioactive compounds. Emphasis is placed on fire fighting techniques and control of spills in emergency situations. The course includes specialized protective equipment and monitoring devices.

**FIRE 2915 - BUILDING CONSTRUCTION AND FIREFIGHTER SAFETY (3)**

This course examines the effects that fire, heat, and fire suppression operations have on various types of building construction. Emphasis is placed on loss of structural integrity and signs and symptoms of structural damage relating to firefighter safety.

**French (FREN)**

**FREN 1001 - ELEMENTARY FRENCH I (3)**

The goal of this course is to present grammar and vocabulary in a controlled, step-by-step manner, using the French language as the medium of instruction. Emphasis is on conversational interchange between the student and instructor and among students themselves. Vocabulary is taught in context, and French culture is interwoven in vocabulary study, dialogues, readings, and discussion topics.

**FREN 1002 - ELEMENTARY FRENCH II (3)**

*Prerequisite: FREN 1001 or permission of the Department Chair.*

This course is a continuation of FREN 1001 with further study of the culture of French-speaking regions.

**FREN 2001 - INTERMEDIATE FRENCH I (3)**

*Prerequisite: FREN 1002 or permission of the Department Chair.*

This course continues the material in Elementary French, introducing more complex, finer points of grammar, expanding vocabulary, and requiring reading of a more demanding linguistic nature.

**FREN 2002 - INTERMEDIATE FRENCH II (3)**

*Prerequisite: FREN 2001 or permission of the Department Chair.*

This course continues and completes the material in FREN 2001.

**FREN 2610 - COMPOSITION AND CONVERSATION (3)**

*Prerequisite: FREN 2002 or permission of the Department Chair.*

Based on grammar review and vocabulary acquisition, this course provides intensive training in accurate expression in both the spoken and the written language.

**FREN 2612 - READING COMPREHENSION AND ANALYSIS (3)**

*Prerequisite: FREN 2002 or permission of the Department Chair.*

Students receive practice in the comprehension of written French and an introduction to critical interpretation using basic techniques of literary analysis.

**Geography (GEOG)**

**GEOG 1101 - INTRODUCTION TO HUMAN GEOGRAPHY (3)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: Exit or exemption from all Learning Support and ESL requirements.*

This course is the study of the Earth and the processes that 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)**

*Prerequisite: Exit or exemption from all Learning Support and ESL requirements and acceptance into the Honors Program.*

This course is GEOL 1121 for Honors students.

### **GEOL 1121L - PHYSICAL GEOLOGY LABORATORY (1)**

*Prerequisite: Exit or exemption from all Learning Support and ESL requirements.*

*Co-requisite: 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 topographic and geologic maps.

### **GEOL 1121R - PHYSICAL GEOLOGY LABORATORY (HONORS) (1)**

*Prerequisite: Exit or exemption from all Learning Support and ESL requirements and acceptance into the Honors Program. Co-requisite: GEOL 1121 or GEOL 1121H.*

This course is GEOL 1121L for Honors students and is a laboratory to accompany GEOL 1121 or GEOL 1121H.

### **GEOL 1122 - HISTORICAL GEOLOGY (3)**

*Prerequisite: Exit or exemption from all Learning Support and ESL requirements.*

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. The field trip is optional.

### **GEOL 1122H - HISTORICAL GEOLOGY (HONORS) (3)**

*Prerequisite: Exit or exemption from all Learning Support and ESL requirements and acceptance into the Honors Program.*

This course is GEOL 1122 for Honors students.

### **GEOL 1122L - HISTORICAL GEOLOGY LABORATORY (1)**

*Prerequisite: Exit or exemption from all Learning Support and ESL requirements.*

*Co-requisite: 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)**

*Prerequisite: Exit or exemption from all Learning Support and ESL requirements and acceptance into the Honors Program. Co-requisite: GEOL 1122 or GEOL 1122H.*

This course is GEOL 1122L for Honors students and is a laboratory to accompany GEOL 1122 or GEOL 1122H.

**GEOL 2650K - EARTH & SPACE SCIENCE FOR MIDDLE SCHOOL TEACHERS (4)**

*Prerequisites: Exit or exemption from all Learning Support and ESL requirements and EDUC 1603, 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, 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 Teacher Education.

**German (GRMN)****GRMN 1001 - ELEMENTARY GERMAN I (3)**

This course introduces the student to spoken and written German, emphasizing the basic grammar and vocabulary of everyday speech. The four skills – speaking, comprehending, reading, and writing – are developed simultaneously. Some aspects of everyday life in the German-speaking world are also introduced.

**GRMN 1002 - ELEMENTARY GERMAN II (3)**

*Prerequisite: GRMN 1001 or permission of the Department Chair.*

This course continues the work begun in GRMN 1001, building upon grammatical structures and vocabulary acquired.

**GRMN 2001 - INTERMEDIATE GERMAN I (3)**

*Prerequisite: GRMN 1002 or permission of the Department Chair.*

This course completes the study of basic German grammar and vocabulary while introducing reading of a linguistically more challenging nature.

**GRMN 2002 - INTERMEDIATE GERMAN II (3)**

*Prerequisite: GRMN 2001 or permission of the Department Chair.*

This course focuses on a review of the grammar studied in GRMN 1001, GRMN 1002, and GRMN 2001 as well as on developing more facility with the reading skill.

**GRMN 2610 - COMPOSITION AND CONVERSATION (3)**

*Prerequisite: GRMN 2002 or permission of the Department Chair.*

This course offers intensive training in accurate expression in both the spoken and the written language, based on grammar review and vocabulary acquisition.

**GRMN 2612 - READING COMPREHENSION AND ANALYSIS (3)**

*Prerequisite: GRMN 2002 or permission of the Department Chair.*

This course offers practice in comprehension of written German and an introduction to critical interpretation using basic techniques of literary analysis.

**Higher Education Seminars (HEDS)****HEDS 1011 - GUIDE TO COLLEGE SUCCESS (2)**

With classes often conducted in a seminar format, this course provides an introduction to important academic skills in higher education. Though primarily designed to enhance the academic and social integration of first-year and returning students, it can be beneficial for all students. This course assists students' adjustment to college, increasing their understanding of the learning process, and helps develop the study skills that will enhance academic performance. This is a required course for students who place into at least two Learning Support courses at the lower level (READ 0097, ENGL 0098, or MATH 0096 or 0097).

## **History (HIST)**

### **HIST 1111 - A SURVEY OF WORLD HISTORY TO EARLY MODERN TIMES (1500) (3)**

*Prerequisite: 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 - A SURVEY OF WORLD HISTORY TO EARLY MODERN TIMES (1500) (HONORS) (3)**

*Prerequisite: Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program.*

This course is HIST 1111 for Honors students.

### **HIST 1112 - A SURVEY OF WORLD HISTORY FROM EARLY MODERN TIMES (1500 TO THE PRESENT) (3)**

*Prerequisite: 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 - A SURVEY OF WORLD HISTORY FROM EARLY MODERN TIMES (1500 TO THE PRESENT) (HONORS) (3)**

*Prerequisite: Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program.*

This course is HIST 1112 for Honors students.

### **HIST 1200 - INTRODUCTION TO THE MIDDLE EAST (1800 TO THE PRESENT) (3)**

*Prerequisite: Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091.*

This course focuses on the key political, cultural, social and religious changes that occurred in the Middle East 1800 CE to the present.

### **HIST 2111 - UNITED STATES HISTORY I (3)**

*Prerequisite: Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091.*

This course is a survey of the intellectual, social, cultural, political, economic and diplomatic history of the United States, 1492-1865, with an emphasis on the evolution of American institutions and values.

### **HIST 2111H - UNITED STATES HISTORY I (HONORS) (3)**

*Prerequisite: 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)**

*Prerequisite: Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091.*

This course is a survey of the intellectual, social, cultural, political, economic and diplomatic history of the United States from 1865 to the present, with emphasis on the evolution of American institutions and values.

### **HIST 2112H - UNITED STATES HISTORY II (HONORS) (3)**

*Prerequisite: 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.

## 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.

## International Studies (INST)

### **INST 1011 - INTERNATIONAL STUDY I**

**(1-3)**

This course is for students studying abroad in credit study abroad programs. Department chair or Academic Dean 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 or Academic Dean 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 or Academic Dean 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 or Academic Dean 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 provides an introduction to spoken and written Italian. Using basic grammatical patterns and a fundamental vocabulary, the student becomes familiar with the syntax of the language. Simple texts dealing with cultural topics are used to develop skill in reading. The four skills – speaking, comprehending, reading, and writing – are developed simultaneously.

### **ITAL 1002 - ELEMENTARY ITALIAN II**

**(3)**

*Prerequisite: ITAL 1001 or permission of the Department Chair.*

This course is a continuation of ITAL 1001 with further study of the culture of Italian-speaking regions.

### **ITAL 2001 - INTERMEDIATE ITALIAN I**

**(3)**

*Prerequisite: ITAL 1002 or permission of the Department Chair.*

This course continues the material begun in Elementary Italian, introducing more complex, finer points of grammar, expanding vocabulary, and requiring reading of a more demanding linguistic nature.



**ITAL 2002 - INTERMEDIATE ITALIAN II (3)**

*Prerequisite: ITAL 2001 or permission of the Department Chair.*

This course is a continuation of ITAL 2001.

**ITAL 2005 - ADVANCED ITALIAN I (3)**

*Prerequisite: ITAL 2002 or permission of the Department Chair.*

This course is a continuation of ITAL 2002.

**ITAL 2006 - ADVANCED ITALIAN II (3)**

*Prerequisite: ITAL 2005 or permission of the Department Chair.*

This course is a continuation of ITAL 2005.

**ITAL 2610 - COMPOSITION AND CONVERSATION (3)**

*Prerequisite: ITAL 2002 or permission of Department Chair.*

This course provides intensive training in accurate expression in both the spoken and the written language, based on grammar review and vocabulary acquisition.

**ITAL 2612 - READING COMPREHENSION AND ANALYSIS (3)**

*Prerequisite: ITAL 2002 or permission of Department Chair.*

This course offers practice in comprehension of written Italian and an introduction to critical interpretation using basic techniques of literary analysis.

**Japanese (JAPN)**

**JAPN 1001 - ELEMENTARY JAPANESE I (3)**

This course provides an introduction to spoken and written Japanese. Using basic grammatical patterns and a fundamental vocabulary, the student becomes familiar with the syntax of the language. Simple texts dealing with cultural topics are used to develop skill in reading. An accompanying workbook provides needed practice in writing the language. The four skills – speaking, comprehending, reading, and writing – are developed simultaneously.

**JAPN 1002 - ELEMENTARY JAPANESE II (3)**

*Prerequisite: JAPN 1001 or permission of the Department Chair.*

This course is a continuation of JAPN 1001.

**JAPN 2001 - INTERMEDIATE JAPANESE I (3)**

*Prerequisite: JAPN 1002 or permission of the Department Chair.*

This course continues the work begun in Elementary Japanese. The student continues with more sophisticated writing and reading materials, and works with increasingly more difficult activities stressing speaking, comprehending, reading, and writing.

**JAPN 2002 - INTERMEDIATE JAPANESE II (3)**

*Prerequisite: JAPN 2001 or permission of the Department Chair.*

This course is a continuation of JAPN 2001. Cultural and literary reading selections develop a deeper insight into an understanding of the Japanese world.

**JAPN 2005 - ADVANCED JAPANESE I (3)**

*Prerequisite: JAPN 2002 or permission of the Department Chair.*

This course is a continuation of JAPN 2002.

**JAPN 2006 - ADVANCED JAPANESE II (3)**

*Prerequisite: JAPN 2005 or permission of the Department Chair.*

This course is a continuation of JAPN 2005.

## **Journalism (JOUR)**

### **JOUR 1611 - MASS COMMUNICATION (3)**

This course is a survey of contemporary mass media, emphasizing their philosophies, histories, contributions, and problems.

### **JOUR 1613 - BASIC NEWSWRITING (3)**

*Prerequisite: ENGL 1101 or ENGL 1101H with "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)**

*Prerequisite: JOUR 1613 with "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. (No student may receive credit for both ENGL 2601 and JOUR 2601.)

## **Korean (KREN)**

### **KREN 1001 - ELEMENTARY KOREAN I (3)**

This course provides an introduction to spoken and written Korean. Using basic grammatical patterns and a fundamental vocabulary, the student becomes familiar with the syntax of the language. Simple texts dealing with cultural topics are used to develop skill in speaking. The four skills – speaking, comprehending, reading, and writing – are developed simultaneously.

### **KREN 1002 - ELEMENTARY KOREAN II (3)**

*Prerequisite: KREN 1001 or permission of Department Chair.*

This course is a continuation of the study of KREN 1001.

### **KREN 2001 - INTERMEDIATE KOREAN I (3)**

*Prerequisite: KREN 1002 or permission of Department Chair.*

This course is a continuation of Elementary Korean. The student continues with more sophisticated writing and reading materials and works with increasingly more difficult activities stressing speaking, comprehending, reading and writing.

### **KREN 2002 - INTERMEDIATE KOREAN II (3)**

*Prerequisite: KREN 2001 or permission of Department Chair.*

This course is a continuation of KREN 2001. Cultural and literary reading selections develop a deeper insight into understanding of the Korean world.

### **KREN 2005 - ADVANCED KOREAN I (3)**

*Prerequisite: KREN 2002 or permission of Department Chair.*

This course is a continuation of KREN 2002.

### **KREN 2006 - ADVANCED KOREAN II (3)**

*Prerequisite: KREN 2005 or permission of Department Chair.*

This course is a continuation of KREN 2005.

## **Library and Information Science Technology (LIST)**

### **LIST 1101 - INTRODUCTION TO LIBRARIES AND INFORMATION SCIENCE (3)**

*Prerequisite:* 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 resources 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 TECHNICAL PROCESSING (3)**

*Prerequisite:* 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 & INFORMATION CENTERS (3)**

*Prerequisite:* 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 AND 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)**

*Prerequisite:* 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)***Prerequisite: 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)***Prerequisite: LIST 1101, LIST 1103, and LIST 1105 and at least six hours of LIST electives.*

Practical experience of 10 hours per week of productive work time spent in a working library situation. The Program Coordinator prior to the internship term 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 - 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 & SCIENCE TECHNOLOGY****(2)***Prerequisites: LIST 1101, LIST 1103 and LIST 1105.*

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 0096 - ESSENTIAL ALGEBRA****(6)***Placement by examination.*

This course is designed to help students learn the arithmetic, pre-algebra and beginning algebra necessary for the successful study of intermediate algebra. Topics include real number concepts, simplifying algebraic expressions, numerical square roots, problem solving with whole numbers, decimals, fractions and percent, set-builder, interval notation, and number lines, linear equations and inequalities in one variable, reading and interpreting pie, line, and bar graphs, graphing linear equations in two variables, integral exponents, operations on polynomials, factoring polynomials, rational expressions and equations, and problem solving involving linear or factorable quadratic equations as models. Additional topics include the study of geometry concepts and the use of the graphing calculator.

**MATH 0097 - BEGINNING ALGEBRA****(4)***Placement by examination.*

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

**MATH 0098 - INTERMEDIATE ALGEBRA****(4)**

*Prerequisites: MATH 0096 or Math 0097 with a "C" or better or appropriate placement.*

This course is designed to prepare students for college-level mathematics courses. Topics include graphing lines and parabolas; function notation; integer and rational exponents; solving absolute value and quadratic equations and inequalities; solving radical equations; problem solving involving linear equations, quadratic equations, and systems of equations in two variables; and writing equations of lines. Additional topics include operations with radicals and complex numbers, geometric concepts, and calculator usage.

**MATH 1101 - INTRODUCTION TO MATHEMATICAL MODELING****(3)**

*Prerequisite: Exit or exemption from Learning Support mathematics.*

This course uses graphical, numerical, symbolic, and verbal techniques to describe and explore real world data and phenomena. Emphasis is on the use of elementary functions (linear, quadratic, exponential, and logarithmic) to investigate and analyze applied problems and questions, supported by the use of appropriate technology, and on the effective communication of quantitative concepts and results. Functions introduced through applications are the main focus of the course. This course is intended for non-science majors.

**MATH 1111 - COLLEGE ALGEBRA****(3)**

*Prerequisite: 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. Systems of equations (linear and nonlinear) will be solved using matrices and/or algebraic techniques. Circles and non-function parabolas will be studied as shifted graphs. Appropriate applications will be included.

**MATH 1113 - PRECALCULUS****(4)**

*Prerequisite: MATH 1111 with a "C" or better or appropriate placement.*

This course includes the intensive study of algebraic, exponential, logarithmic, trigonometric, and inverse functions and graphs and their applications. Other topics include triangle trigonometry, analytic geometry (ellipses and hyperbolas), trigonometric representation of complex numbers, and vectors. It is designed to prepare students for calculus, algebra-based physics, and related technical subjects.

**MATH 1431 - INTRODUCTION TO STATISTICS****(3)**

*Prerequisite: Successful completion of any collegiate level mathematics course.*

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 1433 - APPLIED CALCULUS****(3)**

*Prerequisite: MATH 1101, MATH 1111, or MATH 1113 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 2030 - PRINCIPLES OF MATHEMATICS****(3)**

*Prerequisite: MATH 1101 or MATH 1111.*

This course is designed for teachers at the elementary school level. Topics included are problem solving, sets, functions, reasoning, real numbers, descriptive statistics, elementary number theory, and measurement. This course is not intended for those majoring in mathematics or for those intending to teach at the middle school or high school levels.

**MATH 2420 - DISCRETE MATHEMATICS****(3)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: 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. This \* indicates the course is not required for the associate's 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)**

*Prerequisite: 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 chairperson 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)**

*Prerequisite: 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, 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)**

*Prerequisite: 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)**

*Prerequisite: MUSC 1708 or successful performance on Music Theory Placement Examination.*

*Co-requisite: MUSC 1611.*

Through the use of CAI and programmed audiotapes, 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)**

*Prerequisite: MUSC 1621 with a "C" or better. Co-requisite: MUSC 1612.*

This course is a continuation of MUSC 1621. Through the use of CAI and programmed audiotapes, 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)**

*Prerequisite: MUSC 1611. Co-requisite: 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 1760 - DICTION FOR SINGERS (English-German)****(1)**

This course is one of two courses that, 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 English and German.

**MUSC 1762 - DICTION FOR SINGERS (Italian-French)****(1)**

This course is one of two courses that, 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 French.

**MUSC 2613 - MUSIC THEORY III****(2)**

*Prerequisite: 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)**

*Prerequisite: 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)**

*Prerequisite: MUSC 1622 with a "C" or better. Co-requisite: MUSC 2613.*

This course is a continuation of MUSC 1622. Through the use of CAI and programmed audiotapes, 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)**

*Prerequisite: MUSC 2623 with a "C" or better. Co-requisite: 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 soloists 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. This class is 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. This class is not intended for music majors. There is no additional music fee for this class.

**MUSC 1750 - THEATRE ARTS GUILD****(1)**

In conjunction with the Theatre Arts Guild, regular full-stage productions of Broadway and operatic works are presented. Students may audition for performing roles or may enroll as technical assistants. Evening rehearsals are required. For information regarding upcoming auditions, contact the college's Fine Arts office. In some non-production terms, instruction is provided in topics pertaining to the music theatre stage.

**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. Students may register for the following:

- |                         |                       |
|-------------------------|-----------------------|
| A = Brass Ensemble      | E = Recorder Ensemble |
| B = Chamber Singers     | F = String Ensemble   |
| C = Keyboard Ensemble   | G = Woodwind Ensemble |
| D = Percussion Ensemble |                       |

## Music (MUSA) Applied Music

### 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)**

**MUSA 1638 - PRINCIPAL APPLIED II (2)**

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)**

**MUSA 1642 - MAJOR APPLIED II (4)**

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 once 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)**

*Prerequisite: MUSA 1701A or MUSA 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)**

*Prerequisite: MUSA 1701A or MUSA 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)**

**MUSA 1735\* - SECONDARY APPLIED II (1)**

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.

**MUSA 2637\* - PRINCIPAL APPLIED III (2)**

**MUSA 2638\* - PRINCIPAL APPLIED IV (2)**

This sequence is a continuation of MUSA 1638.

**MUSA 2641 - MAJOR APPLIED III (4)**

**MUSA 2642 - MAJOR APPLIED IV (4)**

This sequence is a continuation of MUSA 1642.

**MUSA 2644 - PRINCIPAL APPLIED V (2)**

**MUSA 2645 - PRINCIPAL APPLIED VI (2)**

This sequence is a continuation of MUSA 2638.

**MUSA 2647 - MAJOR APPLIED V (4)**

**MUSA 2648 - MAJOR APPLIED VI (4)**

This sequence is a continuation of MUSA 2642.

**MUSA 2734\* - SECONDARY APPLIED III** (1)

**MUSA 2735\* - SECONDARY APPLIED IV** (1)

This sequence is a continuation of MUSA 1735.

**MUSA 2739 - COMPOSITION** (2)

*Prerequisites: MUSC 1621 and permission of the Department Chair.*

This is the same course as MUSC 2739.

### **Nursing (NURS)**

**NURS 0190 - CLINICAL NURSING: FOR LEARNING SUPPORT** (2)

*Prerequisites or Co-requisites: NURS 1920 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 lab 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 (LEARNING INTERACTIVELY NEEDED KNOWLEDGE) FOR NURSING** (2)

*Prerequisite: 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 Program of Nursing. 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.

**NURS 0199 - DOSAGE CALCULATIONS FOR NURSES** (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 the complex.

**NURS 1921 - FUNDAMENTAL CONCEPTS OF NURSING** (8)

*Prerequisites: BIOL 1611 and 1611L, PSYC 1101, and MATH 1101 or higher math, each with a grade of "C" or better.*

This course focuses on the 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 math calculations, is presented using Web modules. This course includes classroom, laboratory, 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)**

*Prerequisite: Admission to the Nursing Program.*

*Prerequisite or Co-requisite: NURS 1920 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)**

*Prerequisite: Math 1101 or higher math*

*Prerequisite or Co-requisites: BIOL 1913 and 1913L and PSYC 1101, 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 pharmacology principles and math 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)**

*Prerequisite: NURS 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, clinical practice, laboratory, and online experiences. This course is offered in the second semester of the Nursing Program.

**NURS 2022 - HEALTH TOPICS II****(3)**

*Prerequisite or Co-requisite: NURS 2921 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 2920 - FAMILY/CHILD CONCEPTS OF NURSING****(7)**

*Prerequisites: BIOL 1913 and 1913L and NURS 1926 or NURS 1930, each with a grade of "C" or better, and passing the Regents' Test (both reading and essay).*

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 of pregnancy, the birth process and childhood. Students will have the opportunity to utilize the nursing process in a variety of family, maternal/newborn and pediatric settings. Concepts introduced in prior nursing courses will be expanded and integrated with diverse populations. This course includes classroom and clinical experiences. It is offered fall and summer semesters.

**NURS 2923 - TRANSITION PSYCHIATRIC/MENTAL HEALTH CONCEPTS OF NURSING (2)**

*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 includes classroom, clinical practice, and online experiences.

**NURS 2924 - PSYCHIATRIC/MENTAL HEALTH CONCEPTS OF 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 includes classroom, clinical practice, seminar, and online experiences. This course is offered in the third semester of the Nursing Program.

**NURS 2926 - TRANSITION PSYCHIATRIC/MENTAL HEALTH CONCEPTS OF NURSING (2)**

*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 2928 - ADVANCED CONCEPTS OF NURSING (9)**

*Prerequisites:* NURS 2921 or (NURS 2920 and NURS 2923 or 2924), 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.

**Philosophy (PHIL)**

**PHIL 1301 - SURVEY OF PHILOSOPHICAL THOUGHT (3)**

*Prerequisite:* 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 1301H - SURVEY OF PHILOSOPHICAL THOUGHT (HONORS)****(3)**

*Prerequisite: Exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091 and acceptance into the Honors Program*

This course is PHIL 1301 for Honors students.

**PHIL 2120 – INTRODUCTIONS 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 2641 - LOGIC AND CRITICAL THINKING****(3)**

*Prerequisite: 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.

**Physical Education (PHED)****PHED 1003 - BASKETBALL****(1)**

This course is a team activity that covers the basic fundamentals of basketball: rebounding, dribbling, pivoting, passing, shooting, faking, footwork, and defensive skills. Some strategy and team play are introduced.

**PHED 1005 - SOFTBALL****(1)**

This course is a team activity designed to teach students the basic skills of slow pitch softball including fielding, throwing, catching, pitching, hitting, base running, and game strategy.

**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 will 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. The course is also designed to allow students 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 the student 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 1053 - FITNESS SWIMMING****(1)**

*Prerequisite: Students must be able to swim.*

This course is designed to introduce the students 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 introduce students of various ages and fitness levels to participate in a vigorous, aerobic activity while reducing the chance of injury. Activities that promote cardiovascular endurance, muscular strength and endurance, and flexibility are emphasized and modified for an aquatic setting.

**PHED 1057 - BASIC CANOEING AND SAFETY****(1)**

*Prerequisite: Students must be able to swim in reasonable form.*

This course is designed to introduce the student to the fundamental skills involved in flat water and white water canoeing. The student will be permitted to progress consistent with his or her paddling ability. A paddling field trip is required to complete the course.

**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 students 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 1071 - ENGLISH RIDING****(1)**

This course includes history, the tack room, hooves, parts of the tack, tacking up, and mounting. Classes at the stables will 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 covers 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 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, biomechanics, 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 1603, 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 of study requirements for the associate's degree in Teacher Education.

## Physics (PHYS)

### **PHYS 1111 - INTRODUCTORY PHYSICS I**

**(3)**

*Prerequisites: MATH 1111 or MATH 1113 with a "C" or better and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091. Co-requisite: 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)**

*Prerequisites: MATH 1111 or MATH 1113 with a "C" or better and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091. Co-requisite: 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-requisite: 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)**

*Prerequisites: PHYS 1111 with a "C" or better and PHYS 1111L. Co-requisite: 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-requisite: PHYS 2211L.*

This principles of physics course 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)**

*Prerequisites: MATH 2431 with a "C" or better and exit or exemption from Learning Support reading or all ESL requirements except ENSL 0091. Co-requisite: PHYS 2211.*

This is a laboratory to accompany PHYS 2211. Assignments are designed to reinforce lecture concepts.

### **PHYS 2212 - PRINCIPLES OF PHYSICS II**

**(3)**

*Prerequisite: PHYS 2211 with a "C" or better and PHYS 2211L and MATH 2432 with a "C" or better. Co-requisite: PHYS 2212L.*

This principles of physics course 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)**

*Prerequisite: PHYS 2211 with a "C" or better and PHYS 2211L and MATH 2432 with a "C" or better. Co-requisite: 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)**

*Prerequisite: 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)**

*Prerequisite:* 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)**

*Prerequisite:* 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 2601 - INTRODUCTION TO PUBLIC ADMINISTRATION****(3)**

*Prerequisite:* 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 provides an introduction to spoken and written Portuguese. Using basic grammatical patterns and a fundamental vocabulary, the student becomes familiar with the syntax of the language. Simple texts dealing with cultural topics are used to develop skill in reading. The four skills – speaking, comprehending, reading, and writing – are developed simultaneously.

**PORT 1002 - ELEMENTARY PORTUGUESE II****(3)**

*Prerequisite:* PORT 1001 or permission of the Department Chair.

This course is a continuation of PORT 1001 with further study of the culture of Portuguese-speaking regions.

**PORT 2001 - INTERMEDIATE PORTUGUESE I****(3)**

*Prerequisite:* PORT 1002 or permission of the Department Chair.

This course continues the material begun in Elementary Portuguese, introducing more complex, finer points of grammar, expanding vocabulary, and requiring reading of a more demanding linguistic nature.

**PORT 2002 - INTERMEDIATE PORTUGUESE II****(3)**

*Prerequisite:* PORT 2001 or permission of the Department Chair.

This course is a continuation of PORT 2001.

**PORT 2005 - ADVANCED PORTUGUESE I****(3)**

*Prerequisite:* PORT 2002 or permission of the Department Chair.

This course is a continuation of PORT 2002.

**PORT 2006 - ADVANCED PORTUGUESE II****(3)**

*Prerequisite:* PORT 2005 or permission of the Department Chair.

This course is a continuation of PORT 2005.

## Psychology (PSYC)

### **PSYC 1101 - INTRODUCTION TO GENERAL PSYCHOLOGY (3)**

*Prerequisite: 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 2020 - LEARNING AND DEVELOPMENT IN EDUCATION (3)**

*Prerequisite: PSYC 1101 or PSYC 1101H with a "C" or better*

This is an introductory course in educational psychology that covers major theories, ideas, and research about learning, and child and adolescent development. It includes development of motivation with special emphasis on practical applications for teaching and learning.

### **PSYC 2101 - INTRODUCTION TO PSYCHOLOGY OF ADJUSTMENT (3)**

*Prerequisite: 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)**

*Prerequisite: 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 2618 - PSYCHOLOGY OF WOMEN (3)**

*Prerequisite: 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)**

*Prerequisite: PSYC 1101 or PSYC 1101H and acceptance into the Honors Program.*

This course is PSYC 2618 for Honors students.

### **PSYC 2621 - ABNORMAL PSYCHOLOGY (3)**

*Prerequisite: 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)**

*Prerequisite: PSYC 1101 or PSYC 1101H.*

This course is taught in response to student interest and demand. Some examples of topics covered are human relations, communications 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) (1-3)**

*Prerequisites: PSYC 1101 or PSYC 1101H and acceptance into the Honors Program.*

This course is PSYC 2900 for Honors students.

**Reading (READ, REEN)**

**READ 0097 - BASIC READING SKILLS (4)**

*Placement by examination.*

This course is designed to meet the needs of students who have weaknesses in knowledge acquisition, comprehension strategies, and application skills in college-level print materials. This course emphasizes vocabulary strategies, communication skills, and comprehension competencies using expository and narrative writing.

**READ 0098 - ADVANCED READING SKILLS (4)**

*Prerequisite: READ 0097 with a "C" or better or appropriate placement.*

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.

**REEN 0095 - READING AND ENGLISH FOR THE HEARING IMPAIRED STUDENT (6)**

This course is designed for college students who are Deaf or Hard of Hearing. It combines reading and writing and may be taken prior to READ 0097 or ENGL 0098. Any student who is Deaf or Hard of Hearing on any instructional level may enroll in REEN 0095. Designed to provide accessibility to English for any student who requires such an accommodation, the course utilizes an English as a Second Language approach to English instruction. It is adapted to meet the unique English concept and usage problems of Deaf or Hard of Hearing students. With individualized instruction, students are encouraged to progress at their own rate and to master skills in structure, vocabulary (expressive and receptive), reading comprehension, and writing.

**Regents' Test Preparation (RGTE, RGTR)**

**RGTR 0198 - REGENTS' TEST PREPARATION (READING) (3)**

This course is required of students who have failed the reading portion of the Regents' Test twice or who have earned 45 semester credit hours without passing the test. The course is also open to students who voluntarily choose to prepare for the Regents' Test.

**RGTR 0198E - REGENTS' TEST PREPARATION (ESL READING) (3)**

This course is required of ESL students who have failed the reading portion of the Regents' Test twice or who have earned 45 semester credit hours without passing the test.

**RGTE 0199 - REGENTS' TEST PREPARATION (ESSAY) (3)**

This course is required for students who have failed the essay portion of the Regents' Test twice or who have completed 45 semester hours without passing the test. It is designed to help students to complete successfully the essay component of the Regents' Test. It teaches the fundamentals of composition with emphasis on timed writing and is individualized to remediate the composition deficiencies of each student.

**RGTE 0199E - REGENTS' TEST PREPARATION (ESL ESSAY)****(3)**

This course is required for ESL students who have failed the essay portion of the Regents' Test twice or who have completed 45 semester hours without passing the test. It is designed to help students to complete successfully the essay component of the Regents' Test. It teaches the fundamentals of composition with emphasis on timed writing and is individualized to remediate the composition deficiencies of each student.

**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)**

*Prerequisite: Acceptance into the Honors Program.*

This course is RELI 1301 for Honors students.

**Russian (RUSS)****RUSS 1001 - ELEMENTARY RUSSIAN I****(3)**

This course provides an introduction to spoken and written Russian. Using basic grammatical patterns and a fundamental vocabulary, the student becomes familiar with the syntax of the language. Simple texts dealing with cultural topics are used to develop skill in reading. The four skills – speaking, comprehending, reading and writing – are developed simultaneously.

**RUSS 1002 - ELEMENTARY RUSSIAN II****(3)**

*Prerequisite: Russian 1001 or permission of the Department Chair.*

This course is a continuation of RUSS 1001.

**RUSS 2001 - INTERMEDIATE RUSSIAN I****(3)**

*Prerequisite: Russian 1002 or permission of the Department Chair.*

This course continues the work begun in Elementary Russian. The student continues with more sophisticated writing and reading materials and works with increasingly more difficult activities stressing speaking, comprehending, reading, and writing.

**RUSS 2002 - INTERMEDIATE RUSSIAN II****(3)**

*Prerequisite: Russian 2001 or permission of the Department Chair.*

This course is a continuation of RUSS 2001.

**RUSS 2005 - ADVANCED RUSSIAN I****(3)**

*Prerequisite: RUSS 2002 or permission of the Department Chair.*

This course is a continuation of RUSS 2002.

**RUSS 2006 - ADVANCED RUSSIAN II****(3)**

*Prerequisite: RUSS 2005 or permission of the Department Chair.*

This course is a continuation of RUSS 2005.

**Sign Language Interpreting (INTP)****INTP 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.



**INTP 1905 - AMERICAN SIGN LANGUAGE II****(3)**

*Prerequisite: INTP 1904 with a "C" or better or appropriate placement.*

This course is a continuation of INTP 1904, building upon grammatical structures and vocabulary acquired.

**INTP 1906 - AMERICAN SIGN LANGUAGE III****(3)**

*Prerequisite: INTP 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.

**INTP 1907 - AMERICAN SIGN LANGUAGE IV****(3)**

*Prerequisite: INTP 1906 with a "C" or better or appropriate placement.*

This course continues and completes the materials in INTP 1906, ASL III. It provides intensive training in conversations using both expressive and receptive skills in American Sign Language. More aspects of Deaf culture are also examined.

**INTP 1911 - ASL SIGN NARRATIVE AND DISCOURSE****(6)**

*Prerequisite: Acceptance into Sign Language Interpreting Program. Co-Requisite: INTP 1911L.*

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, expanded vocabulary and language fluency. This course is taught predominately in ASL without voice.

**INTP 1911L - INTERPRETING LAB 1****(1)**

*Prerequisite: Acceptance into Sign Language Interpreting Program. Co-Requisite: INTP 1911.*

This is a skills laboratory to accompany INTP 1911. Assignments are designed to reinforce classroom concepts. Field observation of working interpreters is also included.

**INTP 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, 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.

**INTP 1923 - ASL TO ENGLISH INTERPRETATION I****(3)**

*Prerequisites: INTP 1911, INTP 1911L, and INTP 1915, each with a "C" or better. Co-requisite: INTP 1931L.*

This course begins work on source language ASL to target language English translations and consecutive voice to sign 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.

**INTP 1924 - FINGERSPELLING AND NUMBERS****(1)**

*Prerequisites: INTP 1911 with a "C" or better.*

This course focuses on the specific skills of understanding and producing fingerspelling and numbers in ASL.

**INTP 1925 - CLASSIFIERS IN ASL****(1)**

*Prerequisites: INTP 1911 with a "C" or better.*

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. Emphasis will be on comprehending them in ASL discourse and using them naturally in interpretations from English to ASL.

**INTP 1931 - ENGLISH TO AMERICAN SIGN LANGUAGE INTERPRETING (3)**

*Prerequisites:* INTP 1911, INTP 1911L, and INTP 1915, each with a "C" or better. *Co-Requisite:* INTP 1931L.

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.

**INTP 1931L - INTERPRETING LAB 2 (1)**

*Prerequisites:* INTP 1911 and INTP 1911L, each with a "C" or better, or placement by examination/interview.

This is a skills laboratory to accompany INTP 1931. Assignments are designed to reinforce classroom concepts. Field observation of working interpreters is also included.

**INTP 1941 - INTRODUCTION TO INTERPRETING (3)**

*Prerequisite:* INTP 1911, INTP 1911L, and INTP 1915, each 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 and presents terminology common to the profession.

**INTP 2901 - SURVEY OF SPECIALIZED INTERPRETING SETTINGS (3)**

*Prerequisites:* INTP 1931 and INTP 1931L, each with a "C" or better. *Co-Requisite:* INTP 2901L.

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 employment settings, medical settings, telephone interpreting, deaf-blind interpreting, legal, mental health, oral transliterating, educational, and religious settings.

**INTP 2901L - INTERPRETING LAB 3 (1)**

*Prerequisites:* INTP 1931 and INTP 1931L, each with a "C" or better. *Co-Requisite:* INTP 2901.

This is a skills laboratory to accompany INTP 2901. Assignments are designed to reinforce classroom concepts. Field observation of working interpreters is also included.

**INTP 2912 - ASL TO ENGLISH INTERPRETATION II (3)**

*Prerequisites:* INTP 2901 and INTP 2901L, each with a "C" or better.

*Co-Requisite:* INTP 2912.

This course is a continuation of the skills developed in ASL to English Interpretation I, and focuses on simultaneous voice to sign interpretations.

**INTP 2912L - INTERPRETING LAB 4 (1)**

*Prerequisites:* INTP 2901 and INTP 2901L, each with a "C" or better.

*Co-Requisites:* INTP 2912 and INTP 2932.

This is a skills laboratory to accompany INTP 2912. Assignments are designed to reinforce classroom concepts. Field observation of working interpreters is also included.

**INTP 2932 - ENGLISH TO ASL INTERPRETING II (3)**

*Prerequisites:* INTP 2901 and INTP 2901L, each with a "C" or better. *Co-Requisite:* INTP 2912L.

This course is a continuation of the skills developed in INTP 1931, English to ASL Interpreting I, and focuses on simultaneous voice to sign interpretations. This course is offered fall semester.

**INTP 2934 - TRANSLITERATION (3)**

*Prerequisites:* INTP 2912, INTP 2912L, and INTP 2932, each with "C" or better. *Co-Requisite:* INTP 2951.

This course builds a foundation of skills for transliterating from spoken English to signed English. Emphasis is on consistency and conceptual accuracy. Students will receive extensive practice in source materials from academic settings.

**INTP 2951 - PRACTICUM****(6)**

*Prerequisites:* INTP 2912, INTP 2912L, and INTP 2932, each with "C" or better. *Co-Requisite:* INTP 2934.

This course is a combination of actual interpreting experiences, under the supervision of an interpreter in the field, as well as additional independent time in a variety of interpreting situations. A classroom seminar will include discussion, role-playing and situational assessments based on student experiences in the field. Emphasis will be placed on the Code of Ethics and its application in real-life situations. Students must complete all assigned interpreting hours and pass a comprehensive test on expressive and receptive interpreting skills. The test may also include the code of ethics and situational interpreting.

**Social Work (SOCW)****SOCW 2000 - INTRODUCTION TO SOCIAL WORK****(3)**

*Prerequisite:* Exit or exemption from Learning Support 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)**

*Prerequisite:* 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)**

*Prerequisite:* 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)**

*Prerequisite:* 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)**

*Prerequisite:* 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)**

*Prerequisite:* 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 AND FAMILY (HONORS) (3)**  
*Prerequisite: 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)**  
Fundamentals of pronunciation, conversation, intonation, and grammar are emphasized. Oral exercises, varied reading materials, and simple compositions are used extensively to develop interest in and aptitude for acquiring progressive mastery of all aspects of the language: oral comprehension, speaking, reading, and writing. Reading selections provide an opportunity for learning the varied cultures of the Spanish-speaking world.

**SPAN 1002 - ELEMENTARY SPANISH II (3)**  
*Prerequisite: SPAN 1001 or permission of the Department Chair.*  
This course continues the work begun in SPAN 1001 with further study of the culture of Spanish-speaking regions.

**SPAN 1002H - ELEMENTARY SPANISH II (HONORS) (3)**  
*Prerequisites: SPAN 1001 or permission of the Department Chair and acceptance into the Honors Program.*  
This course is SPAN 1002 for Honors students.

**SPAN 2001 - INTERMEDIATE SPANISH I (3)**  
*Prerequisite: SPAN 1002 or SPAN 1002H or permission of the Department Chair.*  
This course continues the work begun in Elementary Spanish and completes the survey of the grammatical structure of Spanish.

**SPAN 2002 - INTERMEDIATE SPANISH II (3)**  
*Prerequisite: SPAN 2001 or permission of the Department Chair.*  
This course provides a comprehensive review of Spanish grammar and focuses on reading skills through cultural and literary readings that develop a deeper insight into the culture and peoples of Spain and Spanish America.

**SPAN 2610 - COMPOSITION AND CONVERSATION (3)**  
*Prerequisite: SPAN 2002 or permission of the Department Chair.*  
This course provides intensive training and accurate expression in both the spoken and the written language, based on a grammar review and vocabulary acquisition.

**SPAN 2612 - READING COMPREHENSION AND ANALYSIS (3)**  
*Prerequisite: SPAN 2002 or permission of the Department Chair.*  
This course offers students practice in comprehension of written Spanish and an introduction to critical interpretation using basic techniques of literary analysis.

### **Swahili (SWAH)**

**SWAH 1001 - ELEMENTARY SWAHILI I (3)**  
This course provides an introduction to spoken and written Swahili. Using basic grammatical patterns and a fundamental vocabulary, the student becomes familiar with the syntax of the language. Simple texts dealing with cultural topics are used to develop skill in reading. The four skills – speaking, comprehending, reading, and writing – are developed simultaneously.

**SWAH 1002 - ELEMENTARY SWAHILI II (3)**

*Prerequisite: SWAH 1001 or permission of the Department Chair.*

This course is a continuation of SWAH 1001.

**SWAH 2001 - INTERMEDIATE SWAHILI I (3)**

*Prerequisite: SWAH 1002 or permission of the Department Chair.*

This course introduces more complex, finer points of grammar, expanding vocabulary, and requiring reading of a more demanding linguistic nature.

**SWAH 2002 - INTERMEDIATE SWAHILI II (3)**

*Prerequisite: SWAH 2001 or permission of the Department Chair.*

This course is a continuation of SWAH 2001.

**SWAH 2005 - ADVANCED SWAHILI I (3)**

*Prerequisite: SWAH 2002 or permission of the Department Chair.*

This course is a continuation of SWAH 2002.

**SWAH 2006 - ADVANCED SWAHILI II (3)**

*Prerequisite: SWAH 2005 or permission of the Department Chair.*

This course is a continuation of SWAH 2005.

**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 on the Clarkston Campus 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 through the twentieth century. The history, playwrights, 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)**

This course is THEA 1301 for Honors students.

**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)**

*Prerequisite: 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)**

*Prerequisite: 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 1701 - THEATRE PRACTICUM****(1)**

Practical work on productions in the areas of acting, stage management, lighting, sound, set construction, costuming, props, and make-up is provided. One hour of practicum may be taken each semester for four semesters.

**THEA 1702 - TECHNICAL THEATRE PRACTICUM****(1)**

*Prerequisite: Approval of Theatre Program Coordinator.*

This course offers the students practical work on theatre production in the areas of technical production including stage management, lighting, sound, set construction, costuming, props, house management and makeup. This course may be taken once per semester.

**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 2607 - CHILDREN'S THEATRE PRODUCTION****(3)**

*Prerequisites: Audition and approval of Theatre Program Coordinator.*

This course is the study of the role of the director in theatrical production, including practical application of theories in classroom exercises.

**THEA 2611 - DIRECTING I****(3)**

*Prerequisite: 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)**

*Prerequisite: 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.

# Personnel

The University System of Georgia .....	222
Board of Regents .....	222
Institutions of the University System of Georgia .....	224
Georgia Perimeter College	
College Administration .....	225
Advancement and External Affairs.....	225
Educational Affairs .....	225
Financial and Administrative Affairs .....	225
Clarkston Campus .....	226
Decatur Campus .....	226
Dunwoody Campus/Alpharetta Center .....	226
Lawrenceville Campus .....	226
Rockdale/Newton Campus .....	227
Faculty .....	227
Faculty Emeriti .....	241

# PERSONNEL

## The University System of Georgia

A 16 member Board of Regents governs the 35 public colleges and universities of the University System of Georgia. Members of the Board of Regents are appointed by the governor of the state, subject to confirmation by the State Senate, for regular terms of seven years. The Board's members elect the chairperson, vice chairperson, and other officers of the Board of Regents. The chancellor of the Board of Regents serves as the chief executive officer of the Board and as chief administrative officer of the University System of Georgia.

Located throughout the state of Georgia, the colleges and universities of the University System offer programs of study and degrees in a broad range of fields. The system's 12 two-year colleges provide the first two years of study toward the baccalaureate degree and career programs that prepare individuals for employment. Seventeen senior colleges offer bachelor's degrees with some of them also offering graduate degrees in specific areas. The State System's six universities provide graduate programs leading to masters' and doctoral degrees as well as four-year programs leading to bachelor's degrees. All institutions in the University System of Georgia are fully accredited.

Continuing Education programs are also available in many areas of interest for both personal and professional enrichment at University System colleges. The universities are responsible for extensive research programs that are carried out for the purpose of improving the economic and human welfare of the people of Georgia.

### Board of Regents

University System of Georgia  
270 Washington Street, S.W.  
Atlanta, GA 30334

#### Members of the Board of Regents

#### Term Expires

Hugh A. Carter Jr.	2009
William H. Cleveland	2009
Michael J. Coles	2008
Robert F. Hatcher	2013
Julie Ewing Hunt	2011
A. Felton Jenkins	2013
W. Mansfield Jennings, Jr.	2013
James R. Jolly	2008
Donald M. Leebern, Jr.	2012
Elridge W. McMillan	2010
Patrick S. Pittard	2008
Doreen S. Poitevint	2011
Willis Potts	2013
Wanda Yancey Rodwell	2012
J. Timothy Shelnut	2007
Benjamin J. Tarbutton	2013
Richard L. Tucker	2012
M. Allan Vigil	2010



## Staff of the Board of Regents

Erroll B. Davis, Jr., *Chancellor*  
Kris Biesinger, *Assistant Vice Chancellor, Advanced Learning Technologies*  
William Bowes, *Vice Chancellor, Office of Fiscal Affairs*  
Frank A. Butler, *Vice Chancellor, Academics, Faculty and Student Affairs*  
Susan Campbell, *Policy Research Associate*  
Diane Chubb, *Associate Director, Special Projects*  
Corlis Cummings, *Chief Operating Officer and Executive Vice Chancellor*  
Thomas E. Daniel, *Senior Vice Chancellor, Office of External Activities and Facilities*  
Linda Daniels, *Vice Chancellor, Facilities*  
Mark Demyanek, *Director of Environmental Safety*  
David Dickerson, *Assistant Budget Director*  
David Disney, *Director, Customer Service*  
Terry Durden, *Director of ICAPP Operations*  
Robert Elmore, *Assistant Director, Business Services*  
Brian Finnegan, *Director, Emerging Instructional Technologies*  
Catherine Finnegan, *Director, Assessment and Public Information*  
Jim Flowers, *Special Assistant to the CIO*  
Sherea Frazer, *Director of Human Resources*  
Hal Gibson, *Assistant Vice Chancellor Design and Constructions*  
John Graham, *Executive Director, Enterprise Applications Systems*  
Daryl Griswold, *Assistant Vice Chancellor, Legal Affairs (Contracts)*  
Peter J. Hickey, *Assistant Vice Chancellor, Real Properties*  
Bettie Horne, *Interim Associate Vice Chancellor, Faculty Affairs*  
Harriet Houston, *Executive Assistant to the Chancellor*  
Cathie M. Hudson, *Associate Vice Chancellor, Strategic Research and Analysis*  
Joy Hymel, *Assistant Vice Chancellor Office of Economic Development*  
Jan Kettlewell, *Associate Vice Chancellor, P-16 Initiatives, Executive Director USG Foundation*  
Matthew Kuchinski, *Director, System Office Systems Support*  
Tonya Lam, *Associate Vice Chancellor, Student Affairs*  
Debra Lasher, *Executive Director, Business and Financial Affairs*  
Susan Leisure, *Assistant Director, Office of International Education*  
Tom Maier, *Assistant Vice Chancellor Policy and Planning*  
Mike McLearn, *Director, University System Purchasing*  
Marcy Middleton, *Director, Academic Program Coordination*  
John Millsaps, *Assistant Vice Chancellor for Strategic Communications*  
Elizabeth E. Neely, *Associate Vice Chancellor, Legal Affairs*  
J. Burns Newsome, *Assistant Vice Chancellor, Legal Affairs (Prevention)*  
Diane Payne, *Director of Publications*  
Merryl Penson, *Executive Director, Library Services*  
Arlethia Perry-Johnson, *Associate Vice Chancellor, Media & Publications*  
Anoush Pisani, *Senior Research Associate*  
Usha Ramachandran, *Assistant Vice Chancellor for Fiscal Affairs*  
Michael Rogers, *Associate Director, Instructional Design and Development*  
John Scoville, *Executive Director, Enterprise Infrastructure Services*  
Beheruz Sethna, *Chief Academic Officer and Executive Vice Chancellor*  
Jessica Somers, *Executive Director, Academic Innovation*  
Ronald B. Stark, *Associate Vice Chancellor, Internal Audit*  
Lisa Striplin, *Director, Administrative Services*  
Richard C. Sutton, *Senior Advisor for Academic Affairs; Director - International Programs*  
Randall Thursby, *Vice Chancellor, Information & Instructional Technology/CIO*  
Alan Travis, *Director of Planning*  
Lamar Veatch, *Assistant Vice Chancellor, Georgia Public Library Service*  
William Wallace, *Associate Vice Chancellor, Human Resources*  
Lee Wates, *Assistant Director, Financial Services & Systems*  
Robert E. Watts, *Chief of Staff*  
Gail S. Weber, *Secretary to the Board*  
Dorothy Zinsmeister, *Associate Director for Higher Education, PRISM Initiative*

## **Institutions of the University System of Georgia**

### **Research Universities**

Georgia Institute of Technology, Atlanta  
Georgia State University, Atlanta  
Medical College of Georgia, Augusta  
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**

Dalton State College, Dalton  
Gainesville State College, Gainesville  
Georgia Gwinnett College, Lawrenceville  
Macon State College, Macon

### **Two-Year Colleges**

Abraham Baldwin Agricultural College, Tifton  
Atlanta Metropolitan College, Atlanta  
Bainbridge College, Bainbridge  
Coastal Georgia Community College, Brunswick  
Darton College, Albany  
East Georgia College, Swainsboro  
Georgia Highlands College, Rome  
Georgia Perimeter College, Decatur  
Gordon College, Barnesville  
Middle Georgia College, Cochran  
South Georgia College, Douglas  
Waycross College, Waycross

## Georgia Perimeter College

\*The date in parentheses indicates the year of initial appointment at Georgia Perimeter College.

### College Administration

Robert E. Watts (2005), *Interim President*, B.A., M.A., Florida State University; M.S., Johns Hopkins University; additional graduate study, Georgia State University and Georgia Institute of Technology.  
Ronald L. Carruth (1986), *Executive Vice President, Financial and Administrative Affairs*, A.S., Brunswick Junior College; B.B.A., West Georgia College; M.P.A., Valdosta State College.  
Virginia J. Michelich (1990), *Vice President, Educational Affairs*, B.A., University of Missouri; Ph.D., University of Minnesota.  
Jeffrey H. Tarnowski (1999), *Vice President, Institutional Advancement*, B.A., M.B.A., Bradley University.

### Advancement and External Affairs

Jeffrey H. Tarnowski (1999), *Vice President, Advancement*  
Karen Berson (2006), *Director, Institutional Advancement*  
Ethel S. Brown (1997), *Director, Grants and Sponsored Programs*  
Barbara T. Obrentz (2004), *Chief Public Relations Officer; Director, Marketing and Public Relations*

### Educational Affairs

Virginia J. Michelich (1990), *Vice President, Educational Affairs*  
Tonya H. Andrews (1995), *Director, Faculty Services*  
Jo Anne M. Brabson (1995), *Director, Counseling, Advisement and Testing*  
Debra Denzer (1988), *Interim Director, International Center*  
Mariam W. Dittmann (1991), *Lawrenceville Campus Interim Dean of Academic Services*  
Francis M. Falcetta (2003), *Assistant Vice President, Educational Affairs, Continuing and Corporate Education*  
Coletta Hassell (2000), *Assistant Vice President, Educational Affairs*  
Alan Jackson (1992), *Rockdale/Newton Campus Dean of Academic Services*  
Rob D. Jenkins (2000), *Director, Writer's Institute*  
Bonnie Martin (2003), *Director, Disability Services*  
Gary A. McGaha (2002), *Dunwoody Campus Dean of Academic Services*  
Elizabeth F. Mistretta (2000), *Assistant Vice President, Educational Affairs/Health Sciences*  
Elizabeth A. Molloy (1985), *Assistant Vice President, Educational Affairs*  
Debra M. Moon (1990), *Assistant Vice President, Educational Affairs/Distance Learning, Faculty and Program Development*  
Donald M. Pearl (2000), *Clarkston Campus Dean of Academic Services*  
Douglas R. Ruch (1991), *College Registrar*  
Joyya P. Smith (2002), *Director, Trio Programs*  
Jacqueline D. Thornberry (1986), *Director, Special Programs*  
Margaret H. Venable (1991), *Assistant Vice President, Educational Outreach*  
Gregory N. Ward (1980), *Director, Athletics*  
Robert A. Wigfall (1996), *Director, Gateway to College Academy*

### Financial and Administrative Affairs

Ronald L. Carruth (1986), *Executive Vice President, Financial and Administrative Affairs*  
Christopher N. Albers (2005), *Chief, Public Safety*  
R. Bruce Briggs (2003), *Associate Vice President, Information Technology*  
B. Keith Chapman (1993), *Director, College Services*  
Sheletha Y. Champion (2004), *Internal Auditor*  
Judith A. Chastonay (1986), *Director, Human Resources, Employment/Academic Services*  
William M. Gerspacher (2004), *Director, Budgets*  
Lewis C. Godwin (1991), *Director, Plant Operations Planning and Projects*  
Marissa Greenlee (2006), *Director, Information Systems*  
Scott E. Hardy (1988), *Director, Plant Operations Support Services*  
Van B. Hope (1985), *Director, Finance/Student Accounts*

Patrice R. Masterson (1994), *Director, Human Resources, Benefits/Staff Development*  
Susan McKinnon (1999), *Director, Educational Technologies*  
Phyllis Montgomery (1998), *Assistant Vice President, Human Resources*  
Godfrey Noe (2003), *Director, Institutional Research*  
William J. Purcell (1975), *Director, Enterprise Support Services*  
Jimmy G. Ratliff (1982), *Deputy Chief, Public Safety*  
Gayle Suchke (1992), *Director, Finance/Payroll*  
Trenton J. Taylor (2005), *Director, Human Resources, Compliance & Affirmative Action*  
Karen Truesdale (1997), *Director, Human Resources, Alternative Dispute Resolution*  
Travis E. Weatherly, Jr. (1979), *Associate Vice President, Facilities*

#### **Clarkston Campus**

Dennis R. Harkins (1999), *Provost*  
Donald M. Pearl (2000), *Dean of Academic Services*  
Lisa Fowler (1995), *Dean of Student Services*  
Eva C. Lautemann (1976), *Director, Library Services*  
Sheree S. Simpson (1986/1996), *Registrar*  
Lydia J. Williams (2004), *Director, Advising and Counseling Services*

#### **Decatur Campus**

Felita T. Williams (1995), *Provost*  
Julius Whitaker (1993), *Interim Provost*  
Mary Hickman-Brown (1993), *Dean of Student Services*  
Marjorie Cowan (1986), *Director, Advising and Counseling Services*  
Jamie Y. Marable (2003), *Interim Director, Advising and Counseling Services*  
Patience Mason (2002), *Director, Student Life*  
Eileen Menefee (2005), *Registrar*  
Mary K. Sanders (2000), *Director, Special Projects*  
Julius Whitaker (1993), *Director, Library Services*

#### **Dunwoody Campus/Alpharetta Center**

Elizabeth F. Mistretta (2000), *Interim Provost*  
Gary A. McGaha (2002), *Dean of Academic Services*  
Norvell Jackson (2001), *Dean of Student Services*  
Joseph W. Barnes (1999), *Director, Library Services*  
Stephen E. Joyner (2003), *Director, Campus Enrollment Management*  
Judith C. Nichols (1989), *Registrar*  
Julie A. Tittle (1993), *Interim Director, Advising and Counseling Center*  
Heather I. Scott (2005), *Director, Student Life*

#### **Lawrenceville Campus**

Philip A. Smith (1990), *Interim Provost*  
Mariam W. Dittmann (1991), *Interim Dean of Academic Services*  
Francis P. (Frank) Nash (2003), *Dean of Student Services*  
Deborah J. Homer (1993), *Interim Director, Advising and Counseling Center*  
Dennis Jones (2003), *Interim Director, Student Life*  
Felecia M. Harbach (2001), *Interim Registrar*

### **Rockdale/Newton Campus**

Sallie Paschal (1988), *Chief Operating Officer*  
Alan Jackson (1992), *Dean of Academic Services*  
Keith Cobbs (2002), *Dean of Student Services*  
Janea Johnson (2000), *Director, Student Life*  
Sheila J. Lowery (1999), *Registrar*  
Laura Tartak (2002), *Director, Library Services*

### **Faculty**

Eugenia H. Abbey (2005), *Assistant Professor, Library Services*, A.B., M.Ln., Emory University.  
Emory Reginald Abbott (2002), *Assistant 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.  
Patricia A. Ahanotu (1994), *Professor of Biology*, B.S., University of Ife; M.A., Bemidji State University; Ph.D., Texas Woman's University.  
Uju Precious Akanno (2006), *Instructor of Nursing*, B.S.N., M.S.N., California State University.  
Robert Alderson (2001), *Associate Professor of History, Coordinator, Honors Program*, B.A., M.A., Ph.D., University of South Carolina.  
John V. Aliff (1990), *Professor of Biology*, B.S., M.S., Marshall University; Ph.D., University of Kentucky.  
Deniz Z. Altin (2003), *Instructor of Geology/Biology*, B.S., M.S., M.S., Montclair State University.  
John R. Anderson, Jr. (1992), *Professor of Geology, Department Chair*, B.S., M.S., Bowling Green State University; Ph.D., University of Pittsburgh.  
Jose T. Arancibia (1987), *Associate Professor of Spanish*, B.A., Universidad de Chile; M.A., Ohio University; additional graduate study, University of California, Davis.  
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), *Associate Professor of Chemistry, Interim Department Chair*, 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.  
Beryle I. Baker (1979), *Professor of Education*, B.A., Norfolk State College; M.Ed., Central Missouri State University; Ed.S., Georgia State University; Ed.D., Auburn University.  
F. Delores Barber-Anyaehe (2004), *Instructor of Nursing*, B.S.N., Tuskegee University; M.S.N., Medical College of Georgia.  
Joseph W. Barnes (1999), *Associate Professor, Library Services*; A. B., M.A. University of Rochester; M.L.S., M.A., Ph.D., State University of New York, Buffalo.  
Ellen Barrow (1996), *Assistant Professor, Library Services*; B.A., University of South Dakota; M.L.S., Emporia State University.  
Barbara Bateman (2001), *Assistant Professor of French*, B.A., University of Georgia; M.A., University of California at Santa Barbara.  
James F. Battey (2003), *Associate Professor of Biology*, B.S., University of Michigan; Ph.D., University of Georgia.  
John Steven Beauchamp (1992), *Professor of English*, B.A., M.A., University of Georgia; Ph.D., University of Tennessee, Knoxville.  
Betty J. Benardo (1989), *Associate Professor of Mathematics, Department Chair*, B.A., Pfeiffer College; M.A., Wake Forest University.  
Kimberly N. Bennekin (2000), *Assistant 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*, B.A., Morehouse College; M.A., Valdosta State University.  
Kim Bennett (1991), *Associate Professor of Mathematics*, B.M.E., Troy State University; M.A.M.S., University of Georgia; additional graduate study, Georgia Institute of Technology.

Julia E. Benson (1991), *Associate Professor of Computer Science*, B.S., University of Georgia; M.S., Case Western Reserve University.

Monica L Benton (2002), *Instructor of English*, B.A., Langston University; M.A. Clark Atlanta University.

Cheryl M. Benz (2002), *Associate Professor of English as a Second Language, Department Chair*, B.A., Whitworth College; M.A., University of New Mexico; Ed.D., Florida International University.

Lynne L. Bost, (1991), *Associate Professor of English as a Second Language*, B.A., Pomona College; M.A.T., Georgetown University.

Polly Bouker (2001), *Assistant Professor of Geology*, B.S., Western Carolina University; M.S., University of Georgia.

Frederick W. Bounds (1989), *Associate Professor of Business Information Systems*, B.A., Florida State University; M.B.A., University of South Florida; additional graduate study, Kennesaw State College, The University of Central Oklahoma, CCP.

Linda K. Bowen (2003), *Instructor of Communication and Film*, A.A., DeKalb College; B.A., M.A., Georgia State University.

Martha S. Bowles (2000), *Assistant Professor of English*, A.A., Broward Community College, B.A., Florida Atlantic University, M.Ed., University of Georgia.

Beryle Boyd (1988), *Associate Professor of Mathematics*, B.S.Ed., University of Georgia; M.A.T., Georgia State University.

Margee B. Bright-Ragland (1990), *Associate Professor of Art*, B.F.A., Auburn University; M.F.A., Georgia State University.

Wendell S. Broadwell (2000), *Associate Professor of Political Science*, B.A., M.G.A., Georgia State University, D.P.A., University of Georgia.

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 Mathematics*, B.S., Georgia Institute of Technology; M.S., Creighton University.

Barbara L. Brown (1989), *Professor of Psychology*, A.B., Brown University; Ph.D., Massachusetts Institute of Technology; Psy.D., Georgia School of Professional Psychology.

Louvincey D. Brown (1989), *Associate Professor of Speech*, B.S., Fort Valley State College; M.A., University of Georgia; additional graduate study, Georgia State University.

Brendalyn M. Browner (1979), *Associate Professor of Nursing, Coordinator*, B.S.N., Albany State College; M.S.N., Medical College of Georgia.

Anne E. Bruehler (2003), *Instructor of English as a Second Language*, B.A., Asbury College; M.A., Ohio University,

Elaine D. Bryan (2003), *Instructor 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.

Otto B. Buriank, Jr. (2004), *Instructor of History*, B.A., Davidson College; M.A., Ph.D., Emory University.

Maureen F. Burkart (1996), *Associate Professor of Chemistry*, B.S., University of Alabama at Birmingham; Ph.D., University of Florida.

Amy E. Bursi (2002), *Instructor, Library Services*, B.A., University of Georgia; M.L.S., University of Alabama.

Peter A. Bursi (1998), *Assistant 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.

Marla Calico (1995), *Associate Professor of Spanish*, B.A., M.A., Auburn University.

Rose Ann Camalo (1994), *Associate Professor English and English as a Second Language*, B.A., McNeese State University; M.A., University of Southwestern Louisiana; Ph.D., Florida State University.

Candice M. Campbell (2003), *Assistant Professor of Chemistry*, B.S., Georgia State University; Ph.D., Georgia Institute of Technology.

Joseph A. Cannon, Jr. (1991), *Associate Professor of Sociology*; B.A., LeMoyne College; M.A., Ph.D., Cornell University.

Bethany B. Cardon (1991), *Associate Professor of Spanish*, B.A., Samford University; M.H.S., Auburn University.

Alicia Y. Carson (2004), *Instructor of Nursing*, A.S.N., North Georgia College & State University; M.S.N., Georgia State University.

Catherine W. Carter (1991), *Professor of Biology*, B.S., M.Ed., Ph.D. Georgia State 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), *Instructor, Library Services*, B.A., M.L.S., University of Tennessee.

Carmelita C. Chaille (2002), *Instructor, Library Services*, B.A., University of Arizona; M.S., Florida State University.

Jui-Wen Ginger Chen (1998), *Associate 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.

Brenda Cherry (1992), *Associate Professor of Nursing, Coordinator*, B.S.N., Bethel College; M.S.N., Emory University.

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 Clark (1995), *Associate Professor of Sociology*; B.S., Southern University A&M; M.A.T., Grambling State University.

Susan T. Clarke (1990), *Associate Professor of Dental Hygiene*, B.S., Medical College of Georgia; M.Ed., Georgia State University.

Stephanie N. Coffin (1990), *Associate Professor of English and English as a Second Language*, B.A., M.A.T., M.S., Georgia State University; additional graduate study, Georgia State University.

Ray E. Collings (1993), *Assistant Professor of Mathematics*, B.A., Wheaton College; M.S., University of Notre Dame.

Temam H. Cooke (2004), *Assistant Professor of Physics*, B.S., Miami University; Ph.D., Georgia Institute of Technology.

Thomas E. Cooper III (2003), *Instructor of Mathematics*, B.S., M.S., University of Tennessee.

Jose A. Cortes (2001), *Assistant Professor of Spanish*, B.A., Escuela Normal Superior de Nayarit; M.A., New Mexico State; Ph.D., University of Arizona.

Xuchitl N. Coso (1996), *Associate Professor of Spanish*, B.A., M.A., University of Northern Iowa; M.A., University of Illinois.

Lawrence M. Coty (2000), *Assistant Professor of Mathematics*, B.A., University of Illinois-Chicago; M.Ed., Georgia State University.

Jim M. Cox (1980), *Associate Professor of Economics and Political Science*, B.B.A., University of Georgia; M.Ed., Georgia State University; additional graduate study, 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), *Associate Professor of Mathematics*, B.A., M.A., Ph.D., University of South Florida.

Elizabeth D. Cranford (2004), *Instructor of English*, B.A., Brigham Young University; M.A., Valdosta State University.

Kelly B. Cranford (2004), *Instructor of Accounting*, B.B.A., Millsaps College; M.P.A., University of Southern Mississippi.

Jeanette A. Crawford (1998), *Assistant Professor of Nursing, Director, Nursing Tutorial Lab*, B.A., Barrington College; M.S.N., Boston University.

Valerie M. Crawford (2000), *Associate Professor of English*, B.A., Tougaloo College; M.A., Ph.D., University of North Carolina-Chapel Hill.

Carole G. Creekmore (1992), *Associate Professor of English*, B.A., M.A., Wake Forest University.

David M. Cromer (1986), *Associate Professor of English, Interim Department Chair*, B.A., M.A., Southeast Missouri State University; additional graduate study, Georgia State University.

Marva Cooper Cromer (1981/1987), *Associate Professor of Reading*, A.A., DeKalb College; B.S., M.Ed., Georgia State University; additional graduate study, Georgia State University, Georgia School of Professional Psychology.

Ann W. Crowson (1988), *Associate Professor of Mathematics*, B.S., Mississippi State University; M.Ed., Georgia State 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), *Assistant Professor of Fire Management, Coordinator*, A.A.S., Lamar University, B.S., M.S., University of Houston.

Wendy C. Davidson (2004), *Instructor of Mathematics*, B.S., M.S., University of Alabama.

Calandra Davis (1998), *Assistant Professor of Mathematics*, B.A., Trenton State College; M.A., University of Pittsburgh, Ph.D., Emory University.

Lisa A. Davis (1993), *Associate Professor of Accounting*, B.B.A., M.A.C.C., University of Georgia, C.P.A.

Mary Ellen Davis (1991), *Associate Professor of Mathematics*, A.B., St. Louis University; A.M., University of Missouri, Columbia.

Jean Dawson (1989), *Associate Professor of Physical Education*, B.S., Winthrop University; M.S., University of North Carolina, Greensboro; Ed.S., Georgia State University.

Peggy Deierhoi (1991), *Associate Professor of Mathematics*, B.S., The College of William and Mary; M.Ed., Georgia State University.

Michael L. Denniston (1987), *Associate Professor of Chemistry*, B.A., Knox College; M.B.A., University of Kansas; M.Sc., Ph.D., Ohio State University.

Debra K. Denzer (1988), *Associate Professor of English and English as a Second Language, Interim Director, International Center*, B.A., M.A., University of Florida; additional graduate study, Georgia State University.

Jason M. Dew (2004), *Assistant Professor of English*, B.A., Lock Haven University of Pennsylvania; M.A., Ph.D., Indiana University of Pennsylvania.

Michael Diebert (2001), *Assistant Professor of English*, B.A., University of Tennessee at Knoxville; M.A., University of Alabama at Tuscaloosa.

Mariam W. Dittman (1991), *Interim Dean, Academic Services, Associate Professor*, B.S., Furman University; M.S. Ph.D. University of Georgia.

Priscilla J. Dodds (2000), *Associate Professor of Computer Science*, B.A., University of Rochester; M.A., University of North Florida; additional graduate studies at Georgia Institute of Technology.

Jodeen D. Ducharme (1992), *Associate Professor of Speech*, B.A., College of Saint Benedict; M.A., University of Wisconsin-Superior; additional graduate study, University of Colorado-Colorado Springs, Georgia State University.

Roxanne M. Dukes (2004), *Assistant Professor of Psychology*, A.A., Gainesville College; B.A., Auburn University; M.S., Valdosta State University; Ed.D., University of Sarasota.

Karen Q. Duncan (2000), *Assistant Professor of Reading*, B.A., M.Ed., Georgia State University.

Yolanda Duncan (2004), *Instructor of Nursing*, B.S.N., University of Southern Mississippi; M.S., Georgia State University.

Sherry Durren (2002), *Instructor, Library Services*, B.A., Agnes Scott College; MLS, University of South Carolina.

Melody R. Durrenberger (2004), *Instructor of Physical Education*, B.A., Warren Wilson College; M.A., Western Carolina University.

Margo L. Eden-Camann (1985), *Associate Professor of English*, B.S., Georgia Southern University; M.Ed., Valdosta State University; additional graduate study, University of North Carolina-Chapel Hill, Emory University, and 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; additional graduate study, Georgia State University.

James D. Engstrom (1998), *Associate Professor of Geography*, B.A. University of Wisconsin; M.C.R.P., Harvard University; M.A., Ph.D., Clark University.

Margaret G. Ehrlich (2002), *Assistant Professor of Mathematics, Department Chair*, B.S., University of Georgia; M.Ed., Ed.S., Ph.D., Georgia State University.

Maryann Errico (1992), *Associate Professor of Reading*, B.A., York College of The City University of New York; M.S., Hofstra University; additional graduate study, Georgia State University.

Elizabeth (Sharifa Saa) Evans (1994), *Associate Professor of English*, B.S., M.S., State University of New York at New Paltz; Ph.D., The Union Institute at Cincinnati.

Janan B. Fallon (1991), *Associate Professor of Spanish*, B.A., Stetson University; M.Ed., University of Georgia; additional graduate study, Georgia State University.

Jonathan L. Farris (2004), *Instructor of History*, B.A., Bryan College; M.A., Miami University.



Dan Fawaz (1987), *Professor of Psychology*, B.S., University of New Hampshire; M.S., University of North Carolina, Greensboro; Ph.D., Michigan State University.

Karline S. Feller (2003), *Instructor of Mathematics*, A.S., Luther College; B.S., Augustana College; M.Ed., University of Georgia.

Kenneth Fenster (1991), *Professor of History*, B.A., Transylvania College; M.A., Ph.D., Marquette University.

Solomon Fesseha (1991), *Professor of Physics*, B.S., Addis Ababa University, Ethiopia; M.S., Ph.D., State University of New York at Albany.

Randy Finley (1992), *Professor of History*, B.S., Phillips University; M.A., University of Central Arkansas; Ph.D., University of Arkansas; additional graduate study, Georgia State University.

Erin E. Forsyth (2004), *Instructor of Legal Environment of Business*, B.A., J.D., University of Georgia.

Dina Foster (1998), *Associate Professor of French*, B.A., M.A., Ph.D., Michigan State University.

Hayward Fountain (1990), *Professor of Physical Education*, A.A., Brewton Parker College; B.S., Georgia Southern University; M.Ed., Georgia College; Ed.S., Ed.D, Atlanta University.

Charles W. Fox (1999), *Instructor of English*; B.B.A., Baylor University; M.F.A., George Mason University.

David W. Free (2003), *Instructor, Library Services*, B.A., University of Georgia; M.A., Georgia State University; M.L.I.S., Clark Atlanta University.

Timothy R. Furnish (2002), *Assistant Professor of History*, B.A., Georgetown University; M.A., Concordia Seminary; Ph.D., Ohio State University.

Katherine B. Gallo (1971), *Assistant Professor, Coordinator of Technical Services, Library Services*, A.B.J., University of Georgia; M.Ln., Emory University.

Paul J. Gaustad (2004), *Instructor of Communicatiaons*, B.S., Rutgers State University; M.A., Georgia State University.

Bagie M. George (2003), *Assistant Professor of Biology*, B.A., Brewton-Parker; M.S., Georgia Southern University; Ph.D., University of Georgia.

Kae Gershon (2001), *Associate Professor of Physics*, A.A., DeKalb College; B.S., M.S., Georgia State University; Ph.D., Emory University.

Jeanette Gibson (1991), *Associate Professor of English*, B.A., University of Guyana; Diploma of Education, University of Guyana; M.A., University of Port Harcourt Nigeria ; Ph.D., Georgia State University.

Loretta B. Gilead (1989/2004), *Assistant Professor of English*, B.A., M.A., Georgia State University.

Jason M. Gladman (1996), *Instructor, Student Affairs Counselor*, B.S., M.R.C., Bowling Green State University.

James L. Gonzales (1991), *Professor of Psychology*, A.A., Taft College; A.S., Green River Community College; B.A., Evergreen State College; M.A., Seattle University; Ph.D., Georgia State University; additional graduate study, University of Washington, School of Medicine.

Jose L. Gonzalez-Roman (2003), *Assistant Professor of Chemistry*, B.S., M.S., University of Puerto Rico; Ph.D., Georgia State University.

Heidi J. Goodwin (2000), *Instructor of English and Reading*, B.A., University of Richmond; M.A., University of Kentucky.

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), *Instructor, Library Services*, B.S., Pennsylvania State University; M.L.S. Saint John's University.

Thomas Graham (1995), *Associate Professor of History*, B.A., University of Iowa; M.A., Western Illinois University; Ph.D., Northern Illinois University.

Ilene Grant (1987), *Associate Professor of Mathematics*, B.A., B.S., University of Cincinnati; M.Ed., Georgia State University.

Carol I. Griffin (2005), *Instructor, Clinic Coordinator Dental Hygiene*, A.A.S., Midlands Technical College; B.B.A., Kennesaw State University; M.S., Mercer University.

Mark F. Griffin (2000), *Assistant Professor of Psychology*, B.A., University of Central Florida; M.A., University of South Florida; M.A. Columbia Theological Seminary, Ed. D., Argosy University and additional graduate study University of Florida.

Jeffrey E. Gutliph (1991), *Associate Professor of Mathematics*, B.S., M.S., University of Mississippi.

William Guyton (2001), *Assistant Professor of Anthropology, Geography and Sociology*, B.S., M.S., University of Southern Mississippi.

Steven L. Hale (1991), *Associate Professor of English*, B. A., Emory University; M.A., Ph.D., University of Georgia.

Barbara Jean Hall (1989), *Associate Professor of English and English as a Second Language*, 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*, B.A., M.F.A., University of Alabama.

Ann W. Hardy (1986), *Associate Professor of Mathematics*, B.A., Mercer University; M.A.T., Emory University.

Larry D. Hardy (2003), *Assistant Professor of Mathematics and Computer Science, Department Chair*, B.A., Clark College; M.S., M.C.S., Clark Atlanta University; Ed.S., Ph.D., Georgia State University.

Carol A. Harris (1988), *Assistant Professor of English*, B.A., Spelman College; M.A., Atlanta University; additional graduate study, University of Michigan, Ann Arbor.

Kay Harrison (2001), *Assistant Professor of English*, B.A., Mercer University-Macon; M.Ed., Georgia State University.

Erskine D. Hawkins, Jr. (2004), *Instructor of Accounting*, B.A., Morehouse College; M.P.A., 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.

Ming Hang Her (2001), *Assistant Professor of Mathematics*, B.S., Hong Kong Baptist University; M.C.M., New Orleans Baptist Theological Seminary; additional graduate studies, Georgia State University.

Lawrence Hetrick (1987), *Associate Professor of English*; B.A., University of Florida; M.A., Johns Hopkins University.

Gloria M. Hitchcock (1991), *Associate Professor of Mathematics, Interim Department Chair*, B.A., Annhurst College; M.A., University of Hartford.

Jane A. Hoffmeyer (2004), *Instructor of Physical Education*, B.A., Ogelthorpe University; M.Ed., Georgia State University.

Janet Hollier (1992), *Associate Professor of Speech*, B.S., Oklahoma State University; M.A., Bowling Green State University; additional graduate study, Oklahoma State University, Georgia State University.

C. Norman Hollingsworth (1981), *Associate Professor of Economics and Business Information Systems*, A.A., Anderson College; B.S., University of South Carolina; M.B.A., Georgia State University; additional graduate study, Georgia State University, University of Georgia.

Mary Carole Hollingsworth (2000), *Assistant Professor of Business Information Systems*, A.S., DeKalb College; B.B. A., M.B.A., Kennesaw State University; additional graduate study, Kennesaw State University and University of Georgia.

Frances V. Holt-Underwood (2003), *Instructor of English*, A.A., Kennesaw Junior College; B.A., Agnes Scott College; M.A., Georgia State University; additional graduate study, Georgia State University.

Anant G. Honkan (1997), *Associate 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), *Director Learning Services; Associate Professor*, B.A. DePaul University; M.A., University of Colorado; U.N.D., Clark Atlanta University.

Sandee D. House (1991), *Associate Professor of Mathematics*, B.S., M.A., Ed.S., The University of Alabama; additional graduate study, Georgia State University.

Patricia S. Howell (1986), *Assistant Professor*, B.A. Newberry College; M.E.D. Mercer University.

Francis Hubbard (2001), *Associate Professor of English, Department Chair*, B.A., Amherst College; M.A., Ph.D., University of California at Berkley.

Paul S. Hudson (2002), *Assistant Professor of History, Department Chair*, B.A., Oglethorpe University; M.A., University of Georgia; Ph.D., Georgia State University.

Ray E. Huebschmann (2002), *Associate Professor of Education and Psychology, Department Chair*, A.B., Indiana State University; M.A., University of Illinois; Ph.D., Southern Illinois University.

Linda G. Hughes (2004), *Assistant Professor of Education*, B.S., M.A., Central Michigan University; Ed.D., University of Georgia.

Deborah T. Huntley (1998), *Associate Professor of Nursing*, B.S., Boston College; M.S., Georgia State University.

Alan Jackson (1992), *Dean of Academic Services, Professor*, B.S., University of Southern Indiana; M.A., University of Dayton; Ph.D. University of Tennessee.

Laura A. James (2003), *Instructor of Communications, Coordinator, Joint Enrollment*, B.A., California State University; M.A., University of North Carolina.

Robin D. Jenkins (2000), *Director, Writer's Institute, Associate Professor*, A.B. State University of West Georgia; M.A., University of Tennessee.

Beth Jensen (1989), *Professor of English*, B.A., Hastings College; M.A., University of Nebraska; Ph.D., University of Georgia.

Gloria Johns (2001), *Assistant Professor of Nursing*, A.A., A.D.N., Prairie State College; B.S.N., Graceland University; M.S.N., Brenau University.

Joseph D. Johnson (2002), *Instructor of Business and Computer Science*, B.I.E., M.D.S., Georgia State University.

Ken P. Johnson (2000), *Associate Professor of English*, B.A., University of Northern Iowa; M.A., Ph.D., Florida State University.

Alyse W. Jones (1992), *Associate Professor of English*, B.A., B.S., University of Maryland; M.A., University of Georgia.

Lee Brewer Jones (1992), *Associate Professor of English*, B.A., West Georgia College; M.A., University of Georgia.

Laurn R. Jordan (1995), *Assistant Professor of Mathematics*, B.S., M.S., East Tennessee State University; additional graduate study, Georgia State University.

Tracie D. Justus (2003), *Instructor of English and English as a Second Language*, B.A., Emory University; M.A., Georgia State University.

Mundia James Kahiga (1990), *Associate Professor of Economics*, B.A., Jersey City State College; M.A., Rutgers University; additional graduate studies, 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.

Ronda Karelitz (1987), *Assistant Professor of Dental Hygiene*, A.A.S., Greenville Technical; B.S., University of North Carolina, Chapel Hill; M.Ed., The Citadel; additional graduate study, Citadel, Corpus Christi State University.

Sarah L. Keeling (1991), *Associate Professor of Nursing*, B.S.N., Lenoir Rhyne College; M.N., Emory University.

Sharon Keener (1990), *Associate Professor of Mathematics*, A.A., DeKalb College; B.S., M.A.T., Georgia State University.

Susan F. Keith (2002), *Instructor of Mathematics*, B.S.Ed., University of Georgia; M.Ed., Georgia State University.

Eric T. Kendrick (2002), *Instructor of English and English as a Second Language, Department Chair*, B.A., Furman University; M.A., Georgia State University.

Myung H. Kim (1993), *Associate Professor of Chemistry*, B.S., Sung Kyun Kwan University; M.S., University of Nebraska; Ph.D., University of Oklahoma.

Robert J. King (2000), *Assistant Professor of Political Science*, B.A., University of California; M.A., University of Florida; M.A., Emory University.

Robert A. Koff (2004), *Instructor of Mathematics*, B.S., Oglethorpe University; M.A.T., Emory University; Ed.S., Georgia State University.

David L. Koffman (2002), *Assistant Professor of Art, Department Chair*, B.F.A., University of Tennessee; M.F.A., University of Georgia.

Stephen M. Koplan (2000), *Associate 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), *Assistant Professor of Psychology*, B.A., M.A., University of North Carolina-Chapel Hill; M.S., Nova Southeastern University; PsyD., Argosy University.

Kim L. Krinsky (1995), *Associate Professor of Psychology*, B.A., Cornell University; M.A., Ph.D., Emory University.

Diane M. LaCole (2000), *Assistant Professor of Biology*, B.A., Boston University; M.S., Antioch University.

Ulrike Lahaise (1998), *Assistant 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.

Teresita L. Lampe (1991), *Professor of Chemistry*, B.S., Adamson University; M.S., Ph.D., Wayne State University, post doctorate work at the University of Michigan.

Julie J. Langley (2003), *Instructor of Reading*, B.A., M.A., Georgia State University.

Eva C. Lautemann (1976), *Director, Library Services, Assistant Professor*, B.S., Purdue University; M.LIS., Atlanta, University.

Kouok K. Law (1992), *Associate Professor of Mathematics*, B.A., University of Madagascar; M.A., State University of New York-Albany; Ph.D., University of Washington.

Beverly A. Lee (2004), *Instructor of Legal Environment*, B.S., Savannah State University; J.D., St. Louis University.

Marjorie Lewkowicz (1990), *Associate Professor of Mathematics*, B.A., M.A., University of Scranton; M.S., Marywood College; Ed.S., Ph.D., Georgia State University; additional graduate study, Lehigh University, Marywood College.

Richard S. Linder (2004), *Instructor of Speech*, B.A., University of Southern California; M.A., Georgia State University; M.B.A., Hofstra University.

Margaret W. Listermann (2004), *Assistant Professor of Political Science*, B.A., Queens University of Charlotte; M.A., Auburn University; Ph.D., University of Alabama.

Yawei Liu (1996), *Associate Professor of History*, B.A., Xian Foreign Language Institute; M.A., University of Hawaii; Ph.D., Emory University.

Susan D. Lofstrom (1993), *Associate Professor of English, Coordinator, Joint Enrollment*, B.A., Keuka College, M.A., University of Rochester, additional graduate study, University of Rochester.

Diwana H. Lowe (2000), *Associate Professor of Nursing*, B.S.N., M.S.N., University of Alabama.

Laura B. Lowrey (2000), *Assistant Professor of Mathematics*, B.A., M.S., Emory University.

Albert H. Lu (2003), *Instructor of Mathematics and Engineering*, B.S.E.E., University of Michigan; M.S.E.E., Georgia Institute of Technology.

William C. Madden, Jr. (2004), *Instructor of English*, A.A., Young Harris College; B.A., Davidson College; M.A., Virginia Commonwealth University.

Margaret H. Major (1990), *Associate Professor of Biology*, B.S., Benedict College; M.S., Howard University; additional graduate study, Howard University, University of Georgia.

Ann H. Mallard (2002), *Assistant Professor, Library Services*, B.A., Georgia State University; M.Ln., Emory University.

Dennis P. Maltais (1991), *Associate Professor of Psychology*, B.A., Southern Illinois University; M.A., Western Michigan University; additional graduate study, University of Georgia, University of Cincinnati.

Sandra C. Matthews (1991), *Professor of English*, B.A., M.Ed., Ph.D., Georgia State University.

Mary Mattson-Evans (1991), *Professor of Teacher Education*, B.A., M.Ed., Ph.D., Georgia State University.

Carl F. McAllister (2000), *Associate Professor of Biology, Department Chair*, B.S., M.S., University of Mississippi; Ph.D., Louisiana State University.

Alicia McCalla (2001), *Assistant Professor, Library Services*, B.A., Oakland University; M.S.L.S., Clark Atlanta University.

Michael E. McClary (1993), *Assistant Professor of Music*, B.M.E., Bowling Green State University; M.M., Northwestern University; additional graduate study, University of North Texas.

Gary A. McGaha (2002), *Dean, Academic Services, Professor*, B.S., Mississippi Valley State University; M.A., Bowling Green State University; Ph.D., University of Mississippi.

Susan M. McGrath (1992), *Professor of History, Coordinator, Honors Program*, B.A., Agnes Scott College; M.A., Ph.D., Emory University.

Frankie L. McIntosh (1986), *Professor of Political Science*, B.A., North Carolina Central University; M.P.A., University of Georgia; Ph.D., Georgia State University.

Lee R. McKinley (2003), *Instructor of Business Information Systems*, B.B.A., Delta State University; M.B.A., University of Georgia.

Karen S. McKinney (1977/1992), *Associate Professor of Reading*, A.B., Middlebury College; M.P.A., Valdosta State; M.Ed., University of Vermont; additional graduate study, Emory University, Georgia State University.

Louise A. McKinney (2004), *Instructor of English*, B.A., York University; M.A., University of Toronto.

Greg McLean (2001), *Assistant Professor of Music*, B.M.U., Georgia State University; M.M., Florida State University.

Mary C. Middlemas (1993), *Associate Professor of English and English as a Second Language*, B.A., Emory University; M.S., Georgia State University.

Claudia A. Mihovk (2004), *Assistant Professor of Physical Education*, B.S., Ohio State University; M.S., Indiana University.

Jean P. Millen (1987), *Associate Professor of Mathematics*, B.A., Coe College; M.A.T., Georgia State University.

Kari H. Miller (2004), *Instructor of English*, B.A., M.A., Florida State University.

Myrtle J. Miller (1981), *Associate Professor of Nursing, Skills Lab Coordinator*, A.A.S., Queensborough Community College; B.S.N., Long Island University; M.N., New York University.

Tessa L. Minchew (2004), *Instructor, Library Technical Services*, B.F.A., Mississippi State University; M.L.I.S., University Southern Mississippi.

Melora P. Mirza (1989), *Associate Professor, Associate Director, Library Services*, A.B., Brown University; M.A.L.S., Rosary College.

Muriel G. Mitchell (1996), *Associate Professor of Nursing*, B.S.N., Tuskegee Institute, M.S.N., University of Alabama at Birmingham.

Elizabeth A. Molloy (1985), *Assistant Vice President, Educational Affairs, Professor*; B.S., Chestnut Hill College; Ph.D. Emory University.

Pamela J. Moolenaar-Wirsiy (1998), *Assistant Director, Center for Teaching & Learning, Associate Professor*, B.A., Hampton University; Ph.D., Clark Atlanta University.

Debra M. Moon (1990), *Assistant Vice President, Educational Affairs, Associate Professor*, B.A., J.D., University of Tennessee.

William H. Moon (2004), *Instructor of Economics*, B.B.A., M.B.A., Georgia State University.

Jose C. Morales (2004), *Assistant Professor of Biology*, B.S., Iona College; M.A. CUNY Lehman College; M.S., Ph.D., CUNY Graduate School & University Center.

Andrea S. Morgan (2000), *Assistant Professor of Communications, Interim Department Chair*, B.A., M.A., Eastern Illinois University.

Cecily A. Morgan (2004), *Instructor of Reading*, B.S., New York University; M.A., Montclair State University.

Christa K. Morgan (2004), *Instructor of Accounting*, B.A., M.B.A., University of Central Florida.

Carissa N. Morris (2003), *Instructor of English*, B.A., M.A., Georgia Southern University.

Linda S. Mullins (2004), *Instructor of Accounting*, B.S., Purdue University; M.B.A., Indiana University.

Suzanne Murdock (1996), *Associate Professor of English*, B.A., M.A., Ph.D., University of Nebraska at Lincoln; M.A., University of Texas at Austin.

Judy Myers (2001), *Assistant Professor of Nursing*, B.S.N., Lebanon Valley College; M.S.N., Georgia State University.

Susan Nelson (2001), *Instructor of Mathematics*, B.S., Wheaton College, M.S., Georgia Institute of Technology.

Vanya Nick (1986), *Associate Professor of English and English as a Second Language*, M.A., Kliment Ohridski, Sofia University.

Stuart D. Noel (2000), *Assistant Professor of English*, A.S., Snead College, B.S., Auburn University. M.A., Ph.D., Georgia State University.

Glenn S. Nomura (1996), *Associate Professor of Chemistry*, 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.

Debora B. Nutt (2002), *Instructor of Nursing*, B.S.N., Harding University; M.N., Emory University.

Zacchaeus Kunle Oguntebi (1993), *Associate Professor of Mathematics*, B.S., M.E.D., Ahmadu Bello University; Ph.D., Michigan State University.

Martin O. Okafor (1983), *Associate Professor of Physics*; B.Sc. (Honors), University of Nigeria; M.S. in Physics, Georgia Institute of Technology; additional graduate study, Georgia Institute of Technology.

Greg Okoro (1990), *Professor of Economics*, B.S., University of Wisconsin; M.A., University of Texas at Dallas; Ph.D., University of North Texas.

Marilyn Otroszko (1990), *Associate Professor of English*, B.A., Columbia College; M.A., Washington College; additional graduate study, Wake Forest University.

George S. Pabis (2000), *Assistant Professor of History*, B.S., DePaul University; M.A., Ph.D., University of Illinois-Chicago.

Pamela L. Parker (1995), *Associate Professor of English*, B.A., M.A., University of Southwestern Louisiana; M.A., Ph.D., Rice University.

Virginia W. Parks (1984), *Professor of Mathematics*, B.S., M.A.T., Emory University; Ph.D., Georgia State University.

Jolanta T. Paterek (2004), *Instructor 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.

Donald M. Pearl (2000), *Dean, Academic Services, Associate Professor*, B.S. Western State College of Colorado; M.S., New Mexico Institute of Mining & Technology; M.S., Ph.D., University of Nebraska.

Lawrence F. Peck (2004), *Assistant Professor of Philosophy*, 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.

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; additional graduate study, University of London.

Tina J. Philpot (1982), *Associate Professor of Economics, Department Chair*, B.A., Florida State University; M.S., University of Tennessee; additional graduate study, Emory University.

Alice Eiko Pierce (1996), *Associate Professor of Mathematics*, B.A., Pomona College; M.A.T., University of California, Los Angeles.

Jean S. Plant (1993), *Instructor of Sign Language Interpreting*, B.A., Maryville College.

Jeffrey A. Portnoy (1992), *Professor of English, Coordinator, Honors Program*, B.A., University of Iowa; M.A., Ph.D., Emory University.

Jerry L. Poteat (2003), *Assistant Professor of Chemistry*, B.S., North Carolina Central; Ph.D., Texas A&M University.

Lawrence Powell (1991), *Associate Professor of Mathematics*, B.A., William Paterson College; M.A., Trenton State College.

William Price (2001), *Assistant Professor of Communications*, B.A., Eastern Illinois University; M.A., Mankato State University.

Geraldine Pringle (1991), *Assistant Professor of Mathematics*, B.S., Morris Brown College; M.Ed., Ed.S., Georgia State University; additional graduate study, Georgia State University.

Slava M. Prudchenko (2004), *Instructor of Music*, A.S., Kiev Music Uchilishche; B.A., M.A., Kiev State P.I. Tchaikovsky Conservatory; additional graduate studies, Ukrainian National Tchaikovsky Academy of Music.

Verna M. Rauschenberg (1988), *Associate Professor of Nursing, Interim Department Chair*, B.S.N., M.N., Post Graduate Certificate in Teaching, Emory University.

Pamela Read (2000), *Assistant Professor of Nursing*, B.S.N., Alverno College, M.S.N., University of Wisconsin-Oshkosh.

Michael W. Reeves (2004), *Assistant Professor of Biology*, B.S., M.S., Georgia State University; Ph.D., Emory University.

Newburn C. Reynolds (1995), *Assistant Professor of Psychology*, B.A., Paine College; M.S.W., Ph.D., Clark Atlanta University.

Jack C. Riggs (1993), *Associate Professor of English, Writer in Residence*, B.A., M.F.A., University of North Carolina; M.A., University of Michigan.

Rosemary R. Robertson (1989), *Associate Professor of Nursing*, B.S.N., College of Mount Saint Joseph on the Ohio; M.S.N., University of Cincinnati.

Sally Robertson (2001), *Assistant Professor of Drama and Theatre*, B.F.A., University of Northern Iowa; M.F.A., University of Georgia.

Cynthia L. Robinson (2004), *Instructor of Nursing*, B.S.N., Howard University; M.N., Georgia State University.

Richard W. Robinson (2004), *Instructor of German*, A.B., M.Ed., University of Georgia.

Kathleen Roddy (1996), *Associate Professor of English*, B.A., Florida State University; M.A., Austin Peay State University; Ph.D., Florida State University.

Peter A. Roessle (2003), *Associate Professor of Chemistry*, B.S., Plattsburgh State University; M.S., State University of New York at Oswego; Ph.D., Rensselaer Polytechnic Institute.

Nicolette O. Rose (2003), *Assistant Professor of English*, B.A., Oakwood College; M.A., Long Island University; D.A., Clark Atlanta University.

Pamela Roseman (1986), *Professor of History*, B.A., Florida State University; M.A., Ph.D., Georgia State University.

Behnaz Rouhani (2004), *Assistant Professor of Mathematics*, B.S., The Hatfield Polytechnic School of Information Science; M.A., Ph.D., University of Georgia; M.A., West Virginia University.

Iason Rusodimos (1986), *Associate Professor of Mathematics*, B.E.E., M.E.E., Electrical Engineering, M.S., Physics, M.S., Math, Georgia Institute of Technology.

Dennis B. Russell (1987), *Associate Professor of Mathematics*, B.S., University of Tennessee; M.Ed., Georgia State University.

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), *Assistant Professor of Chemistry*, B.S., University of Michigan; Ph.D., Emory University.

Sharon Sanders (1990), *Associate Professor of Mathematics*, B.A., M.A., University of Georgia; additional graduate study, University of Texas at Arlington.

Beverly A. Santillo (2002), *Instructor of English*, B.A., Gettysburg College; M.A., West Chester State College.

Scott W. Sarisky (2004), *Instructor of Business Information Systems*, A.S., St. Petersburg College; B.S., University of Tampa; M.S., Nova Southeastern University.

Anna Schachner (1992), *Associate Professor of English*, B.A., Appalachian State University; M.F.A., Bowling Green State University; M.A., Georgia State University; additional graduate study, University of North Carolina at Charlotte.

Melissa P. Schoene (2004), *Instructor of Chemistry*, B.A., M.S., University of Alabama.

Melinda Schomaker (2001), *Assistant Professor of Reading*, B.S., Auburn University; M.Ed., Georgia State University.

Charles Schroen (1995), *Assistant Professor of English as a Second Language*, B.A., University of Notre Dame; M.A., Ed.D., Indiana University.

Sheryl F. Shanholtzer (1989), *Professor of Biology*, B.A., Columbia College; M.S., Florida State University; Ph.D., University of Georgia.

Janet Shanteau (2001), *Assistant Professor of English*, B.S., M.Ed., Georgia State University.

Kelly F. Shobe (2003), *Instructor of Physical Education*, B.A., Furman University; M.Ed., Georgia State University.

Tamara Shue (1996), *Associate Professor of English*, B.A., Erskine College; M.A., Georgia Southern University.

Susan McEwen Sigmon (1993), *Associate Professor of Music*, B.M.E., Shorter College; M.M., Ed.S., Georgia State University; additional graduate study, Georgia State University.

Alicia L. Simon (2004), *Assistant Professor of Sociology*, A.S., B.S., Southern University; M.A., Ph.D., Clark Atlanta University.

William R. Simson (2000), *Assistant Professor of History*, B.A., University of Virginia; M.A., Georgia State University.

Donald G. Singer (1999), *Assistant Professor of History, Coordinator, Joint Enrollment*, B.A., Presbyterian College; M.A., University of Georgia.

Richard K. Sisson (1998), *Assistant Professor of Speech*, B.A., Rust College; M.A., University of Georgia.

Christine A. Smith (1991), *Instructor of Sign Language Interpreting, Coordinator*, B.S., University of Wisconsin, Milwaukee; M.Ed., University of Georgia.

Essie H. Smith (1990), *Associate Professor of Biology*, B.S., Southern University; M.S., Northeast Louisiana University.

Larry Smith (1991), *Instructor of Mathematics*, A.A., DeKalb College; B.B.A., B.S., Georgia State University; additional graduate study, Georgia State University.

Patricia S. Nelson Smith (1990), *Associate Professor of Speech*, B.A., Marietta College; M.A., University of Georgia.

Philip A. Smith (1990), *Associate Professor of Economics, Interim Department Chair*, B.A., M.S., Indiana State University.

Sherry P. Smith (2004), *Assistant Professor of Sociology*, B.A., Clemson University; M.A., Middle Tennessee State University; Ph.D., University of South Carolina.

Stella A. Smith (1986), *Professor of Business Information Systems*, B.A., Elmira College; M.B.A., Berry College; Ph.D., Georgia State University.

Jacqueline M. Spann (1993), *Assistant Professor of Mathematics*, B.S., Tougaloo College; M.S., Tennessee State University.

Lerah Spikes (1990), *Assistant Professor of English*, B.A., Albany State College; M.Ed., University of Georgia.

Carolyn Spillman (1989), *Associate Professor of Mathematics*, B.S., Marian College; M.A., State University of New York, Binghamton.

Evelyn P. Sponaugle-Hughes (1978), *Associate Professor of Music*, B.M., M.M., West Virginia University.

John M. Stanford (1992), *Professor of Physics, Interim Department Chair*, B.A., Rice University; Ph.D., University of Georgia.

Tina E. Stern (1989), *Professor of Psychology*, B.A., Boston University; M.Ed., Cleveland State University; Ph.D., University of Georgia.

Dion C. Stewart (2004), *Associate Professor of Geology*, B.S., Michigan State University; M.S., Ph.D., Pennsylvania State University.

Adam P. Stone (1991), *Associate Professor of Political Science*, A.B., University of California, Berkeley; M.A., Brandeis University.

Judith A. Stout (1989), *Assistant Professor of Dental Hygiene*, A.S., B.S., Indiana University; M.S., University of Iowa.

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), *Instructor of Reading*, B.A., M.A., California 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.

Timothy 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), *Director, Library Services, Instructor*, B.S., University of Florida; M.L.S., Clark Atlanta University.

Dennis C. Tettelbach (1990), *Associate Professor of English*, B.A., M.A., Wright State University.

Ingrid N. Thompson-Sellers (2000), *Instructor of Business Information Systems, Interim Department Chair*, B.S., University of the West Indies; M.S., Iona College.

Jacqueline D. Thornberry (1986), *Director, Special Programs, Associate Professor*, B.S.Ed., Georgia Southern University; MAT, Emory University.



H. Elizabeth Thornton (1991), *Associate Professor of English*, B.A., Vassar College; M.A., Stetson University; additional graduate study, Georgia State University.

Robert G. Thornton (2002), *Assistant Professor of Biology*, B.S., M.Ed., Ed.D., University of Georgia.

Julie A. Tittle (1993), *Assistant Professor, Student Affairs Counselor, Interim Director, Advising and Counseling*, B.S., M.S., University of Tennessee.

Bradley Tucker (1995), *Associate Professor of English and English as a Second Language*, B.A., University of Georgia; M.A., University of Texas at Austin; additional graduate study, University of Georgia.

Enefiok Umana (1992), *Associate Professor of Mathematics*, B.S., M.S., Wichita State University.

George Vargis (2001), *Assistant Professor of Political Science*, B.Sc., University of Madras; M.A., Sri Venkateswara University; M.P.P.A., and additional graduate studies at Mississippi State University.

Salli Vargis (1995), *Associate Professor of History*, B.A., M.A., M.Phil., University of Madras, India, Ph.D., Mississippi State University.

Margaret H. Venable (1991), *Assistant Vice President, Educational Affairs, Professor*, B.A., Agnes Scott College; M.S., Georgia Institute of Technology; Ph.D., Georgia State University.

Maureen F. Vidrine (2006), *Instructor of Nursing*, B.S.N. Emory University; M.S.N., Georgia State University.

Theodore C. Wadley (1992), *Associate Professor of English, Coordinator, Honors Program*, A.B., University of Georgia; M.A., University of Wisconsin.

Cynthia A. Walker (2004), *Assistant Professor of English as a Second Language*, B.A., University of Alabama; M.A., Ph.D., University of California.

Barrett Walls (2001), *Assistant Professor of Mathematics*, B.S., Massachusetts Institute of Technology; M.S., Ph.D., Georgia Institute of Technology.

Gregory N. Ward (1980), *Associate Professor of Physical Education, Athletics Director*, B.S., University of South Carolina; M.Ed., Georgia Southern University; Ed.S., Georgia State University.

Connie L. Washburn (1990), *Associate Professor of Business Information Systems*, B.B.A., M.S., Georgia State University.

Kristina Y. Watkins-Mormino (2004), *Assistant Professor of French*, B.A., Rhodes College; Ph.D., Emory University.

Thomas J. Weatherly, Jr. (1978), *Professor of Psychology*, A.B., M.Ed., Ph.D., Georgia State University.

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.

Emily Cleves Whaley (1989), *Associate Professor of Mathematics*, B.S., Northern Kentucky University; M.A., University of Louisville; additional graduate study, Emory University.

Sally Padgett Wheeler (1991), *Associate Professor of English*, B.A., M.A., Emory University.

Rhonda D. Wilkins (1992), *Instructor of Education*, B.A., Spelman College; M.S., University of Tennessee; Ph.D., Georgia State University.

James R. Williams (1989), *Associate Professor of Mathematics*, B.S., Shorter College; M.S., University of Tennessee; additional graduate study, Georgia State University.

Shawn L. Williams (2004), *Assistant Professor of Reading and English*, B.A., University of Pittsburgh; M.A., Ph.D., Clark Atlanta University.

Diane H. Wilson (1989), *Associate Professor of Mathematics*, B.S.E.D., M.Ed., Georgia Southern University; additional graduate study, Georgia State University.

Paulos G. Yohannes (1992), *Professor of Chemistry*, B.Pharm., M.S., Addis Ababa University; Ph.D., University of Kansas.

Bonnie Young (1991), *Professor 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 Communications*, B.A., M.S.C., Auburn University; additional graduate study, Georgia State University.

Marc S. Zayac (2000), *Assistant Professor of History*, B.A., M.A., John Carroll University.

E. Lynn Zeigler (1992), *Associate Professor of Geology*, B.S., M.S., Emory University, additional graduate study, Georgia State University.

Patricia D. Zrolka (1990), *Associate Professor of Mathematics, Interim Department Chair*, B.S., University of Georgia; M.Ed., Georgia State University.

## Faculty Emeriti

Dr. Thomas J. Anderson (Music)  
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)  
Mr. James S. Bradford (Music)  
Mr. Edward W. Bramlette (Fine Arts)  
Ms. Bernice C. Brantley (Nursing)  
Dr. Laura D. Breedlove (English)  
Mr. Carroll Russell Bremer (English)  
Mrs. Ann C. Briegel (English)  
Dr. Joanne C. Burgess (English)  
Ms. Kimball Burkett (Dental Hygiene)  
Mr. Edward F. Callanan (Business)  
Mrs. Dorothy R. Carpenter (Physical Science)  
Dr. William R. Cheek (German)  
Ms. Lynn Cherry Grant (English)  
Dr. Faye L. Clark (Communications)  
Ms. Evelyn M. Clegg (Reading)  
Dr. Richard Clow (History)  
Dr. Marvin M. Cole (Administration)  
Dr. Douglas L. Crane, Jr. (History and Political Science)  
Dr. Norma E. Crews (Counseling)  
Mr. William G. Cunningham (Mathematics)  
Mrs. Elaine G. Dancy (English)  
Dr. Edwin D. Davidson (Administration)  
Mr. Richard D. Davis (Geology)  
Dr. Willard L. Dickinson (Chemistry)  
Dr. Rose S. Dismar (English)  
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. William E. Fulwood (Mathematics)  
Mr. J. A. Godwin (Administration)  
Mr. Carl H. Griffin (English)  
Mr. H. Eugene Hall (Mathematics)  
Ms. Jo Alice Halsell (Learning Support)  
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)  
Mrs. Jewell V. Hiatt (Business Administration)  
Mr. James N. Hickman (History)  
Dr. Jarvis H. Hill (Psychology)  
Mrs. Mary Brown Hinley (Music)

Mrs. Gladys M. Huff (Music)  
Mrs. Weldon S. Jelks (English)  
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)  
Mr. Donald G. Larson (Music)  
Ms. Sarah S. Larson (English)  
Dr. Ruby C. Lewis (Sociology)  
Dr. William Luttrell (English/Philosophy)  
Mrs. Alice N. Maclin (English)  
Mr. Warren H. Mason (Mathematics)  
Mr. Frank W. McComb (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)  
Mr. Horace L. Minton (Economics)  
Dr. Joan B. Murray (Biology)  
Mrs. Routh T. Neill (Physical Science)  
Dr. C. Kenneth Nelson (History)  
Mr. William S. Newman (Humanities)  
Ms. Frances J. Nicholson (Psychology)  
Dr. Mary O'Brien (Nursing)  
Dr. Joyce M. Pair (Humanities)  
Dr. June W. Plachy (Mathematics)  
Dr. Hartwell L. Quinn (History)  
Mrs. Audrey S. Roddy (Sociology)  
Mr. Walter R. Rogers (Mathematics)  
Dr. Sharon Cutler Ross (Mathematics)  
Mr. George Sanko (Biology)  
Dr. Eleanor G. Sharp (French and Spanish)  
Mr. Vincent K. Smith (Mathematics)  
Dr. Maureen F. Steadman (Nursing)  
Mr. Charles R. Stone (Mathematics)  
Dr. Faye R. Tate (English)  
Ms. Susan M. Thomas (Humanities)  
Ms. Anne Tidmore Gleanon (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. Pearl K. Peavy Vonderhaar (Humanities)  
Ms. Sandra Waller (English)  
Dr. Brownlee Waschek (Music)  
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)

## 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 Labs and Classrooms, Learning Communities, Learning Resources, Instructional Support Services, and the HEDS 1011 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** – Official certification by an external academic organization that a college meets all requirements for academic achievement, curricula, facilities, and educational integrity.

**Advanced Placement** – Eligibility to enroll in courses beyond the entry level through transfer credit or examination.

**Alumni** – 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 fulltime 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 into job placement rather than into 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 at [www.gpc.edu/~acadaff/Schedules/index.php3](http://www.gpc.edu/~acadaff/Schedules/index.php3). 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 or as telecourses.

**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 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)** – Established 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 postsecondary 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** – Designations indicated on the college degree and transcript to reflect outstanding scholarship.

**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.

**Instructional Support Services (ISS)** – Provides both physical and online labs in which tutors work with students on academic content in mathematics, reading, English courses, some foreign languages, and some sciences.

**Joint Enrollment Program** – A program that makes available to qualified high school students Georgia Perimeter College courses for full academic credit.

**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 2 or 3, around a common theme or to enhance student retention and completion of Learning Support courses.

**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 5 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** – Transfer students are ones 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. Such students are ones who expect to return to their home institution and who have transient permission from those institutions.

**Tuition** – Amount of money charged for classes.

2006-2008



# Index

About GPC	7	Career and Certificate Programs	30,149
About this <i>Catalog</i>	2	Career Development	102
Academic Calendar	4,5	Catagories of Admission	15
Academic Computer Labs	100	<i>Catalog</i> Editions	68
Academic Credit Units	68	Center for Disability Services	103
Academic Exclusion	87,88	Center for Continuing & Corporate Educ....	114-115
Academic Honesty	80	Certificate Programs	30,149
Academic Placement	69	Chamber Ensembles	111,201
Academic Probation	87	Changes to Students' Records	69
Academic Progress	47,49,50,76	Cheating	80
Academic Records	80	Chemistry	58,128,174,175
Academic Renewal	85	Chinese	176
Academic Status	87	Chorale, The	111
Academic Support Services	100	CLEP	31,43,101,155
Academic Warning	87	Co-Curricular Programs	110
Academic Year	68	College Level Examination Program	31,43,101,155
Accelerated Class Terms (half semester classes)	68	College Preparatory Curriculum (CPC)	32,33,70,71,75,150,152,154,158
Accounting	167	Collegian, The	112
Accreditation	9	Commencement	88
Admission. 14-36,88,103,146,147,150,152,154,158,163		Communication	129,176
Advanced Placement Program (AP)	31	COMPASS	33,43,70,71,101
Advisement, Advisor	72,76,102,103,104	Computer Fraud	80
Advising and Counseling Services	102	Computer Labs	100
Alumni Association	12	Computer Science	129,177,178
Anthropology	126,167	Continuing and Corporate Education	114,115
AP	31	Core Curriculum	119,121,124
Appeals	51,73,74,83,87,96	Core I	119,121-123
Application Deadlines	14	Core II	119,124-125
Application Fee	14,38,89	Counseling, Counselor	72,102
Applied Technology	167	Course Abbreviations	166
Arabic	168	Course Description	73,166-220
Area F	119,126	Course Exemption	31
Areas A - E	119,121-125	Course or Class Load	44,69,78
Art	126,127,168-170	CPC	32,33,70,71,75,150,152,154,158
ASSET	70,71	Creative License	112
Associate Degree	85,88,89,107,118,126	Credit by Examination	31
Associate of Applied Science Degree	89,90,149,154,156,158	Criminal Justice	130,178
Associate of Arts Degree	89,90,118,126	Critical Language Fee	42
Associate of Science Degree	89,90,118,126,149,150,152	Cumulative GPA	72,83,87,146,147
Astronomy	170	Deaf, Hard of Hearing	103
Athletic Fee	39	Dean's List	83
Athletics, Intercollegiate	111	Degreed Student	15,20
Athletics, Intramural	110	DeKalb Symphony Orchestra, The	111
Attempts	73,74,76	DeKalb Technical College	30,149,163
Attendance	77	Dental Hygiene	30,42,58,87,88,89,149-151,179-180
Audit	46,82	Departmental Exams	31
Award Packages	48,49	Disabilities	70,84,94,103
Biology	127, 171-173	Discrimination	94-96
Board of Regents	222,223	Distance Learning	39,41,58,120
Business Administration	128,174	DTAE Colleges	70
Calendar	4,5	Dual Programs with DeKalb Tech	30,149,163
Campus Organizations	110	Economics	181
Campus Security Act	98	Education	59,181
Campuses	10,11	Emergency Loans	54
		Engineering	131,182
		English	70,73,132,182-184

English as a Second Lang. . .	50,59,75-76,91,184,185
Environmental Science .....	185
ESL .....	50,59,75-76,91,184,185
European Union .....	185
Exclusion .....	87,88
Exemption.....	31,70
Exit Policy .....	73,76
Exit Testing.....	73,76,97
FAFSA.....	47,48,49
Family Educational Rights and Privacy Act ..	96-97
Fee Refunds .....	43,44,79
Fees and Expenses .....	38-44
FERPA .....	96-97
Film .....	186
Financial Aid .....	15,46-65,69,74,78,86
Financial Hold .....	43
Financial Obligation .....	44
Fine Arts .....	59,107,111,168,197,201
Fines .....	43
Fire Management ....	30,55,149,154,155,160,186,187
Foreign Language .....	133,134
Former Student .....	15,27
Foundation .....	11
French .....	187-188
Freshman .....	15,17,68,118
Full-time .....	38,48,69,75,78,105
Gateway to College.....	104
GED .....	17,18,19,22,26,53,57
General Education Outcomes .....	119
General Education Requirements.....	118
General Studies .....	134
Geography.....	188
Geology .....	135,188,189
German .....	189
GPA .....	49,50,70,79,80,81,83,84
Grade Appeal Policy.....	81
Grade Appeal Procedure.....	81-82
Grade Point Average.....	50,51,72,81,82,83,85,86,87
Grades .....	80,81,82-83
Graduation .....	49,81,85,86,88-90
Grants .....	46,48,53,106
Hardship Withdrawal .....	79
Health and Physical Education .....	135
Health and Physical Education Teaching Option	147
Health and Wellness, District .....	104
Health Insurance .....	42
HEDS 1011 .....	74,77,100,189
High School Requirements .....	32
Higher Education Seminar .....	74,77,100,189
History .....	136,190
History of the College .....	9-10
Home School Student .....	15,25
Honors .....	60,71,72,90
HOPE .....	46,52,53,105
HP MESA .....	105
Humanities .....	191
Hybrid Courses .....	120
Immunization .....	28,29
In Progress .....	81
Incomplete .....	81
In-State .....	34,38,39,40,41
Institutions of the University System of GA .....	224
International Center .....	106
International Certificate.....	106-107
International Student .....	15,21-24,35,75-76,103
International Studies .....	191
Intramural Activities .....	110
ISS.....	100
Italian .....	191,192
Japanese .....	192
Jazz Ensemble .....	201
Jazz Lab Band .....	201
Job Information .....	102
Joint Enrollment .....	16,105
Journalism .....	193
Journalism/Professional Writing .....	137
Korean.....	193
Lab Fees .....	42
Late Registration Fee .....	42
Leadership Academy.....	105
Learning Communities .....	100,101
Learning Resources Services .....	101
Learning Support.....	50,70-71,72-74,85,100
Library .....	101
Library and Information Science Technology .....	30,149,156,157,161,194-195
Library Fines .....	43
Loans .....	53
LSAMP .....	105
MAP .....	104
Math-based Majors .....	119,124,125
Mathematics .....	61,70,71,74,138,195-197
Midpoint of Course .....	79
Military Personnel .....	35
Military Withdrawal .....	79,81
Mission Statement of the College .....	8
Multicultural Advising Program (MAP) .....	104
Music.....	138,197-203
Music Fee .....	42
Musical Performing Organizations .....	111
Newspaper.....	112
Nondiscrimination .....	94-96
Non-math-based Majors .....	119
Non-resident .....	38
Non-traditional .....	15,19,32
No Show Policy.....	77
Nursing.....	30,61-64,87,88,149,152-153,204-206
Nursing Lab Fee .....	42
Off-campus .....	39
Ombudsperson .....	94,95
On-campus .....	39
Online Courses .....	120
Orientation .....	103,110
Out-of-State.....	34,38,40
Parking Fines .....	43
Part-time Student.....	38,72,75,105
PELL Grant .....	53
Personnel, Administration .....	225-227
Personnel, Board of Regents .....	222,223
Personnel, Faculty Directory .....	227-241
Philosophy .....	139,206-207
Physical Education .....	89,207-210
Physical Science .....	210
Physics .....	140,210,211

Placement Tests .....	69,75,101,198
Plagiarism .....	80
Political Science .....	141,211-212
Portuguese .....	212
Pre-Dentistry .....	142
Pre-Medicine .....	142
Pre-Pharmacy.....	142
Prerequisites .....	72-73
Prime Timers Program .....	15,26-27
Probation .....	50,87
Programs of Study .....	118-163
Psychology .....	143,144,212-213
Publications .....	112
Reading .....	214
Readmission, Nursing.....	88,153
Readmission, Dental Hygiene.....	88,150
Readmission, Learning Support.....	74
Recreational Activities.....	110
Refund .....	38,43,79
Regents' Test .....	82,90-91,102,123,125,150,153,155,158-159,214
Regents' Test Preparation.....	77,78,214
Regents' Test Remediation.....	91,92
Registration .....	15,38,42,77
Religion .....	214
Renewal GPA .....	85-86
Repeating courses .....	85
Resident, Residency .....	34,38
Returned Check Fee .....	43
Russian .....	215
Satisfactory Academic Progress.....	49,50
Scholarships.....	55-65
Science Lab Fee .....	42
Second Degree .....	89
Security .....	98
Semester Hour .....	68
Senior Academy.....	115
Senior Citizen .....	15,26-27
Sign Language Interpreting.....	30,50,53,149,158-159,162,215-217
Social Work .....	144,217
Sociology .....	145,218
Software Piracy .....	80
Sophomore .....	68,118
Spanish .....	218,219
Special Fees .....	42
Special Student .....	15,20
STAR Orientation Leaders.....	103,110
Student Activity Fee .....	39
Student Assistants .....	54
Student Discrimination Grievance .....	94-96
Student Government Association (SGA) .....	110
Student Handbook.....	80,110
Student Support Services .....	39,102-104,106
Students with Degrees .....	15,20
Study Abroad .....	65,106,107
Summer Institute.....	106
Suspension .....	73,74,76
Swahili.....	219
Syllabus .....	77
Teacher Education (Excluding Secondary Educ.).....	146
Teacher Education (Secondary Education).....	147
Technical Colleges .....	70
Technology Fee .....	39
Teleweb Courses .....	120
Term GPA .....	82-83,87
Testing.....	101-102
Testing Fees .....	43
Theatre .....	148,219,220
Theatre Arts Guild, The .....	111,201
Title IV .....	51
TOEFL .....	21,75,102,152
Traditional Student .....	15,17,18
Transcript .....	80,85,89
Transfer .....	15,18,30,32,33,69-71,86,88,89,90,106,118,119,121,126
Transient.....	15,19-20
TRIO Programs .....	105
Tuition .....	38-41
Tuition Classifications.....	34
Tuition Differential Waivers .....	35,36
Tutoring.....	100
Twenty-Hour Rule .....	73,76
University System Employees.....	35
Upward Bound .....	106
Veteran's Affairs .....	54
Warning .....	72,87
Wellness Center, The .....	104
Wind Ensemble, The .....	111
Withdrawals .....	73,76,77,78,79,80
Work Opportunities .....	54
Work-Study Program .....	54

2006-2008